

Pre-Open Schooling Workshop



Adult Education Association of Guyana

Workshop Report

November 12-16, 2019

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Executive Summary

This report reflects on the results of the Pre-Open Schooling workshop delivered to staff and Board members of the Adult Education Association (AEA) of Guyana and invited stakeholders, such as the Superintendent of Examinations, heads of vocational schools that are a part of Technical and Vocational Education and Training (TVET), a technical specialist from the distance learning unit at the University of Guyana as well as curriculum representatives from the Ministry of Education (see participant list under Appendix A). Attendance varied throughout the 5 days of the workshop. While attendance numbers remained steady with 15-20 participants each day on average, representatives of varying institutions attended on different days. AEA management, staff and Board representatives attended the five days of the workshop and were highly engaged. The gender split of participants was mostly female. There were approximately 4-5 male participants throughout the week. The workshop was held in Georgetown, Guyana, between November 12-16, 2019.

The workshop introduced participants to key concepts and components of technology enabled learning (TEL) through Open Schooling (OS) models, and the delivery options that it affords different contexts. Participants learned about key instructional design principles and the use of Open Education Resources and created sample learning resources based on an agreed to template. The workshop also provided an overview of the strategic role The Commonwealth of Learning (COL) plays in supporting the provision of OS and supported



AEA staff in updating the proposal submitted to COL to better reflect how the Association could use COL's support to offer sustainable TEL through OS going forward to deliver the Caribbean Certificate of Secondary Level Competence (CCSLC) curriculum across

the country, especially in under-served regions.

Workshop participants engaged in meaningful conversations to critically analyse strengths and weaknesses of varying OS models and tools such as Learning Management Systems (LMS) and Content Management Systems (CMS), relating them to their context. Participants

collaboratively created draft vision and philosophy statements aimed at guiding the OS initiative in Guyana and began to reflect on the profile of the potential learners and their needs. They also started the thinking around a needs analysis for the implementation of an OS system, in an attempt to identify gaps between what already exists to support the system and what would be needed to successfully implement it. The resulting work from the draft planning exercise is attached under Appendix B.

Introduction

In August 2019, the AEA of Guyana submitted a proposal to COL to request assistance to support the delivery of the CCSLC curriculum to students in remote regions of Guyana, using a blended approach through an online platform. AEA is the only institution in Guyana offering the CCSLC curriculum, and they do so through conventional teaching, mostly in Georgetown and surrounding areas.

The Association has never attempted to offer the curriculum at a distance and has no experience designing curriculum for TEL. Therefore, it was deemed important to hold a workshop that would introduce AEA and their partners, such as the



Ministry of Education and the University of Guyana, to distance learning systems, methodologies and technologies that support it, so that the Association could make informed decisions about moving forward with their project to deliver the CCSLC curriculum across the country, expanding their reach to remote regions and focusing on at-risk youths and under-privileged students that may have no access to education.

About the Workshop

The main intent of the workshop was to develop local awareness about Open and Distance Learning (ODL), Open Schooling (OS), the systems and subsystems that need to be in place

to support an OS program, and to develop initial capacity in instructional design for the development of interactive digital learning resources.

As part of the capacity development process, participants engaged in productive discussions that examined various OS models and available technologies from the perspective of the Guyanese context, started to establish Guyana's needs for the implementation of an OS systems and collaboratively created vision statements and teaching philosophy statements to frame their vision for an OS system. Participants were also actively engaged in creating learning resources for distance learning. In a large group setting, participants agreed on a template to be used to develop interactive learning resources, discussing the importance of active learning and learner feedback, alignment of assessment and content with learning outcomes and other issues around quality in teaching and learning. Once the template was in place, participants were organized in small groups to create one learning resource based on the template agreed to.

At the beginning of the workshop, most participants self-identified as not having any knowledge about ODL, TEL nor OS. One participant from University of Guyana had good knowledge of ODL and TEL as he was the technical person responsible for the University of Guyana online learning courses offered through Moodle, and two participants had experience with TEL as students, as they had taken online courses in the past.

Workshop Design

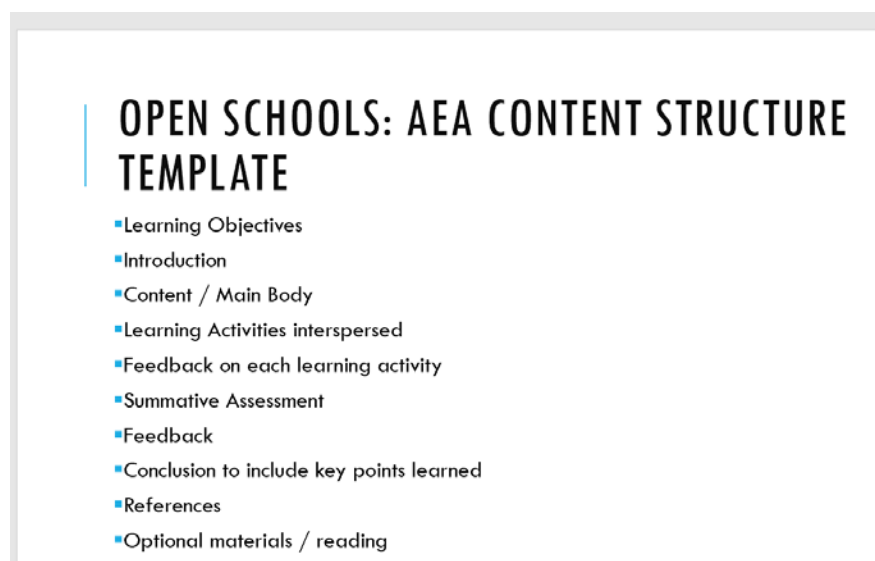
The workshop was designed to be highly interactive and application driven so that participants would have the opportunity to discuss core issues about the establishment of an OS system in their own context. There were many group and discussion activities designed to engage participants in analyzing Guyana's needs for an OS system and TEL, identifying gaps and what needs to be in place for successful delivery of TEL in the Guyanese context. Participants engaged in critical thinking



activities about teaching and learning frameworks for TEL and the integration of technology into their delivery context.

In small groups, participants performed a rough environmental scan through a brief needs analysis (Appendix B) to frame the thinking about the establishment of an OS system supported by technology enabled learning. During the workshop, groups worked through local issues as they crafted a learner profile, as well as vision and philosophy statements to inform the planning work for an OS system. Each group presented the results of their work to the larger group which fostered sharing of ideas and challenges to be addressed.

Collaboratively, participants created a learning resource template for the development of digital interactive learning resources and discussed the integration of Open Education Resources (OER).



This was a very valuable activity as it allowed participants to put into practice the key concepts of instructional design that they had learned while creating the template. It also served the very important purpose of allowing them to experience the authoring process for TEL resources, since most only had experience creating resources for conventional teaching frameworks. Participants valued the feedback they received during this experiential activity, which allowed them to adjust learning activities and re-think methodologies for the formative and summative assessment of learning. You can see some examples of the learning resources created during this activity in Appendix D.

Participants were highly engaged throughout the workshop. You can see the detailed workshop program in Appendix C and the slides that guided the content delivery in Appendix E.

Workshop Participant List

Overall, there were 36 participants registered for the 5 days of the workshop. Each day there saw an average of 15 participants in the sessions, but participation wasn't consistent throughout. Participants from the Ministry of Education for example attended different days, and the TVET representatives only attended days 3 and 4. Since they had experience creating lesson plans for TVET, they were able to catch up after an overview of the key concepts of ODL and TEL and design frameworks. As a new group attended, there was the need to have some sort of "catching-up" activity to bring them up-to-speed with the other participants. These activities were carried out in small groups with the facilitator.

Female Participants		Male Participants	
1.	Anita Persaud	1.	Abu Huriarah
2.	Ann Crandon	2.	Alvin Bowen
3.	Carlotta Joseph-Rose	3.	George Headley
4.	Cheryl Carter	4.	Gordon French
5.	Faith Joe-Gulliver	5.	Iamei Aowmathi
6.	Fanta Burnett	6.	Wilfred Gomes
7.	Gomattie Rankumar		
8.	Grace Oliveras		
9.	Jonelle Lim		
10.	Jocelyn Dolphin		
11.	Keisha Gittens		
12.	Larissa Haramottoo		
13.	Lotaya Benn		
14.	Lucinda Tracey		
15.	Neomie Uruena		
16.	Padmini Roberts		
17.	Patricia David		
18.	Renita Barnes		
19.	Roseann Williams		
20.	Shevon Sulton		
21.	Shonette Peters		
22.	Shonique Bristow		
23.	Shundell Phillips		
24.	Simone Abrams		

Female Participants	Male Participants
25. Simone Gonsalves	
26. Simone Roberts	
27. Tamara Austin	
28. Tessa Abrams	
29. Tiffany Jackson	
30. Wanda Monchair	

The gender split of registrants was: 30 female and 6 male participants. The attendance was steady during the four days of the workshop and participants were highly engaged in the proceedings. The last day of the workshop was dedicated to management, staff and Board members of the AEA with a focus on updating the proposal submitted to COL. The participant list with detailed information is attached in Appendix A.

Goals of the Consultancy

The consultancy was successful in attaining the goals set out in the Statement of Work:

- 1.1.1 *Develop a workshop programme to be submitted to COL for approval that will address:*
 - 1.1.1.1 *COL and Open Schooling*
 - 1.1.1.2 *Technology enabled learning*
 - 1.1.1.3 *Expected features of an LMS and comparison proprietary and open products*
 - 1.1.1.4 *Development of a template for the creation of interactive resources that use OER and can be shared as OER*
 - 1.1.1.5 *Creation of example gender and culture sensitive examples of OER using the template*
 - 1.1.1.6 *Reflection on the above issues to review the AEA proposal to better align with COL's objectives and OS model*

All these topics were covered during the workshop in an interactive forum that enabled participants to apply concepts learned, frame them within their local context and openly discuss the impacts that establishing an OS system through technology enabled learning will have on the delivery of the CCSLC curriculum. As they discussed the theoretical and conceptual frameworks around these topics, participants addressed local and regional operational challenges that currently exist in the different regions. Extremely valuable conversations took place among AEA staff and leadership which addressed issues such as delivery models including different models for learner support and tutoring in regions with

little to no Internet access. Especially because the curriculum requires the teaching of at least one foreign language, such as Spanish.

Learner Support and Tutoring

There were some very productive conversations around the need to support learners, in particular in regions that are very remote and have no access to the Internet. Options such as the establishment of learning centres taking advantage of existing infrastructure through partnerships with community associations and the Ministry of Education were taken into consideration. The AEA has experience in establishing this sort of partnerships as they have delivered community courses in remote regions through conventional teaching. Face-to-face tutoring as well as Internet-based tutoring options were discussed as well. The University of Guyana currently offers distance learning courses using Moodle as the Learning Management System (LMS), therefore, conversations took place around collaborating with the University for sharing of infrastructure to better support distance learners.

LMS / CMS Features and Comparison

The workshop included many group discussions about Learning Management Systems (LMS) and Content Management Systems (CMS), their strengths and weaknesses, as well as advantages and disadvantages in the delivery of effective TEL in formal and non-formal OS environments. Participants saw demonstrations of several products, including LMS such as Moodle, Canvas and Desire2Learn so that they could see similarities in interface and functionality; and CMS such as NotesMaster. Since the University of Guyana uses Moodle for their delivery of online courses, there were some discussions about leveraging the existing knowledge and experience to establish a partnership to support AEA as they explore the establishment of an OS system based on TEL.

Learning Resources

A set of draft learning resources designed for interactive distance learning was created by participants, and is attached in Appendix D. Participants were concerned about sharing the learning resources they created as they only had one day to work on them and felt that they were not of good quality to share. Once we discussed that the resources were supposed to be a draft only and that the activity was aimed at getting them to practice instructional

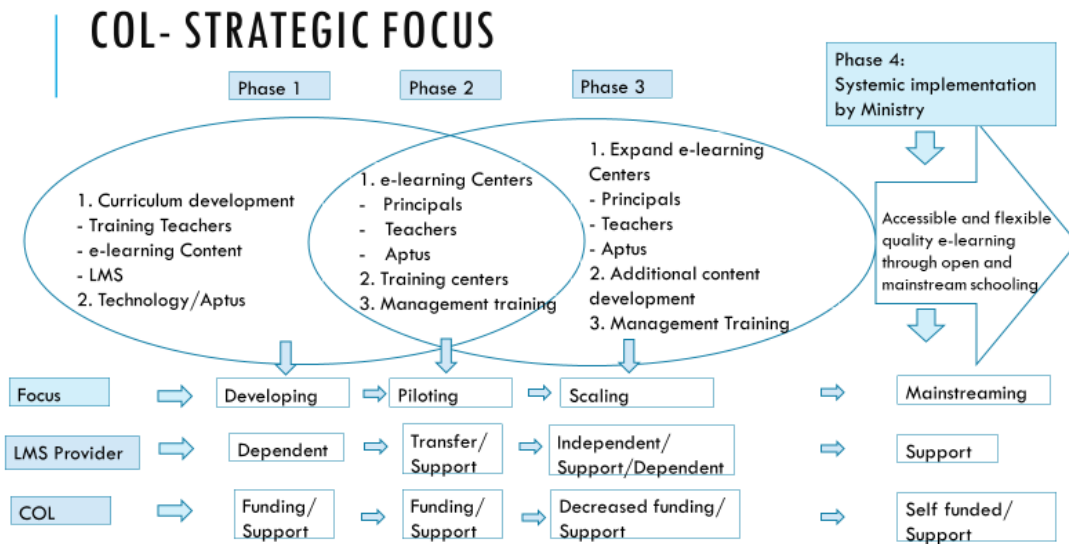
design principles learned during the workshop, they were more willing to share them. In the end, the learning resources integrate feedback provided by the facilitator and show a content structure that fosters content alignment as well as intentional design of learning activities to stimulate active learning with adequate feedback loops. Of course, much more work needs to be done, but these resources are a good demonstration of key instructional design principles learned. The learning resources include OER such as images and videos, as participants engaged in OER searches and learned about open licenses and proper attribution.

Proposal Update

The last day of the workshop was spent with AEA staff working through the proposal they had submitted to COL, and supporting their discussions around OS to enable them to revise the document in alignment with not only COL's support model, but also the renewed appreciation of their own needs following what they learned in the workshop. An updated draft of the revised proposal is attached in Appendix F. After e-mail feedback following the workshop, the AEA re-submitted the proposal to COL.

- 1.1.2 Ensure that the following core outputs are achieved:*
 - 1.1.2.1 Well-informed participants on core aspects of COL's open schooling portfolio and model*
 - 1.1.2.2 Participants supported to update proposal for additional support*
 - 1.1.2.3 Develop a set of resources that can be used by the participants as reference after the workshop is completed*

The first day of the workshop specifically addressed COL's OS model. There were engaging discussions with participants about the implications of the phased approach, and by the end of the workshop the model as outlined in the following slide was clear to all.



Since the AEA is the institution spearheading the project, there were discussions about the role the Ministry of Education could play and the importance to develop OS capacity, not just in curriculum development but also in delivery models and learner support models.

Discussions about monitoring and evaluation as part of determining open schooling success dovetailed into COL’s model bringing clarity about the roles stakeholders must play to ensure quality of the system and measure its effectiveness.

After the workshop, participants were asked to participate in a post-workshop survey to assess their level of satisfaction with the workshop as well as their perceived value of the workshop and how useful it was within their context of practice.

Questions Responses **16**

OpenSchooling: Post-Workshop Questionnaire -

Please answer the following questions relating to the training workshop you have just attended.

Email address *

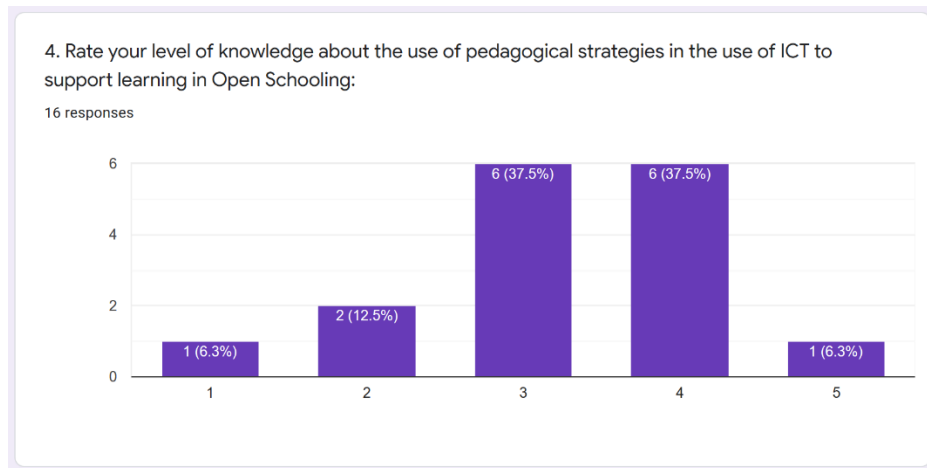
Valid email address

This form is collecting email addresses. [Change settings](#)

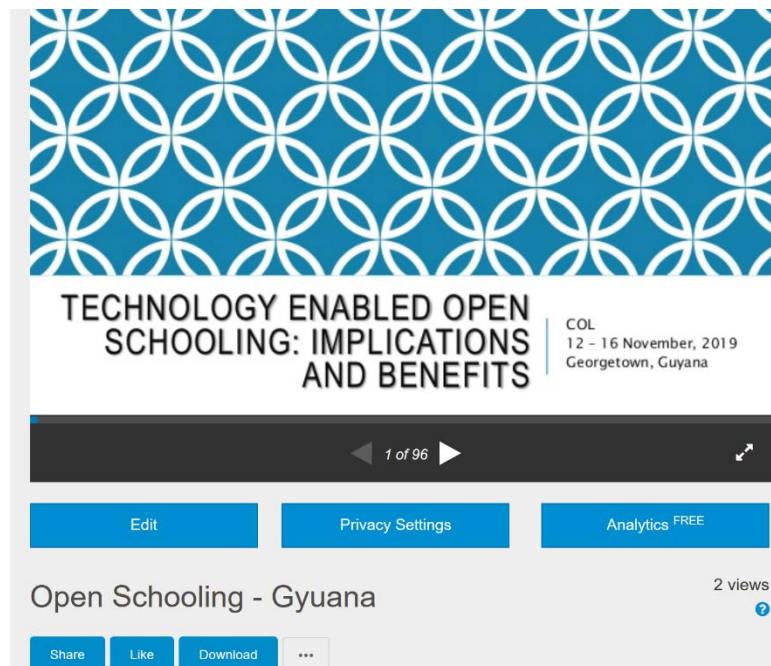
1. Do you agree or disagree with the following statements.

	Strongly disagr...	Disagree	Not sure	Agree	Strongly agree
The workshop ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The venue was ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilitator ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training wa...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The survey was created used [Google forms](#) and obtained 16 responses. Between 75% and 90% of participants indicated that they had a good knowledge about OS and its systems, and about pedagogical strategies to integrate technology in TEL after the workshop. About 90% agreed that the workshop met its objectives and indicated that they had a good understanding of gender issues.



Workshop slides were uploaded to [Slideshare](#) with a CC License, where participants can download them to use as reference or to support their work. In addition, participants were given all the workshop resources in their flash disks for easier access.



In their flash disks, participants were also given a number of OS related resources, including journal articles and the modules for COL's Graduate Diploma in Open School Operation and Management in .pdf format.

Lessons Learned and Recommendations

The workshop was successful in meeting the goals of the consultancy and the expectations of participants. In fact, the levels of meaningful participant engagement and willingness to learn about TEL and OS in general, including all its sub-systems was refreshing and encouraging. Having said that, here are some of the lessons learned in the process:



- ✚ **Creation of learning resources:** using the last day of the workshop to create a learning resource is rushed and frustrates participants. Maybe trim the OS systems portion of the workshop to leave the last two days to create the resources and spend more time on valuable feedback to participants.

- ✚ **Attendance:** having participants come and go is disruptive to the work that needs to be done. Participant attendance should be confirmed ahead of time. Having some groups attend on one day and other groups attend on different days is disruptive for all, facilitator and participants.

Recommendations

- ✚ The delivery of the CCSLC curriculum will require a formal learning environment to support student registration, test taking, test completion and grades tracking, etc. therefore, a LMS might be a more suitable option for the project than a CMS.
- ✚ Since the University of Guyana already uses Moodle, this may be a good tool for AEA to use. The Association already has a relationship with the distance learning unit at the University and could leverage that to harness some support for their project, such as sharing some of the technical infrastructure.
- ✚ The curriculum development should incorporate existing learning resources available in NotesMaster, developed by other Caribbean countries, as additional resources.
- ✚ Curriculum writers will need extensive training in instructional design for TEL as well as training in how to use the delivery tool (LMS or CMS).
- ✚ There are regions that do not have access to the Internet, therefore, the Aptus device will be fundamental in the design of the program for delivery in those regions. In addition, a way of printing materials from the LMS should be considered.
- ✚ The teaching of a second language may have to be designed for a blended delivery model.
- ✚ A learner support system needs to be conceptualized to support learners online and in the regions that do not have Internet access.

Appendix A – Participant List

1. ABU HURIARAH
2. ALVIN BOWEN
3. ANITA PERSAUD
4. ANN CRANDON
5. CARLOTTA JOSEPH-ROSE
6. CHERYL CARTER
7. FAITH JOE-GULLIVER
8. FANTA BURNETT
9. GEORGE HEADLEY
10. GOMATTIE RANKUMAR
11. GORDON FRENCH
12. GRACE OLIVERAS
13. IAMEI AOWMATHI
14. JONNELLE LIM
15. JOYCELYN DOLPHIN
16. KEISHA GITTENS
17. LARISSA HARAMOTTOO
18. LOTAYA BENN
19. LUCINDA TRACEY
20. NEOMIE URUENA
21. PADMINI ROBERTS
22. PATRICIA DAVID
23. RENITA BARNES
24. ROSEANN WILLIAMS
25. SHEVON SULTON
26. SHONETTE PETERS
27. SHONIQUE BRISTOW
28. SHUNDELL PHILLIPS
29. SIMONE ABRAMS
30. SIMONE GONSALVES
31. SIMONE ROBERTS
32. TAMARA AUSTIN
33. TESSA ABRAMS
34. TIFFANY JACKSON
35. WANDA MONCHAIR
36. WILFRED GOMES

Appendix B – Planning Exercise / Preliminary Needs Analysis

Vision for Open Schooling

A VISION FOR OPEN SCHOOLING



Activity


What do you wish Open Schooling to look like in Guyana 20 years from now?

AEA mission:
The Adult Education Association of Guyana, Inc., M.S. seeks to provide through the Non-Formal system, the education and training which the Guyanese people need and desire, which have not been met by the formal system, to render them efficient participants in the development process of the Nation.

Sample vision statements:


- To provide all levels of learners with access to quality education through various modalities which will meet the needs of the learners.
- To be the premier institution/body managing Open Schooling and collaborate with all other stakeholders to make Open Schooling inclusive.
- To provide affordable, quality, accredited education for all Guyanese, accessible across all geographical locations, boundaries, ethnicities, that is flexible to all learning needs.
- To equip individuals to acquire the knowledge, skills and attitudes through the open schooling approach to prepare them to function in a manner to contribute to the development of the Guyanese society.
- To make quality Open Schooling accessible throughout the 10 Administrative Regions of Guyana.
- The AEA of Guyana Inc. in alliance with education providers and the Ministry of Education as the regulatory body, provide accessible education and quality training to Guyanese through innovative models of delivery to learners to enable them to be productive members of society
- Through technology enabled Open Schooling would be fully implemented with motivated and highly enhanced personnel and students working vigorously to better themselves and the country, therefore, our literacy level would be 99%

Preliminary Learner Profile



WHO ARE YOUR LEARNERS?

Activity



Create the Guyana OIS learner profile.

- Out of school children at the primary/secondary level
- 18-23-year-olds / adults 24 years and older who did not complete schooling or who did not complete well enough to access employment or further education and training
- Children, youth and adults with special educational needs or other constraints to accessing educational opportunities ...
- Urban / rural centres

- Age group: 13-25 (11-25) ??
- Predominantly male
- Secondary school drop-outs: (and primary school dropouts) ??
 - Single parents that were not able to complete secondary schooling
 - Sportsmen
 - Unemployed youths
 - Underprivileged and the poor
 - Special needs individuals
- Youths with different learning abilities
- Youths released from the penal system (on probation)
- Youths living in rural areas
- Have a desire to be educated / complete the CCSLC
- Have a desire to pursue employment
- Knowledgeable about technology
- Youths with no access or limited access to education

Preliminary Needs Analysis

WHAT WILL YOU NEED TO REACH THOSE LEARNERS?


Activity

Think about the vision you created and the profile of your learners:

- What do you need to make the vision a reality? (skills, infrastructure, knowledge, etc.)
- What do you already have?
- Identify the gaps.

What is needed:

- An in-depth needs analysis
- Appropriate resources (human and material), especially within the respective communities
- Access to remote communities
- Internet access
- Adequate funding
 - Transportation funding for students in remote areas to enable them to access learning centres
 - Funding to compensate teachers
 - Meal funding for students
 - Provision of tablets, flash drives
- Learning resources and materials for learning at a distance through open schooling
 - Converting existing materials to online mode of delivery
- Units/centres in all regions/areas
 - Satellite centres,
 - Learning centres in schools and community centres
- Training:
 - Training to suit the needs of the target groups,
 - Continuous training,
 - Teacher training in different subject areas
 - Train the trainer strategy for scalability/sustainability (teachers, counsellors, mentors)
- ICT
 - Training / hubs
 - Internet Service Provider (hosting of e-platform)
 - Course Management System (CMS) uploaded to the Internet – domain)
 - Customization of e-platform (eg. Moodle) to meet needs of AEA
 - Training specific to the CMS
- Partnerships and collaboration

- With Ministry of Education
- With Ministry of Communication & Governance
- Industry in general to inform course development and create opportunities for students to gain experience
- Equipment
 - Computers, laptops
 - Printers
 - Photocopiers
- Standards for e-learning
- Establishment of a management unit for Open Schooling

What already exists:

- The population (learners) and the need
- The expertise and experience of AEA that can be leveraged for program development and delivery
- Teachers, trainers
- Commitment of MOE/AEA
- Some budgetary allocation
- Willingness to implement open learning
- Existing youth/community centres that can be leveraged to integrate the Open Schooling system
- Some monitoring and evaluation processes and procedures in place (AEA)
- BIT – skills training (??)

Identified gaps:

- Lack of policies to guide Open Schooling
- Need for Higher Education programs locally to prepare for Open Schooling
- Lack of collaboration among institutions
- System for Monitoring and Evaluation (need training for this)
- A plan to inform the public about Open Schooling
- Public confidence in viability of Open Schooling
- Weight of the programme (??)
- Under-utilized buildings (??)
- Lack of Internet infrastructure
- Lack of human resources with the knowledge needed for success of Open Schooling
- Language barriers (in the hinderlands)
- Sustainable funding

Philosophy Statements



In your groups, create a philosophy statement to guide the strategic direction for TEL in Guyana's Open Schooling.

Using technology as a tool to advance the learning experience by creating an all inclusive environment that will reach across all existing barriers of time, geographical location, culture, etc. to meet the needs of all students.

To increase accessibility of students who will not be able to attend conventional classroom sessions due to location and domestic commitments. This will be achieved through the provision of increasing technology use, which will better prepare students in the workforce.

To provide appropriate and adequate digital learning to meet the needs of socio-economically disadvantaged individuals such as school dropouts, teenage mothers and the underprivileged poor.

Create interactive exercises with opportunities for students to express themselves and discover their potential.

Implement tutor guidance that will assist in enabling students to plan their future and contribute meaningfully to society.

For AEA to facilitate quality learning by students through pedagogical teaching processes using TEL in an open schooling environment in Guyana.

To provide an environment where there is technologically enabled learning for greater accessibility to education where there is self-directed learning, quality education and high student performance.

Appendix C – Workshop Program

Guyana Workshop

Workshop will engage participants in activities as much as possible, with the aim to get them to think about their own context for Open Schooling to deliver the CCSLC curriculum.

Gender equity will be interwoven throughout the topics of the workshop.

Objectives

1. to discuss possibilities for e-learning in the context of Guyana and weigh the implications that moving to a blended or fully online learning environment will have on e-learning systems and faculty / staff development, and
2. to flesh out a proposal for future COL support based on your needs

Day 1: Tuesday, November 12

COL and the Open Schooling Model to support technology enabled learning. Discuss the high level implications of moving to a blended or fully online approach to deliver the CCSLC curriculum in Guyana.

Topic	Objective	Engagement activities	Resources
Morning Session:			
OS - definitions	Differentiate between OS and conventional schooling	Shout out activity	Mod 2 - Post grad diploma
Models of OS	Differentiate between the different models of OS	Discussion: what modality in their own context	Mod 2 - Post grad diploma Flexible learning article
A vision for OS	Explain why a vision for OS is important	Think, Pair, share activity: Draft a vision statement	Mod 6 – Post grad diploma
COL and Open Schooling	Outline the key components of COL's strategic focus in their	Discussion about the levels of support from COL	Johan's slides

Topic	Objective	Engagement activities	Resources
	support of Open Schooling		
Guyana's needs	Establishing Guyana's needs	Explore needs and narrow them down – small group work, determine common needs, reach consensus and create a learner profile.	
Afternoon Session:			
The systems approach in OS	Discuss the subsystems that need to be in place for effective OS in their own context	Group activity - Identify any subsystems in place in their own context and what needs to be added, or, if nothing in place, brainstorm about what needs to be in place to meet their needs. Post-its on wall, dotmocracy?	Slides
Technology enabled learning:			
Definitions	Define technology enabled learning, e-learning, etc.	Internet search for definitions. Group discussion	
Technology as enabler, pedagogy as driver	Develop a strategic direction for technology enabled learning	Group work: create a philosophy statement	Mod 4
Different approaches (blended, online, flipped, etc)	Determine the best approach for their own context	Group work: Webquest with a few links. Discuss advantages and disadvantages of different approaches.	
Pedagogy in technology enabled learning (strategies,	Determine a teaching and learning framework for their own context		Mod 4

Topic	Objective	Engagement activities	Resources
learner support, interaction, engagement,)			
Tools for teaching and learning	Outline the evolution of content management systems and learning management systems	Discussion about CMS and LMS leading to the affordances of each and impact on teaching and learning, (high level discussion)	
Gender Equity	Generate awareness of gender equity in all aspects of schooling, from materials development to supporting learners	Discussions about gender, drawn from personal experiences in the classroom.	Gender checklist and toolkit for gender mainstreaming, Frances resources sent by Tony

Day 2: Wednesday, November 13

Curriculum mapping, content development and assessment and create a template for the development of student centred learning resources.

Topic	Objective	Engagement activities	Resources
Morning Session:			
Curriculum mapping	Map out curriculum that needs to be developed	Group discussion	
Curricular alignment	Align learning outcomes with activities and assessment	Planning tool	
Developing e-content	Validate an e-content development process that works for their context	Ask participants to share their process to date. Address strengths, weaknesses and analyse barriers.	
Template for learner	Create a template for learner centred resources	Assessing several templates	Samples

Topic	Objective	Engagement activities	Resources
centred resources		Agreeing on one	
Afternoon Session:			
Using OER	Find OER and discuss how to integrate resources into e-content	OER webquest: finding and integrating resources and open tools to engage learners Discuss how to integrate it into e-content	
Open Licensing	Differentiate between the different CC licenses	Explore CC website Interpret the licenses (small groups)	Slides
Sharing OER	Follow the process to license content openly	CC website and OER commons	
Learner support	Identify the type of learner support that will be required for the learning resources that will be created	Discuss how to support learners who will be using the resources created with the agreed upon template.	Slides

Day 3: Thursday, November 14

Finding and adapting OER content to develop a draft learning resource.

Topic	Objective	Engagement activities	Resources
Finding specific OER	Using the tools and sites to find OER, find one specific to a subject matter	Web searches, OER critique	
Adapting an existing OER	Adapt a chosen OER	Adaptation of an existing resource: strategies, how to, allowances	
Draft resource	Using the template agreed upon, create a draft learning resource	Populate the agreed upon template with adapted learning resource	

Day 4: Friday, November 15

Importance of peer review and content mediation.

Topic	Objective	Engagement activities	Resources
Peer review	Determine a process for the peer review of the content created	<p>Discussion about peer review</p> <p>Review a few samples of processes (Wikipedia, BCanmpus)</p> <p>Determine the process to use for their context</p>	<p>Wikipedia, BCcampus,</p> <p>Rubrics</p>
Content mediation	Integrate the results of peer reviews into their own resources	<p>Exchange learning resources for review following the process agreed upon</p> <p>Making decisions about integrating the results of peer reviews into the learning resource</p> <p>Review the resource accordingly</p>	

Day 5: Saturday, November 16

Identify the future supports required from COL and create a skeleton for a proposal to be submitted to COL.

Topic	Objective	Engagement activities	Resources
COL future support	Identify the types of supports that will be needed from COL	<p>Group discussion</p> <p>Post-its, dotmocracy?</p>	

Topic	Objective	Engagement activities	Resources
Draft proposal	Create a draft proposal to be submitted to COL	Working with the COL template and guidelines, flesh out a draft proposal	

Appendix D – Learning Resources Created by Participants

Learning Resource

Subject: Social Studies

Topic; The Unique Self

Learning Outcomes:

- ✓ Identify and discuss characteristics that make each individual different.
- ✓ To understand and appreciate that everyone is unique
- ✓ Explain how special characteristics can affect everyday life

Introductory activity:

Click on the link below to listen to the poem:

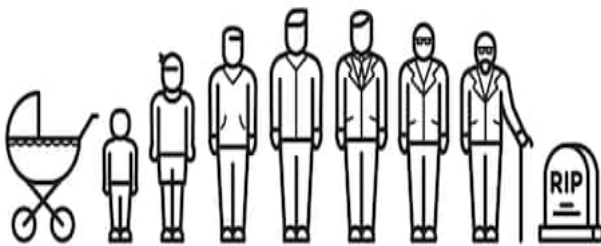
<https://www.poemhunter.com/poem/i-am-unique/>

After listening to the poem write five things your friends don't know about you. Read them to your friend the next time you meet.

Content: Personal Characteristics

What makes me unique?

Some of the characteristics that make me unique are my age, height, weight gender, ethnicity and complexion.



Age – The period of time someone has been alive or something has existed. Sometimes our friends may have the same age as us.

Aging is a lifelong process of growing up and growing old. Aging include three parts: Growth and Development in our infant years. Maturation: in our teenage or young adult years. Senescence: After age 30

What is your age?

Weight –The weight of a person or thing is how heavy they are, measured in units such as kilograms, pounds, or tons.

Gender – While most people are born either male or female, they are taught appropriate norms and behaviors – including how they should interact with others of the same or opposite sex within households, communities and work places. When individuals or groups do not “fit” established gender norms they often face stigma, discriminatory practices or social exclusion – all of which adversely affect health. It is important to be sensitive to different identities that do not necessarily fit into binary male or female sex categories. There are often misconceptions about terms related to gender.

Watch the video below.

Gender equality

Refers to equal chances or opportunities for groups of women and men to access and control social, economic and political resources, including protection under the law (such as health services, education and voting rights). It is also known as equality of opportunity – or formal equality. Gender equality is often used interchangeably with gender equity, but the two refer to different, complementary strategies that are needed to reduce gender-based health inequities.

Gender equity

More than formal equality of opportunity, gender equity refers to the different needs, preferences and interests of women and men. This may mean that different treatment is needed to ensure equality of opportunity. This is often referred to as substantive equality (or equality of results) and requires considering the realities of women’s and men’s lives. Gender equity is often used interchangeably with gender equality, but the two refer to different, complementary strategies that are needed to reduce gender-based health inequities



Ethnicity

Ethnicity: An ethnic is group; a social group that shares a common and distinctive culture, religion, language. In Guyana there are six main Ethnic Groups. E.g. East Indians, Africans, Indigenous, Portuguese, Chinese, Europeans. Sometimes you may also hear the word

“Mixed Race”

Watch the following video to view a detailed explanation of ethnicity.

<https://www.youtube.com/watch?v=E1AY95Z64gg>

Height -Height - the distance from the bottom to the top of someone or something standing upright and is usually measured in centimeters or meters. Some persons are very tall, while others can be very short. Whether tall or short, you are still unique and special and are able to achieve your goals in life.

Check the box below if you agree: I like



Complexion

Complexion refers to the natural colour, texture, and appearance of a person's skin, especially of the face.



Complete the activity below

Questions

Read the statements carefully. Then place **true** or **false** on the blank spaces given, to make the statement accurate.

1. The colour of the skin defines our complexion. _____
2. Being physically active is one way of maintaining an unhealthy body weight.

3. Gender refers to the characteristic of what makes us male or female e.g., roles.

4. Ethnicity refers to race. _____
5. Height is only measured in centimeter. _____
6. You can look at a person and tell the age. _____

Conclusion

In this unit we have learnt that our special characteristics are defined by :

- Height

- Age
- Weight
- Gender
- Ethnicity
- Complexion

References

<https://dictionary.cambridge.org> › dictionary › English › age

<https://www.google.com/search?q=ethnicity&oq=ethnicity&aqs=chrome..69i57j69i59l2j69i60l3.1647j0j8&sourceid=chrome&ie=UTF-8>

<https://www.merriam-webster.com/dictionary/height>

<https://www.collinsdictionary.com/dictionary/english/weight>

Measurements

Learning Outcome/purpose:

- Define the term measurement.
- State three (3) importance of measurement.
- Discuss two (2) importance of measurement.

Introduction:

What is measurement?

- This is a process of assigning numbers to individuals or their characteristics according to specified rules.
- It tries to answer the question “How much?”

Introduction to concepts and relevant ideas

Measurement involves quantifying physical characteristics. When we quantify we assign a numeric value to something. For example, we can say that a belt is 90cm long, or a cup holds 250ml, or the mass of the child is 34kg. We cannot quantify things to which we cannot assign a numeric value. For example, if the belt is black, we cannot say how black it is by giving a number ... black.

We can measure length in centimetres. For example, centimetres are just "little bits of length" which have been assigned an amount in terms of length and a name. In this unit, these concepts will be discussed in detail.

Table of Quantities and Units.

Quantity/ Terms of measurement.	Units	Symbols	Equipment
Length - distance between two points.	meter centimeter millimeter	m cm mm	meter rule
Mass - amount of matter in an object.	grams kilograms	G kg	laboratory balances

Volume - amount of space taken up by an object.	cubic centimeter milliliters	cm ³ ml	measuring cylinder
Time - measurement period.	Seconds minutes hour	S Min hr	Instrument – timers, stop clocks
Temperature - how hot or cold a substance is.	degrees Celsius	°C	thermometer

What is a standard unit?

We choose suitable units to measure with. The units must possess the property of that which we are trying to measure. For example, to measure the length of the edge of a desk we could use a pencil. Then a pencil = 1 unit, and the length of the desk would be ... units. The pencil is then our chosen standard, its size taken to be 1.

Clearly, problems could arise if such a standard were used. There are certain accepted standard units used for measuring all of the physical quantities (for example, *cm* and *mm*). These are part of what we will teach when we teach about measurement.

Can a measurement be precise?

This is a similar question to "is size absolute?" NO. Because size is relative, a measurement will be as accurate/ precise as the measuring instrument you are using allows you to be. If you use the same measuring instrument to measure two separate quantities, your measurements will have the same **precision** (if we take it that the same maximum error will occur in both instances) but the **accuracy** of the measurement will refer to the relative error possible in the measurement.

The precision measurements are affected by the instruments we use to measure. A measurement could be faulty if the instrument is faulty, or if an inappropriate instrument is used (such as using a 9 liter bucket to measure *250ml*). Human error can also lead to faulty measurements: simple errors of carelessness or incorrect reading of the instrument. Exact measurements are not possible, but a level of accuracy can be chosen which is appropriate to a situation. This is another of the elements in our teaching of size.

Introductory activity/intent to prior learning:

- **Instruction:** Complete any of the following activities.

1. (a) Go to your kitchen and observe five (5) differently packaged/containers items. Closely look at the units of measurement on the package. This can be seen at the back or side of the package/containers for most items.

Tick the correct quantity for the unit of measurement represented in each picture:



- (a) Length
- (b) Mass
- (c) Time
- (d) Temperature
- (e) volume



- (a) Length
- (b) Mass

- (c) Time
- (d) Temperature
- (e) volume



- (a) Length
- (b) Mass
- (c) Time
- (d) Temperature
- (e) volume

2. (a) Estimate your height and record same.

Estimated height:

(b) Measure your height and record this, then compare it with your estimated height and state what is the difference.

Estimated Height: 60-80 cm

81-100 cm

101-120 cm

121-140 cm

141-160 cm

Actual Height:

60-80 cm

81-100 cm

101-120 cm

121-140 cm

141-160 cm

❖ **Questions for feedback:**

What do you notice from comparing the estimated height and the measured height?

3. Use two containers of water, one warm and one cold. Place your index finger in both simultaneously for one minute at the same time, then place both fingers in another container of water and estimate its temperature.

❖ **Questions for feedback:**

Share your experience. What do you notice from placing your fingers in the water?

New content using multi media:

- **Link to video on Measurement:** https://youtu.be/OKC_g3obGTo

Reference: Citation

Sapire, I. (2010). *Mathematics for Primary School Teachers*. Saide and the Wits School of Education, University of the Witwatersrand, Johannesburg.

ISBN: 978-0-9869837-5-7

English Resource

Topic: Family

Introduction: Video

Transcript of Video

Hi There! Welcome to the first lesson of the Caribbean Certificate of Secondary Level Competence (CCLSC)! Are you ready for some fun - because that's what we would have as we learn together!

I am Jonnelle Lim and I am really excited to be with you for the next thirteen weeks of this programme! Let's get started!

Lesson 1:

Welcome to Lesson 1. Today, we would be looking at the Family. Let's begin by looking at a Video.

Video: Phase I: https://www.youtube.com/watch?v=Jg_bhqAZft8

(3 mins 20 seconds)

Now that you have enjoyed that video, let's think about family.

1. What is a family?

A family is a group of people living under one roof who are related by birth, marriage or adoption.

What makes some families different from others?

The make-up of families make them different to each other, some are large while some are small. Today, we would look at three (3) types:

1. The Nuclear family
2. The Single parent family
3. The Extended family

The Nuclear Family



A nuclear family consists of two married or common law parents and their children sharing values, duties, and responsibilities.

The Single Parent Family



Single parent family consists of one parent living with a child or children.

The Extended Family



Extended families are families with two (2) or more adults related through blood or marriage and children living together.

All of us come from different families. What one thing you feel makes your family special or different.

Families play a very important role in our lives. Whether we come from the nuclear family, the single parent family, the extended family or any other family type, they are just as special. Each family is valued and respected and are a big part of what helps to make our world better.

Do the following activities:

(i) From the list below, select 5 adjectives to introduce the family member who has played an important role in your upbringing:

- Kind
- Caring
- Dishonest
- Patient
- Uncaring
- Supportive
- Cruel
- Loving

(ii) In the two paragraphs below, the sentences have been jumbled. Rearrange the sentences correctly to describe a family member who has played an important role in your upbringing.

A family member who played an important role in my upbringing

She is courageous and is able to make sound decisions in the best interest of the family. She is hardworking and puts the welfare of her family before her own. My mother is a strong woman and has played the most important role in my upbringing.

Her main goal is to impart good morals and values in her children to make them better human beings and useful in society. My mother is a motivator. She encourages her children to work hard to achieve success in every area of their lives.

Feedback

Activity (i)

If you chose Kind, Caring, Patient, Supportive and Loving - you are CORRECT!

Activity (ii)

If your paragraphs read like the ones below, you did very well! Congrats!

A family member who played an important role in my upbringing

My mother is a strong woman and has played the most important role in my upbringing. She is courageous and is able to make sound decisions in the best interest of the family. She is hardworking and puts the welfare of her family before her own.

My mother is a motivator. She encourages her children to work hard to achieve success in every area of their lives. Her main goal is to impart good morals and values in her children to make them better human beings and useful in society.

References

Southern Poverty Law Centre. 2019. What is a Family - Teaching Tolerance Magazine, Retrieved from Tolerance.org/classroom, November 15, 2019

Family – ESL English for Kids, Retrieved from https://www.youtube.com/watch?v=Jg_bhqAZft8, November 15, 2019

Human Social Biology

Topics Living Things

Learning Objectives: for students to develop awareness of living things.

- * examine Characteristics of living things
- *to identify how living things interact with their environment
- *examine the individual characteristics of living things

Introduction

What are living things? Living things are organisms that show characteristics of life or being alive. Some fundamental characteristics of living things are as follows: they require energy, they have organized body structure, they respond to stimuli, adapt to their environment. Living things are capable of breathing, reproduction respiring, movement and growth.

Learning Activities

1. Of the following definitions, please select the one that is best:
 - a) Living things may refer to life, all objects that have self sustaining processes.
 - b) Living things are organism s that possess life and have the ability to eat , grow, respire
 - c) Living things: refers to things that are now or once was alive.
2. Identify and list 5 (five organisms that you can be seen from your environment that match the definition above.

Feedback

1. If you selected b) good job that is the best definition.
2. If you have listed five ling things from your environment such as ant and bugs. You are correct well done.

Summative Assessment

Students will write a short paragraph not more than 5 lines on the characteristics of living things observed lines from the environment.

Or

Send a voice note describing the characteristics of living things

Appendix E – Workshop Slides

Available for viewing and download in Slideshare:

<https://www.slideshare.net/rosariopassos/open-schooling-gyuana>

Appendix F – AEA Draft Revised Proposal

Open/Innovative Schooling Proposal Request

1. Organization Name and Contact Information

1.1. Organization Name: Adult Education Association of Guyana, M.S.	
1.2. Contact Name: Grace Oliveras, Patricia David	
1.3. Position/Title: Finance Manager, Executive Director	
1.4. Address: 88 Carmichael Street, South Cummingsburg, Georgetown, Guyana.	
1.5. Email: gaimg@yahoo.com , patdavidexe@yahoo.com	1.6. Telephone: 592 618 8801, 592 686 8735

2. Initiative/Project/Activity

2.1. Initiative/Project/Activity Title: Delivery of Caribbean Certificate of Secondary Level Competence (CCSLC) to Guyanese through Open/Innovative Schooling.		
2.2. Proposed Start Date: February 3, 2020.	2.3. Proposed End Date: February 28, 2021.	2.4. Estimated number of Hours: 960 hours
2.5. Type of support: (Mark all that is applicable)		
2.5.1. Full funding by COL		<input type="checkbox"/>
2.5.2. Partial funding by COL		<input type="checkbox"/>
2.5.3 Technical and or Expert support only (No specific/direct funding)		<input type="checkbox"/>
2.5.4 Technical and or Expert support with funding implications		<input checked="" type="checkbox"/>
2.5.5 Other type of support with no funding implications		<input type="checkbox"/>

2.6. Funding Requested in CAD	2.7 Funding Requested-local currency	2.8 Rate of Exchange	2.9. Date
220,690	32,000,050	145	Jan. 2021
<p>2.10. Purpose and brief description of the Initiative/Project/Activity (describe in 500 words or less):</p> <p>At least thirty-one percent (31%) of the students who write the Caribbean Secondary Education Certificate (CSEC) examinations do not achieve a grade that will easily enable them to gain entry into the labour market. Additionally, not all students that are of the age to write subjects at the <i>CSEC</i> do so. Therefore, there is the need for the aforementioned individuals to access the CCSLC curriculum.</p> <p>Guyana is divided into ten (10) Administrative Regions and three counties (Essequibo, Demerara, and Berbice). The Adult Education Association of Guyana is the only Second Chance Institution of CXC and is located in Region 4 (Georgetown, the Capital City. Some of the communities in a few of these regions are remote and poor with no access to the internet. However, with the e-government network project, it is likely that increasingly more communities will have access to the internet in the long run.</p> <p>The Examination Division of the Ministry of Education had contacted AEA about a private school and requested our assistance with having their students write the CCSLC Examinations. However; due to certain challenges including distance and the short time of the request, AEA was unable to provide the service. Additionally, a community in Region 2, a remote and poor area that lacked internet service, had also requested our assistance in that regard. Students in that community (Warakabra, Pomeroon River) are educated up to Grade 6. There is need for Open Schooling in Guyana due to lack of access, poverty and remoteness of some areas. AEA needs the technological support in reaching the needs of the subset of individuals who were unable to write CSEC and those who have written the examination and failed to achieve grades one to three and are in need of the CCSLC curriculum.</p> <p>AEA through collaboration with COL proposes to deliver the CCSLC curriculum to Guyanese through a mix of online and blended learning models. At AEA where students are currently engaged in the CCSLC program using the traditional method of learning, we will integrate flexible and the flipped classroom models in teaching and learning. However, for our targeted areas, a blended model will be used; where some of the learning can happen through digital resources and a prescribed number (at least four) face-to-face learning sessions at learning centres will be required with a teacher to complete some of the SBAs.</p> <p>COL will train curriculum writers and tutors of AEA and its centers to deliver the curriculum through the Open Innovative Schooling Initiative in Regions 2, 3, 6, 9 and 10 with scalability to all regions. This initiative will entail the following stages:</p> <p>Phase One - Development: Feb. 3, 2020 – Feb. 28, 2021.</p> <ul style="list-style-type: none"> • Material Development/Technical Training: Feb. 3 – Feb 7, 2020. • Learning Resource Development: Feb. 2020 – Feb. 2021. <p>Phase Two - Implementation Stage: Mar. 2021 – Mar. 2021.</p> <ul style="list-style-type: none"> • Setting up Learning Centres • Tutor Training <p>Phase Three - The Monitoring and Evaluation Stage: Mar. 2021 – Aug. 2022.</p>			

Stage Four -The Adjustment Stage – Incorporating Lessons Learned into Enhancing Project:
 Aug. 2022
 and onwards.

Phase Five – Scaling Up: Aug. 2022 and onwards.

During the training stage, COL will train teachers on how to design materials for distance learning and how to use the online platform. During the implementation phase criteria for successful implementation will be established and the curriculum will be adapted to suit the online mode of delivery. During the monitoring and evaluation phase, the implementation of the programme will be monitored by the AEA’s Finance Manager/Project Manager, Mrs. Grace Oliveras, M.Sc. and Asst. Project Manager, Alvin Bowen, M.BA so as to ensure that the delivery meets the criteria for success. The adjustment phase will be utilized to make any changes that are necessary.

This method of learning will be utilized in the future for other programs that AEA will be offering.

2.11. Participants:
 AEA Staff, Board Members, Curriculum Developers (Teachers), Technical Support Staff, QA Staff, & Tutors of AEA and Learning Centres.

2.12. Number of participants?

2.13. Gender breakdown of the participants:

Male	<input type="text" value="30"/>
Female	<input type="text" value="50"/>

2.14. Where do you plan to host/conduct the Initiative/Project/Activity?

2.14.1. Venue: Regency Suite/Hotel & National Library

2.14.2. Accommodation arrangements if any: Out of town participants will be accommodated at the Regency Suites/Hotel.

2.14.2. Travel arrangements if any: Payment of transportation cost of out of town participants.

3. Strategic alignment

3.1. Outputs: What will be the direct results of the Initiative/Project/Activity be: (List the specific expected outputs – What will the participants gain?)

The outputs will be as follows:

- Facilitate the certification of a wider range of individuals in Guyana;
- To facilitate continued lifelong learning for these individuals;
- To assist in the reduction of “At Risk” individuals tendency to be involved in negative behavior;
- To develop capacity across all areas in Open Schooling including materials development, monitoring and evaluation expertise, and administration;
- To increase access to education for out of school individuals

3.2. Please indicate which of the following short-term outcomes speak to this proposal and provide reasons for your choice?

Short term outcomes (STO)	Motivation
STO 1a More people become lifelong learners, achieve educational mobility, employment and entrepreneurship, and enhanced opportunities for livelihoods through engagement with open schooling.	CCSLC certification was specifically designed to meet these outcomes. However, few persons have access to this education. Open schooling will facilitate this.
STO 1b More learners, particularly from marginalised groups, are empowered and have the ability to make life choices through engagement with open schooling.	Some of the centers are located in areas with a prevalence of marginalized youths. Therefore, more learners will be empowered through access to the CCSLC program which is designed to give them the skills they need for life-long learning.
STO 1c More learners are able to take informed decisions and responsible actions for environmental conservation through engagement with open schooling	Because of access to CCSLC Social Studies and Integrated Science Curriculum through the open schooling; more learners will be able to achieve this.
STO 2a More learners successfully complete open schooling programmes relevant to sustainable development.	The CCSLC program provides the foundation for this outcome. Additionally, more institutions such as the Ministry of Education will be motivated to use this method of teaching; for example the teaching of the TVET courses.
STO 2b Participation of boys/girls and women/men, marginalised communities and disadvantaged groups in quality education and learning is increased through open schooling.	This will be achieved through our centres. More persons will be empowered and less dependent upon others. The number of persons in the “at risk” group should decline significantly. Persons should be less prone to violent behavior while others will gain the confidence to become self-employed and to benefit from opportunities that they might not have felt that they have the capacity for. AEA will

	make a concerted effort to motivate at risk youths to participate in the program.
STO 3a More organisations implement quality ODL and technology enabled learning systems and practices in open schooling	As was mentioned previously, more institutions will be motivated to implement ODL. The Head of the Technical Institutes has communicated their interested in ODL.
STO 3b More enabling frameworks and strategies for ODL/OER are in place in support of open schooling	Through this initiative, the AEA will develop frameworks and templates for the implementation of Open Schooling Programs, including M & E processes to support the further development of quality ODL.
STO 3c More institutions/organisations engage with diverse stakeholders in the labour market, financial institutions, civil society to offer quality learning opportunities through open schooling	As ODL is promoted and stakeholders become aware of its benefits, this would occur.

3.3 What will the impact be? (What is the ripple effect/long term impact? – How will the participants, with what they have gained, impact on others - how will others benefit?)

Increase in the number of students who can access the CCSLC Curriculum and complete the CXC certification, which will better prepare them for life, continuous learning and employment. Students will gain access to the CCSLC subjects without the deterrent of major cost being a barrier to schooling. The cost of having to pay full time teachers for all of the subjects will be significantly reduced through the offering of online and blended approaches. More students will have more subjects to their availability.

Other educational institutions will gain knowledge about open schooling and be better prepared to implement OS programs.

3.4 Excluding those who have been participants, what are the estimated number of people that might be affected because of this initiative/project/activity?

At least 4500 for 3 years.

3.5 How many institutions, if any, will benefit because of the participation of the participants?

initially

6

3.6 The Theory of Change for Open/Innovative Schooling has four core focus areas – to which of the following core areas are the project/initiative/activity linked – please motivate your choice.

Core area	Motivation
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Training/Capacity building	To develop or accelerate the skills in Opening Schooling.
Resources development	To develop capacity for resource development in OS in education at large.
Management development/training	Develop capacity in managers in relation to OS.
Policy development/training	Enable other institutions that are engaged in policy development; for example, the National Accreditation Council of Guyana, to develop related policies; the development of which is, very much needed because of the recent emergency of different types of service providers.

3.6.1 What is the unit cost? (money requested divided by those directly benefitting - participants) (Please also include expected contributions of your organization – whether in budget or in-kind)

We are unaware of the technology cost which can be adjusted by COL. Our institution cost is indicated in the budget.
The unit cost is CAD17,198

3.6.2 What is the impact cost? (money divided by the estimated number who will benefit) (Please also include expected contributions of your organization – whether in budget or in-kind)

CAD306 or less.

4 Monitoring and evaluation:

<p>4.3 What are the targets you set that can be used to measure the success of the project/initiative?</p> <p>Successful implementation will be determined by the following factors:</p> <ul style="list-style-type: none"> • In the first year of implementation at least three regions other than region 4 will engage students through the implemented system; • Thereafter, at least one other region, will engage other regions using the platform; • After the first two years of implementation an increasing amount of students will register and write the CCSLC examinations – at least 100 students each year writing examinations at the CCSLC level; while at least 300 others will be working to achieve competency in the various areas; • Increased levels of student satisfaction; • Increase the participation of male-students drop out; • Continued support from the Ministry of Education; • Quality of Education target (improvement in student outcomes as compared to conventional education.

4.4 How will you measure the targets set and when? (What tools do you expect to use – for example: questionnaires, interviews, reports?)

At the end of each term we will use questionnaires, interviews and reports to measure the targets set as part of a M & E overarching strategy.

5 Budget:

Provide a complete breakdown of your budget request if applicable.

Budget Item	Institution’s Cost in CAD	COL’s Cost in CAD
E learning infrastructure and technology		\$30,000
Learning Centre (Partnership)	Building & Furniture CAN \$827,586	
Equipment for Learning Centres (Aptus, Laptops, Printers)		\$150,000
Tutoring Fee	\$173,793 (This cost will be incurred in the next phase)	
Curriculum Developers’ Fees	\$98,621	
Workshop Fee (Accommodation, Food, transportation) Two workshops)	\$5,655	
Day-to-day operations	\$49,653 for three years	
Transportation costs to the regions	\$11,034 for three years	
Communication strategy/awareness	\$4,828	
Telecommunication fee (internet for curriculum developers)		\$20,690
Miscellaneous	\$4,000	
Total amount	\$1,175,170	\$200,690