COL in the Commonwealth 2009–2012 Country Reports

FOR: INDIA
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The Commonwealth of Learning (COL) is proud of its strong country focus. While COL works in two programme sectors Education and Livelihoods and Health which cover 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 three years (2009-2012) and captures what we have done in each country.

Following wide consultations with partners, a Country Action Plan was developed at the beginning of the 2009-2012 triennium 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. Earlier versions of these reports were presented to the foreign ministers at the CHOGM 2011 held in Perth in October 2011.

Education 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 2009-2012.

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 2009-2012 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.

Professor Asha S. Kanwar
President and Chief Executive Officer
Commonwealth of Learning
PAN-COMMONWEALTH INITIATIVES

BACKGROUND

As a Commonwealth inter-governmental organisation, the Commonwealth of Learning (COL) has the mandate to operate 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 is 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 goals, within the context of its own mission and mandate.

COL’s vision of “Access to Learning is the Key to Development” informs its work as it helps Member States accelerate progress towards achieving development goals. 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 (MDG 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 are presented as Country Reports, which document COL’s work in each country, to the Commonwealth Education Ministers, when they meet at the triennial CCEMs.

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

Open Schooling

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 were officially launched in March 2012 and are 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.

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 Schools Association (COMOSA), which involves partners from every region of the Commonwealth. Twenty-two partners 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.

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.

Forty-one people from 23 COMOSA member countries the COMOSA attended annual general meeting (AGM) in Seychelles in February 2012. Prior to the AGM, an eLearning Maturity Model (eMM) workshop was held for COMOSA members. Participants learned about organisational eLearning capacity and how to use the eMM tool. COL organised an OER and Copyright Policy workshop for Open Schools in Seychelles on 1-2 March 2012. Participants drafted a “COMOSA OER and Copyright Policy” at the workshop. The COMOSA Steering Committee meeting was also held in Seychelles on 1 March 2012 and a launch of the OER for Open School materials was held on 2 March 2012. All member countries have committed to implement the OER policy.

Teacher Education

The UNICEF-COL Child-Friendly Schools (CFS) initiative mainstreamed “child first” concepts, principles and models into the pre-service and in-service teacher education curricula in eight Commonwealth countries (Botswana, Lesotho, Nigeria, Rwanda, South Africa, Sri Lanka Swaziland and Zambia). COL worked with partner teacher training institutions to develop CFS learning materials and to provide capacity building workshops.

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.

Higher Education

COL provides leadership in quality in ODL. COL’s quality microsite (www.col.org/qualityMS) 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, teacher education and non-formal 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’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.

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 in Vanuatu and Athabasca University in Canada. Indira Gandhi National Open University, India and the University of Derby, UK have been licensed to offer the programme.

**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 VUSSC can be adapted into recognised courses that students can take for credit through educational institutions in small states. The TQF was formally launched in South Africa and 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**

**Learning for Farmers**

COL’s Lifelong Learning for Farmers (L3F) 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 information and communication technology (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.

**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.

The Flexible Skills Development Online Community Learning Network is a forum for TVET practitioners to discuss the implementation of flexible and blended approaches to TVET delivery. Using social networking software, managers, educators and policy makers can interact and collaborate both regionally and with international experts. Members from Ghana, Kenya, Jamaica, Malawi, Nigeria, Tanzania, St. Vincent & the Grenadines and Zambia are part of the network.

**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 helped community learning programmes adjust and continue to grow.

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

In September 2011, COL hosted a meeting of Healthy Communities partners from 14 Commonwealth countries in Cape Town, South Africa. In addition to sharing best practices and mapping out future plans for COL’s Healthy Communities initiative, the partners made important connections that are already leading to greater “south-south” co-operation. The week-long Cape Town meeting focused on the use of media for non-formal learning about community health and development, particularly in resource-poor settings.

**Intergrating eLearning**

“Taking OER beyond the OER Community: Policy and Capacity” was 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.

COL and UNESCO, with financial support from The William and Flora Hewlett Foundation, conducted “Fostering Governmental Support for Open Educational Resources Internationally” to raise awareness of OER beyond the communities of practice that had already developed around them. The project involved a survey of governments worldwide and six Regional Policy Forums. This resulted in a 2012 World OER Congress in June 2012 at which the Paris Declaration on OER was adopted by the international community. The Paris Declaration is a commitment to making educational resources developed with public funds freely available for re-use and re-purposing under open licences.

The Commonwealth Computer Navigators Certificate (CCNC) is an 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 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.

COL’s gender microsite (www.col.org/genderMS) provides a single convenient online access point to gender resources in ODL.

OTHER ACTIVITIES

eLearning 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 50 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. COL, the Federal Ministry of Education, Nigeria and the National Open University of Nigeria will co-host the Seventh Pan Commonwealth Forum (PCF7) in Abuja, Nigeria in November 2013.

Pan-Commonwealth Partnerships

COL’s work is supported by networks of Focal Points, Chairs and 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](http://www.col.org/connections))

• Blog: timely news and comment from COL ([www.col.org/blog](http://www.col.org/blog))

• Publications: research, books, toolkits and other publications commissioned by COL ([www.col.org/publications](http://www.col.org/publications))

• Country information: This online database provides access to information related to ODL from all Commonwealth countries ([www.col.org/CountryInfo](http://www.col.org/CountryInfo))

• Videos: reports from events and insight into COL’s work ([www.col.org/videos](http://www.col.org/videos))

• Course materials, gender microsite, quality assurance microsite, speeches and other resources ([www.col.org/resources](http://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](http://www.col.org/GovInfo))
ASIA

Bangladesh | Brunei Darussalam | India | Malaysia
Maldives | Pakistan | Singapore | Sri Lanka
REGIONAL ACTIVITIES

BACKGROUND

The Asian Commonwealth comprises 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, India, Malaysia, Maldives and Sri Lanka. CEMCA is working on strengthening collaboration with partners in Brunei Darussalam, Pakistan and Singapore. 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.

COL’s regional work in Asia includes the Virtual University for Small States of the Commonwealth (VUSSC), open schooling, the Commonwealth Executive MBA/MPA programme, capacity building in multimedia content development, support for the expansion of community learning programmes, promotion of open educational resources (OER) and gender equality. Here are some regional activities facilitated by COL and CEMCA in Asia during 2009-2012. Specific activities in each country are outlined in the individual Country Reports that follow.

EDUCATION

Virtual University for Small States of the Commonwealth (VUSSC)

Brunei and Maldives are members of VUSSC, a collaborative network of 32 small states that is working to develop and share learning materials at the post-secondary level.

The Ministry of Foreign Affairs, Singapore co-hosted the 10th VUSSC Team Leaders Meeting from 11-16 November 2011 and the 10th VUSSC International Training and Materials Development Meeting in Master of Education: Educational Leadership at the National Institute of Education (NIE) from 17 November-2 December 2011.

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

COL organised the Commonwealth Open Schools Association (COMOSA) Annual General Meeting in Seychelles in February 2012. In conjunction with the COMOSA AMG, COL hosted an eLearning Maturity Model (eMM) workshop and an OER and Copyright Policy workshop for Open Schools where a draft “COMOSA OER and Copyright Policy” was prepared. The launch of the “OER for Open Schools” materials was held on 2 March 2012. As a celebration of the achievement of countries, representatives from Bangladesh, India and Sri Lanka attended the AGM, workshops and launch.

Higher Education

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

- Allama Iqbal Open University (AIOU), Pakistan
- Bangladesh Open University (BOU)
- Open University of Sri Lanka (OUSL)
- Wawasan Open University (WOU), 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 presented a lead paper on quality assurance in multimedia learning materials (QAMLM) guidelines. The session was attended by about 100 participants and copies of QAMLM 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.

COL and WOU hosted the CEMBA/MPA workshop on case-based teaching in Penang from 29 November-1 December 2011.

LIVELIHOODS AND HEALTH

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 were made aware of community radio in the Asia Pacific and its potential contributions to local development, education, governance, knowledge and skills. There were discussions and sharing of best practice on 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.

COL hosted a Healthy Community partners workshop in Cape Town, South Africa in September 2011. The workshop brought together 14 partners from around the Commonwealth, including Bangladesh, India and Pakistan, to further develop the models and approaches that guide COL’s work with non-formal learning using media/mobiles, share experiences of community learning and train each other in the use of useful tools and approaches, and refine strategies and plans for Healthy Communities initiatives in the next Three-Year Plan.

In December 2011, Maraa (a media and arts collective based in Bangalore, India) and the Regional Media Centre of the Secretariat of the Pacific Community worked together with AMARC to plan and run a three-day residential workshop on developing participatory learning programmes for 14 community broadcasting trainers and managers from Asia Pacific at a regional training forum held in Bangkok, Thailand.

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 Asia-Pacific Broadcasting Union (ABU) Malaysia in New Delhi in February 2010. Representatives from Bangladesh, India, Maldives and Sri Lanka were sponsored by CEMCA.

COL and UNESCO, with financial support from The William and Flora Hewlett Foundation, conducted a project “Fostering Governmental Support for Open Educational Resources Internationally” to raise awareness of OER beyond the communities of practice that had already developed around them. The Regional Policy Forum for Asia/Pacific OER and Government Policy was held in Bangkok, Thailand in April 2012. This resulted in a 2012 World OER Congress at which the Paris Declaration on OER was adopted by the international community.

GENDER

Gender equality is a cross-cutting corporate goal for COL. The advancement of gender equality and women's empowerment are central to COL’s agenda of Learning for Development. COL is working to ensure it is a model organisation that mainstreams gender in all its processes and at all levels. COL’s Gender micro-site provides Commonwealth countries with a one-stop, comprehensive platform to access print and electronic resources on gender and ODL and ICT.

COL led development of the Gender-Class Empowerment Index, which is based on political, economic, psychological and entrepreneurial characteristics. A study has been conducted in India based on this Index. COL also commissioned a longitudinal assessment of gender in its Lifelong Learning for Farmers programme in Tamil Nadu, India.

REGIONAL PRESENCE

COL maintains strong relationships with many stakeholders in Asia, including member governmens, 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 the eight 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. The key issues identified at the Asia Focal Points Meeting were:

- Lifelong learning,
- Skills development,
- Teacher training in eLearning,
- Open schooling,
- Dual mode provision for universities,
- Mutual recognition of qualifications/credit transfers, and
- Community health and hygiene.

**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.
INDIA

COL Focal Point: Shri Anant Kumar Singh, Ministry of Human Resource Development

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, Malaysia, Maldives and Sri Lanka).

As a major donor, India has a seat on the COL Board of Governors. Shri Ashok Thakur, the Secretary, Department of Higher 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 and Dr. Sitanshu Jena, Chairman of the National Institute of Open Schooling (NIOS), are also members of the Advisory Council. Professor V.N. R. Pillai, former Vice Chancellor of the Indira Gandhi National Open School, was a Member of the Council from 2010-2011.

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

Professor Asha Kanwar of India was appointed President and Chief Executive Officer of COL in June 2012 and previously served as Vice-President and as an Education Specialist. Other Indian staff include Dr. Venkataraman Balaji, Director, Technology & Knowledge Management, Dr. K. Balasubramanian, Education Specialist, Agriculture and Livelihoods, Dr. Madhulika Kaushik, Education Specialist, Higher Education and Dr. Sanjaya Mishra, Director, Commonwealth Educational Media Centre for Asia.

Dr. D. Paliwal and Shri Amit Khare of the Ministry of Human Resource Development were the Focal Points for COL from 2006-2010 and 2010-2012 respectively. Dr. (Mrs.) Kondapallil Rama, the former Deputy Adviser, National Assessment and Accreditation Council, was an Honorary COL Advisor from 2009-2012.
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 Schools 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 22 partners including 13 representatives from open schools.

COMOSA held its first Annual General Meeting in Delhi in November 2010. The COMOSA website at http://comosa.org/wordpress/ was launched. COMOSA’s activities for the next three years were identified as 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. NIOS participated in the Gender Audit on Open Schooling in 2011.

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.

Thothatdri Rajagopaln’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 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 how to write the modules.

The Curriculum Design Committee designed a syllabus based on the Assam Higher Secondary Education Council (conventional syllabus), incorporating the recently passed Right to Education Act and other contemporary trends and changes in education. A capacity building workshop was organised. There will be two sets of materials for Education in English and Assamese.

COL organised the COMOSA Annual General Meeting (AGM) in Seychelles in February 2012. Forty-one people from 23 COMOSA member countries attended the meeting. The eLearning Maturity Model (eMM) workshop for the COMOSA members was held on 29 February 2012. Representatives from NIOS and several other open schools and universities in India attended the AGM and eMM workshop.

COL contracted Liz Bowen-Clewey and Terry Neal of the Open Polytechnic of New Zealand to conduct a three-day workshop on the Recognition of Prior Learning (RPL) at NIOS and Indian open state schools in Delhi from 22-24 February 2012. Thirty-four participants from NIOS, other Indian state open schools, NIOS partners and various government agencies attended the workshop, where they were introduced to the principles, processes and tools of RPL.

COL organised an OER and Copyright Policy workshop for Open Schools in Seychelles on 1-2 March 2012. The face-to-face workshop was preceded by two online workshops. A draft “COMOSA OER and Copyright Policy” was prepared at the end of the workshop.

The launch of the “OER for Open Schools” materials was held on 2 March 2012. As a celebration of the achievement of countries, representatives gave a presentation on a specific topic at the launch. Representatives from NIOS and several other open schools and universities in India attended the workshop and launch.

CEMCA, in collaboration with the Theerthankar Mahaveer University (TMU), organised a workshop in March 2012 on capacity building for traditional universities in ODL through e-content development. Thirty participants from the Faculties of Law, Management, Mass Communications, Languages, Science, Mathematics, Education and Humanities of TMU participated in the workshop.

CEMCA and the Gujarat State Open School organised a two-day workshop about the fundamentals of Self-Learning Instructional Material (SLIM) Development in Gujarati in April 2012. Twenty-one senior textbook writers participated in the training of trainers workshop to develop content outlines in Gujarati in seven subject areas.

**Teacher Education**

The first workshop for Master Trainers from Mumbai Campuses of the SDNT Women’s University on Integrating ICT in Higher Education was held from 5-9 September 2011 at the Department of Educational Technology, Juhu Campus. Twenty-four people attended the workshop.

The second workshop was held from 13-19 September at the College of Education, Pune Campus. Representatives from the Department of Fine Arts, SNDT College of Home Science, SNDT College of Arts, Social Science and Commerce, SNDT College of Education, the Department of Education, the Department of Geography and Sinhgadh College of Education attended the workshop.
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.

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 (now President and C.E.O.) 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. Then 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. 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 facilitated capacity building training which was held in November 2011 for National Law University, Jodhpur to enable them to begin dual mode provision for law programmes at the Diploma and Degree level. Thirty participants from the Departments of Law, School of Insurance Studies, Physics, Management, History, Psychology, Chemistry, Economics and Policy Science attended the training.

A Leadership training workshop for Vice Chancellors was held at Indian Institute of Management, Kozhikode in November 2011. Representatives from 11 open universities attended the workshop.

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

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. The curriculum has been developed.
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.

CEMCA organised a workshop at UOU in March 2012 to develop e-content for university courses. Along with senior management of UOU, more than 36 staff and invited participants attended the workshop.

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, Professor 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, 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 (NSOU), Professor K.K. Pande of Teerthanker Mahaveer University and Dr. Manan Kumar Mandal of NSOU 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 support to content.

LIVELIHOODS & HEALTH

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

CCL ACTIVITIES 2009-2012
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 Krishi Vikas Pvt. Ltd. has been formed with the participants. Farmers have been trained to develop video ODL materials.

Mann Deshi Foundation and Mann Deshi 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.

COL’s longitudinal study in Tamil Nadu showed that learning through ODL in L3F have contributed significantly to enhancing the income and empowerment of women farmers and labourers. Seven banks through NABARD’s recommendation have joined in the L3F initiative in two districts and have brought another 4,000 learners between October and December 2011.

At present 40,000 learners are being reached through mobile phone-based ODL and multimedia. In Tamil Nadu alone, 4,000 participants under L3F received credit of CAD $5 million from various financial institutions, and they earned a net income of CAD $2.5 million.

The University of Guelph and the Canadian International Development Agency (CIDA), in collaboration with Tamil Nadu Agricultural University, have launched a major seed development programme using the concepts and practices of L3F. A mission report from CIDA points out that L3F has catalysed the growth of ODL in the region.

Mann Deshi Mahila Cooperative Bank’s study shows that the saving habit among L3F participants is significantly higher than that of non-L3F participants. The World Bank in its source book “ICT in Agriculture” has published the case study of L3F in Tamil Nadu as an innovative practice. The University of Guelph and CIDA, in collaboration with Tamil Nadu Agricultural University, have launched a major seed development program using the concepts and practices of L3F. Mann Deshi Mahila Cooperative Bank’s study shows that the saving habit among the L3F participants is significantly higher than that of the non-L3F participants.

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 audio messages 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 delivered through 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.

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.

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, SRC-Kerala has made the decision to develop their Certificate in Community Development for distance delivery with the aim of training 3000 Preraks or volunteers. COL engaged Professor Santosh Panda to support the SRC team with workshops and remote materials review and editing support. Prof Panda facilitated workshops at SRC Kerala to build capacity in the planning of distance education programmes and the development of interactive print materials in April 2011, January and June 2012.

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. 80 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.

6. Waynad, Kerala, January 2010. 16 institutions gave Expressions of Interest for starting a Community Radio station.

7. Bhudikote, Karnataka, January 2010. 100 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. The Tata 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. 50 institutions were briefed on the advantages of Community Radio and 19 people were motivated to apply for the licence.

With funding from the Government of India, CEMCA organised a series of Community Radio Awareness workshops in 2011-2012. The themes for the workshops included media literacy, community radio sustainability and creative content production. The eight workshops were held at:

- Ranchi, 8 November 2011
- Jammu, 5-7 December 2011
- Andaman, 23-25 January 2012
- Patiala, 28 February-1 March 2012
- Arunachal, Pradesh, 12-14 March 2012
- Bodhgaya, Bihar, 12-15 March 2012

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

CEMCA has developed an online Community Radio Application Form and 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 to understand their successes and challenges was accepted by the Government of India. The First National Community Radio Sammelan 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 10 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.

CEMCA organised the second Community Radio Sammelan in Delhi from 18-20 February 2012. Representatives from more than 129 stations attended the event. With the grant from Ford Foundation, CEMCA brought four experts from Australia, South Africa, USA and the UK to share their experiences on community/public radio. The National Community Radio awards initiated by CEMCA were presented to 13 winners in five categories: Thematic, Community Engagement, Promoting Local Culture, Most Creative/Innovative Content and Sustainability Model. The Government of India provided cash awards to the winners.
The Compendium “Details of Functional Community Radio Stations in India” was published in July 2011 and updated in February 2012 with more stations and information added. The revised Compendium was released during the Sammelan.

CEMCA facilitated two Community Women Broadcasters Training workshops. Participants were trained in different aspects of broadcasting with a view to making community radios more inclusive and participatory.

- The first workshop was held in Puducherry from 20-23 September 2011. Twenty-one people from seven community radio stations attended the workshop.
- The second workshop was held in Baramati from 15-18 November 2011. Eighteen people from six community radio stations attended.

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 on women and health.

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 (CRSs) and imparted a common understanding of RVPSP’s Science for Women’s Health & Nutrition project. 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.

Nine community radio stations have been selected as project partners in Phase II of the Science for Women Health & Nutrition programme. The partners will produce and broadcast a daily series in the local language in engaging and participatory formats over a period of one year. A 1,000 household baseline survey and capacity building exercise was also conducted. In Phase III, the plan is for 18 community radio stations to take part.

The Department 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.

**Healthy Communities**

Ekta Mittal of Maraa (a media and arts collective based in Bangalore, India) and Rukmini Vemraju of CEMCA attended the international training-of-trainers workshop in Vancouver, Canada in September-October 2009.

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 about community radio in Asia Pacific and its potential contributions to local development, education, governance, knowledge and skills training was imparted on how community media can be used for 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.

A research project on “Designing Mobile Information and Content Strategies for Grassroots Participation” was conducted by COL and UNESCO’s Communications and Information Sector (CI) in Bundelkhand, Madhya Pradesh, India. The report was completed in July 2011. Additional partners included IIT-Delhi, Development Alternatives, and Radio Bundelkhand with research executed through Swinburne University (Australia). Training workshops on participatory content creation for mobiles were run in April and June 2010.

Zahir Koradia and Gram Vaani of Maraa were engaged to support installations and trials of a software application, which enables the integration of mobile telephones to support interaction, user generated content, etc. in three radio stations (Atlantis, Upington, Worcester) in South Africa in September 2011. Mentoring and support continued through June 2012.

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.

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.

CEMCA conducted a workshop on Community Learning Programme on Health at the Mann Deshi Tarang Vahini Community Radio, Mshwad in August 2011. Thirty people from 11 community radio stations took part.

In December 2011, Maraa (India) and the Regional Media Centre of the Secretariat of the Pacific Community worked together with AMARC to plan and run a three-day residential workshop on developing participatory learning programmes for 14 community broadcasting trainers and managers from Asia Pacific
at a regional training forum held in Bangkok, Thailand. Kaberi Choudhury from Drishti and Arti Jaiman from Gurgaon ki Awaaz participated from India.

**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](http://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](http://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 for 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 Ei 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 Vice President of COL, Professor Asha Kanwar (now President and Chief Executive Officer) was invited to give the convocation address at the SDNT Women’s University in December 2011.

The CEMCA Advisory Council Meeting was held at Wawasan Open University, Penang, Malaysia on 28 September 2011.

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 at the time.

eLearning for International Organisations

COL customises eLearning solutions to meet the capacity enhancement needs of international organisations around the world.
- Nine learners took the World Health Organization Effective Writing course in 2009,
- One learner took the UNHCR Writing Effective course in 2009,
- Seven learners took the World Bank Effective Writing course in 2009,
- Ten learners took the World Bank Effective Writing course in 2010,
- Three learners took the World Health Organization Effective Writing course in 2010,
- Four learners took the World Health Organization Effective Writing course in 2011,
- One learner took the World Bank Effective Writing course in 2011,
- Six learners took the International Labour Organization Effective Writing course in 2011,
- Four learners took the World Bank Effective Writing course in 2011, and
- Two learners took the World Bank Effective Writing course in 2012.

**LOOKING FORWARD**

COL develops Action Plans for each country, based on national priorities and its own mission and mandate. This is done through a consultative process. One such opportunity is the triennial Focal Points meeting at which the COL Focal Point is requested to consult with in-country partners and identify the key priorities that COL can support over a three-year period. The areas identified by India for 2012-2015 are:

- Showcasing international best practices, particularly in technical education,
- Helping India adopt a transnational approach to quality assurance and accreditation, by developing international benchmarking of standards and practices,
- Developing systems and models for mutual recognition of degrees, diplomas, certificates and credit transfers among the various institutions in Commonwealth countries, and
- Instituting 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).