



COMMONWEALTH *of* LEARNING

Learning for Development

**BOARD OF GOVERNORS
President's Quarterly Progress Report:
April – June 2013**

The Board of Governors of the Commonwealth of Learning met on 14 June 2013 in Vancouver. In lieu of a Quarterly Progress Report from the President for April – June 2013, the President's Report and the Programme Reports that were provided to Board members for this meeting, updating the Board on progress to date on COL's Three-Year Plan, 2012–2015, are provided below. Also included at the end are updates for April – June that were provided at the meeting.



President's Report

COL will complete 25 years in September 2013. It has been a long and eventful journey on which many people from around the Commonwealth have accompanied COL. We salute each one of them for their valuable contributions. Over these years, COL has remained small with a stable staff strength, yet its influence and reputation today have grown far in excess of its small size. What are the reasons for this?

One, COL has always tried to remain relevant to the needs of its stakeholders. When COL was first established, its purpose was that '... any learner anywhere in the Commonwealth shall be able to study any distance teaching programme available from any bona fide college or university in the Commonwealth' (Briggs report, 1987). COL clearly started out with the mandate to strengthen higher education using open and distance learning. With the adoption of the MDGs and EFA goals in 2000, COL understood the need to align its work to the global development agenda and began to use ODL and technologies to strengthen teacher education and secondary schools. In its ongoing commitment to relevance, COL created a network of in-country Focal Points to identify the national agendas that could be implemented within COL's mission and mandate. Since most of the Focal Points have been nominated by Ministers of Education (who make annual contributions to COL's budget), the country priorities focused mostly on formal education. At the same time, major international development agencies (also major contributors to COL's budget) stressed the need for supporting progress towards achieving the MDGs. COL balanced these diverse priorities by extending its work to include livelihoods and health. As we complete 25 years, we can see a clear progression from higher education, teacher training and secondary education in the formal education sector to non-formal and informal learning relating to skills development, agriculture and health. In short, COL has moved from formal education to the wider field of learning for development. That COL is on the right track is clear from the additional contribution that we have received from CIDA this year to extend our Lifelong Learning for Farmers work in Ghana and Tanzania. This trend is likely to continue as we go forward, with the formal, non-formal and informal sectors of learning assuming equal importance within the spectrum of lifelong learning.

Two, COL has grown and developed from an outputs orientation to an outcomes-based organisation. COL states its expected outcomes and targets for its Three-Year Plans and tries to not only achieve but to exceed these through its 'minimum intervention, maximum impact' approach. However, it is also mindful of the need to cater to the unforeseen requests and priorities of its stakeholders on the one hand and the imperative of raising additional contributions to enhance its impact, on the other. Keeping an eye on the outcomes and impact to be achieved helps COL stay both focused and flexible. The effort has been to maintain a balance between outputs and outcomes; capacity and capability and achieving Pan-Commonwealth coverage with in-depth work in specific countries. During this year, COL has enhanced its work in both the Pacific and Caribbean regions and this will be further strengthened as new partners are identified.

Three, COL captures and disseminates the results of what it does. We have been reporting regularly to various stakeholders to assure them that COL is not only efficient and effective but also delivers value for



money. There are quarterly and annual reports to the COL Board; annual reports to the COMSEC Board; triennial Country Reports to Ministers of Education at the CCEMs; an outcome evaluation at the end of each Three-Year Plan; the *Connections* newsletter and the website at www.col.org for the general reader. During this triennium, COL is not only commissioning an external evaluation to assess the outcomes achieved during this TYP but has also contracted an external agency to evaluate COL's impact over the past nine years. These evaluations will further satisfy stakeholder need for accountability and transparency and will help COL to further refine its direction and operations. DFID has provided the additional funding for the impact evaluation.

Partners have responded positively to COL's approach of balancing continuity and consolidation on the one hand and refocusing and evolutionary change on the other. Ministers of Education 'commended COL on its growing impact especially in relation to its needs-based work in each Member State' and for 'developing innovations in technology to enhance access to education in both the formal and non-formal sectors' (18th CCEM Communique). The Honourable Julian Fantino, Minister of International Cooperation, Canada spoke in a similar vein when he visited COL in April 2013: 'Our government is ... proud to be the largest contributor to the Commonwealth of Learning'.

Such glowing tributes encourage COL to keep aspiring to even higher levels of performance. The next two big events for COL will be the Commonwealth Heads of Government Meeting (CHOGM) and the Seventh Pan-Commonwealth Forum on Open Learning (PCF7) during this calendar year. COL is usually given seven minutes to provide an oral report to Foreign Ministers. Even though COL was created by the Vancouver CHOGM, the responsibility for providing substantive reports and receiving endorsement for its Three-Year Plans has been delegated to the Commonwealth Education Ministers Meetings (CCEMs). However, references to COL continue to appear in the CHOGM Communiques and we will need to play a proactive role in ensuring that COMSEC has the requisite words to include in the Communique that will follow the Sri Lankan CHOGM in November this year. COL will also provide a short report on 'Twenty five years of COL' to CHOGM.

If a small organisation like COL has to continue to merit respect, it must come through as a thought-leader at all times. How can that be measured? Through various publications; the number of invitations to speak at key international conferences; citations in research; additional contributions and concrete evidence of influence on policy and practice.

COL is acknowledged as a global thought-leader in OER. During this financial year, three major publications, resources, additional contributions, invitations to international conferences and policy advocacy provide the evidence of COL's contribution to this field. COL will continue to implement the recommendations of the Paris OER Declaration 2012.

COL was invited by the Commonwealth Secretariat (COMSEC) to contribute to the draft 'Post 2015 Development Framework for Education'. COL's recommendations were incorporated into the Commonwealth Inter-ministerial Working Group's document that has identified three key priorities for education that will go beyond 2015: access; quality and equity. These are areas that COL is already active



in. The future Goals will be debated and decided by the international community as the 2015 deadline approaches. COL's leadership will depend on what innovations it can develop related to technology or to models that can help Commonwealth Member States implement the Goals. COL's contribution in bringing ODL from academia to the field of development is widely acknowledged. However, more evidence-based advocacy in this respect will serve to bridge the perceptual divide that prevents wide-scale deployment of ODL and technology-based approaches in the field of development.

While COL promotes 'learning for development' among external stakeholders, it also must continue to be a 'learning' organisation that keeps itself at the cutting edge of emerging trends in both technology and development. To be a thought-leader, COL's staff, which is its major strength, must continue to be world-class development professionals. What does this mean? A world-class professional is at the frontiers of knowledge; contributes to innovation and research; is proactive rather than reactive and ready to walk the extra mile; is a networker with excellent communication skills; displays humility and impeccable integrity. Above all, the world-class professional is deeply committed to making a difference.

The world has seen unprecedented change in the last 25 years: the phenomenal growth of technology; the shifting of geo-political power; global recession. As a small and nimble organisation, COL has managed to chart a steady course amidst all this turbulence and has demonstrated what it means to be a development organisation for the 21st century.

Asha Kanwar
May 2013

COMMONWEALTH OF LEARNING

Progress Report 2012–2013



INTRODUCTION

This report covers the period from 1 July 2012 to 31 March 2013, the first year of the current Three-Year Plan (TYP) 2012–2015. This plan, with its focus on Learning for Development, maintains the theme of the past Three-Year Plan while emphasising the strategic goals to (1) ensure quality education for all Commonwealth citizens, (2) promote human resource development and (3) harness open and distance learning (ODL) and technologies to achieve development goals.

We will be assessing performance against five dimensions – Relevance, Regions, Resources, Relationships and Results – which set the basis for COL as it strives to offer Commonwealth countries best value for the resources that they invest in the organisation.

The data in this report has been generated through a process of monthly reviews, internal assessments carried out on a quarterly basis, and activity/event reports. Both the monthly meetings with Education Specialists and the quarterly reviews during the programme update meetings (PUM) focused on the activities for each initiative (based on its annual plan), the resulting outputs, and the follow-up actions in keeping with the Logic Model; and how all of these are contributing to the achievement of the outcomes and attainment of the outcome indicators. The reviews also identified risks and other factors that need to be addressed.

PROGRAMME ASSESSMENT

RELEVANCE

How does the programme contribute to the needs of Member States, COL's mission and mandate, Commonwealth priorities, and progress towards the Millennium Development Goals (MDGs) and Education for All (EFA) Goals?

The current Three-Year Plan (2012–2015) has been developed through wide consultations with stakeholders across the Commonwealth and was endorsed during the 2012 Conference of Commonwealth Education Ministers (CCEM) that took place in Mauritius. The key priorities of Member States and support for the MDGs and EFA goals have been captured in the two sectors: Education and Livelihoods & Health (L&H). There are seven initiatives all together. Those within Education are Open Schooling, Teacher Education, Higher Education, and Virtual University for Small States of the Commonwealth (VUSSC). Those within Livelihoods & Health are Technical and Vocational Skills Development (TVSD), Lifelong Learning for Farmers (L3F), and Healthy Communities. The two cross-cutting themes are eLearning and Gender.

How are specific activities decided?

In order to be relevant to the needs of Member States, Country Action Proposals were developed in October 2012. These were then circulated to country Focal Points and other stakeholders for further inputs and finalised as Country Action Plans. Progress in each activity is tracked with the responsible Education Specialist. The action plans are also updated and, if required, adjusted accordingly based on member country requests. At the end of this triennium, COL will present a report of what was achieved in each country.

As noted in the Three-Year Plan, COL's mission is "to help governments and institutions to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches." This approach enables governments, institutions and organisations to reach large numbers of Commonwealth citizens through formal as well as non-formal modes in a cost-effective manner. In this way, it helps many developing countries in addressing the MDGs and EFA goals effectively. COL also focuses on community media, mobile phone based learning, low-cost technologies, the development and use of need-based open educational resources (OER) and print materials as a means of developing models, scaling its impact and reaching the unreached.

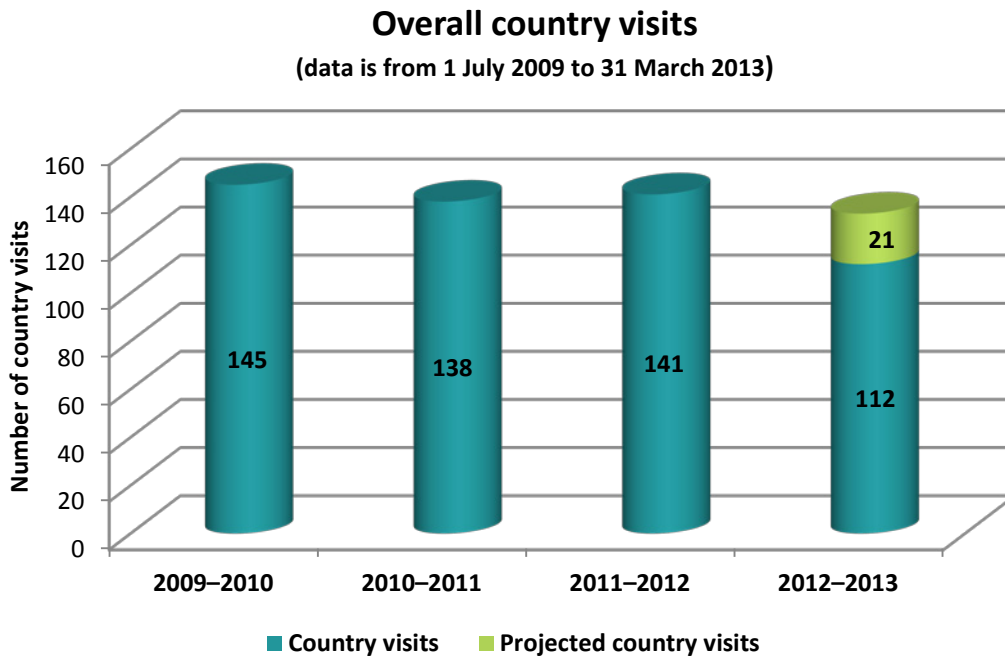
REGIONS

How many regions and countries has COL covered, and which institutions and organisations did COL partner with?

COL has covered all four regions of the Commonwealth and is active in 43 developing countries during the year under review. The core strategy of creating partnerships, building capacity, enabling materials development, crafting and testing models and supporting policy development has enabled COL, with its modest budget, to achieve widespread presence. This approach ensures COL is able to cover as many of the 54 Commonwealth countries as possible while capping travel costs at 9% of the overall programme budget.

Figure 1 notes the trend over the past three years of the number of countries visited by COL staff. Staff have a clear understanding of the initiative outputs and outcomes and are therefore able to manage this without necessarily undertaking trips to all countries. This also reflects the confidence that COL has with its partners and their capacity to manage various activities.

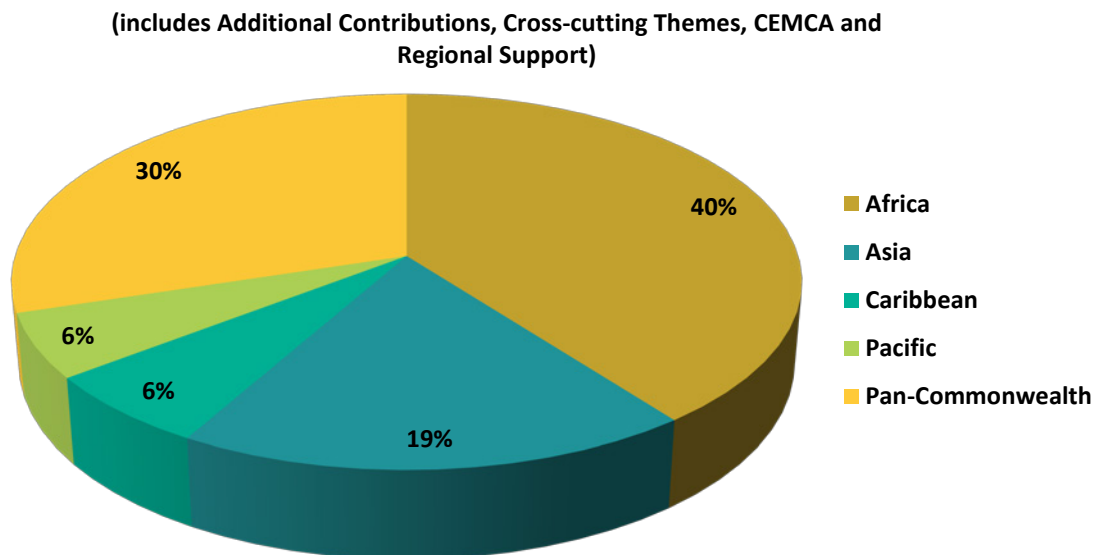
Figure 1. Overall number of country visits by COL staff, 1 July 2009 to 31 March 2013



Another good indicator of the regional reach and COL focus is illustrated in Figure 2. The chart notes the level of expenditure between the four regions of the Commonwealth and the expenditure on Pan-Commonwealth activities. Maximum resources were allocated to Africa because: (1) the continent has 19 Commonwealth countries; (2) COL received additional contributions to support activities there; and (3) Africa has great need for education and training to address the vast education challenges if many of the countries are to achieve the MDGs and EFA Goals.

Asia, with its eight Commonwealth member countries and COL's regional office — the Commonwealth Education Media Centre for Asia (CEMCA) — is second with respect to expenditure and activities. All COL's initiatives have activities in the Pacific and the Caribbean. The Caribbean, which is made up of 12 Commonwealth Member States, is much closer to COL's headquarters, resulting in travel expenses being relatively low and much of the work being done on a regional basis. The Pacific region, with its vast distances and large human resource needs, also benefited from COL's work. This was done on a country-specific and regional basis. COL has concluded the first phase of research, leading to further regional support for the Caribbean and the Pacific.

Figure 2. COL expenditure across regions, 1 July 2012 to 31 March 2013



To ensure regional reach, COL has worked with partners from: Commonwealth countries; multilateral organisations such as UNESCO, COMSEC and UNICEF Mozambique; and other global/regional organisations, including the Association African of Universities (AAU), African Council for Distance Education (ACDE), Asia Pacific Quality Network (APQN), World Association of Community Radio Broadcasters (AMARC), Caribbean Institute of Media and Communication, Farm Radio International, British Council and William and Flora Hewlett Foundation.

The Education sector has worked with governments, ministries of education, qualification authorities, universities, open schools and teacher training institutions. The L&H sector has worked with non-governmental organisations, technology and telecommunications companies, commercial and agricultural banks, Technical and Vocational Education and Training (TVET) institutions, ministries of education, health and agriculture.

Both sectors were able to reach many learners through their activities. In Education, the Open Schooling initiative has trained 906 faculty and management staff to build their capacity in course development, delivery and administration. The VUSSC has completed 11 activities (five workshops, three online courses, two blended courses and one face-to-face course) in which 479 people were trained. For the L&H sector, the L3F initiative reached 68,000 farmers in three regions, of which 68% were women. Healthy Communities was able to reach 12,000 active users and 85 local NGOs in 16 countries from three regions of the Commonwealth.

In addition to Commonwealth countries, COL staff also visited various non-Commonwealth countries, including the USA, Netherlands, United Arab Emirates, Germany, Senegal, France, Philippines and Indonesia. In most of these cases, the host paid for the COL staff member to attend programme related meetings in these countries.

RESOURCES

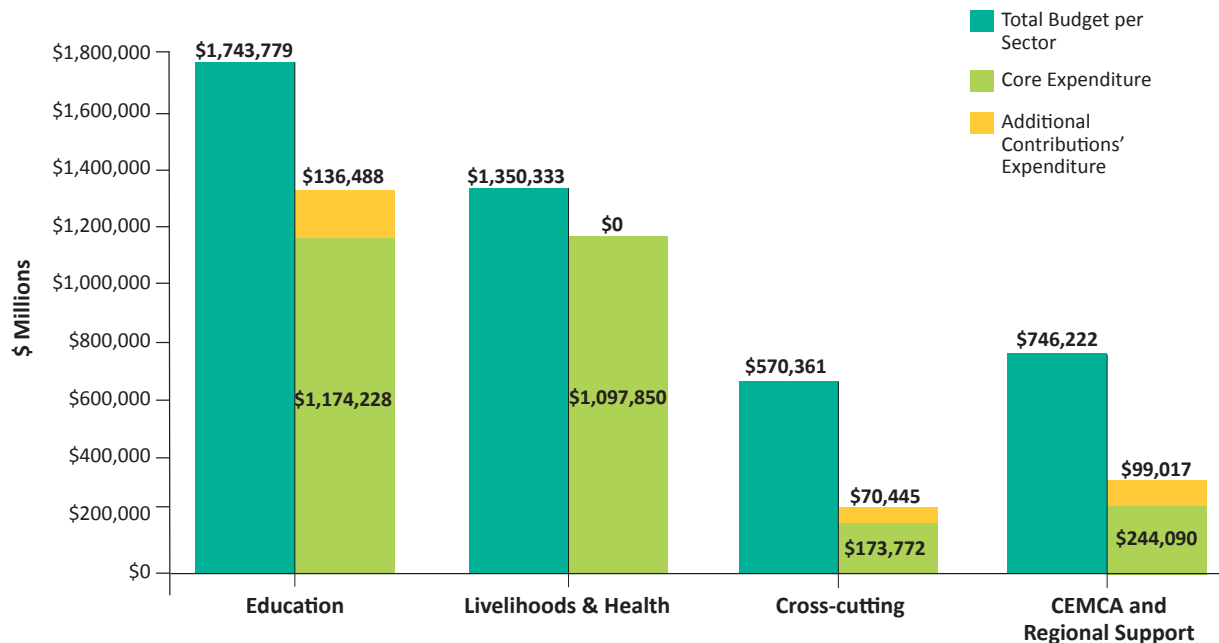
What was the allocation of resources and in what areas of work?

The budget allocation from core funding to programme costs was \$4,062,000, with another \$348,362 from additional contributions, which is 8.58% of the total programme budget. In terms of sector breakdown, 40% was allocated to Education, 31% to L&H, 13% to cross-cutting themes and 16% to CEMCA and Regional Support.

For CEMCA, additional contributions were received from the Ministry of Information and Broadcasting (Government of India) and UNESCO. This amounted to \$161,222, or 32% of its total budget.

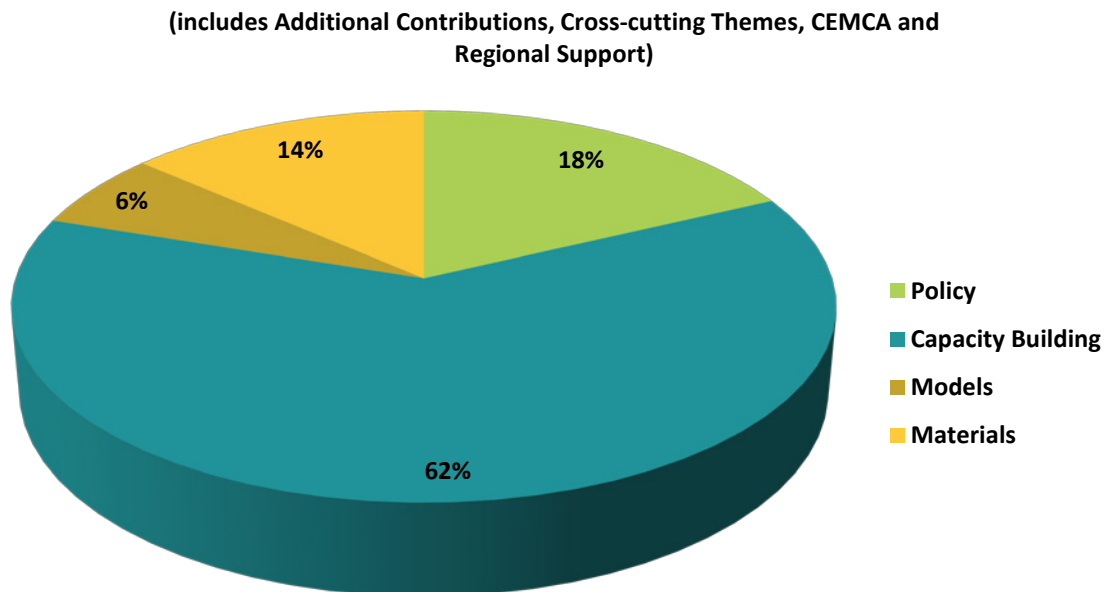
Figure 3 shows the overall expenditure by COL (including commitments) that amounts to 68% after three-quarters of the financial year. COL forecast that over 85% of the programme-related funds will be expended by the end of the fourth quarter.

Figure 3. COL budget allocation and expenditure across sectors, 1 July 2012 to 31 March 2013



Budget allocation for the core strategies illustrates that COL has focused mainly on capacity building (62%) and policy (18%). This focus is aligned with the Activity Plans of the Logic Model where such capacity building and policy development are important to support engagements on materials and building models.

Figure 4. COL expenditure across core strategies, 1 July 2012 to 31 March 2013



RELATIONSHIPS

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

Over the nine months under review, COL has embarked on a variety of important partnerships in the execution of its activities. For example, it has partnered with:

- Global partners, such as UNESCO, the Commonwealth Foundation, and the Commonwealth Secretariat (COMSEC)
- Development funders, including CIDA and the U.K. Department for International Development (DFID)
- Regional partners, including the AAU, ACDE, APQN, AMARC, Caribbean Institute of Media and Communication, Farm Radio International, William and Flora Hewlett Foundation, and British Council
- National partners, including ministries of education, agriculture and health, and non-governmental organisations
- Institutions such as universities, teacher training institutions, TVET institutions and open schools
- Community-based farmer associations and community-based organisations
- Private sector organisations, including commercial and agricultural banks, telecommunications companies, and IT companies

In building these relationships and partnerships, COL has been able to get considerable leverage from its modest budget. COL continues to gain experience in managing a diverse range of partners, often having varied interest, and to ensure an alignment towards a shared objective and plan.

RESULTS

What have been the outputs in this financial year? How will the annual outputs contribute to achieving the corporate-level outcomes?

COL's use of the Results-Based Management (RBM) planning tool and the resultant Logic Model for the Three-Year Plan 2012–2015 has been most valuable in ensuring improved planning and clearer understanding of the flow from outputs to outcomes. The planning process also enabled COL to have clear indicators for both the output and outcome levels. The results in the attached progress reports — one for each of the seven initiatives, eLearning, eLearning for International Organisations (eLIO), COL-supported regional centres (RETRIDOL in Nigeria and SADC-CDE in Botswana) and CEMCA — illustrate the use of the planning tools and their ability to capture data and results.

COL has also substantially improved its ability to monitor progress towards the achievement of results as a consequence of establishing clear annual plans. Consistent monitoring, data accumulation, and monthly and quarterly reviews have aided COL in reporting more fully on both the short- and long-term results. This has also assisted the initiative owners with identifying lessons learned and challenges and determining how to address these to improve performance.

The individual progress summaries that follow provide Board members with more detailed information on the progress made during this first year of implementing the new Three-Year Plan. The internal assessment indicates that the targets set for this financial year have been achieved and the few challenges noted will be addressed during the next financial year.

As the progress reports explain, COL is on track to achieve the outcomes for the Three-Year Plan — to be assessed during the outcomes-based evaluation of the current plan. Such an evaluation will also make extensive use of the data (baseline, longitudinal studies and data collected during the monitoring of activities) to verify that the outcomes and performance targets have been achieved.

In addition, this report also highlights progress made by eLearning with International Organisations.

LESSONS LEARNED

The following lessons have emerged from the experience of the first nine months of operationalising the Three-Year Plan:

1. The construction of partnerships is a critical part of COL's strategies. This takes different forms and it requires special skills to manage. COL's programme staff have been developing these skills and more emphasis is required on developing and managing partnerships that are valuable to implement the agreed plans within the time frame and budget.
2. The work of COL in each member Commonwealth country is influenced by many factors. Key among these is the country's needs context, culture, policies, institutions and organisations. COL must pay special attention to all these factors so the work being done in a country has the best chance of being successfully implemented.
3. Social and economic development takes a long time. It often requires COL to support the country and partner institution or organisation long enough to establish an enabling environment for the activities to take place and lead to concrete outputs and outcomes. Such processes require consistent engagement over a period of time before the outcomes are realised.

CHALLENGES

1. Sustainability of COL's work has been and will continue to be a challenge. This is particularly difficult where, for example, support from COL is required to support development continuously in the absence of adequate support from governments or society. In other areas of COL work, strategies are required that enable COL's partners to use the models, skills and technology to continue with the programmes that have been successful.
2. COL's ability to continue to identify the appropriate data to be collected as part of the baseline studies and the ongoing monitoring of activities and results remains a challenge. The matter of data collection is important as, during this triennium, COL will be undertaking an impact evaluation of the initiatives for the period 2006–2015, as well as the regular outcomes-based evaluation of the current Three-Year Plan.
3. COL is committed to ensuring that great value is derived from the funds and other resources used to deliver its programmes. This understanding of "value for money" and how to capture evidence of this is an important challenge for COL. At present we have operationalised this by ensuring that the activity implementation processes, organisational costs and achievement of results offer value for money. However, our approach needs to be reviewed so we can make further improvements based on a deeper understanding of value for money.

EDUCATION SECTOR SUMMARY REPORT



PROGRESS TOWARDS OUTCOMES

The Education sector supports the use of technology and open and distance learning (ODL) to expand access to formal education at all levels. In 2012–2013, the sector focused mainly on partnerships, capacity building, and the development or adaptation and use of materials, including open educational resources (OER). Significant progress has been made in terms of the achievement of the outputs of the sector's initiatives, which will lead to the attainment of the sector's outcomes.

The *Open Schooling* initiative has built the capacity of faculty members in Lesotho, Zambia, Kenya, Botswana, Namibia and the Pacific island states of Vanuatu, Tonga, Kiribati and the Solomon Islands. In addition, OER were developed in 10 subjects for boys and girls in the slum areas of Nairobi and training materials for out-of-school youth. Access to quality content and trained faculty will expand opportunities for secondary education for all.

The *Teacher Education* initiative has provided support to teacher training institutions in The Gambia, Ghana, India, Jamaica, Kenya, Nigeria, Sierra Leone and Sri Lanka and built their capacity to train more teachers using ODL, thus addressing key issues of teacher deficit and quality. An important output this year was the enhanced pedagogical skills of one of the most marginalised groups in Africa — the nomadic teachers.

The *Higher Education* initiative has sought to enhance access and improve quality through activities that will enable institutions to: adopt dual mode strategies; develop, adapt and use OER; and implement COL's Review and Improvement Model (COL-RIM). This is being done in three regions of the Commonwealth: Africa, Asia and the Caribbean.

The *Virtual University for Small States of the Commonwealth (VUSSC)* initiative has been shifting its focus to the delivery of courses while simultaneously building institutional capacity and developing content. The VUSSC courses are now being offered by the University of the West Indies, National University of Samoa, Botswana College of Open and Distance Learning, University of Seychelles, Seychelles Tourism Academy, Maldives Villa College and Barbados Community College.

LESSONS LEARNED

1. Project ownership should be engendered from the design phase and sustained to the end, if the desired outputs and outcomes are to be achieved.
2. Congruence between COL's support and national and institutional plans is essential for results and sustainability.

CHALLENGES

1. The inability of the management of some partner institutions and ministries to provide the requisite support promptly has led to unexpected delays in project implementation.
2. The different levels of access to ICT by the partner institutions often adversely affect the pace of project implementation.

EDUCATION

Open Schooling



OVERVIEW

The Open Schooling initiative aims to support learning at national and institutional levels in each country. In building a sustainable model for Open Schooling, the initiative focuses on policy, capacity building, courses/materials development and partnership. These strategies assist governments and institutions with expanding the scale, quality and efficiency of learning that is taking place in the country. This will be done through the development, implementation and institutionalisation of open, distance and technology-mediated learning.

Activities:

1. Establishing new open schools
2. Developing material in technical/vocational subjects
3. Building capacity to ensure integration of technology and OER
4. Developing and implementing policy and systems
5. Encouraging innovation for girls' education

OUTCOME

More learners, particularly girls, have access to quality learning opportunities at the secondary level through the introduction and expansion of Open Schooling.

HEADLINE: New open school established in Pakistan

RESULTS 1 July 2012 to 31 March 2013

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Increased access through open schools established	2 agreements concluded for the establishment of 2 open schools.	3 agreements concluded for establishing open schools in three countries (Pakistan, Belize and Vanuatu).	1 out of 4 open schools was established. Groundwork was done for 3 more. However, progress has been slow in The Bahamas and Vanuatu.
	1 open school established.	1 open school established in Pakistan.	
	Adaptation of the junior secondary curriculum through integration of courses related to the girls' livelihood and life skills.		
	Handbook developed to support girls through their open schooling journey.		
Increased access to learning opportunities through policies and development of technical and vocational subjects	10 members of the Commonwealth Open Schooling Association (COMOSA) adopt 3 policies on Cost and Financing; OER and Copyright; Gender.		2 policies are in the process of being institutionalised in 10 countries. OER and Copyright Policy training will take place in June for 10 COMOSA members.
	Senior management of open schools capacitated regarding integration of a gender-sensitive policy.	Capacity-building workshop in Gender Equality for 37 participants from 15 countries held where Gender Guidelines in Open Schooling developed.	
	TVET curriculum developed for prison inmates.	TVET curriculum for prison inmates distributed to 8 countries.	
	50 faculty members trained in instructional design for TVET subjects.	58 faculty members in Ghana and 30 in Pakistan were trained.	
	Development of 10 TVET courses for open schools initiated in at least 2 countries.	7 TVET subjects under development in Ghana and 3 in Pakistan.	
	Skills development for youth in marginalised communities in 1 country.	40 youth trained in life skills, and a set of materials consisting of 9 chapters developed.	

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Expected Outputs	Performance Indicators	Achievements to Date	Comments
Enhanced capacity amongst policy makers and ODL practitioners to ensure integration of technology and OER	2 multimedia workshops to develop OER in 2 subjects and OER for online use.	11 teachers trained in media integration and 6 video lessons developed for Mathematics and Science in Namibia. 50 faculty members in 3 workshops to develop OER for online use in Kenya, Zambia and Lesotho.	2 of the 10 open schools are using the OER developed; and 8 more have committed to adopting OER policy.
	OER developed in 5 subjects.	In Kenya, the Network for Non-Formal Education Institutions (NNFEI) developed OER in 10 subjects to expand access to boys and girls in the slum areas of Nairobi.	
	Professional development in eLearning through the acquisition of the eLearning Certificate.	12 Open School practitioners successfully completed the second trimester of the eLearning Certificate offered by the Open Polytechnic in New Zealand (OPNZ).	
	500 teachers trained in 5 online workshops in the integration of technology.	10 online professional development workshops held for 700 participants.	

LESSONS LEARNED

1. Using a partnership model such as COMOSA has many indirect benefits and extends COL's capacity to achieve its outcomes.
2. Our work is happening within a context — that is, within a specific country, culture and policy environment. An understanding of the context is critical to achieving outcomes.

COUNTRIES AND PARTNERS

28 Countries: Australia, The Bahamas, Bangladesh, Belize, Botswana, Canada, Fiji, Ghana, India, Kenya, Kiribati, Lesotho, Mozambique, Namibia, New Zealand, Pakistan, Papua New Guinea, Seychelles, Solomon Islands, South Africa, Sri Lanka, Tanzania, Tonga, Trinidad & Tobago, Tuvalu, United Kingdom, Vanuatu, Zambia

Key Partners: Open Access College, Australia; Bangladesh Open University (BOU); University of Belize; Botswana College of Distance and Open Learning (BOCODOL); Southern African Development Community – Centre for Distance Education (SADC-CDE); Fraser Valley Distance Education School; Vancouver Learning Network (VLN); University of the South Pacific (Fiji); Centre for National Distance Learning and Open Schooling (CENDLOS); National Institute of Open Schooling (NIOS), India; Bihar Board of Open Schooling and Examination, India; Network for Non-Formal Education Institutions (NNFEI), Directorate of Policy and Partnership – Ministry of Education, Kenya; Lesotho Distance Teaching Centre (LDTC); National Institute of Distance Education, Mozambique; Namibian College of Open Learning (NAMCOL); UNESCO Regional Office for Eastern Africa; Open Polytechnic of New Zealand (OPNZ); Allama Iqbal Open University (AIU), Pakistan; University of Seychelles; University of the South Pacific – Solomon Islands; South African Institute for Distance Education (SAIDE); Department of Higher Education and Training, South Africa; National Institute of Education, Sri Lanka; Institute of Adult Education, Tanzania; University of the South Pacific – Tonga; National Open School of Trinidad & Tobago; University of the South Pacific – Tuvalu; Notes Master, United Kingdom, Directorate of Open and Distance Education (DODE) – Ministry of Education, Science, Vocational Training and Early Education, Zambia; Flexible Open and Distance Education (FODE), Papua New Guinea; University of the South Pacific – Vanuatu

Annual Budget: \$440,000

Expenditure to 31 March 2013: \$396,923

EDUCATION

Teacher Education



OVERVIEW

Achieving Universal Primary Education (UPE) by 2015 requires well-trained teachers of good quality. Globally, 1.7 million new teaching posts will be needed. All governments of Commonwealth developing countries are committed to increasing teacher supply and improving teacher quality. COL's Teacher Education initiative has been providing support to ministries and institutions to harness the potential of ODL and ICT to train more teachers and enhance the quality of their training programmes.

Activities:

1. Developing ODL capacity of teacher education institutions
2. Promoting the development and use of new materials and OER
3. Ensuring quality assurance in teacher education

OUTCOME

More teacher education and training institutions use ODL methodologies to provide quality training and continued professional development of larger numbers of teachers.

HEADLINE: 17 institutions in eight countries receive ODL skills training.

RESULTS 1 July 2012 to 31 March 2013

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Teacher educators trained on instructional design, course development and quality assurance in three regions	110 teacher educators in Jamaica, India and Sri Lanka trained on instructional design.	60 teacher educators trained in Sri Lanka and Jamaica.	The training of teacher educators at Gauhati University in India will take place 20–24 May and 3–7 June 2013.
	30 teacher educators in Jamaica trained in the conversion of print-based courses to online courses.	27 teacher educators trained. Development of online modules has commenced.	
	30 teacher educators in The Gambia trained on the development of ODL materials and the delivery and management of ODL programmes.	35 teacher educators from the University of The Gambia and The Gambia College trained.	
	25 teacher educators in The Gambia trained to adapt and use the Quality Assurance Toolkit to develop a quality framework for internal assessment.		The training will be held in May 2013.
Teacher educators in India, Sri Lanka and Jamaica trained on how to identify, evaluate, adapt and use OER	300 teacher educators in Sri Lanka, India and JBTE Jamaica trained on how to identify, evaluate, adapt and use OER.	101 teacher educators trained in Jamaica and Sri Lanka and at the Indian-Consortium for Educational Transformation (I-CONSENT).	The training of 60 teacher educators at Gauhati University will take place in May and June 2013.
Teachers trained in how to adapt and use COL's Open Resources for English Language Teaching (ORELT) modules (Phase 1)	1,000 teachers in Nigeria, Ghana, Sierra Leone, The Gambia, Uganda and Kenya trained to adapt/use COL's ORELT modules.	Phase 1 completed and 257 teachers from Ghana, The Gambia, Kenya and Nigeria trained.	Phase 1 Uganda deferred until July 2013.

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Expected Outputs	Performance Indicators	Achievements to Date	Comments
Nomadic teachers trained in constructivist pedagogy (Phase 1)	400 nomadic teachers trained in constructivist pedagogy skills.	400 nomadic teachers in Adamawa state, Nigeria, trained.	
Women enrolled in the Access programme in to upgrade their teaching qualifications	At least 300–500 women enrolled in the Access (Bridge) programme for women.		This will commence on 27 May 2013 and 150 will be enrolled in the first instance.

LESSONS LEARNED

1. Synergising COL's intervention and support with national and institutional plans is an essential pre-requisite for successful implementation.
2. Partner institutions often do not get the requisite support from their institutions' management promptly for post-workshop follow-up activities. Project time lines should therefore be flexible to accommodate unexpected delays in implementation.

COUNTRIES AND PARTNERS

8 Countries: The Gambia, Ghana, Jamaica, Kenya, India, Nigeria, Sierra Leone, Sri Lanka

Key Partners: University of The Gambia (UTG); Centre for Distance Learning and Open Schooling (CENDLOS), Ghana; Joint Board for Teacher Education (JBTE), Jamaica; Kenyatta University (KU), Kenya; Gauhati University, India; Indian-Consortium for Educational Transformation (I-CONSENT); Federal Colleges of Education (FCE), Nigeria; National Commission for Colleges of Education (NCCE), Nigeria; Open University of Sri Lanka (OUSL)

Annual Budget: \$471,647 (\$450,000 core + \$21,647 additional contributions)

Expenditure to 31 March 2013: \$492,841

EDUCATION

Higher Education



OVERVIEW

The Higher Education initiative works with governments and higher education institutions to promote greater access to higher education, and to improve the quality and delivery of the educational programmes through the use of ODL.

Activities:

1. Building capacity in higher education
2. Ensuring quality assurance
3. Developing course and resource materials for higher education
4. Conducting studies and audits (work of COL Research Chairs)

OUTCOME

Higher education institutions have ODL policies, systems and materials in place to provide quality education to increased numbers of people, particularly women and marginalised communities.

HEADLINE: 27 higher education institutions trained in use of OER materials.

RESULTS 1 July 2012 to 31 March 2013

Expected Outputs	Performance Indicators	Achievements to date	Comments
University leaders, both men and women, trained in leadership using COL developed leadership training programme	10 institutions improve the quality of their programmes through leadership training.	24 Vice Chancellors/nominees from 23 institutions trained in leadership. A further 26 senior women academics from 18 institutions trained.	
Scholars supported in higher education	20 scholars have access to support for their studies relevant to ODL.	8 scholars supported in ODL studies.	
Higher education institutions trained for dual mode provision	At least 4 institutions implement ODL policies and systems.		5 higher education institutions in Ghana trained for ODL provision.
Faculty capacity built in use of OER in higher education institutions	9 institutions trained to use OER content.	Capacity building in OER for 27 institutions completed.	
Higher education institutions implement COL-RIM (Review and Improvement Model)	COL-RIM verification reports for 4 institutions.		Implementation initiated in 4 institutions.
Institutional quality assurance policy developed for higher education institutions	At least 2 institutions approve an institutional quality assurance policy.		Draft quality assurance policy completed at Vardhman Mahaveer Open University.
Revised Commonwealth Executive Masters in Business Administration and Masters in Public Administration (CEMBA/CEMPA) material (including gender-focused case studies) delivered to partner institutions	Higher education institutions in 10 countries use revised CEMBA/CEMPA content (including 10 gender-focused case studies).		Material for 11 courses sent to partner institutions. Remaining courses completed by June 2013. 5 gender-focused case studies being reviewed.
Revision of Legislative Drafting course content completed	Higher education institutions in 10 countries provide access to revised Legislative Drafting course (as an OER).		First draft of Legislative Drafting OER materials being reviewed.

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Expected Outputs	Performance Indicators	Achievements to date	Comments
Research/content development projects undertaken by COL Chairs	3 research/content development projects in 3 regions contribute new knowledge/resource material.		2 content development projects and 2 research studies being completed.

LESSONS LEARNED

1. Working with governments, whether on policy or specific projects, is a slow process, requiring perseverance and constant follow-up. Efforts are often derailed by a change of concerned officials.
2. Wherever Vice Chancellors have taken up the COL Research Chair assignment, progress is often very slow and sporadic.

COUNTRIES AND PARTNERS

18 Countries: Bangladesh, Canada, The Gambia, Ghana, Guyana, India, Jamaica, Lesotho, Malawi, Malaysia, Mauritius, Nigeria, Pakistan, Sri Lanka, Trinidad & Tobago, United Kingdom, Tanzania, Vanuatu

Key Partners: Association of Indian Universities (AIU); Association African of Universities (AAU); African Council for Distance Education (ACDE); Asia Pacific Quality Network (APQN); Higher Education for the 21st Century Project, University Grants Commission (UGC), Ministry of Higher Education, Sri Lanka (HETC); Athabasca University (AU), Canada; Indira Gandhi National Open University (IGNOU), India; Open University of Malaysia (OUM); Bangladesh Open University (BOU); Allama Iqbal Open University (AIOU), Pakistan; Open University of Sri Lanka (OUSL); University College of the Caribbean (UCC), Jamaica; University of Guyana; National Open University of Nigeria (NOUN); Kwame Nkrumah National University of Science and Technology, Ghana; Wawasan Open University (WOU), Malaysia; Open University of Mauritius (OUM); University of Derby, United Kingdom; University of South Pacific, Fiji; Indian Institute of Management, Kozhikode (IIMK); National University of Lesotho (NUL)

Annual Budget: \$463,122 (\$437,000 core + \$26,122 additional contributions)

Expenditure to 31 March 2013: \$207,275

EDUCATION

Virtual University for Small States of the Commonwealth (VUSSC)



OVERVIEW

The Virtual University for Small States of the Commonwealth (VUSSC) is a collaborative network of small states committed to developing free content resources for use in an educational context. The VUSSC helps small state institutions build capacity to support the creation of content/ courses and to build an accreditation system to facilitate the delivery of courses and programmes. In this financial year, VUSSC has shifted its focus to the delivery of courses without forgetting that capacity building and content development are still important, encouraging the use and sharing of OER.

Activities:

1. Building capacity
2. Networking and collaborating
3. Developing courses and programmes
4. Strengthening the Transnational Qualifications Framework (TQF)

OUTCOME

More VUSSC partner institutions collaboratively develop and deliver relevant courses through the use of appropriate ODL methodologies, including eLearning strategies, as per the Transnational Qualifications Framework (TQF).

HEADLINE: First group of students graduate with a Diploma in Sustainable Agriculture from the National University of Samoa.

RESULTS 1 July 2012 to 31 March 2013

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Increased in-country capacity to design and develop ODL course materials and delivery of online courses	3 new courses developed.	5 courses developed: Bachelor Degree in Business and Entrepreneurship, Linux for IT Managers, Sustainable Agriculture, Facilitating Online Instruction, and Sustainable Tourism.	
	Capacity of 250 educators and learners enhanced in eLearning, curriculum development and ODL.	479 educators and learners trained or enrolled in VUSSC courses.	Online training and face-to-face workshops in ICT, monitoring and evaluation, OER, and eLearning were held.
	Guidelines developed for more gender-inclusive OER courses.		Gender specialist will participate in a VUSSC workshop in Samoa (June 2013) to assist with the development of gender guidelines.
Strengthening and implementation of the TQF to improve quality of courses and programmes, and to facilitate credit transfer, course accreditation and mobility of learners	Document on qualification referencing and implementing the TQF available.		Discussions with country qualification authorities completed. The final referencing document developed during the next financial year.
	Guidelines for course registration on the TQF developed.		Discussions with South African Qualifications Authority and Mauritius Qualifications Authority held to develop the draft guidelines and test this with 2 VUSSC courses.

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LESSONS LEARNED

1. What works in one country or institution needs to be adapted before it can be used in another country or institution.
 2. A personal connection with our partners is useful to ensure their support of the project being undertaken, and to safeguard the project's success.
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COUNTRIES AND PARTNERS

35 Countries: Antigua & Barbuda, The Bahamas, Barbados, Belize, Botswana, Brunei Darussalam, *Cayman Islands (UK Overseas Territory)*, Cyprus, Dominica, Fiji, The Gambia, Grenada, Guyana, Jamaica, Kiribati, Lesotho, Maldives, Malta, Mauritius, Namibia, Nauru, Papua New Guinea, Samoa, Seychelles, Sierra Leone, Solomon Islands, St. Kitts & Nevis, St. Lucia, St. Vincent & The Grenadines, Solomon Islands, Swaziland, Tonga, Trinidad & Tobago, Tuvalu, Vanuatu, *Zanzibar/Tanzania (Zanzibar institutions accepted)*

Key Partners: Ministries of education; post-secondary and tertiary education and training institutions; National Qualifications Authorities (NQA)/ National Quality Assurance Agencies (NQAA); Commonwealth Secretariat (COMSEC); William and Flora Hewlett Foundation (WFHF); University of the West Indies (UWI); South African Qualifications Authority (SAQA); Singapore Ministry of Foreign Affairs; Open University Malaysia (OUM); Malaysia Qualifications Agency (MQA); UNESCO

Annual Budget: \$369,010 (\$300,000 core + \$69,010 additional contributions)

Expenditure to 31 March 2013: \$213,677

LIVELIHOOD & HEALTH SECTOR SUMMARY REPORT



PROGRESS TOWARDS OUTCOMES

The Livelihoods & Health (L&H) sector aims to improve the income, livelihoods and quality of life of communities through new skills and knowledge gained through ODL and technology. Based on lessons learned during the 2009–2012 triennium, strategies and action plans were evolved through dialogue with partners and stakeholders. Distance training, online learning, mentoring and workshops enabled large numbers of partner organisations to gain perspectives on course and programme design and to integrate matters of gender in planning, implementation, monitoring and evaluation.

The “theory of change” framework adopted by the three initiatives in this sector has helped to strengthen the linkage between activities, outputs and outcomes. Good progress has been achieved against the outputs envisaged in the logframes.

Partner institutions in *Technical and Vocational Skills Development (TVSD)* have offered 14 new flexible courses for the informal sector in Africa, particularly for women, and five new non-formal skills training courses in Asia. The Pacific TVSD ODL Forum identified plans for seven institutions in six countries to introduce more flexible approaches to TVET.

In the *Lifelong Learning for Farmers (L3F)* initiative, organisations such as government departments, banks and international agencies have started responding to the L3F approach based on the experiences of community-based models. Seychelles has initiated L3F in its agriculture sector. COL is partnering with CIDA in expanding L3F to Ghana and Tanzania.

The *Healthy Communities* initiative built programme development capacities among 85 local organisations, seeding new opportunities for women and youth to learn about health and development in more than 50 communities in 16 countries in three Commonwealth regions.

LESSONS LEARNED

1. Systematic advocacy strategies are required for the replication of the models established by COL.
2. Distance training and mentoring methods have scope to enable a wider, more cost-effective engagement with local partner organisations. However, such an approach requires strong networking among the end-users.
3. Strategies for mitigating risks need to be clearly spelled out at the outset.

CHALLENGES

1. Attrition and turn-over rates of senior personnel in many partner organisations, particularly the champions of COL's initiatives, are a major challenge.

LIVELIHOODS & HEALTH

Technical and Vocational Skills Development



OVERVIEW

Youth unemployment is a global challenge, with about 45% of the world's young people — many of them girls and young women — are without work. COL has demonstrated that using ODL and learning technologies can increase access to quality Technical and Vocational Skills Development (TVSD) equitably and contribute to a skilled workforce in both the informal and formal economies.

TVSD works with partner institutions and organisations to benefit from the potential of ICT, using flexible and blended approaches that support increasing access, especially for youth and women. Throughout this year, teachers, institutional managers and policy makers have been engaged in dialogue, strategic planning, course development and capacity building.

Activities:

Building capacity for ODL TVSD in Africa, Asia, the Caribbean and the Pacific

OUTCOME

Organisations and institutions increase equitable access to quality TVSD through flexible and blended approaches, particularly for the informal sector.

HEADLINE: 14 new flexible courses offered for the informal sector in Africa, enabling more than 600 women to participate in new skills training opportunities.

RESULTS 1 July 2012 to 31 March 2013

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Increased capacity of TVET institutions in strategic planning and policy, teaching and learning, and course and materials development	4 African institutions implement policies and strategies for flexible and blended learning and expand access to TVET.	4 institutions have policies in place for open, distance and flexible learning (ODFL) and 2 substantive units for ODFL established.	12 institutions in 6 African countries are implementing flexible and blended learning approaches. New technology-enhanced quality TVSD course components are in use in 12 of 20 institutions.
	Papua New Guinea TVET Flexible and Open Learning (FOL) strategy completed.	Papua New Guinea TVET FOL strategic plan and job descriptions for FOL unit completed.	
Teachers have increased capacity to use educational media and technology to improve the quality of TVET teaching and learning	48 teachers strengthen skills in course design for the informal sector and in the development and use of audio and video learning materials.	313 TVET teachers trained through workshops and 177 through online courses on audio/video production, course design and flexible learning.	More than 600 women had new informal sector skills training opportunities in Africa.
New flexible courses are developed for core curriculum and the informal sector	3 new courses offered for the informal sector.	14 new flexible courses offered for the informal sector.	Materials development has been delayed in Kerala. 1 institution working towards quality assurance framework.
	Certificate in Community Development piloted with 300 Community Development workers in Kerala, India.		
	5 new skills training courses offered by NGOs in Bangladesh.	5 new training courses developed in print and video format.	
	Online courses available for campus-based students at St Vincent & The Grenadines Community College (SVGCC).	4 mechanical engineering courses available online at SVGCC.	
	TVSD implementation plan to develop courses for Pacific countries and institutions created.	Pacific TVET ODFL roadmap in place; 7 institutions in 6 countries to collaborate on 2 pilot flexible courses.	

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Expected Outputs	Performance Indicators	Achievements to Date	Comments
Increased focus on gender equity in TVET in partner institutions	2 WITED (Women in TVET) Chapters in Africa established and active in improving girls' access to TVET.	3 new WITED Chapters established.	
Quality assurance framework designed and approved	Quality assurance framework piloted in 1 institution.		

LESSONS LEARNED

1. Institutional system reform must be based on a solid business model and needs a structured set of inputs over many years if change is to be sustainable. Our work is as much about change management as about new technologies.
2. Risk assessment made in logframes is a critical consideration, and active steps to mitigate risks should be taken wherever possible even when outside COL's control.
3. Multi-partner activities provide opportunities for peer-learning and support, which extends COL's reach.

COUNTRIES AND PARTNERS

21 Countries: Bangladesh, Fiji (Secretariat of the Pacific Community), The Gambia, Ghana, Kenya, Kiribati, India, Nauru, Nigeria, Malawi, Mozambique, Papua New Guinea, Samoa, Solomon Islands, Sri Lanka, Tanzania, Tonga, Tuvalu, Uganda, Vanuatu, Zambia

Key Partners: Auchi Polytechnic (AP), Nigeria; Commonwealth Association of Polytechnics in Africa (CAPA); Community Education and Training Centre (CETC); Secretariat of the Pacific Community; Dhaka Ahsania Mission (DAM), Bangladesh; Gambia Technical Training Institute (GTTI); Kenya Institute of Education (KIE); Kenya Technical Teachers' College (KTTC); Kiribati Institute of Technology (KIT); Kiribati Maritime Training College (KMTC); Kiribati Ministry of Labour; Koforidua Polytechnic (KP), Ghana; Makerere University Business School (MUBS), Uganda; Masai Technical Training Institute (MaTTI); Mbeya Institute of Science & Technology (MIST); Mombasa Technical Training Institute (MoTTI); National Board for Technical Education (NBTE), Nigeria; National University of Samoa (NUS); Papua New Guinea Department of Education; State Resource Centre (SRC), India; Technical & Vocational Teachers' College (TVTC), Zambia; Technical, Entrepreneurship and Vocational Education and Training Authority (TEVETA), Malawi; Technical, Entrepreneurship and Vocational Education and Training Authority (TEVETA,) Zambia; Tertiary and Vocational Education Commission, Ministry of Youth Affairs and Skills Development, Sri Lanka; Thika Technical Training Institute (TTTI), Kenya; Tuvalu Ministry of Education, Youth and Sports; Tonga Institute of Science & Technology (TIST); University of Technology (UTech), Jamaica; Vanuatu Institute of Technology (VIT); University of the South Pacific (USP); Vanuatu National Training Council (VNTC); Vanuatu Rural Development & Training Centres Association (VRDTCA); Zambia Institute of Business & Industrial Placement (ZIBSIP)

Annual Budget: \$450,000

Expenditure to 31 March 2013: \$307,637

LIVELIHOODS & HEALTH

Lifelong Learning for Farmers



OVERVIEW

The Lifelong Learning for Farmers (L3F) initiative aims at reaching large numbers of small farmers and marginalised sectors of rural communities, particularly women. The concept envisages a global and local partnership between research institutions, financial institutions, the corporate sector, extension agencies and farming communities. The models evolved by COL and its partners are expected to convince the secondary stakeholders — such as financial institutions, the ICT sector and government — of the value of the L3F model and influence the decision to scale up and replicate L3F in a self-sustainable manner.

Activities:

1. Implementing Lifelong Learning in Africa, Asia, the Caribbean and the Pacific
2. Developing voicemail-based Lifelong Learning

OUTCOME

Marginalised communities in agriculture negotiate and access development resources in a sustainable manner through the use of gender-sensitive ODL and as a result of partnerships between government, civil society and the private sector.

HEADLINE: L3F model expands into three additional countries in Africa (Ghana, Tanzania and Seychelles).

RESULTS 1 July 2012 to 31 March 2013

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Increased ODL reach to large number of farmers, particularly women	ODL reaches 65,000 farmers in 4 Commonwealth regions, 50% of whom are women.	ODL reached 68,000 farmers in 3 regions, 60% of whom are women. Mobile phones (voicemail based) are a key platform supporting learning.	Of the 68,000 farmers, about 20,000 are linked to networking credit and markets and nearly 75% of them are women. Evidence on the outcome and impact in terms of income, empowerment and food security is being collected.
Capacity of partner organisations in facilitating gender-sensitive L3F strengthened	Capacity of 25 organisations strengthened in 4 Commonwealth regions.	Capacity of 27 organisations (NGOs, government, and financial institutions) strengthened in 4 regions.	
Various ministries, financial institutions and ICT companies play a major role in L3F	12 financial institutions and 3 ICT companies play major role in L3F in 4 regions.	12 financial institutions and 4 ICT companies have taken part in L3F in 4 regions.	Financial institutions and ICT companies are contributing resources to L3F in addition to credit and other services. Such involvement offers scope for self-sustaining L3F.
L3F expanding into other countries	L3F expands into 3 additional countries.	L3F is being expanded into 3 countries (Seychelles, Ghana and Tanzania).	CIDA has approved funding for the expansion of L3F to Ghana and Tanzania.

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LESSONS LEARNED

1. Well-defined advocacy and marketing strategies are essential for expansion from a micro-level model to a macro-level development process.
 2. A process-oriented approach has to be built into the lifelong learning development process if the new opportunities emerging in the socioeconomic and market milieu are to be used.
 3. The most important question to keep in mind is “Are we delivering effective learning and development at a lesser social, economic, financial and environmental cost?”
-

COUNTRIES AND PARTNERS

11 Countries: Canada, Ghana, India, Jamaica, Kenya, Mauritius, Papua New Guinea, Seychelles, Sri Lanka, Tanzania, Uganda

Key Partners: Arul Anandar College (AAC), India; Centre for Environment Education (CEE), India; Ginigoada Bisnis Development Foundation Inc. (GBDFI), Papua New Guinea; International Crops Research Institute for the Semi-Arid Tropics, India; Kairak Vudal Resource Training Centre (KVRTC), Papua New Guinea; Kenya AIDS Intervention/Prevention Project Group (KAIPPG); LIVES Mobile Corp., Canada; Makerere University, Uganda; Mann Deshi Foundation, India; Microfinance Expansion Project, Papua New Guinea; Ministry of Gender Equality, Child Development and Family Welfare, Mauritius; Open University of Sri Lanka (OUSL); Reddiarchatram Seed Growers Association (RSGA), India; Rural Agricultural Development Authority (RADA), Jamaica; Seychelles Agricultural Authority (SAA); Tamil Nadu Animal and Veterinary Science University (TANUVAS); Ugunja Community Resource Centre (UCRC), Kenya; University of British Columbia (UBC), Canada; University of Ruhuna, Sri Lanka; University of West Indies, Mona, Jamaica; Vidiyal, India

Annual Budget: \$450,000

Expenditure to 31 March 2013: \$401,758

LIVELIHOODS & HEALTH

Healthy Communities



OVERVIEW

Healthy Communities works with national and regional partner agencies to build capacities among local-level health/development and media/communication groups to develop and deliver quality (gender-sensitive) community learning programmes using appropriate technologies. To increase scale and reduce costs, training and mentoring are increasingly done using distance methods and OER programme/course materials. Related capacity development of national and regional partners is a priority. Research aims to validate the Community Learning Programme model and inform policy feedback and advocacy with government and civil society.

Activities:

1. Building capacity for non-formal ODL
2. Advocating for non-formal ODL

OUTCOME

More and better learning opportunities about community health and development are in use, particularly by women and youth, in resource-poor communities.

HEADLINE: 85 local organisations in more than 50 communities in 16 countries in three Commonwealth regions are engaged in developing learning programmes about health and development priorities.

RESULTS 1 July 2012 to 31 March 2013

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Increased capacity among 10 local, national- or regional-level partner agencies in 4 regions	<p>60 local organisations and agencies actively engaged in programme development:</p> <ul style="list-style-type: none"> • 8 countries in 4 regions • 50% represented by women • 30% represented by youth • 50% mentored using distance methods and materials. 	<p>9 agencies active in 3 regions.</p> <p>85+ local organisations actively engaged in programme development:</p> <ul style="list-style-type: none"> • 16 countries in 3 regions • 60% represented by women • 73% mentored using distance methods and materials. 	<p>ODL methods have enabled a wider and more innovative engagement with local organisations (targets exceeded) and capacity development is evident in quality of materials produced.</p> <p>Insufficient data on youth participation.</p>
Increased programme development among local-level organisations in 4 regions	<p>30 quality programme or campaign plans and designs created:</p> <ul style="list-style-type: none"> • 50% integrating gender analysis • 65% targeting women • 30% targeting youth • 20% of programmes in the Caribbean targeting male youth. 	<p>55+ programme plans and designs created:</p> <ul style="list-style-type: none"> • 30%* integrating gender analysis • 50%* targeting women • 15%* targeting youth • 10% of programmes in the Caribbean targeting male youth. <p>6 community learning programmes established or enhanced:</p> <ul style="list-style-type: none"> • 12,000* users identified among target audience of 350,000*. 	<p>Programme focus needs to be on quality, especially in terms of the depth of gender analysis, actual usage by citizens and outcome-oriented monitoring (i.e., of learning and behaviour change).</p> <p>*NOTE: Healthy Communities monitoring systems need to be strengthened to improve reliability, specificity and value of data.</p>
Outcomes-oriented research findings	<p>4 baseline studies completed regarding programme outcomes in local community sites.</p>		<p>2 baseline studies planned and research set to begin in May 2013 (Jamaica and India).</p> <p>3 in-depth outcome-oriented studies planned and approved (Malawi).</p>

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Expected Outputs	Performance Indicators	Achievements to Date	Comments
Knowledge shared about Community Learning Programme (CLP) model	Advocacy materials and training resources (e.g., Online CLP Toolkit) are used regularly by 6 national partners.	7 national/regional partners are using training materials regularly in training and mentoring work.	Usage of materials, including take-up by other groups (e.g., UNESCO in East Africa), is encouraging.
	100 national and international stakeholders are reached through advocacy events.	150+ policy maker/senior public officials, media managers and health/development organisations reached with lessons learned from Healthy Communities initiative.	Advocacy efforts have been well executed and effective in some cases (e.g., senior provincial policy makers in Isabel, Solomon Islands; civil society in Jamaica and St. Lucia), but should be better and more systematically planned with partners.
	Healthy Communities is promoted through at least 2 major publications.	1 major new publication promotes Healthy Communities: editorial in the <i>Journal of Community Informatics</i> .	

LESSONS LEARNED

1. The challenge will be to achieve a depth of engagement for quality programmes.
2. The tension between learning and doing, training and actual programme development, needs to be better addressed in training/mentoring courses to ensure quality outcomes.
3. Planning monitoring and evaluation activities, developing systems, and building capacities among partners needs to be done in a consultative and inclusive manner, which takes time.

COUNTRIES AND PARTNERS

17 Countries: Bangladesh, Cameroon, Ghana, India, Jamaica, Kenya, Malawi, Mozambique, Nigeria, Sierra Leone, South Africa, Tanzania, Trinidad & Tobago, St. Lucia, Solomon Islands, Uganda, Zambia

Key Partners: Cameroon Link; Caribbean Institute of Media and Communication Transformative Communication Partners; Farm Radio International; Forum of Community Radio, Mozambique; Health and Social Development Association, Sierra Leone; Isabel Provincial Government, Solomon Islands; Maraa, India; Media & Training Centre for Health, Southern Africa; Rupantar, Bangladesh; Parent and Child Health Initiative, Malawi; UNESCO Kingston, Jamaica; UNICEF Mozambique; World Association of Community Radio Broadcasters (AMARC)

Annual Budget: \$450,000

Expenditure to 31 March 2013: \$388,455

CROSS-CUTTING

eLearning



OVERVIEW

eLearning is a cross-cutting initiative that is focused on using ICT and OER to transform education and expand access and quality. This involves: supporting the development and implementation of appropriate country and institutional ICT in education and OER policies; developing capacity of educators; and improving national and organisational readiness and capacity for eLearning. A key part of the initiative is applied research and evaluation related to eLearning and OER.

Activities:

1. Supporting educational transformation through the use of ICT and OER
2. Supporting applied research to inform educational practice

OUTCOME

More governments, institutions and civil society organisations use eLearning and OER for teaching and training in formal and non-formal environments.

HEADLINE: 5 countries in the Caribbean adopt the Commonwealth Certificate for Technology Integration (CCTI) for teachers.

RESULTS 1 July 2012 to 31 March 2013

Expected Outputs	Performance Indicators	Achievements to Date	Comments
eLearning integration in teaching and learning incorporated in national and institutional educational strategies, policies and plans	2 governments and 5 institutions in 2 Commonwealth regions develop and implement eLearning and OER policies and programmes.		Regional and national policy development workshops have been held in Jamaica, Grenada, and Antigua & Barbuda. Draft eLearning/OER policies and implementation plans are under review in Grenada and Antigua & Barbuda. Adoption anticipated by 30 June 2013. Work to begin in Africa in late June 2013.
	5 countries implement CCTI for teachers.	The programme was launched in Grenada in April 2013. New programmes started in Antigua & Barbuda, Trinidad & Tobago, and St. Vincent & The Grenadines.	
eLearning educator development strategies implemented	2,000 educators use eLearning and OER effectively.	An online course on developing and teaching online courses using Moodle is being piloted with teachers in Grenada and 6 countries in Africa: Zambia, Kenya, Nigeria, Ghana, The Gambia and Tanzania. A workshop on online course development and teaching for instructors at T.A. Marryshow Community College was held in Grenada.	
Applied research in ODL and eLearning increased	1 OER research project completed.		Work will begin in financial year 2014.
	3 issues of the new <i>Journal of Learning for Development</i> are published.		The journal has been announced, the editorial board appointed, and a call for papers issued. First issue planned for December 2013.

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LESSONS LEARNED

1. Integrating OER policy into broader ICT in education policies is a more effective approach than attempting to develop stand-alone OER policies. The integrated approach highlights the value of OER and links it to broader educational goals.
 2. Policy development must include the development of implementation plans and ensure there is follow-through on these plans.
-

COUNTRIES AND PARTNERS

4 Countries: Antigua & Barbuda, Grenada, St. Vincent & The Grenadines, Trinidad & Tobago

Key Partners: UNESCO, Caribbean; T.A. Marryshow Community College, Grenada; Ministry of Education and Human Resource Development, Grenada; Ministry of Education, Sports, Youth and Gender Affairs, and Ministry of Telecommunications, Science and Technology, Antigua & Barbuda

Annual Budget: \$470,361 (\$400,000 core + \$70,361 additional contributions)

Expenditure to 31 March 2013: \$222,371

COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)



OVERVIEW

CEMCA helps countries improve the scope, scale and quality of teaching and learning at all levels through the use of media and educational technologies to extend and improve educational systems. Further, CEMCA helps communities improve their livelihoods and health by using appropriate technologies to enhance skills, share knowledge and develop new economic opportunities.

Activities:

CEMCA's activities focused on course development, capacity building, quality assurance and ICT and OER policy.

OUTCOME

Governments and institutions in the eight Commonwealth Asian countries expand the scale, efficiency and quality of learning by using multiple media in open, distance and technology-enhanced learning.

HEADLINE: CEMCA establishes leadership in OER and Open Access in Asia.

RESULTS 1 July 2012 to 31 March 2013

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Feasibility Report for Virtual Open Schooling (VOS)	VOS Feasibility Report completed.	Feasibility report on VOS completed and sensitisation workshop for staff of open schools organised.	Stakeholder consultation organised, with participation of 10 open schools in India.
ICT-integrated Teacher Education model developed, teacher educators trained in using the model, and Community of Practice (CoP) of teacher educators established	3 ICT skills training workshops organised for teacher educators.	1 ICT skills training workshop completed for teacher educators.	ICT-integrated teacher education resource book under development.
	1 resource book on ICT- integrated Teacher Education developed.		
	1 CoP for teacher educators developed and fostered.	CoP developed (www.teacher-network.in).	
Continuous Professional Development (CPD) course developed using OER and capacity-building training programmes for teachers organised	OER-based eLearning CPD course developed.		Curriculum for the CPD course finalised. Course development to start in new financial year.
	2 capacity-building workshops for teachers organised.	1 capacity-building workshop on OER-based eLearning organised.	
ICT leadership workshop organised, and institutions adopt OER policy and ICT strategy	20 senior institutional leaders participate in ICT workshop.	17 university leaders participated in ICT Leadership in Higher Education in India.	The workshop was a very successful event, inaugurated by the Minister of Human Resource Development, Government of India.
	OER institutional policy template released.	OER institutional policy template released.	
	3 institutions adopt OER policy and ICT strategy.	1 university adopted OER policy.	
OER quality assurance framework developed and adopted by institutions	10 institutions adopt the quality assurance framework for OER-based content.		The development of the quality assurance framework in progress. Regional consultation workshop on quality assurance framework for OER organised.

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Expected Outputs	Performance Indicators	Achievements to Date	Comments
Course on Community Radio Technology (CCRT) developed using multiple media	Learning materials in multiple media formats developed for CCRT.		Curriculum for CCRT course developed through expert consultations.
<i>Quality Assurance Toolkit for Community Radio Operations</i> developed and adopted by community radio stations	QA toolkit developed and adopted by 3 community radio stations.		1 consultation meeting with community radio stations organised to review QA for community radio operations.
Community radio stations in the Asian region develop sustainable practices	3 community radio stations provided with mentoring support to develop sustainability plans.	1 community radio station supported for developing sustainability plan.	A workshop on sustainability for all 14 community radio stations in Bangladesh planned.
Capacities of women community leaders developed to use community media for better health and civic participation	Master training of 2 groups of community women broadcasters organised.	Master training of 2 groups of community women broadcasters completed.	Master training completed, and further training to be organised by the trainees.

LESSONS LEARNED

1. Partnership building is necessary and it takes time to build reliable partnerships.
2. Stakeholder engagement helps in building awareness about new ideas.
3. Working with communities is important to keep our leadership role in the community radio sector.

COUNTRIES AND PARTNERS

5 Countries: Bangladesh, India, Malaysia, Pakistan, Sri Lanka

Key Partners: National Institute of Open Schooling (NIOS); IT for Change, India; Indira Gandhi National Open University (IGNOU); British Council, India; Dr. B.R. Ambedkar Open University (BRAOU), India; Maulana Azad National Urdu University (MANUU), India; Wawasan Open University (WOU), Malaysia; Open University of Sri Lanka (OUSL); Allama Iqbal Open University (AIU), Pakistan; European University of Bangladesh; International Islamic University, Pakistan; Asia eUniversity, Malaysia; Open University Malaysia; Gram Vaani Community Media Pvt. Ltd., India; University of Hyderabad, India; Ministry of Information and Broadcasting, Government of India; Broadcast Engineering Consultants India Ltd (BECIL); Bangladesh NGOs Network for Radio and Communications (BNNRC)

Annual Budget: \$511,222 (\$350,000 core + \$161,222 additional contributions)

Expenditure to 31 March 2013: \$228,700

REGIONAL SUPPORT

Regional Training and Research Institute for Distance and Open Learning (RETRIDOL)



OVERVIEW

RETRIDOL was established in collaboration with the National Open University of Nigeria (NOUN). COL supports RETRIDOL in fulfilling its mandated role of promoting ODL through capacity building, research and networking with other regional and local organisations and in becoming a regional resource for ODL in West Africa.

Activities:

Conducting of research, training and networking in West Africa

OUTCOME

Higher education institutions in West Africa have improved capacity in ODL methods and research to enhance access to quality higher education.

HEADLINE: 103 academics from 11 institutions in West Africa trained in ODL skills.

RESULTS 1 July 2012 to 31 March 2013

Expected Outputs	Performance Indicators	Achievements to Date	Comments
Academics in the region are trained in research methods and tools	40 academics in the region build capacity in research methods and tools to enable new research proposals accepted for publication in RETRIDOL's journal (<i>West African Journal of Open and Flexible Learning</i>).	2 proposals for conducting research studies approved by RETRIDOL.	
Course writers from the region build capacity in developing ODL course materials	30 course writers from 5 countries develop capacity in preparing ODL materials.	45 academics from 11 institutions and 5 countries trained.	
Academics at NOUN build capacity in OER use in higher education	30 academics at NOUN get trained in development and reuse of OER.	32 academics trained in OER development and use.	
Higher education institutions in West Africa develop capacity in quality assurance mechanisms in ODL and dual mode institutions	6 higher education institutions in West African region are trained in quality assurance mechanisms in ODL and dual mode provision.	26 academics from 8 higher education institutions in the region trained in quality assurance mechanisms for ODL and dual mode provision.	
RETRIDOL journal published	2 journals published to support research in the region.	1 volume published.	Second volume in print.
Conventional higher education institutions build capacity for dual mode provision	5 conventional higher education institutions are trained to offer ODL programmes.		Workshop scheduled for the end of May 2013.

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LESSONS LEARNED

1. Networking with other regional partners is critical to the success of RETRIDOL.
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COUNTRIES AND PARTNERS

5 Countries: Cameroon, The Gambia, Ghana, Nigeria, Sierra Leone

Key Partners: National Open University of Nigeria (NOUN); African Council for Distance Education-Quality Assurance and Accreditation (ACDE-QAA)

Annual Budget: \$75,000

Expenditure to 31 March 2013: \$53,722

REGIONAL SUPPORT

Southern African Development Community – Centre for Distance Education (SADC-CDE)



OVERVIEW

The Southern African Development Community – Centre for Distance Education (SADC-CDE) was established as a centre of expertise in ODL to build this capacity in the region. SADC-CDE works collaboratively with COL and agreed to focus on the following activities during this Three-Year Plan.

Activities:

1. Conducting training and promoting developments in ODL
2. Increasing the provision of quality distance education in Southern Africa
3. Building and maintaining a resource base on ODL
4. Collaborating with other institutions in staff development, training and systemic research
5. Meeting the educational needs of ODL practitioners in Southern Africa

OUTCOME

Capacity of ODL institutions and ODL practitioners is increased, enabling them to apply knowledge, skills and principles of various ODL components to the provision of quality education to increased numbers of learners, particularly girls and women.

HEADLINE: 51 ODL practitioners trained in learner support and 10 trained in policy formulation in Southern Africa.

RESULTS 1 July 2012 to 31 March 2013

Expected Outputs	Performance Indicators	Achievements to Date	Comments
ODL practitioners increase their knowledge and skills of various ODL components	70 trained ODL practitioners apply knowledge and skills gained.	51 ODL practitioners trained in learner support knowledge and skills and 10 in policy formulation.	
	Two institutions are applying the knowledge and principles of COL-RIM (Review and Improvement Model).	1 institution is applying COL-RIM and 12 institutions have been trained in using it.	
Development of resource databases on ODL capacity-building programmes, experts/consultants and research output of ODL institutions and practitioners in the region	Resource database created using 10 key subject areas.	Resources, research and other OER packaged into 10 key subject areas.	Resources and ODL experts listed on the database were used during the learner support workshops in Lesotho and Zambia and during the ODL policy formulation course.
	At least 1 journal publication issued annually.	1 journal published and distributed online through DEASA website.	Assessment study on the utilisation of journal articles published.
Sustained networking, collaboration and training with Distance Education Association of Southern Africa (DEASA)	MOUs on collaboration with DEASA signed.	MOU signed with DEASA.	
	1 joint conference and 3 consultative executive meetings held.	1 conference and 3 consultative meetings took place.	
ODL practitioners supported to develop their knowledge and skills with respect to eLearning implementation and practice/facilitation	15 ODL practitioners from the region participate in eLearning course.	13 ODL practitioners currently enrolled and undergoing training on eLearning (design and facilitation) course.	

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LESSONS LEARNED

1. Constant advocacy and information sharing needed.
 2. Rigorous follow-up of training critical to sustainability.
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COUNTRIES AND PARTNERS

10 Countries: Botswana, Lesotho, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, Tanzania, Zambia

Key Partners: Botswana College of Distance and Open Learning (BOCODOL); Distance Education Association of Southern Africa (DEASA); Namibian Open Learning Network Trust: Namibian College of Open Learning (NOLNet: NAMCOL); South African Institute for Distance Education (SAIDE); SADC Secretariat Ministry of Education, Botswana; National University of Lesotho; Zambia Open University; Lesotho Distance Teaching College; Institute of Distance Education, Swaziland; Open Polytechnic of New Zealand (OPNZ) ; Institute of Distance Education, Mozambique; University of South Africa (UNISA); Institute of Adult Education, Tanzania; University of Zambia, Institute of Distance Education; Polytechnic of Namibia; Open University of Mauritius; Tertiary Education Council of Mauritius; Mzuzu University, Malawi; Malawi College of Distance Education

Annual Budget: \$60,000

Expenditure to 31 March 2013: \$52,085

COL eLEARNING WITH INTERNATIONAL ORGANISATIONS



OVERVIEW

eLearning for International Organisations (eLIO) provides eLearning design, development and delivery services to international organisations to showcase:

- how good eLearning materials interact with and engage learners
- the value of materials being customised
- the team approach to creating learner-centric materials
- the use of a learning management system and e-portfolio to support learning and learning activities
- the value of the “human touch” for learner retention
- the use of checklists for effective course logistics.

Activities:

1. Delivering courses
2. Developing, adapting and revising materials

OUTCOME

A revenue stream for COL is created, COL's reputation as an industry leader in online learning development and delivery is enhanced, and COL has an opportunity to showcase eLearning best practices and add to its knowledge bank.

HEADLINE: International organisations engage in repeated eLearning training contracts to provide just-in-time, competency-based eLearning with an average completion rate of 83.5%.

RESULTS 1 July 2012 to 31 March 2013

Expected Outputs	Performance Indicators	Achievements to Date	Comments
1,000 learners trained (60% female and 40% male), in Effective Writing, National Debt Management, Commonwealth Values, and Operational Data Management	Achieve an average completion rate of 80% for 1000 learners.	Ran 5 training cohorts, with an average completion rate of 83.5%.	A good delivery system, a strong learner support culture and a vigorous monitoring and evaluation plan have contributed to a consistently high completion rate.
	Receive consistently positive learner feedback.	SurveyMonkey collected the “end of course” feedback from learners, with about 90% expressing satisfied or highly satisfied rating.	
Learning management system (LMS) for supporting and managing learners	100% adoption of Moodle for courses delivered to learners from the Commonwealth Secretariat, the World Bank and the Inter-American Development Bank.	Moodle supported 269 learners and 35 tutors in 9 cohorts.	Moodle was upgraded from version 1.9 to 2.4 and continues to provide a robust and useful platform to users for accessing learning, interacting with materials, peers and tutors, managing records, monitoring progress, and reporting on outcomes. Mahara is a good tool for e-portfolios.
	100% adoption of Learn & Connect by UNHCR.	For the UNHCR course, COL used its Learn & Connect LMS.	
	50% adoption of Moodle by WHO and ILO.	For WHO and International Labour Organization cohorts, only tutors are using Moodle for reporting and recording submissions and grades.	
	100% adoption of Mahara by the Commonwealth Secretariat.	Mahara supported 110 learners in creating their e-portfolios and e-reflections.	

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Expected Outputs	Performance Indicators	Achievements to Date	Comments
Revised Writing Emails and Letters course for the World Bank	Revision of course complete.	The course revision completed and materials will be tested in a live pilot starting in May.	The project was completed on time and within budget because of a highly competent and committed team of COL consultants.

LESSONS LEARNED

1. Sustainability of the eLIO business model stems from a focus on quality and a constant review of the compliance of every contributor and operational process with the quality standards of teaching and learning.

COUNTRIES AND PARTNERS

28 Countries (plus 101 non-Commonwealth countries): Australia, Bangladesh, Barbados, Canada, The Gambia, Ghana, India, Jamaica, Kenya, Malawi, Malaysia, Maldives, Malta, Mozambique, Namibia, Nigeria, Pakistan, Papua New Guinea, Rwanda, Sierra Leone, Solomon Islands, South Africa, Sri Lanka, Tanzania, Trinidad & Tobago, Uganda, United Kingdom, Zambia

Key Partners: Commonwealth Secretariat (ComSec); World Bank (WB); Inter-American Development Bank (IADB); United Nations High Commissioner for Refugees (UNHCR); World Health Organization (WHO); International Labour Organization (ILO)

Annual Budget (Revenue Recognised): \$387,282

Expenditure to 31 March 2013: \$250,387

Activities April-June 2013



EDUCATION SECTOR

OPEN SCHOOLING

- Open schooling uses various social networking platforms, such as Twitter, Facebook, Ning, Blackboard and “Open Schooling Connect” to promote the integration of technology and the use of open educational resources (OER). Using Ning, 3 online professional development workshops were organised: *140 Characters or Less – The Basics of Micro blogging* – 65 participants; *Best Practices in Designing Effective Online Learning* – 95 participants; *How to Develop Digital Literacy Skills* – 57 participants. Using Blackboard, 6 Webinars took place: *Open Education – The Business and Policy Case for OER*; *Building Community – The Online Course Developer’s Backpack*; *Moodle Theming and Customisation*; *OER – Building Blocks and Policies*; *Lessons Learned in a Search for an Open Access LMS*; and *Moodle 2.5 Highlights*. Using Twitter, 4 chats took place: *Building Community*; *Openness and Online*; *Collaboration: Open Web*; *Why Should I Care about OER?*; and *Using Free Online Tools to Enhance Teaching and Learning*. A capacity building workshop combined with the recording of 8 educational videos for English and Mathematics took place in May for 12 participants from Namibia and Tanzania.
- 12 Open School practitioners successfully completed the eLearning Certificate offered Commonwealth-wide by the Open Polytechnic in New Zealand (OPNZ).
- Capacity building in instructional design and development of 6 subjects takes place during third week of June in Ghana.
- 3 workshops took place for TVET moderators, assessors and facilitators-training during April and May in Namibia. The COL Education Specialist attended 2 of the 3 workshops.
- Vanuatu appointed a focal point for open schooling in the Ministry of Education and submitted a proposal for the start of a pilot open school later this calendar year.
- The twinning of the University of Belize and Fraser Valley Distance Education School for the Open School to support women’s secondary education in Belize completed; the first training session will be undertaken in June.
- The open schooling baseline study has been completed.
- Bangladesh Open University completed development of the 12-subject curriculum for the Girl’s initiative.
- The OER Symposium took place in Kenya and 35 participants from 8 countries were in attendance (<http://wikieducator.org/Keopened>).

ANNUAL BUDGET: \$480,000 (\$440,000 core + \$40,000 additional contributions)

PROJECTED EXPENDITURE TO 30 JUNE 2013: \$475,755

TEACHER EDUCATION

- A workshop on integrating OER into the teacher education curriculum was organised in collaboration with the Jamaica Board for Teacher Education in April and 20 teacher educators were trained. The workshop was part of the process of disseminating instructional design and OER knowledge and skills for the development of online materials.
- As part of the process of building the capacity of staff to design, develop and implement new ODL courses, 30 academic staff of Gauhati University, India were trained on instructional design in May.
- A quality assurance workshop was organised for 25 teacher educators from the University of The Gambia and Gambia College. The workshop’s output included the development of quality assurance frameworks for the internal assessment of the teacher education programmes offered by the two institutions.
- A regional workshop on Teacher Education in the Pacific was held at the National University of Samoa in May. 26 selected staff of ministries of education and teacher training colleges from 8 Pacific countries took part. The workshop activity identified the common teacher education problems in the Pacific, including national priorities and plans. Participants also identified 3 projects that COL will support in the period 2013-2015.
- The Access programme for women will commence in June with 150 participants. The Access programme is aimed at producing more female teachers for upper primary and secondary schools in The Gambia.

ANNUAL BUDGET: \$521,647 (\$500,000 core + \$21,647 additional contributions)

PROJECTED EXPENDITURE TO 30 JUNE 2013: \$571,647

HIGHER EDUCATION

- The COL-RIM (Review and Improvement Model) implementation was completed at the National University of Lesotho; Krishna Kant Handique Open University, Assam, India; Allama Iqbal Open University (AIOU), Islamabad, Pakistan; and Wawasan Open University, Penang, Malaysia.
- 30 Master Tutors were trained under the first phase of the Training-of-Trainers project at the Open University Malaysia, for E-tutoring and ICT-based learner support.
- In collaboration with the African Council for Distance Education (ACDE), 25 academics in African universities were trained in research methods in ODL.
- COL-RIM handbook revisions initiated on feedback received from external lead verifiers and implementing institutions were completed.
- 10 additional revised CEMBA/CEMPA and new elective on Business Ethics courses have been released to partner institutions
- 24 Academics from 9 public institutions, under the Ministry of Tertiary Education and Skills Training in Trinidad & Tobago, were trained in OER use and reuse in higher education.
- The revision of course material for the Professional Diploma in Legislative Drafting and the conversion of the student version into OER was completed.
- 22 CEMBA/CEMPA academics at Kwame Nkrumah University of Science and Technology, Ghana and 23 academics at the National Open University of Nigeria (NOUN) were trained in OER for revision in preparation of the transfer of responsibility for further revision of courses to partner institutions.
- The draft regional ODL policy framework for the Caribbean, developed by COL, was formally approved by the Caribbean ministerial meeting organised by CARICOM in May.
- A research report on the “Audit Study on ODL in Malawi” conducted by the COL-UNESCO Chair at Mzuzu University, was completed.
- The third workshop on online course design and development under the COL-UNESCO Chair at Open University of Tanzania took place in April.
- Course material on Open Education Practice and Change with Digital Technologies in Education was developed under the COL Chair Programme at Otago Polytechnic.
- ESL training materials for computer technologies programmes was developed under the COL-UNESCO Chair at Athabasca University.
- A COL Chair at UNISA was established. Final proposals, work plan and nominations for COL Chairs at the University of the West Indies, Barbados and AIOU, Pakistan have been received from the institutions.

ANNUAL BUDGET: \$463,122 (\$437,000 core + \$26,122 additional contributions)

PROJECTED EXPENDITURE TO 30 JUNE 2013: \$336,122

VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH (VUSSC)

- OER capacity development for policy makers, heads of tertiary institutions and educators will be held in Trinidad & Tobago in June.
- In partnership with COL Teacher Education initiative, a workshop to develop a Post-Graduate Diploma in Education, with an exit point at certificate level, will be held in Samoa in June.
- Four courses for the Masters in Educational Leadership programme were completed.
- The latest Monitoring and Evaluation report for VUSSC was finalised.

ANNUAL BUDGET: \$440,000 (\$300,000 core + \$140,000 additional contributions)

PROJECTED EXPENDITURE TO 30 JUNE 2013: \$370,000

LIVELIHOODS & HEALTH SECTOR

TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT (TVSD)

- Institutional capacity building visits took place in INVEST Africa partner institutions in Kenya and Tanzania with more than 100 staff members involved in workshop sessions to review institutional ODL activities, build capacity in the use of technology in teaching and learning, and develop course materials for the informal sector.
- 100 TVET teachers have engaged in online capacity building in flexible and blended approaches through the COL-VLE Moodle platform.
- WITED (Women in TVET & Development) activities in Mombasa Technical Training Institute have resulted in 10 girls being awarded fee-free tuition in Marine Engineering.
- Training in online learning was facilitated for 24 TVET teachers at University of Technology, Jamaica.
- A team from the National University of Samoa has prepared audio content for the Pacific Vocational Literacy OER course.
- In Bangladesh, new skills-training courses aimed at income generation for women have been translated from Bangla to English to be made available as OER.
- A workshop on learner support services for the distance education Certificate in Community Development engaged 20 educators at State Resource Centre Kerala, India.

ANNUAL BUDGET: \$450,000

PROJECTED EXPENDITURE TO 30 JUNE 2013: \$450,400

LIFELONG LEARNING FOR FARMERS

- In Uganda the number of learners in L3F increased from 2,900 to 4,135 during this quarter. Makerere University pilot tested a mobile-phone, SMS/text message-based FAQ/Feedback system in which 150 farmers participated.
- In Kenya, out of the 700 L3F participants learning orange-fleshed sweet potato production, around 100 farmers established farms for cultivating sweet potato.
- Seychelles Agricultural Authority (SAA) has proposed steering and implementation committees for L3F in Seychelles and has identified 11 types of farmers groups for developing appropriate content.
- In Mauritius, the Ministry of Gender Equality, Child Development and Family Welfare trained 100 senior staff in capacity building of Mauritius women through ODL.
- In India, the efforts made during July 2012 to March 2013 led to 13,000 additional learners during this quarter of which 65% are women. This also led to the provision of CAD\$1.4 million in credit/loans to 4,800 learners.
- The farmers who are managing their own website developed it in both Tamil and English and uploaded learning materials for 17 crops.
- The participatory research of Tamil Nadu Veterinary and Animal Sciences University (TANUVAS), involving 748 farmers through mobile phones for testing the microbial supplements for dairy, was concluded during this period.
- In Jamaica, three farmers groups and 20 extension officers participated in 3 workshops to evolve a plan of action for 2013–2014 based on the experiences of 2012–2013.
- In Papua New Guinea, a workshop was organised for 15 senior officials of three participating institutions to develop a gender-sensitive and gender-responsive L3F perspective and action plan.

ANNUAL BUDGET: \$474,000 (\$450,000 core + \$24,000 additional contributions)

PROJECTED EXPENDITURE TO 30 JUNE 2013: \$465,634

HEALTHY COMMUNITIES

- Outcome-based research into community learning programmes (CLP) was launched in 3 sites in 3 regions (India, Jamaica and Malawi).
- COL Education Specialist, Healthy Communities provided a 20-minute Skype presentation on *Community media and sustainable livelihoods* to an audience of 100 media and public agencies at the Caribbean Media Summit in May.
- 5 *Training and mentoring CLP development* e-courses were drafted: 1) *C4D: Why. How. Now.*; 2) *Research for Planning*; 3) *Communication Choices*; 4) *Learning by Design*; 5) *Scriptwriting*.
- 8 CLPs were designed through the 14-week *Research for Planning a CLP training/mentoring* e-course. 32 people (representing an 80% completion rate) from 16 CBO, NGO, government offices and media groups from 3 countries in the Caribbean participated.
- Representatives of 25 community, media, government and NGO groups in Sierra Leone and Cameroon were involved in intensive training and programme development across 7 programme sites.
- 4 CLPs were designed by 15 community, media, government and NGO groups in 4 communities of Bangladesh and India.

ANNUAL BUDGET: \$466,500

PROJECTED EXPENDITURE TO 30 JUNE 2013: \$471,510

CROSS-CUTTING

eLEARNING

- Draft ICT in Education/OER policies were submitted for approval to Cabinets in Antigua & Barbuda and Grenada.
- A regional Eastern Caribbean Open Textbooks Forum was held in Antigua & Barbuda to develop a plan for regional open textbooks.
- An ICT in Education/OER policy workshop was held in Saint Vincent & the Grenadines.
- A regional OER Policy workshop was held in Johannesburg for Commonwealth Southern African Development Community (SADC) members.
- Editorial board members were confirmed and a website launched for the *Journal of Learning for Development*.
- An offering of the *Commonwealth Certificate for Teacher ICT Integration* (CCTI) was launched in Grenada.
- An Undergraduate Diploma in ICT Integration for teachers based on CCTI is awaiting final approval from the Board for Undergraduate Studies of The University of the West Indies.

ANNUAL BUDGET: \$420,361 (\$350,000 core + \$70,361 additional contributions)

PROJECTED EXPENDITURE TO 30 JUNE 2013: \$335,445

COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)

CEMCA

- 60 teacher educators in the state of Karnataka, India were trained in ICT integration for teacher education.
- 5 learning modules and 4 case studies on an OER-based eLearning Professional Development course were completed.
- Quality Guidelines for OER were finalised and published as Version 1.
- 12 short videos and 30 modules for a Certificate Course on Community Radio Technology were completed.
- 3 additional workshops on promoting OER were organised at Apeejay Styta University, the University of Delhi and Vardhaman Mahaveer Open University.
- 2 *CEMCA EdTech Notes* were published: “Learning Analytics for Open and Distance Education” and “Understanding Massive Open Online Courses”.
- “Web Radio: A Manual for Streaming Audio on the Web” was published.

ANNUAL BUDGET: \$480,000 (\$350,000 core + \$130,000 additional contributions)

PROJECTED EXPENDITURE TO 30 JUNE 2013: \$423,308

REGIONAL SUPPORT

REGIONAL TRAINING AND RESEARCH INSTITUTE FOR DISTANCE AND OPEN LEARNING (RETRIDOL)

- 30 academics from single- and dual-mode higher education institutions in West Africa developed capacity in research methods and tools under aegis of RETRIDOL.
- 24 academics from 4 conventional universities in Nigeria were trained in dual-mode provision in preparation of their plans to initiate ODL programmes.
- 2 RETRIDOL-commissioned research studies were completed: “Employers’ perception and expectations of professional competence of distance learning graduates in Nigeria” and “An expository study of QA practices in single- and dual-mode distance learning institutions in Nigeria”.
- A RETRIDOL Advisory Board meeting was held in May and the work plan for year 2013–2014 was approved.

ANNUAL BUDGET: \$75,000

PROJECTED EXPENDITURE TO 30 JUNE 2013: \$102,174

SOUTHERN AFRICAN DEVELOPMENT COMMUNITY – CENTRE FOR DISTANCE EDUCATION (SADC-CDE)

- SADC-CDE held its annual Advisory Board meeting during which the work plan and budget for 2013– 2014 was approved.
- 30 participants attended the ODL Policy Alignment in Swaziland and the draft ODL policy was finalised.
- 10 participants from the Namibia Open Learning Network (NOLNet) attended a Quality Assurance workshop in Namibia.

ANNUAL BUDGET: \$60,000

PROJECTED EXPENDITURE TO 30 JUNE 2013: \$58,205

Backed by regional consultations (2011) and internal deliberations, COL developed a concept paper for new regional centres in the Caribbean and the Pacific, including the following key considerations: a focus on non-formal open and distance learning, particularly learning about livelihoods and health, and the need for champions to popularise ODL approaches and contribute to policy advocacy in order to create enabling environments.

ESTABLISHMENT OF A CARIBBEAN REGIONAL CENTRE

Following a study of Caribbean institutions and organisations working in learning for development and related fields, which was finalised in February 2013, COL entered into discussions with Panos Caribbean about the vision, mandate and possible modalities for a jointly organised regional centre in the Caribbean. Meetings were held between March and May of 2013 between COL and Panos representatives. An exchange of letters is planned for June/July 2013, which will pave the way for further familiarisation between the two organisations. Introductory activities are planned for the second half of 2013, including a study of technology-enabled learning for development across disciplines (education, communication for development, agriculture and extension services, health promotion, ICT4D, etc.)

ANNUAL BUDGET: \$45,000

PROJECTED EXPENDITURE TO 30 JUNE 2013: \$4,300

ESTABLISHMENT OF A PACIFIC REGIONAL CENTRE

Agreement to host the proposed Pacific Regional ODL Centre has been reached with University of the South Pacific and an MoU has been signed for a trial period of two years. The Centre will be located in the Regional Centre for Continuing and Community Education in Suva. The purpose of the centre is to strengthen the use of ODL in formal, non-formal and informal learning specifically in skills development, health and agriculture. The aim is to add value to the development process in the region. A participatory planning meeting is scheduled for June, which will give direction for the activities for the coming two years. The meeting will be attended by representatives of Commonwealth Pacific countries, NGOs, pan-Pacific organisations and development partners.

ANNUAL BUDGET: \$50,000

PROJECTED EXPENDITURE TO 30 JUNE 2013: \$65,000