# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOREWORD</td>
<td>iii</td>
</tr>
<tr>
<td>PAN-COMMONWEALTH INITIATIVES</td>
<td>1</td>
</tr>
<tr>
<td>ASIA</td>
<td>7</td>
</tr>
<tr>
<td>INDIA</td>
<td>11</td>
</tr>
</tbody>
</table>
The Commonwealth of Learning (COL) is proud of its strong country focus. While COL strives to achieve synergy in its programme across the whole Commonwealth, it also considers itself accountable for its work in each Member State. COL in the Commonwealth reviews COL’s work over the last two years (2009-2011) country by country.

At the beginning of the 2009-2012 triennium a Country Action Plan was developed to guide COL’s activities in each country and ensure that they were consistent with the national priorities of the government. These reports describe the implementation of these plans. Final versions of these reports will be presented to the 18th Conference of Commonwealth Education Ministers (18CCEM) at the end of the triennium in 2012.

Ministers were enthusiastic about the previous issue of COL in the Commonwealth that was submitted to 17CCEM in Kuala Lumpur in 2009. At the request of Ministers these reports cover all Member States of the Commonwealth, showing not only what COL has done in the developing countries but also how its work relates to the international development priorities of Australia, Canada, New Zealand and the United Kingdom. The reviews are grouped under four regions: Africa (and the Mediterranean), Asia, the Caribbean and the Pacific. The reports for each group of countries begin with a short account of the regional activities which COL has promoted in 2009-2011.

Member States also value COL’s Pan-Commonwealth work, which benefits from the unifying characteristics of the Commonwealth such as a common language, similar constitutional and legal frameworks, and a shared commitment to the values of peace, democracy, equality and good government. Some of the Pan-Commonwealth activities and facilities that underpin COL’s work in the regions and countries are listed in the next section.

The production of COL in the Commonwealth 2009-2011 has been an intense collective effort. COL’s advanced knowledge management systems have enabled us to exploit fully the information contained in the numerous event reports prepared by staff as they work and travel. I express particular gratitude to Jasmine Lee, for diligently updating the country profiles that provided the raw material for these reviews, and to Karen Speirs, who brought this volume together in an impressively efficient and expeditious manner.

Sir John Daniel
President and Chief Executive Officer
Commonwealth of Learning
PAN-COMMONWEALTH INITIATIVES

BACKGROUND

As a Commonwealth inter-governmental organisation, the Commonwealth of Learning (COL) operates in all 54 member states, with a particular emphasis on 47 developing countries across Africa, Asia, the Caribbean and the Pacific.

COL’s Three-Year Plan was developed after consulting widely in the Commonwealth. It focuses specifically on the expressed needs of Member States and the imperative of progressing the Millennium Development Goals and Education for All, within the context of its own mission and mandate.

COL’s vision of “Access to Learning is the Key to Development” encapsulates both strategy and outcome. For example, COL harnesses the potential of open and distance learning (ODL) to bring lifelong learning for farmers (L3F) in an effort to mitigate the challenge of poverty and food security (MDG 1). As more countries achieve Universal Primary Education (UPE), they seek to provide access to secondary education. Since existing institutions are unable to cater to this massive surge, COL initiated the Open Educational Resources for Open Schools project as a response (MDG 2). COL uses community media to promote mother and child health goals (MDGs 4 and 5) in countries such as India, Kenya and Malawi.

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

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

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

A number of COL activities span the Commonwealth. This section outlines these pan-Commonwealth initiatives.

EDUCATION

“OER FOR OPEN SCHOOLS”

COL’s “OER for Open Schools” initiative involved working with partners at open schools in six countries (Botswana, Lesotho, Namibia, Seychelles, Trinidad & Tobago and Zambia) to create open educational resources (OER) for 20 secondary level courses. The OER will be freely available for download, adaptation
and use, resulting in a substantial contribution to open schooling globally. COL provided extensive training to “Master Teachers” in each country, helping them build their skills in developing OER in both print and eLearning versions. “OER for Open Schools” was funded in part by The William and Flora Hewlett Foundation.

COMMONWEALTH OPEN SCHOOL ASSOCIATION

COL supports the expansion of ODL to meet the growing need for primary and secondary education, as well as lifelong learning. As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open School Association (COMOSA), which involves partners from every region of the Commonwealth who have signed the COMOSA constitution.

The COMOSA website was launched at the first Annual General Meeting in Delhi in November 2010, and COMOSA’s activities for the next three years were identified as Research, Gender and Vocational and Technical Education. A COMOSA workshop on “Research in Open Schooling” was held in Delhi, India in November 2010, and a Research Agenda with ten areas was adopted.

OPEN SCHOOLING

Representatives from more than 20 countries took part in a COL workshop on copyright and open educational resources (OER) in Delhi in November 2009.

The Quality Assurance Toolkit for Open Schools was launched during the Sixth Pan-Commonwealth Forum on Open Learning (PCF6) in Kochi, India in November 2010. The Toolkit will be used in all the countries affiliated with COMOSA to develop their institutional Quality Assurance frameworks. Copies of the Toolkits were made available to the delegates at PCF6.

CHILFRIENDLY SCHOOLS

The UNICEF-COL Child-Friendly Schools initiative is mainstreaming “child first” concepts, principles and models into the pre-service and in-service teacher education curricula in eight Commonwealth countries. COL is working with partner teacher training institutions to develop Child-Friendly Schools learning materials and to provide capacity building workshops.

BUILDING CAPACITY IN MULTIGRADE TEACHING

A Consultative Meeting, the first phase of the Capacity Building Programme on Multigrade Teaching for Teachers in Selected Commonwealth Countries (Belize, Maldives, Namibia, Samoa and Solomon Islands), was held in Honiara, Solomon Islands in June 2010. The capacity building initiative aims to strengthen the current work of the Commonwealth Secretariat and COL on multigrade teaching through the design and implementation of a programme to support teachers, using ODL strategies.

QUALITY ASSURANCE

COL provides leadership in quality in ODL. COL’s quality microsite (www.col.org/quality) provides a single convenient online access point to quality assurance resources in ODL. This includes access to COL’s Quality Assurance Toolkits for open schools, higher education and teacher education.

The COL Review and Improvement Model (COL RIM) provides higher education institutions with a “do-it-yourself” approach to institutional quality audits. COL developed COL RIM as a cost-effective approach that focuses on self-assessment and helps institutions improve internal quality assurance, planning and systematic institutional improvement. The COL RIM package, consisting of a conceptual framework and handbook, is freely available from COL.

COL ACTIVITIES 2009-2011
COMMONWEALTH EXECUTIVE MBA/MPA

COL’s Commonwealth Executive Master of Business Administration and Master of Public Administration programme is designed for part-time study by busy working professionals, in response to the growing demands for post-graduate level education in business and public administration. The CEMBA/MPA programme is offered at partner institutions in Bangladesh, Ghana, Guyana, Jamaica, Malaysia, Nigeria, Pakistan, Papua New Guinea and Sri Lanka.

LEGISLATIVE DRAFTING PROGRAMME

COL’s Graduate Diploma in Legislative Drafting builds professional skills through ODL. The programme is currently offered by three partner institutions: the National Open University of Nigeria, the University of the South Pacific and Athabasca University in Canada.

VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH (VUSSC)

VUSSC is a network of 32 small states of the Commonwealth dedicated to expanding access to tertiary education. VUSSC hosted international training and materials development workshops that develop capacity and initiate the development of new courses that are available as OER. Educators and learners can freely access, adapt and re-use VUSSC learning materials.

Originally led by COL, VUSSC is now governed by a Management Committee with representation from all regions of the Commonwealth.

VUSSC members collaborated to develop the Transnational Qualifications Framework (TQF), a system of accreditation for VUSSC courses that facilitates the movement of courses and learners among states. Through the TQF, VUSSC aims to ensure all open educational resources (OER) created for VUSSSC can be adapted into recognised courses that students can take for credit through educational institutions in small states. The TQF was formally launched in Namibia in May 2010.

VUSSC’s learning portal, launched in 2011, includes an online Learning Management System for learners and educators to access and contribute to VUSSC courses, as well as free online materials and tips for learning online.

LIVELIHOODS AND HEALTH

LIFELONG LEARNING FOR FARMERS

COL’s Lifelong Learning for Farmers programme helps rural communities engage in appropriate technology-based open and distance education to improve their livelihoods. While governments face challenges in funding adequate agricultural extension, globalisation is creating increasing competition for poor rural farmers.

Lifelong Learning for Farmers addresses these issues by enabling vulnerable rural women and their families to embrace learning. The programme brings together four key partners: farmers, learning institutions, mobile phone and ICT companies and banks. As farmers gain relevant knowledge from learning institutions via mobile phones and ICT kiosks, banks provide loans to them with greater assurance.

Introduced in southern India in 2004, Lifelong Learning for Farmers has been adapted and introduced in Jamaica, Kenya, Mauritius, Sri Lanka and Uganda.
FLEXIBLE SKILLS DEVELOPMENT

COL is helping technical and vocational education and training (TVET) institutions in Africa expand flexible and blended delivery approaches. By increasing access to quality skills development for young people and adults, COL’s Flexible Skills Development (FSD) programme aims to alleviate poverty. This programme actively targets course development for people working in the informal economy. Through online training, workshops and an online Community Learning Network, COL is helping 11 key TVET institutions in six countries in strengthening capacity to develop new curriculum content to realise the benefits of educational media and technology.

COL is also working with TVET training institutions in the Pacific to develop training courses in basic trades to help meet the skills needs of small island states. COL has worked with partners in the region to develop courses in Small Business, Small Engine Maintenance, Tourism as a Business, Working with Timber and Working with Concrete, as well as Literacy for Basic Trades, which assists students with varying levels of literacy.

HEALTHY COMMUNITIES

COL’s Healthy Communities initiative brings together groups working at the local level – media, health agencies, NGOs and community groups – to address health and development challenges through participatory learning programmes. While programmes vary according to local needs, COL’s approach remains consistent:

- Bring together local partners: most often community groups identify health information needs, health agencies provide content and community radio stations broadcast the learning programmes.
- Build capacity: this usually involves radio production skills, which expands the pool of community members who are actively engaged in the programme.
- Provide ongoing support: as programmes mature and partners change, COL will help community learning programmes adjust and continue to grow.

Recent initiatives span the Commonwealth, responding to local health needs.

“TAKING OER BEYOND THE OER COMMUNITY”

“Taking OER beyond the OER Community: Policy and Capacity” is a COL/UNESCO joint initiative that promoted the wider use of OER by expanding understanding of OER by educational decision makers and quality assurance experts. The programme involved capacity building workshops in all regions of the Commonwealth, online discussion forums and new OER publications.

COMMONWEALTH COMPUTER NAVIGATORS CERTIFICATE

The Commonwealth Computer Navigators Certificate (CCNC) is an information and communication technology (ICT) literacy course based on the International Computer Driver’s Licence (ICDL) using Open Office on either a Linux or Windows Platform. The high quality training materials are available from COL free of cost.

GENDER

Gender equality is a cross-cutting theme that underpins in all COL’s initiatives. The advancement of gender equality and women’s empowerment are central to COL’s agenda of learning for development.
COL looks beyond the arithmetical target of gender parity (equal numbers of males and females in school) to the more challenging goal of gender equality (equality of outcomes). COL’s gender work includes providing gender resources, capacity building in ICT for women and gender research.

E-LEARNING FOR INTERNATIONAL ORGANISATIONS

COL customises eLearning solutions to meet the capacity enhancement needs of international organisations around the world. COL develops and delivers effective training solutions in partnership with the UN and other international agencies. This contract work is performed on a fee-for-service basis with full cost recovery. Course subject matter ranges from effective communication and report writing to operational data management and debt management.

PAN-COMMONWEALTH FORUM ON OPEN LEARNING

COL’s biennial Pan-Commonwealth Forum on Open Learning (PCF) is one of the world’s leading conferences on learning and global development. It brings together people representing educational institutions, governments and development agencies to explore issues related to ODL and development. More than 600 delegates from 70 countries attended PCF6 in Kerala, India in 2010. COL’s Excellence in Distance Education Awards, honouring individual and institutions contributions to ODL, are presented at PCF.

PAN-COMMONWEALTH PARTNERSHIPS

COL’s work is supported by networks of advisors across the Commonwealth:

- Focal Points: individuals nominated by the Minister of Education in each country to act as COL’s primary contact.
- Honorary Advisors: eminent ODL professionals from across the Commonwealth are a valuable resource for consultations about COL’s future plans and for Member States seeking advice on ODL.
- UNESCO-COL Chairs: distinguished serving academics who serve in an honorary capacity, complementing the political and administrative role of the Focal Points and Honorary Advisors.

COL KNOWLEDGE RESOURCES

COL’s extensive resources, freely available through its website, include:

- Connections newsletter: providing news, commentary and insight about COL’s work and the broader field of ODL and development (www.col.org/connections)
- Blog: timely news and comment from COL (www.col.org/blog)
- Publications: research, books, toolkits and other publications commissioned by COL (www.col.org/publications)
- Knowledge Finder: an index of documents about ODL and international development from quality-assessed external sources (www.col.org/kf)
- Country information: This online database provides access to information related to ODL from all Commonwealth countries (www.col.org/CountryInfo)
- Videos: reports from events and insight into COL’s work (www.col.org/videos)
• Course materials, gender microsite, quality assurance microsite, speeches and other resources (www.col.org/resources)

• Governance and financial information: including Board minutes, financial statements and the President’s quarterly reports to the Board (www.col.org/GovInfo)
REGIONAL ACTIVITIES

BACKGROUND

The Asian Commonwealth is comprised of eight countries: three in Southeast Asia and five in South Asia. Three of them (Bangladesh, India and Pakistan) are among the most highly populated countries in the world.

Open and distance learning (ODL) has proliferated in Asia in recent years. Several of COL’s most important partners are located in the region, promoting south-south collaboration and harnessing the potential of information and communication technology (ICT) to expand learning for development.

COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)

CEMCA is COL’s regional agency in Asia. Based in New Delhi, India, CEMCA plans and implements activities in Bangladesh, Brunei Darussalam, India, Malaysia, Maldives, Singapore and Sri Lanka. CEMCA develops regional expertise in open and distance learning (ODL) and information and communication technologies (ICT) in the Asian region and organises capacity building to respond to identified needs. It is COL’s only unit outside of its Vancouver, Canada headquarters.

Here are some recent regional activities facilitated by COL and CEMCA in Asia. Specific activities in each country are outlined in the individual Country Reports that follow.

OPEN SCHOOLING

COL held a workshop on Copyright and open educational resources (OER) in Delhi in November, 2009. Representatives from 10 open schools and education agencies in India attended the workshop, along with participants from more than 20 countries.

A Monitoring and Evaluation workshop was held for Commonwealth Open Schools Association (COMOSA) members in the Asian Region in Nainital in June 2010.

COL initiated and implemented a three-day awareness and training workshop on Monitoring and Evaluation in August 2010 at the Namibian College of Open Learning (NAMCOL). Twenty-eight participants from 12 countries attended the workshop, the first of its kind to be held amongst open schools.

Higher Education

COL’s Commonwealth Executive MBA/MPA programme, which provides professional development for working adults, is offered by several open universities in Asia including:

- Allama Iqbal Open University, Pakistan
- Bangladesh Open University
• Open University of Sri Lanka
• Wawasan Open University (Malaysia)

COL hosted a case method workshop in Dhaka, Bangladesh in September/October 2009 for selected faculty members of the CEMBA/MPA to refresh and upgrade their knowledge and skills. Twenty-four people participated in the workshop.

The Academic Board and the Executive Governing Board of CEMBA/MPA both met in August 2010 in Penang, Malaysia.

CEMCA supported a session on Digital Library Quality at the 3rd International Conference on Digital Libraries in Delhi, India in February 2010. CEMCA and one of the Core Group members presented a lead paper on quality assurance in multimedia learning materials (QAML) guidelines. The session was attended by about 100 participants and copies of QAML guidelines were distributed to them. CEMCA sponsored delegates from India and Pakistan to the conference.

CEMCA conducted a multimedia content development workshop for 40 participants at the Bangladesh Open University from February 5-9, 2011. Participants were trained through all technical aspects of content creation from installing the necessary software to adding multi-media supports to content.

**Integrating eLearning**

In association with the Asian Media Information and Communication (AMIC) Centre Singapore, CEMCA supported the participation of experts from Commonwealth Asian countries in July 2010 at New Delhi.

CEMCA organised the post-conference workshop on Community Media and Convergent Media in association with AMIC Singapore and ABU Malaysia in New Delhi in February 2010. Representatives from Bangladesh, India, Maldives and Sri Lanka were sponsored by CEMCA.

**Healthy Communities**

COL and the World Association of Community Radio Broadcasters (AMARC) conducted a workshop for community radio and education and development organisations on the sidelines of the AMARC Asia-Pacific Conference in Bangalore, India in February 2010. Participants shared, discussed and applied innovative approaches to developing educational content and programmes. They also learned new awareness of community radio in Asia Pacific and its potential contributions to local development, education, governance, knowledge and skills in using community media as part of disaster management, climate change mitigation, food security, and advocacy for gender equity.

The Bangalore Declaration was passed by the AMARC Asia Pacific general assembly. It is a collective statement of participants’ beliefs and commitments including the use of community radio as a tool for non-formal education and food security.

**REGIONAL PRESENCE**

COL maintains strong relationships with many stakeholders in the Asia, including member governments, partner institutions, donors and individuals. COL’s Honorary Advisors, a network of eminent ODL professionals, includes two representatives from Asia. The region is also represented by a COL Chair, Professor Chandra Gunawardene of the Open University of Sri Lanka, and a network of individuals, selected by member Governments, who liaise directly with COL as Focal Points. COL creates specific country action plans and country reports to ensure the region’s needs are addressed.
REGIONAL FOCAL POINTS MEETING

The COL Regional Focal Points Meeting (Asia) took place in Penang, Malaysia in September 2011. The meeting is held once every three years. Focal Points share information about the status of ODL in their countries, receive the mid-term report of what COL has done in each country, and identify education and training priorities that COL can support in the next Three-Year Plan, 2012-2015.

REGIONAL BROCHURES

COL has regional brochures that summarise its activities in each of the four regions of the Commonwealth. These can be found on COL’s website at www.col.org/regional.
BACKGROUND

India is the largest Commonwealth country with a population of about 1.2 billion. COL’s most extensive country programme is in India. This supports development in India and also facilitates knowledge transfer to other Commonwealth countries.

COL’s regional agency, the Commonwealth Educational Media Centre for Asia (CEMCA), is based in New Delhi. CEMCA develops regional expertise in open and distance learning (ODL) and information and communication technologies (ICT) in the Asian region and organises capacity building to respond to identified needs. It is COL’s only unit outside of its Vancouver, Canada headquarters. In addition to acting as COL’s regional office in India, CEMCA is active with initiatives in the other Commonwealth countries in Asia (Bangladesh, Brunei Darussalam, Malaysia, Maldives, Pakistan, Singapore and Sri Lanka).

As a major donor, India has a seat on the COL Board of Governors. Vibha Puri Das, Secretary, Department of Higher and Secondary Education, Ministry of Human Resources Development is the current member of Board and the Executive Committee.

As host country of CEMCA, the Government of India nominates one official, currently Shri Amit Khare, as a member of the Advisory Council of CEMCA. Dr. B.S. Bhatia; Professor V.N. R. Pillai, Vice Chancellor of Indira Ghandi National Open University (IGNOU); and Dr. Sitanshu Jena, Chairman of NIOS, are also members of the Advisory Council.

CEMCA and UNESCO recently signed a Memorandum of Understanding to jointly work on education-related programmes in establishing community media and providing computing devices in South Asian regions.

SUMMARY

COL’s activities in India span both programme sectors and almost all programme initiatives. COL and CEMCA have partnerships with many Indian institutions and community groups. In the Education sector, there has been extensive activity in open schooling and higher education. In the Livelihoods and Health sector, COL is working with Indian partners in skills development, integrating eLearning and healthy
communities. COL’s Lifelong Learning for Farmers programme was launched in India in 2004 and continues to grow, both geographically and in its impact.

**EDUCATION**

**Open Schooling**

As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open School Association (COMOSA). The inaugural meeting of COMOSA was held in Delhi in November 2009. The Declaration promulgating the COMOSA Constitution was signed on 24 November 2009 by 13 representatives from open schools and government in India.

COMOSA held its first Annual General Meeting in Delhi in November 2010. The COMOSA website at [http://comosa.org/wordpress/](http://comosa.org/wordpress/) was launched. COMOSA’s activities for the next three years would include Research, Gender and Vocational and Technical Education.

The COL workshop on Copyright and open educational resources (OER) was held in Delhi in November, 2009. Representatives from 10 open schools and education agencies in India attended the workshop, along with participants from more than 20 countries.

COL commissioned Dr. Sanjaya Mishra to develop an action plan for the creation of a capacity building cell within the National Institute of Open Schooling (NIOS). The action plan was submitted in April 2010.

A Monitoring and Evaluation workshop was held for COMOSA members in the Asian region in Nainital in June 2010. Twenty participants from Kerala, Bhopal, Hyderabad, Mysore, J&K, Haryana, Rajasthan, Assam, Chennai and Chhattisgarh also attended the workshop.

A workshop on Integrating, Vocational and General or Academic Education was held in Botswana in July 2011. Dr. Mamta Srivastava of India attended the workshop.

COL initiated and implemented a three-day awareness and training workshop on Monitoring and Evaluation in August 2010 at the Namibian College of Open Learning (NAMCOL). Twenty-eight participants from 12 countries attended the workshop, the first of its kind to be held amongst open schools. India was represented by Sitansu Sekhar Jena, Dr. Sushmita Mitra and S.K. Misra of NIOS.

A COMOSA workshop on “Research in Open Schooling” was held in Delhi, India in November 2010. A Research Agenda with 10 areas was adopted and four (Curriculum and Course Development, Integrating, Vocational and General or Academic Education, Gender and Online Learning) were prioritised for the next two years. Representatives from a number of Indian open schools and education agencies attended the workshop.

The Quality Assurance Toolkit for Open Schools was launched during the Sixth Pan-Commonwealth Forum on Open Learning (PCF6) in Kochi in November 2010. The Toolkit will be used in all the countries affiliated with COMOSA to develop their institutional Quality Assurance frameworks. Copies of the Toolkits were made available to delegates from many Indian institutions that were present at the Forum.

Thothadri Rajagopalan’s Study on State Open Schools in India, commissioned by COL, was completed.

The Open Schools Needs Analysis was completed in August 2009. Assam State Open School (ASOS), Guwahati and NIOS were identified as partner institutions. The course identified was on Education. The Academic Programme Experts Committee Meeting was organised, and a syllabus was drafted by ASOS in October 2009. The course writers were also identified.
The Course Development workshop to train content writers on self-instructional materials was held in February 2010 at ASOS. The syllabus with eight core modules and four optional modules as per NIOS/ASOS was drawn up. At the end of the workshop participants were confident on what to do and how to write the modules.

The Curriculum Design Committee met and a syllabus based on the Assam Higher Secondary Education Council (conventional syllabus) was designed, incorporating the recently passed Right to Education Act and other contemporary trends and changes in education. The course writers were identified and a capacity building workshop was organised.

Six out of the Seven Blocks are currently in the second draft; and the material is also simultaneously being developed in Assamese. There will be two sets of materials for Education in English and Assamese.

Higher Education

COL sponsored Dr. Satya Sundar Sethy of IGNOU to a conference on ODL in Cambridge, UK in September 2009.

IGNOU signed an Agreement with COL in March 2009 to offer COL’s post-graduate programme in Legislative Drafting. The Agreement is valid for four years with an option to renew at the end of 2011 for another two years. IGNOU is currently in the process of adapting the materials to its own requirements.

Seven video programmes were recorded during the Commonwealth Education Ministers Conference in Malaysia in 2009 on the theme of promoting “Respect and Understanding”. Other programmes in this theme were recorded with Professor Amartya Sen in Delhi and Shantiniketan and with the Commonwealth Secretary-General Kamalesh Sharma in Delhi.

A proposal has been received from IGNOU for development of content on “Civil Paths to Peace”.

COL’s Review and Improvement Model (COL RIM) is being implemented in three State Open Universities (YCMOU, Nasik; Vardhaman Mahaveer Open University (VMOU), Kota and Uttarakhand Open University (UOU), Uttarakhand) and one private open learning higher education institution (Symbiosis Centre for Distance Learning, Pune).

COL Vice President Professor Asha Kanwar delivered the valedictory address at the Symbiosis International Conference on ODL in Pune on 23 February 2011. The conference was organised by the Symbiosis Centre for Distance Learning. The Vice President also delivered an inaugural speech on OER at the University of Mumbai in February 2011.

COL supported seven representatives from Indian open universities and higher education agencies at the COL National Assessment and Accreditation Council (NAAC) workshop on Quality Assurance in Dual Mode Institutions in Bangalore in March 2011 prior to the Asia Pacific Quality Assurance Conference. COL President Sir John Daniel delivered the keynote and steered the workshop deliberations on the COL RIM model. IGNOU was represented by Pro Vice Chancellor, Dr. Lata Pillai. The Director, Distance Education Council (DEC) was invited but was unable to participate. COL’s Quality Assurance Toolkit in Higher Education was made available to the participants.

Sir John Daniel delivered the keynote address at the International Conference on Open and Distance Learning in Global Environment, Issues and Challenges at Karnataka State Open University in September 2011.

COL is providing capacity building training for National Law University, Jodhpur to enable them to introduce dual mode provision for law programmes at the diploma and degree levels. The training is planned for November 2011.
A leadership training programme for Vice Chancellors is being developed in collaboration with IIM Kozikode. A training workshop will be held in November, 2011 at Kozikode for 30 senior academics.

An OER-based course on Business Ethics is being developed in collaboration with Amrita Institute on Management, Coimbatore. It will be made freely available to all potential users as an OER.

The proposal for a 24-credit Diploma Programme in Development Communication Studies jointly prepared by CEMCA and IGNOU was sent to the Pro Vice Chancellor, IGNOU in September 2009. A response from IGNOU is pending.

An Experts’ Committee Meeting for a Post-Graduate Diploma in Communication and Media Studies (PGDCMS) was held in February 2010. Two international experts and six experts from Delhi and other parts of India participated in the meeting. The syllabus has been shaped. The need for a Post-Graduate Diploma programme in Community Media and the Areas of Cooperation are under consideration by IGNOU.

The Vice Chancellor of UOU has agreed to develop an e-Content course. A consultant, Professor P. Pant, has been identified to liaise with the University.

CEMCA and UOU signed a Memorandum of Understanding in December 2010. The two parties agreed to identify avenues for collaboration, including the development of a multimedia course on information and knowledge delivery and capacity building.

The quality assurance in multimedia learning materials (QAMLM) guidelines Version 1.0 were disseminated to the Ministry of Higher Education (Malaysia), and Madurai Kamaraj University and the Energy Resources Institute (TERI) of India.

CEMCA organised an International Base Camp on Quality Assurance of Multimedia Learning Materials in collaboration with Madurai Kamaraj University in February 2010. The focus was on testing the acceptability of the QAMLM Version 1.0 and obtaining feedback on the usefulness and usability of the materials to different user contexts. Over 30 participants from 15 institutions contributed on Basecamp.

CEMCA supported one session on Digital Library Quality at the 3rd International Conference on Digital Libraries in Delhi in February 2010. CEMCA and Ms. Sucheta Phadke, one of the QAMLM Core Group Members, presented a lead paper on QAMLM. The session was attended by about 100 participants and copies of QAMLM guidelines were distributed to them. CEMCA sponsored Dr. Jagdish Arora of INFLIBNET Centre, Prof. A.R.D. Prasad of the Indian Statistical Institute, Sucheta Phadke of the ILFS Education and Technology Sevices Ltd., and Dr. Neela Jagganathan, former Chief Librarian of IGNOU and COL-CEMCA consultant to the conference.

CEMCA organised a joint-workshop on QAMLM with representatives of 17 educational media research centres (University Grants Commission) and seven State Institutions of Educational Technology (SIET) in Delhi in March 2010. This was followed by separate workshops with educational media research centres and SIET in Pune in October 2010.

CEMCA conducted a multimedia content development workshop for 40 participants including Dr. Aniban Ghosh of Netaji Subhas Open University, Prof. K.K. Pande of Teerthanker Mahaveer University and Dr. Manan Kumar Mandal of Subhas Open University at the Bangladesh Open University in February 2011. Participants were trained in technical aspects of content creation from installing the necessary software to adding multimedia supports to content.
LIVELIHOODS & HEALTH

Skills Development

COL conducted a two-day workshop with the State Resource Centre (SRC) Kerala in November 2010 in Thiruvananthapuram to discuss potential collaboration and capacity building in ODL for non-formal skills development. Twenty-nine participants from the University of Kerala, RM Radio, Hibiscus Digital Media Pvt. Ltd., DIET, SRC-Kerala, Government College for Women and other institutions attended the workshop. As a result of the workshop, COL engaged Professor Santosh Panda to facilitate a workshop at the SRC Kerala to build capacity in the planning of Distance Education programmes and the development of interactive print materials. This was held in April 2011.

Between July-October 2009, CEMCA facilitated seven community radio stations to obtain wireless operating licences (WOL), which is the final step before obtaining a broadcast licence.

The Ministry of Information and Broadcasting, Government of India entrusted CEMCA to organise 10 state level consultations for Community Radio Awareness in India. These consultations were held between November 2009 and March 2010.

1. The Barefoot College, Tilonia, Rajasthan. More than 100 participants attended; 90% from the civil service.
2. The Shillong Club, Meghalaya, November 2009. 80 representatives from seven of the eight North East regions were represented.
3. Faridabad. 108 participants attended the consultation and 11 Expressions of Interest were received.
4. Chanderi, December 2009. Eighty participants from the state attended the consultation and 15 Letters of Expression were received. Based on a suggestion by CEMCA, participants were able to raise funds and paid 50% of the cost of the transmitter.
5. Tiruchendur, December 2009. The consultation attracted 100 institutions to apply for Community Radio at the event and 16 Expressions of Interest were received.
7. Bhudikote, Karnataka, January 2010. One hundred institutions attended the consultancy. Representatives from eight Community Radio stations in the state presented case studies and over 20 delegates gave Expressions of Interest for launching a Community Radio station.
8. Pune, February 2010. More than 100 delegates participated in the two-day meet and 20% of them gave Expressions of Interest.
9. Mukteswar, Uttarakhand, March 2010. Energy Resources Institute TERI was the local partner. Delegates from 45 institutions attended the workshop and 15 representatives gave Expressions of Interest.
10. Kanpur, March 2010. Fifty institutions were briefed on the advantages of Community Radio and 19 people were motivated to apply for the licence.

Four regional consultations at Hyderabad, Chandigarh, Agartala and Konark were completed by 31 December 2010. The capacity of 248 applicants was enhanced.

COL ACTIVITIES 2009-2011
CEMCA has developed an online Community Radio Application Form and also an electronic processing, monitoring and management system www.cronlineindia.net. The portal was inaugurated by the Honourable Union Minister of State for Information and Broadcasting in August 2010.

CEMCA’s proposal of bringing together 106 community radio stations at one place to understand their working successes and challenges was accepted by the Government of India. The First National Community Radio Sammelam was held on 7-9 April 2011. There was a poster exhibition of 67 community radio stations. A compendium was released. Four CEMCA awards for the best thematic campaign, community engagement, sustainability initiatives and promoting local culture and talent were distributed by the Hon. Minister of Information and Broadcasting, Ms. Ambika Soni.

Representatives of UNESCO, UNICEF, Ford Foundation, World Bank, One World Asia and national developmental agencies (the Ministries of Agriculture, Health, Rural Development, Local Governance, Department of Science and Technology) were introduced to the opportunities that exist through the medium of community radio.

CEMCA also showcased ten empowered community women, which was made possible through the “Science for Women Health and Nutrition” community media project.

CEMCA, in association with One World Foundation, created an interactive content sharing website for community radio stations at www.edaa.in.

The Compendium “Details of Functional Community Radio Stations in India” was published in July 2011.

Three community radio stations at Delhi University, Guru Nanak Girls’ College at Ludhiana and City Montessori School at Lucknow were identified to offer the Department of Science & Technology (DST) programme.

Two experts were identified to conduct the baseline studies and another two experts to conduct building workshops in the three community radio stations. The studies and workshops were completed in July 2009.

An orientation workshop for community radio stations on Science for Women Health & Nutrition was held at the Indian Council for Social Science Research in September 2009. The workshop was organised by Rashtriya Vigyan Evam Prodyogiki Sanchar Parishad (RVPSP), DST, with CEMCA providing technical support. The workshop brought together 33 representatives from 26 community radio stations and imparted a common understanding of RVPSP’s Science for Women’s Health & Nutrition project, its objectives, implementation, proposal submission, accounting procedures and proper monitoring and evaluation criteria. Thirty new CRSs were also identified for potential partnerships.

A mid-term Monitoring and Evaluation was undertaken by CEMCA in April 2010 for 10 community radio stations.

The Ministry of Science & Technology has, for the fourth consecutive year, entrusted CEMCA with the task of supporting seven more functional community radio stations for the “Science for Women’s Health and Nutrition” project.

CEMCA facilitated the setting up of an I-Radio at the Central Institute of Education Technology and National Council of Educational Research and Training CIET/NCERT in association with the Open University Malaysia in June 2010. The radio station is called Umang.

CEMCA also facilitated the capacity building of Satish Lade and Ajit Horo from CIET at the Open University Malaysia in March 2011.
Learning for Farming

The Lifelong Learning for Farmers (L3F) initiative has been launched in three states in India: Tamil Nadu, Gujarat and Maharashtra. The partners in the project, VIDIYAL, Arulanandar College, Centre for Environment Education (CEE) and Manndeshi Foundation, are working with IFFCO-Kisan Sanchar Ltd (a mobile service company) and providing mobile phone-based learning. Maharashtra Animal and Fisheries Science University (MAFSU) was also involved in L3F and has developed ODL materials for veterinary surgeons and farmers.

During 2009-2011, more than 50 workshops and training programmes were conducted for university staff, non-governmental organisations (NGOs), banks and mobile companies in facilitating L3F through ODL.

In Tamil Nadu, L3F is reaching 20,000 men and women who receive ODL through mobile phones as well as through other media. The National Bank for Agriculture and Rural Development (NABARD), Indian Overseas Bank and various co-operative banks are active partners in L3F. Learning materials on goat rearing, dairy, poultry, sustainable horticulture, financial inclusion and financial literacy are reaching the primary stakeholders on a daily basis. COL has facilitated a Farmer’s Association involved in L3F in developing and managing a website www.l3farmerstamilnadu.com. The initiative has helped 2,000 women to generate assets and income worth CAD $2.5 million.

A study was conducted to compare the health of goats owned by L3F participants and non-L3F participants in a group of villages. The study showed certain statistically significant differences between the two groups of participants and indicated that L3F participants have better productivity due to capacity building and networking involved in L3F initiatives, particularly in the health and reproductive parameters. During November 2010, 25,000 villagers signed a memorandum submitted to the Government of India to enhance the role of banks in credit-specific capacity building through ODL. NABARD has requested COL partners to work with various banks at a district level to initiate L3F. A longitudinal study to assess the impact of L3F in quantitative and qualitative terms has been completed.

In Gujarat, the Centre for Environment Education (CEE) is initiating L3F in Rajkot district; 850 men and women from rural communities are involved. ODL materials on dairy, organic agriculture and rural business enterprises are reaching these participants. A company called Sahyog Krusi Vikas Pvt. Ltd. has been formed with the participants. Farmers have been trained to develop video ODL materials.

Manndeshi Foundation and Manndsehi Mahila Sahakari Bank in Maharashtra have entered into an understanding with IKSL for mobile phone based learning. The bank, with more than 100,000 women clients, is introducing ODL as a tool for building the capacity of its clients. ODL materials on financial literacy and agri-enterprises have been developed.

In collaboration with the University of British Columbia (UBC), Canada, COL has developed a Learning Management System called LIVES (Learning through Interactive Voice Educational Systems). The goal is to provide communities with a learning tool based on voice mail using mobile phones. COL can scale up its interventions because more than a thousand learners can be reached through this system, which can provide automated feedback and can be used to transmit voice mail and audio messages in any language or dialect.

UBC has integrated a learning management system and a learning content management system in LIVES. A beta test covering 200 women was completed. A course on Sustainable Horticulture in Tamil has been completed and populated in LIVES.

The International Crops Research Institute for the Semi-Arid-Tropics (ICRISAT), Hyderabad is involved in assessing the potential of LIVES and has developed a framework for conducting large scale field trials covering 20,000 farmers in the states of Andhra Pradesh, Maharashtra, Karnataka and Tamil Nadu.
Healthy Communities

Ekta Mittal of MARAA and Rukmini Vemraju of CEMCA attended the international training-of-trainers workshop in Vancouver, Canada in September-October 2009. Key national and regional partners from different Commonwealth regions advanced the three-year plan for COL’s Healthy Communities initiative (also linking it to UNESCO’s work in this area in the upcoming programme biennium (2010-2011).

Partners’ knowledge and skills in developing non-formal ODL programming were increased through a “trainers train themselves” approach. Various approaches were reviewed and analysed, including participatory content creation (India), use of drama (Jamaica, Malawi), community ODL programmes (Jamaica, Tanzania). Strategies and tools were reviewed and plans made concerning the International Peer Group, Community Media Space on WikiEducator.

COL and the World Association of Community Radio Broadcasters (AMARC) conducted a workshop for community radio and education and development organisations on the sidelines of the AMARC Asia Pacific Conference in February 2010 in Bangalore, India. Participants shared, discussed and applied innovative approaches to developing educational content and programmes. They also learned new awareness of community radio in Asia Pacific and its potential contributions to local development, education, governance, knowledge and skills in using community media as part of disaster management, climate change mitigation, food security and advocacy for gender equity.

The Bangalore Declaration was created at the conference and passed by the AMARC Asia Pacific general assembly. It is a collective statement of participants’ beliefs and commitments including the use of community radio as a tool for non-formal education and food security.

COL sponsored N. Prakash of Kalanjiam Radio, Dhan Foundation; E. James Rajasekaran, People’s Association for Rural Development; Ramnath Bhat; Ekta Mittal of Maraa and Venu Arora of Ideosync to the conference.

An assessment and plan were completed for a community learning programme on women’s health in Madhya Pradesh with Radio Bundelkhand, Development Alternatives and local health authorities.

COL supported a workshop for the African partners of L3F, which was hosted by VIDIYAL, India, on integrating linkages between community banks and commercial banks in L3F in India in June 2010. The workshop was conducted by Dr. P. Thamizoli, COL consultant from India. The participants, which included L3F partners such as NGOs, banks and universities from Kenya and Uganda, were trained by illiterate and semi-literate women involved in community banking and by officers of banks and financial institutions. They also visited sites in Theni and Dindigul and saw the actual community banking in operation and enterprises developed through community banking.

Applied research on the application of mobile devices and mobile-friendly content was initiated in Bundelkhand, Madhya Pradesh. Partners include IIT-Delhi, Development Alternatives, Maraa, Radio Bundelkhand and Swinburne University (Australia). A workshop on participatory content creation for mobiles was run in April 2010.

The Self-Employed Women’s Association (SEWA), Ahmedabad is the key partner in a CEMCA initiative to build community capacity in use of ODL technologies. A four-day workshop was held in Ahmedabad, Gujarat in April 2010. Twenty female participants from the radio team and health workers from Arogya SEWA were trained to develop content on health issues and create programmes in varied formats both in broadcast and non-broadcast modes.

A workshop on a community learning programme on Occupational Health Issues was held at SEWA Rural Centre-Manipur in February 2011. Twenty participants (community radio staff, health workers, community members representing different occupations and two researchers) built their skills in setting up a
community health programme around occupational health issues using a consultative approach and interactive formats. The medical and Radio-CLP experts present included two medical doctors, Dr. Renuka Patva and Dr. Riddhi Shukla, as well as Satish Nagaraji of the OneWorld Foundation.

**Integrating eLearning**

The Commonwealth Computer Navigators Certificate (CCNC) is an IT literacy course based on the International Computer Driver’s Licence (ICDL) using Open Office on either a Linux or Windows Platform. The materials are based on the ECDL/ICDL Syllabus Version 5.0 (www.ecdl.com).

The high quality training materials are available free of cost to anyone in the Commonwealth and beyond at www.col.org/ccnc. IGNOU was one of the seven partner institutions that contributed to the course development in the initial stages. Professor Uma Kanjilal and Dr. Pankaj Khare represented IGNOU.

The Inter-University Consortium (IUC), IGNOU has agreed in principle to conduct Learning4Content training in wiki skills. Learning4Content workshops were held at:

- Uttarakhand Open University, Haldwani, Uttarakhand, June 2010: 20 participants.
- Gautam Buddha University, Greater Noida, June 2010: 28 participants.
- Teertankar Mahaveer University, Moradabad, Uttar Pradesh, September 2010: 31 participants.

CEMCA is promoting the EasyNow platform in partnership with Acharya Narendra Dev. College (ANDC), New Delhi and the Open University of Sri Lanka. A workshop on EasyNow was held at ANDC in October 2009. Seventeen participants built their capacity to create OER using EasyNow. A set of EasyNow modules (Introduction, Textual Delivery, Audio Delivery, Streaming Slide Shows, Video Delivery and ODL format) were developed and distributed.

An EasyNow Workshop was organised at Anna University, Chennai in January 2010. Ten participants from the University and the region attended the workshop.

CEMCA, in collaboration with Wawasan Open University, conducted a four-day Training the Trainers workshop on Advanced EasyNow in Penang, Malaysia in June 2010. V. Krishnamoorthy, creator of EasyNow, was the consultant at the workshop.

CEMCA organised an EasyNow Workshop at KRS Group of Institutions – Tiruchengodem, Tamil Nadu in August 2010. Sixteen faculty members were trained.

CEMCA organised an EasyNow Workshop on Open Source ICT Tools at Shri Vishnu Engineering College for Women (SVECW), Bhimavaram in July 2011. Twenty participants attended.

An EasyNow Workshop was organised by CEMCA at the Mahatma Gandhi Rural Community College (MGRCC) in July 2011. Twenty educators underwent training at the workshop.

An EasyNow workshop was organised for the staff of the State Institute of Educational Technology (SIET), Hyderabad in July 2011. SIET has since uploaded 100 educational videos on the Internet using EasyNow compression techniques. Information on this initiative is available at www.Eduframe.net.

Four experts were identified in July 2009 to support CEMCA’s radio-enabled learning initiative. The experts were briefed and technical personnel oriented towards multi-deliverable modules in Humanities and Languages (Hindi and English Literature). Two core groups were formed. The pilot recording, pre-testing and actual production were completed in August 2009.
Nineteen lessons were uploaded to the CEMCA website. This has also been approved by the National Advisory Board, Government of India on National Mission on Education through ICT for adaptation, through IGNOU.

A National Core Group on Radio Enabled Learning was formed under the able guidance of Vibha Puri Das, Secretary, Higher Education, MHRD, Government of India. A four-quadrant approach to OER in the Humanities and Social Sciences has been developed with radio as the central medium of dissemination.

Radio-enabled learning has been extended to the Skills Development Sector and a Memorandum of Understanding has been signed with Yashwantrao Chavan Maharashtra Open University (YCMOU) in February 2011 for the creation of content of the course for public transport drivers and tuk tuk drivers.

The National Trust for People with Disabilities, Ministry of Social Justice and Empowerment commissioned CEMCA to develop a multimedia resource kit for parents and care givers, aimed at early intervention of children with various disabilities to help them realise their learning potential. A two-day orientation meeting in July 2009 was called By Voice and Vision to develop the basic content of the resource kit for early intervention in enhancing quality of life for children with Visual Impairment and Additional Diseases (VIAD). The core group was oriented towards writing for multimedia. The first meeting of the core group was held in October 2009 to discuss content development. Sucheta Phadke, Vice President, ILFSETS, was the original Instructional Design partner for the content development. She was succeeded by Asha Pandey of CMD El Design.

The prototype for the alpha test is under review and feedback is being obtained from different stakeholders. The National Trust has provided additional funds for some valued additions. The demo product was released in September 2010.

CEMCA organised the post-conference workshop on Community Media and Convergent Media in New Delhi in February 2010. CEMCA supported seven participants to the workshop.

OTHER ACTIVITIES

The CEMCA Advisory Council Meeting was held at Wawasan Open University, Penang, Malaysia on 28 September 2011. Professor Pillai, Dr. Bhatia and Dr. Jena attended the meeting.

The Sixth Pan-Commonwealth Forum on Open Learning (PCF6), jointly organised by IGNOU, India and the Commonwealth of Learning, was held in Kochi, India from 24-28 November 2010. The theme of the Forum was “Access and Success in Learning: Global Development Perspectives” with four sub-themes, namely: Social Justice, Community Development, Skills Development and Formal Education. COL organised 18 pre-conference meetings and workshops.

Over 600 delegates from more than 50 countries attended PCF6. COL sponsored over 250 delegates to the Forum including 40 participants from various Indian institutions. The COL’s Asa Briggs Lecture was delivered by Dr. Shashi Tharoor, MP.

The COL Regional Focal Points Meeting (Asia) was held in Penang, Malaysia in September 2011. The meeting is held once every three years and provides an opportunity for the Focal Points to share information about the status of ODL in their countries, receive the mid-term report of what COL has done in each country and identify education and training priorities that COL can support in the next Three-Year Plan, 2012-2015. Upamanyu Basu, Director, Higher Education attended the meeting on behalf of Shri Amit Khare, India’s Focal Point for COL.
eLearning for International Organisations

COL customises eLearning solutions to meet the capacity enhancement needs of international organisations around the world.

- Nine learners from the World Health Organization signed up for the July-November 2011 course on Writing Effectively.
- One learner from UNHCR signed up for the October, 2009 -March 2010 course on Writing Effectively.
- Six learners from the World Bank signed up for the August-December 2010 course on Report Writing.
- Seven learners from the World Bank signed up for the November 2009-February 2010 course and eight learners have signed up for the May-August 2010 course on Writing Emails, Memos and Letters.
- Four learners from the World Bank signed up for the August-December 2010 course on Report Writing Distance Learning.
- One learner from the World Bank signed up for the May-August 2011 course on Writing Emails, Memos and Letters.
- Six learners from the International Labour Organization signed up for the May-October 2011 course on Writing Effectively.
- Three learners from the World Bank signed up for the March-June 2011 course on Report Writing.

LOOKING FORWARD

India has identified key priority areas that COL can support in its next Three-Year Plan, 2012-2015:

- To showcase international best practices, particularly in technical education.
- To help India adopt a transnational approach to quality assurance and accreditation, by developing international benchmarking of standards and practices.
- To develop systems and models for mutual recognition of degrees, diplomas, certificates and credit transfers among the various institutions in Commonwealth countries.
- To institute exchange mechanisms, including fellowships for all groups of faculty working for the ODL system among the Commonwealth countries.
Learning for Development

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

Vision:
Access to learning is the key to development

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