The Board of Governors of the Commonwealth of Learning met on 8 June 2012 in Vancouver. In lieu of a Quarterly Progress Report from the President for April – June 2012 the Programme Reports that were provided to Board members for this meeting, updating the Board on progress to date on COL’s Three-Year Plan, 2009-12, are provided below.
PROGRESS REPORT 2009-2012

The intergovernmental Commonwealth of Learning has proved extremely successful in supporting innovative projects to improve the education and skills of Commonwealth citizens.


When we reviewed the performance of Commonwealth organisations earlier this year, we were pleased with the improvements that had been made in the Commonwealth of Learning over the past five years, including in the Pacific.

The Hon. Kevin Rudd, Foreign Minister, Australia at CHOGM, Perth, 2011

INTRODUCTION

The Commonwealth of Learning (COL) has been presenting internal assessments of its programme to the Board of Governors at their annual meetings during this Three Year Plan 2009-2012 (TYP). This final report presents a cumulative assessment covering two years and nine months from July 1, 2009 to March 31, 2012. The aim is to provide Board members with a summary of the progress made on achieving outcomes during the TYP. The information is organised within the framework of: Relevance, Results, Reach, Regions, Resources, and Relationships.

The data for this report is generated through:

i. a quarterly assessment process at the Programme Update Meetings (PUMs);
ii. reviewing the Logframes that are updated regularly by staff; monthly meetings of the sector teams and Team Leaders; and
iii. the findings of a mid-term stakeholder survey (November 2010), 10 longitudinal studies, and an independent external evaluation (November 2011).

RELEVANCE

How does the programme contribute to the needs of Member States, COL’s mission and mandate, Commonwealth priorities and progress towards the MDGs and EFA Goals?

COL’s Three Year Plan (TYP) was developed after consulting widely in the Commonwealth. It focused specifically on the expressed needs of Member States and the imperative of progressing the MDGs and EFA Goals, within the context of its own mission and mandate.

COL has a very wide range of stakeholders: from the Batwa community in the forests of Uganda, the rural women in Malawi, goat herders in India, construction workers in Nauru, out of school youth in Jamaica to governments, ministries and tertiary institutions across the Commonwealth and international agencies. COL is responding to the diverse needs of this large constituency through appropriate strategies.

For example, in order to be relevant to Member States, COL developed Country Action Plans based on discussions with country Focal Points and partners. This is a dynamic process which is sensitive to the changing needs of stakeholders. As the independent evaluation concludes “COL has not lost its disposition and ability to be needs-driven and to listen to what this means for particular clients [sic].” COL’s work in each country was presented at CHOGM 2011 to Foreign Ministers and will be presented as a compendium “COL in the Commonwealth” to Education Ministers at the 18th CCEM in Mauritius in August, 2012.

In line with the focus of the international development community on the MDGs and EFA goals, COL has put an emphasis on the challenge of poverty and food security (MDG1); teachers’ education and secondary schooling (MDGs 2 and 3); Mother and Child Health (MDGs 4 and 5). COL also focuses on the EFA goals relating to “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.

The approach is to work within the framework of the COL Logic Model 2009-2012 but to also be flexible and responsive enough to cater to new and specific needs as they occur.

As the mid-term stakeholder survey concludes:
“One of COL’s hallmark characteristics—one that sets it apart, particularly from donors and larger international organisations—is its disposition to listen and build interventions around partner needs.” (Stakeholder Survey, p. 18).

If COL is to retain its relevance as a Commonwealth organisation in the future, it must continue to listen and respond to the stakeholders with appropriate expertise, ideas and innovations.

RESULTS

What is the progress towards the achievement of the performance targets identified for this triennium?

COL continues to refine its results-based management (RBM) approach. COL’s Logic Model for the TYP 2009-2012 sets out the expected outcomes and impact of COL’s work in the two sectors: Education and Livelihoods & Health (L&H). The performance indicators (PIs) provide benchmarks for results which are monitored regularly.

The Education sector works in formal education at various levels: secondary education, teacher education and tertiary education. The Livelihoods & Health sector focuses on formal, non-formal and informal learning for skills development, farming and healthy communities. The individual summaries of outcomes achieved for each of the eight initiatives in these sectors, the Commonwealth Educational Media Centre for Asia (CEMCA) and eLearning for International Organisations (eLIO) are presented.

COL has followed a two-pronged approach to assessing the results achieved: through an external evaluation and through continuous monitoring and evaluation internally.

The External Evaluation concludes that of the 24 PIs listed in the COL Logic Model, four were “significantly exceeded”; 15 “achieved” and five “not likely to be met”. The evaluation covered the period July 1, 2009 to September 30, 2011. COL’s Internal Assessment conducted six months later shows further progress. Of the 24 PIs, 10 were “exceeded”; seven “achieved” and seven “partially achieved”. The primary reason for the “partially achieved” result is that while COL can directly influence the achievement of outputs, achieving outcomes depends on a range of external factors that COL cannot directly control. However, as the next TYP is largely a continuation of the present one, COL will need to review the status of ongoing work and restate the priorities.

The overall initiative results of the Internal Assessment are presented below and measured against the following ratings:

- **Exceeded**: Progress in this area has been better than anticipated in the corporate PIs.
- **Achieved**: The target indicated in the PIs has been met.

<table>
<thead>
<tr>
<th>Sector</th>
<th>Initiative</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Open Schooling</td>
<td>Achieved</td>
</tr>
<tr>
<td></td>
<td>Teacher Education</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Higher Education</td>
<td>Achieved</td>
</tr>
<tr>
<td></td>
<td>Virtual University for Small States of the Commonwealth</td>
<td>Achieved</td>
</tr>
<tr>
<td>Livelihoods &amp; Health</td>
<td>Skills Development</td>
<td>Achieved</td>
</tr>
<tr>
<td></td>
<td>Learning for Farmers</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Healthy Communities</td>
<td>Exceeded</td>
</tr>
<tr>
<td></td>
<td>Integrating eLearning</td>
<td>Achieved</td>
</tr>
<tr>
<td>CEMCA</td>
<td>Four activities across five initiatives in two sectors</td>
<td>Exceeded</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Achievements</th>
<th>Initiatives</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>4</td>
<td>45%</td>
</tr>
<tr>
<td>Achieved</td>
<td>5</td>
<td>55%</td>
</tr>
</tbody>
</table>

While all outcomes have been either achieved or exceeded, the link between the outcomes and the impact will need to be further explored.

COL agrees with the External Evaluation that the “degree of challenge in the targets varies considerably” and will need to be addressed in the new TYP.
REACH

Which organisations, institutions and individuals were reached by COL's activities?

COL operates across a wide spectrum of institutions, organisations and groups. It has long been well-known for its work with public institutions such as Ministries of Education, secondary and tertiary institutions and civil society. It also works with multilateral organisations such as UNESCO, UNICEF, and COMSEC to extend its reach and enhance its impact. COL is now moving towards expanding its partnerships with private entities and corporations such as Microsoft and Iffco Kisan Sanchar Limited (IKSL).

COL's Education sector work, which has a longer history, tends to reach stakeholders primarily through institutions. The Education sector has reached 143 institutional partners. The L&H sector on the other hand tends to reach its stakeholders through smaller civil society or community-based organisations, or even directly. The L&H sector has reached 75 partners and about 80,000 stakeholders to date in the TYP period. The reasons for L&H reaching fewer stakeholders than the Education sector are: i) the L&H sector addresses the needs of specific contexts and communities with smaller populations, and ii) the focus is on developing models that can be replicated rather than immediately scaled up.

In the next TYP, COL will invest in scalable models and innovative uses of technologies to reach larger numbers of learners, especially girls and women and those located in remote communities.

REGIONS

COL covers all four regions of the Commonwealth and has been actively engaged in 47 countries. Figure 1 captures the expenditure across the different regions of the Commonwealth. Pan-Commonwealth shows the highest investment due to the fact that the many activities which involve participation from more than one region are reflected here. These include PCF 6, VUSSC and COMOSA. Apart from this, there are some changes in expenditure patterns as compared with the previous triennium. For example the investment in Africa has gone up substantially and has increased marginally in the Caribbean and the Pacific.

Investment in Africa has increased because of additional contributions from UNICEF and the Hewlett Foundation for Child-Friendly Schools (CFS) and open educational resources for open schools (OER4OS) respectively which were mainly Africa-focused. COL has tried to proactively increase its activities in both the Caribbean and Pacific regions by engaging new partners such as the Ministry of Agriculture, Jamaica; Isabel provincial government in the Solomon Islands and vocational schools in the Pacific.
COL tries to cover as many Member States as possible over a three year period. The number of visits has been decreasing as the travel has become more strategic and targeted and there is increasing use of technology tools such as videos, Skype, Elluminate to create and nurture contact with partners.

In the previous triennium, the staff travel costs were 14% of the direct programme budget. During 2009-2012, this has been reduced to 9% and the savings diverted to programme work.

**COL will continue to focus on achieving more “value for money” and greater impact in the field.**

**RESOURCES**

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

The budget allocated from core funding to sector programme costs was $11.4 million with another $3.4 million available from additional contributions making a total of $14.8 million over the plan period. This amounts to 77% coming from core funds and 23% from additional contributions. Of this amount 55% was allocated to Education, 34% to L&H and 11% to CEMCA. Of the additional contributions received, 75% were for the Education sector and came from two main sources: The William and Flora Hewlett Foundation and UNICEF.

CEMCA had a programme budget of $1.0 million from core funds and has generated additional contributions to the tune of 60% of its core funding for the programme to date.

During this FY 2011-2012, the overall expenditure of the programme budget (excluding commitments) in the reporting period was $3.9 million. It is estimated that around 91% of the core budget will be expended by the end of the FY and 98% with the inclusion of additional contributions.
Due to the global economic crisis and cuts in social spending, COL will need to diversify its funding base. The emerging partnerships with the private and corporate sector will provide additional revenue streams.
“Partners perceive COL primarily as a capacity-builder—directly or indirectly through consultants and network effects. Many see COL’s interventions as important contributions to institutional development. Most see COL’s policy work as important, but some see it as often not achieving its full potential. COL is urged to be more assertive and persistent in its advocacy work with governments” (Stakeholder Survey, 2010. p. 18).

The chart corroborates these perceptions. A wide range of stakeholders have given a clear direction that COL should do more in policy development, a concern which will be addressed during the next TYP. This should prove relatively easier to achieve as it will be based on the models and capacity built among stakeholders during this TYP.

In the next three years, there will be an increased emphasis on policies and models. The increasing use of OER will reduce the investment in materials development.

RELATIONSHIPS

What type of relationships does COL nurture? How have these helped COL achieve its mission and mandate?

COL invests substantially in nurturing relationships and networks. COL is careful to project itself not as a donor but as a partner in development. This has made COL a “listening” and “learning” organisation. In particular, COL has played a major role in building south-south partnerships such as the VUSSC, TESSA, OER4OS consortia. Relationships also result in substantial in-kind contributions. For example, the Ministry of Foreign Affairs, Singapore hosts VUSSC meetings. Ministries and institutions have hosted regional Focal Points meetings. Thousands of Commonwealth citizens have made intellectual contributions to the achievement of COL’s mission and mandate.

COL’s extensive network of partners is a major asset. During this triennium this circle has been further enlarged with over 125 MOUs and agreements in place.

During the next TYP, COL will continue to be a catalyst for promoting bilateral linkages, public-private partnerships and regional and international cooperation.

PRINCIPAL LESSONS LEARNED

1. COL needs to make a cultural shift internally as well as among partners from an output-oriented approach to focusing on outcomes and impact. This requires time and effective change management.
2. As COL continues to refine its RBM approach, it needs to construct a more ambitious monitoring and evaluation (M&E) strategy supported by appropriate tools to measure results and assess the impact of its work.
3. COL has been promoting OER during this triennium. The emphasis was on capacity and content. This needs to shift to policy and capacity-building for the use of OER.
4. COL can earn its place at the table with its leadership in innovations and model-building and must continue to invest in these areas.
5. COL will need to continue its policy advocacy and awareness building for ODL with appropriate evidence.
6. Aligning COL’s work with country priorities in its areas of competence will be the best way of sustaining support from Member States.
7. As one size does not fit all, COL will have to work closely with stakeholders in order to be relevant to their specific needs.

CHALLENGES

1. Ensuring that COL’s work in gender is recognised by its partners.
2. Smarter targeting and enhanced effectiveness of advocacy for ODL in the face of increasing provision and continued resistance.

Attachments

COL Logic Model 2012-15
PROGRESS TOWARDS OUTCOMES

The Education sector focused on two key issues: access and quality through the use of ODL and learning technologies. A common thread that ran through all four initiatives was the development and use of open educational resources (OER). As ODL is in different stages of development among COL's various constituencies, the aim has been to meet the diverse needs of partners in different contexts.

Progress has been made in attaining the outcomes specified for each initiative and in general the targets set for the sector have either been achieved or exceeded.

The Open Schooling initiative has made a significant mark through two Pan-Commonwealth activities. Under the OER for Open Schools (OER4OS) project, courses in 18 subjects have been developed by open schools in six countries and digital content developed and integrated into the curricula. COMOSA provides a platform for collaboration and content-sharing across 22 Commonwealth countries.

Support has been provided to more than 30 institutions and agencies in 24 countries in all regions of the Commonwealth through the Teacher Education initiative. Many Commonwealth countries are trying to improve the quality of English Language Teaching. COL has developed a bank of multimedia OER to address this need. Interactive Radio Instruction (IRI) for teachers in nomadic schools has been one of the key highlights of this initiative. Institutions in seven countries have integrated the Child Friendly Schools (CFS) approach into their curricula.

Steady progress has been made in providing support to institutions to enhance access and improve the quality of their programmes in the Higher Education initiative. COL RIM has proven to be a viable model for Quality Assurance and has been implemented in six institutions in Africa, Asia and the Caribbean. Another achievement has been the increase in the graduation output of the Commonwealth Executive Master of Business Administration/Commonwealth Executive Master of Public Administration (CEMBA/CEMPA) programme in nine countries.

The Virtual University for Small States of the Commonwealth (VUSSC) initiative has made substantial progress in course development and use. Seven institutions in seven countries are offering VUSSC courses. The Transnational Qualifications Framework (TQF) is increasingly being used by Member States.

PROGRESS TOWARDS IMPACT

The Sector is making progress towards impact as more institutions adopt ODL and expand the coverage and quality of their programmes so that more Commonwealth citizens acquire relevant knowledge and skills that will enable them to lead healthy and productive lives. Although the longitudinal studies did demonstrate the efficacy of ODL as a tool for development, there is a need for concrete data to shed more light on the extent to which COL's initiatives in Education have made a difference to student outcomes.

LESSONS LEARNED

1. Success depends to a considerable extent on the full and sustained engagement with partner institutions from the very outset.
2. The adoption of policy frameworks requires strong political commitment and often takes years to accomplish. COL needs to persevere and to offer support at appropriate junctures.
3. Embedding COL’s interventions in national and institutional plans is an essential pre-requisite for successful implementation.

CHALLENGES

1. The inability of some partners to complete specific tasks within agreed timelines.
2. The unevenness of technology development, lack of internet access and inadequate bandwidth, leads to delays in project implementation.
3. Frequent personnel changes in ministries and partner institutions can delay effective implementation.
OVERVIEW

There is an urgent need to expand access to quality secondary education. This initiative aims to ensure that countries have the capacity to plan and implement sustainable open schooling to meet the demand for secondary education. COL is working with policymakers, practitioners and managers responsible for secondary education in all four regions of the Commonwealth. The key strategy is partnerships and south-south collaboration.

Activities:

1. Form partnerships and networks to facilitate collaboration to develop quality Open Educational Resources (OER).
2. Develop capacity amongst policymakers and ODL practitioners to ensure sustainable open schools and other institutions (SADC-CDE).
3. Establish and develop new models of open schools.
4. Integrate technology in secondary education for equitable access for boys and girls.
5. Contribute to secondary education through research and new resources.

HEADLINE: 12 open schools reach 300,000 girls and boys in 10 countries.

RESULTS July 1, 2009 to March 31, 2012

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Outcomes Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two countries establish new open schools, and 10 existing open schools significantly extended.</td>
<td>Open Schools established in five countries.</td>
<td>Exceeded. Ghana, Kirbat, Tonga, PNG and India (Assam) established new open schools.</td>
</tr>
<tr>
<td></td>
<td>Ten existing open schools significantly extended through various capacity building activities and resources.</td>
<td>COMOSA established and active. Ten open schools significantly extended through capacity building in Quality Assurance/Monitoring &amp; Evaluation/Online learning/Gender sensitive ICT Strategies/RPL/Integration of Technical and Vocational and Academic Education/OER/Multi Media.</td>
</tr>
<tr>
<td>Open schools in six countries offer new high quality courses in 20 subjects.</td>
<td>Courses in 18 subjects developed by open schools in six countries.</td>
<td>Partially Achieved. Eighteen Subjects on COL website/10 in COL MOODLE. Two subjects are outstanding, but at an advanced stage and will be completed in 2012.</td>
</tr>
<tr>
<td>Ten secondary schools adopt Open Education Resources (OER) as a central part of their learning strategies.</td>
<td>OER adopted in six open schools in six countries.</td>
<td>Partially Achieved. Botswana, Lesotho, Namibia, T&amp;T, Seychelles and Zambia have adopted OER and significant progress has been made for adoption in more than 10 countries. Kenya is in the process of adapting five of the OER before June 2012. It is envisaged that the OER and Copyright Policy developed for COMOSA will lead to adoption by more countries.</td>
</tr>
</tbody>
</table>
### Performance Indicators

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Outcomes Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five countries have developed and integrated digital content in 10 courses.</td>
<td>Digital content developed in 11 courses and integrated in five countries.</td>
<td><strong>Exceeded.</strong> Namibia, Swaziland, Botswana, Zambia and Tanzania developed digital content. Content is licensed as CC-BY-SA. COMOSA members will use it.</td>
</tr>
</tbody>
</table>

### LESSONS LEARNED

1. Staff changes in our partner ministries and institutions hampers our work. Ministries of Education make requests but often cannot follow through.
2. If M&E is to be effective it must be integrated into the programme design from the very beginning.
3. Building an online culture with partners who have uneven access to ICTs demands greater investment of time and effort from all involved.

### COUNTRIES AND PARTNERS

**41 Countries:** Australia, Bangladesh, Bahamas, Belize, Botswana, Cameroon, Canada, Cook Islands, Fiji, Ghana, Guyana, India, Kenya, Kiribati, Lesotho, Malawi, Marshall Islands, Mauritius, Mozambique, Namibia, Nauru, New Zealand, Nigeria, Niue, Pakistan, Papua New Guinea (PNG), Samoa, Solomon Islands, Seychelles, South Africa, Sri Lanka, Swaziland, Tanzania, Tokelau, Trinidad & Tobago, Tonga, Tuvalu, Uganda, United Kingdom, Vanuatu, Zambia.

**Key Partners:** William & Flora Hewlett Foundation (WFHF); Commonwealth Open Schooling Association (COMOSA); Botswana College of Distance Open Learning (BOCODOL); Namibian College of Open Learning (NAMCOL); National Institute of Open Schooling (NIOS), India; National Open School of Trinidad & Tobago (NOSTT); Lesotho College of Distance Education (LDTC); South African Institute of Distance Education (SAIDE); British Broadcasting Corporation (BBC); Directorate of Open & Distance Education (DODE), Zambia; National Institute of Distance Education (INED), Mozambique; National Institute of Education (NIE), Seychelles; National Institute of Education, Sri Lanka; Institute of Adult Education, Tanzania; Bangladesh Open University (BOU); University of the South Pacific (USP).

**Three Year Budget:** $2,180,521 ($1,710,000 core + $470,521 additional contributions)

**Three Year Expenditure to March 31, 2012:** $1,993,348
OVERVIEW

To achieve Education For All (EFA) and Millennium Development Goals (MDG), countries must address current and projected shortfalls in teacher supply and improve the quality of their training programmes. COL's Teacher Education initiative aims to i) strengthen the capacity of teacher education institutions to use ODL to increase their output and improve the quality of their programmes; ii) build the capacity of teachers and teacher educators in various aspects of ODL and OER; and iii) mainstream Child-Friendly School (CFS) concepts, principles and models into the teacher education curricula of eight selected countries.

Activities:
1. Quality Assurance.
2. Training of teachers and teacher educators.
4. The UNICEF-COL Child Friendly Schools (CFS) project.

OUTCOME

More teacher education and training institutions use ODL methodologies to train and upgrade larger numbers of teachers.

HEADLINE: More than 350,000 teachers and teacher educators trained across the Commonwealth.

RESULTS  July 1, 2009 to March 31, 2012

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Outcomes Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four major institutions in at least three Commonwealth regions begin to train/upgrade teachers or significantly increase the number trained or upgraded through ODL.</td>
<td>Four major institutions in Africa and Asia use ODL to train/upgrade teachers or improve the number trained or upgraded.</td>
<td>Achieved. However, in terms of regional spread, only two of the three regions were reached. Work with the JBTE, Jamaica has been initiated and will mature over the next triennium. There is a need to follow-up with UPNG Open College in the Pacific.</td>
</tr>
<tr>
<td>Teacher education institutions in four countries offer significantly improved curriculum content.</td>
<td>Institutions in six countries significantly enhanced the content of their curriculum through the development and use of OERs and new course materials.</td>
<td>Exceeded. OER in TESSA and open resources for English Language Teaching (ORELT) developed. Interactive Radio Instruction (IRI) for nomadic communities in use in Nigeria and will be offered in Kenya and Tanzania.</td>
</tr>
<tr>
<td>Institutions in six countries adopt the Child-Friendly Schools (CFS) approach.</td>
<td>Institutions in seven countries, that is, Nigeria, Botswana, Swaziland, Lesotho, South Africa, Sri Lanka and Zambia adopt the CFS approach.</td>
<td>Exceeded. All the participating countries and institutions except Rwanda have integrated the CFS approach in their teacher education curricula. However, as this was a multi-stakeholder partnership, there were delays due to personnel changes and in-country procedural requirements.</td>
</tr>
</tbody>
</table>
LESSONS LEARNED

1. Success depends to a considerable extent on a full and sustained engagement/involvement of partner institutions in project design, development and implementation.

2. Sustainability and scaling up may not be easily attained unless COL’s support is congruent with national and institutional plans and the projects are aligned with these plans.

3. COL must take cognizance of the reproductive role of women when designing ODL programmes.

COUNTRIES AND PARTNERS

24 Countries: Belize, Botswana, The Gambia, Ghana, India, Jamaica, Lesotho, Malawi, Maldives, Namibia, Nigeria, Papua New Guinea, Rwanda, Samoa, Sierra Leone, Solomon Islands, Swaziland, South Africa, Sri Lanka, Tanzania, Trinidad & Tobago, Uganda, Zambia.

Key Partners: Ministries of Education; Commonwealth Secretariat (COMSEC); Caribbean Community (CARICOM); UNESCO; Teacher Education in Sub-Saharan Africa Secretariat Open University UK (TESSA OUUK); UNICEF; Lesotho College of Education (LCE); University of Limpopo (UL), South Africa; Kigali Institute of Education (KIE), Rwanda; University of Gambia; National Teachers’ Institute (NTI) Kaduna, Nigeria; National Commission for Colleges of Education (NCCE), Nigeria; Freetown Teachers’ College (FTC), Sierra Leone; University of Southern Caribbean (USC), Trinidad & Tobago; Centre for Environmental Education (CEE), India; National Council on Educational Research and Training (NCERT), India; Shreemati Nathibai Damodar Thackersey (SNDT) Women’s University, India; University of Papua New Guinea (UPNG) Open College; Joint Board for Teacher Education (JBTE), Jamaica; Open University of Sri Lanka (OUSL).

Three Year Budget: $2,762,464 ($1,380,000 core + $1,382,464 additional contributions)

Three Year Expenditure to March 31, 2012: $2,552,730
OVERVIEW

Harnessing the benefits of higher education (HE) will depend on how well higher education institutions (HEIs) are run, how cost-effectively access is managed and how the quality of teaching and learning is improved. COL’s work in the areas of ODL policy, institutional quality audits, materials development and capacity building aims to enhance access, success and quality in HEIs.

Activities:
1. Quality Assurance.
2. Capacity building in higher education.
3. Course and resource material for higher education.
4. Regional Training and Research Institute for Distance and Open Learning (RETRIDOL).

OUTCOME

Higher education institutions have policies, systems and staff competencies that support the use of ODL to increase learner access and completion rates while enhancing curricular content.

HEADLINE: The Commonwealth Executive Master in Business Administration/Master in Public Administration (CEMBA/CEMPA) programme reaches 9,204 learners in nine countries with quality professional education.

RESULTS July 1, 2009 to March 31, 2012

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Outcomes Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four HEI in at least two Commonwealth regions begin education or significantly increase the number educated through ODL.</td>
<td>Twelve HEIs in four regions adopt ODL to enhance access to education through dual-mode provision and enrolment in the CEMBA/CEMPA and Legislative Drafting programmes.</td>
<td>Achieved. Mico University College (Caribbean), USP (South Pacific), and National Law University (India) have started offering ODL courses. Nine partner institutions enhanced the number of learners enrolled in the CEMBA/CEMPA programme to reach 9,204 learners. The graduation figures more than doubled from 2,031 in 2006-2009 to 5,396 in the current triennium. Three institutions, NOUN, USP and Athabasca University extend access to legal professions through COL’s Legislative Drafting programme.</td>
</tr>
<tr>
<td>New or improved curriculum content is in use in higher education institutions in four countries.</td>
<td>Eight courses are ready for dispatch to four institutions (OUSL, BOU, UCC and UG). Four new case studies being used by four partner institutions.</td>
<td>Partially Achieved. Revision has taken a much longer time than anticipated but the exercise is nearing completion. Further revision responsibility being decentralised to partner institutions after developing their capacity in OER.</td>
</tr>
<tr>
<td>Quality Assurance Mechanisms are adopted by four tertiary institutions.</td>
<td>COL RIM implemented in six HEIs.</td>
<td>Exceeded. The six institutions are: UTech, Jamaica; University of Calabar, Nigeria; OUSL, Dominica State College, Caribbean; NIHSS, Seychelles; and SIM, Seychelles. COL RIM in two institutions carried out in partnership with COMSEC at three fourths of initial implementation costs. Five additional HEIs under COL RIM implementation, expected to be completed in 2012.</td>
</tr>
</tbody>
</table>
LESSONS LEARNED

1. Developing and implementing national policy within dynamic political environments is a slow process that could take several years to accomplish.

2. Running a programme such as the CEMBA/CEMPA in institutions with varying levels of “openness” to adopt ICT in programme delivery can be challenging. Constant follow-up is needed on all review, revision and case writing activity. Writers, especially case writers, need motivational support to deliver.

3. The COL RIM is gaining momentum and is likely to be a major area of focus in the years ahead in helping institutions improve their overall performance. For COL RIM, COL’s pool of regional expertise for external verifiers needs to be strengthened for cutting costs and improving local capacity.

4. If RETRIDOL is to be sustained, new strategies need to be evolved.

COUNTRIES AND PARTNERS

18 Countries: Bangladesh, Canada, Dominica, Ghana, Guyana, India, Jamaica, Lesotho, Malaysia, Malawi, Nigeria, Pakistan, Seychelles, South Africa, Sri Lanka, Trinidad & Tobago, Papua New Guinea, Vanuatu.

Key Partners: Athabasca University, Canada; Bangladesh Open University (BOU); Centre for National Distance Learning and Open Schooling (CENDLOS), Ghana; Indira Gandhi National Open University (IGNOU); Indian Institute of Management (IIM); National Law University (NLU), India; University of Technology (UTech), Jamaica; Wawasan Open University (WOU), Malaysia; Open University Malaysia (OUM); National Open University of Nigeria (NOUN); Allama Iqbal Open University (AIOU), Pakistan; Seychelles Qualifications Authority (SQA); Seychelles Institute of Management (SIM); National Institute of Health and Social Studies (NIHSS), Seychelles; University of South Africa (Unisa); Open University of Sri Lanka (OUSL); University of Guyana (UG); University College of the Caribbean (UCC); Mico University College, Caribbean; Kwame Nkrumah University of Science and Technology (KNUST), Ghana; University of Papua New Guinea (UPNG); University of South Pacific (USP); Dominica State College (DSC); University of Calabar, Nigeria; National University of Lesotho (NUL); Commonwealth Secretariat (COMSEC).

Three Year Budget: $1,440,761 ($1,345,000 core + $95,761 additional contributions)

Three Year Expenditure to March 31, 2012: $951,314
OVERVIEW
The Virtual University for Small States of the Commonwealth (VUSSC) has continued to progress since it was first conceived by Commonwealth Education Ministers in 2000. To date, there are 33 small states participating in the VUSSC consortium. VUSSC is developing the ICT skills of educators and helping them to produce learning materials through partnerships. COL is promoting the use of the Transnational Qualifications Framework (TQF) to provide small states with an accreditation system and to harmonise national standards. The VUSSC materials are all available as OER.

Activities:
1. Capacity Development in ODL.

OUTCOME
VUSSC partner institutions produce and deliver relevant courses using eLearning strategies that are scalable and sustainable.

HEADLINE: Six countries offer seven VUSSC courses in four regions of the Commonwealth.

RESULTS July 1, 2009 to March 31, 2012

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Outcomes Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eight new courses are developed and two institutions in three Commonwealth regions offer a total of six VUSSC courses.</td>
<td>Ten courses and four programmes have been developed ranging from certificate to masters degree levels.</td>
<td>Achieved. However, more partners now have the capacity to offer VUSSC courses and scale up access.</td>
</tr>
<tr>
<td>Agreements are in place committing 10 member states to take responsibility for the ongoing management of VUSSC.</td>
<td>The VUSSC management and TQF committees representing all regions of the Commonwealth have ministerial approval.</td>
<td>Partially Achieved. VUSSC member states are now committed to the success of VUSSC given that it has attracted international attention through its work in OER and the TQF. More than 28 countries have participated in VUSSC policy meetings.</td>
</tr>
<tr>
<td>NQAs in six VUSSC member states will ensure the implementation of the TQF.</td>
<td>The six members of the TQF management committee have taken the responsibility to ensure the successful implementation of the TQF. Twenty-three small states have committed to implement the TQF. Three countries have already referenced their framework to the TQF.</td>
<td>Achieved. Senior officials representing Qualifications Authorities and Quality Assurance Agencies from all Member States have agreed to implement the TQF in a joint Communiqué.</td>
</tr>
</tbody>
</table>
LESSONS LEARNED
1. Bootcamps have been noted as a valuable strategy for capacity building, content development and also for fostering respect and understanding, a core Commonwealth value.
2. Institutions need to be involved from the very outset if the adoption and offering of courses is to be expedited.

COUNTRIES AND PARTNERS
33 Countries: Antigua and Barbuda, Bahamas (The), Barbados, Belize, Botswana, Brunei Darussalam, Cyprus, Dominica, Fiji, The Gambia, Grenada, Guyana, Kiribati, Lesotho, Maldives, Malta, Mauritius, Namibia, Nauru, Papua New Guinea, Samoa, Seychelles, Sierra Leone, Solomon Islands, St. Kitts & Nevis, St. Lucia, St. Vincent and the Grenadines, Solomon Islands, Swaziland, Tonga, Trinidad & Tobago, Tuvalu, Vanuatu.

Key Partners: Ministries of Education of 32 Commonwealth small states; Post-secondary and tertiary education and training Institutions; National Qualifications Authorities/Quality Assurance Agencies of 32 Commonwealth small states; Commonwealth Secretariat (COMSEC); William and Flora Hewlett Foundation; University of the West Indies (UWI); South African Qualifications Authority (SAQA); Government of India; Singapore Ministry of Foreign Affairs; Open University Malaysia (OUM); Malaysia Qualifications Agency (MQA); UNESCO; INTEL.

Three Year Budget: $1,725,234 ($1,030,000 core + $695,234 additional contributions)
Three Year Expenditure to March 31, 2012: $1,258,516
PROGRESS TOWARDS OUTCOMES

The activities in the Livelihoods & Health sector during the 2009-2012 period have shown that Open and Distance Learning for Development (ODL4D) is not a mere theoretical perspective, but can also be translated into field reality. The successes and challenges have helped the sector to identify the roadmap for development with appropriate strategies and assumptions.

The Skills Development initiative helped training institutions and civil society organisations to increase their capacity and evolve policy frameworks to use ODL for acquiring skills and knowledge in the formal and informal sectors. The partnership with the Commonwealth Association of Polytechnics in Africa (CAPA) has enabled six African institutions to offer courses through ODL which in turn has led to an increase in the enrolment of students. Similarly in the Pacific, 15 institutions are offering vocational literacy courses.

Communities are being mobilised around ODL and Lifelong Learning in Africa, Asia, the Caribbean and the Pacific in the Learning for Farmers initiative. Through innovative approaches such as mobile phone-based learning, and linkages to credit and markets, marginalised groups such as HIV-positive women in rural Africa, indigenous communities inside remote forests, farmers and women agricultural labourers in Asia are being reached. This has helped create income-earning opportunities and led to empowerment. More than 1,000 farmers in Uganda have formed their own cooperative bank after receiving training through ODL.

Civil society is playing a major role through community media for fostering community health in Africa, the Pacific, the Caribbean and Asia in the Healthy Communities initiative. Community Radio has emerged as an important tool for semi-structured learning in non-formal environments. More than 61 community organisations have enhanced their capacities to address health issues, particularly maternal and child health (MCH). The emphasis on participatory development has made the community an important partner in developing ODL materials as well as in implementing, monitoring and evaluation of results.

The Integrating eLearning initiative has focused on two major interventions: OER and ICT in Education. COL in partnership with UNESCO has led a major global initiative on “Fostering Governmental Support for OER Internationally” which will culminate in an OER Congress in Paris that will make a Declaration to help countries promote the use of OER. Many publications and resources on OER have emerged from this partnership. The ICT for Education (ICT4E) has catalysed positive and progressive change in the awareness, knowledge, and competencies of the key stakeholders in teachers’ education in seven countries in the Caribbean through a productive partnership with COMSEC and Microsoft.

PROGRESS TOWARDS IMPACT

Governments and development agencies have become increasingly aware of the scope of ODL in adding value to the development process. The ability of ODL to make a difference to the productive and healthy lives of citizens, particularly women and marginalised groups, has a direct relevance to enhancing progress towards achieving the MDGs and EFA goals. The longitudinal studies show that ODL can effect changes in health-seeking behaviors, empowerment and income. However, further evidence is needed to determine the extent of COL’s impact in the field.

LESSONS LEARNED

1. An appropriate threshold level of operation is required for influencing policies and for facilitating a self-replicating process.
2. Policy advocacy should be based on the ability to project the outcomes and impact with strong evidence and analytical reporting.
3. Organisations with a holistic approach are more suited for the L&H sector rather than organisations with a specific sectoral approach.

CHALLENGES

1. The changes and fluidity in the international economic, financial and political systems have a bearing on the policy environment and the development process at the local level. There is a need to understand the macro-scenario before making commitments at the regional and local levels.
OVERVIEW
Governments continue to emphasise the importance of Technical Vocational Skills Development (TVSD) for national development. Issues of access and quality continue to be a major concern. Of particular concern in some Commonwealth regions is the lack of skills training opportunities for the majority of youth in the informal sector. COL Skills Development contributes by supporting institutions and organisations in both the formal and non-formal sectors to utilise ODL methods and appropriate technologies to improve quality and increase access to skills training.

Activities:
1. Support strategic planning and policy development at institutional and national levels.
2. Build capacity to integrate technology and flexible delivery mechanisms into skills training.
3. Assist institutions and ministries to define and contextualise effective ODL models of skills development.
4. Support the development of new learning materials and re-purposing of OER.

OUTCOME
Training institutions and civil society organisations have the policy frameworks and increased capacity needed to develop and deliver ODL materials for strengthening knowledge and skills in both formal and non-formal learning environments.

HEADLINE: Increased access to quality TVET through ODL in seven institutions in three African countries.

RESULTS July 1, 2009 to March 31, 2012

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Outcomes Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six institutions in at least two Commonwealth regions begin technical vocational education, or significantly increase the number educated, through ODL.</td>
<td>Seven African institutions are offering new, flexible courses and have increased enrolment in existing ODL courses. In the Pacific, seven countries participated in writing a new ODL course in vocational literacy. Fifteen Institutions piloted the course. This includes Nauru which trained over 200 young people (6% of the 15-34 age groups).</td>
<td>Exceeded. This is a partnership of 11 TVET institutions in six countries in Africa. Eleven institutions have detailed plans and draft learning materials for 20 courses aimed at women and the informal sector.</td>
</tr>
<tr>
<td>Institution</td>
<td>Increase</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>CIT</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>MoTTI</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>ZIBSIP</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>TTTI</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>TVTC</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>MIST</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>KTTC</td>
<td>18%</td>
<td></td>
</tr>
</tbody>
</table>

In Asia, the State Resource Centre in Kerala is adapting a face-to-face Community Development Workers programme for distance delivery.

CONTINUED ON NEXT PAGE
<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Outcomes Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>New or improved curriculum content in technical vocational education is in use in institutions in four countries.</td>
<td>In Kenya, Nigeria, Zambia and Tanzania, TVET Principals and teachers report the use of new teaching approaches and media enhanced curriculum content. In Fiji, CETC are using newly developed distance learning resources to improve their contact programme.</td>
<td>Achieved. KTTC report the development of 24 new technology-enhanced courses in the Technical Education Diploma programme. Mombasa TTI are about to launch three new eLearning courses. CIT have three new flexible courses.</td>
</tr>
<tr>
<td>Three new skills development courses are available as OER and used by institutions in four countries.</td>
<td>A new OER course in vocational literacy has been developed and is in use in six Pacific countries. Three courses in TVET teacher training were developed in Trinidad &amp; Tobago and are available for use as OER.</td>
<td>Partially Achieved. Support provided to the Nursing Council of Kenya (NCK) through AMREF has not yielded the promised degree level nurse education courses as NCK are disinclined to make them available as OER. Five existing COL ODL courses have been accredited by the Vanuatu National Training Council to their TVET Qualifications Framework and are available for use as OER.</td>
</tr>
</tbody>
</table>

**LESSONS LEARNED**

1. Establishing institutional readiness is critical for identifying partners who are most likely to succeed in adopting flexible and blended approaches to programme delivery.
2. A blend of online training, workshops, institutional visits and informal learning via a social media platform is proving to be an effective capacity building approach.
3. Engaging national policy makers is critical to institutional success.
4. Changes in institutional leadership can derail commitment to plans and activities.
5. There is value in linking the partners between COL initiatives in order to maximise value in capacity building.

**COUNTRIES AND PARTNERS**

**20 Countries:** Bangladesh, Fiji (SPC), The Gambia, Ghana, Kenya, India, Jamaica, Lesotho, Nauru, Nigeria, Papua New Guinea, Samoa, Solomon Islands, St. Vincent & the Grenadines, Tanzania, Tonga, Trinidad & Tobago, Tuvalu, Vanuatu, Zambia.

**Key Partners:** African Medical Research & Education Foundation (AMREF); Auchi Polytechnic (AP), Nigeria; Commonwealth Association of Polytechnics in Africa (CAPA); Coast Institute of Technology (CIT), Kenya; Community Education and Training Centre (CETC), Secretariat of the Pacific Community (SPC), Fiji; Dhaka Ahsania Mission (DAM), Bangladesh; Gambia Technical Training Institute (GTTI); Kenya Institute of Education (KIE); Kenya Technical Teachers' College (KTTC); Koforidua Polytechnic, Ghana; Masai Technical Training Institute (MaTTI), Kenya; Mombasa Technical Training Institute (MoTTI), Kenya; Mbeya Institute of Science & Technology (MIST), Tanzania; National Board for Technical Education (NBTE), Nigeria; National Institute of Educational Planning & Administration (NIEPA), Nigeria; National University of Samoa (NUS); Open Polytechnic of New Zealand (OPNZ); Papua New Guinea Ministry of Education; Papua New Guinea Office of Higher Education; Saint Vincent & the Grenadines Community College (SVGCC); Solomon Islands Ministry of Education & Human Resource Development (MEHRD); State Resource Centre (SRC), Kerala, India; Technical & Vocational Teachers’ College (TVTC); Technical, Entrepreneurship and Vocational Education and Training Agency (TEVETA), Zambia; Thika Technical Training Institute (TTTI), Kenya; Trinidad & Tobago Ministry of Science Technology & Tertiary Education, Distance Learning Secretariat; Tuvalu Ministry of Education, Youth and Sports; University of Technology (UTech), Jamaica; Vanuatu National Training Council (VNTC); Vanuatu Rural Development & Training Centres Association (VRDTCA); Zambia Institute of Business & Industrial Placement (ZIBSIP).

**Three Year Budget:** $1,197,290 ($1,185,000 core + $12,290 additional contributions)

**Three Year Expenditure to March 31, 2012:** $898,173
OVERVIEW

The Lifelong Learning for Farmers (L3F) approach aims to establish that ODL can help to strengthen self-directed learning in the community to improve livelihoods. Such a framework can help to empower marginalised communities including women and offer a sustainable, self-generative and self-replicating model of development.

Activities:
1. Lifelong Learning for Farmers in Africa.
2. Lifelong Learning for Farmers in Asia.
3. Lifelong Learning for Farmers in Caribbean.
4. Lifelong Learning for Farmers in Pacific.

HEADLINE: 50,000 women and men learn daily through mobile phones to enhance livelihoods in Asia and Africa.

RESULTS July 1, 2009 to March 31, 2012

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Outcomes Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members of farming communities in six countries in four Commonwealth regions have significantly improved economic circumstances through ODL.</td>
<td>Members of farming communities in four countries in two Commonwealth regions have significantly improved their income and food security through ODL.</td>
<td>Partially Achieved. Six million dollars worth of credit and income were generated among 6,000 women in India. This has attracted the attention of 40,000 farmers and eight banks that have joined the L3F movement. There are indications that L3F has strengthened household food security in Kenya and Uganda. While L3F has gained a strong base in Sri Lanka, India, Kenya, Uganda and Jamaica, it has to focus on Mauritius and Papua New Guinea. Farmers in Jamaica prepared themselves to face the tropical storms through ODL under L3F. The most important outcome of the L3F is its ability to empower marginalised groups and women.</td>
</tr>
<tr>
<td>Four government or international organisations adopt L3F models in two Commonwealth regions.</td>
<td>Five government and international organisations in three Commonwealth regions have adopted L3F models.</td>
<td>Exceeded. The L3F approach is being taken up by the Ministry of Cooperatives in Kenya, Ministry of Agriculture in Uganda, National Institute of Bank Management in India and Department of Export Agriculture, Sri Lanka who are working with COL to integrate this in their activities.</td>
</tr>
<tr>
<td>Twenty organisations in three Commonwealth regions strengthen their capacity in ODL to address farmers’ learning needs.</td>
<td>Twenty-six organisations in four Commonwealth regions have built their capacity in ODL to address farmers’ learning needs.</td>
<td>Exceeded. Three organisations in India, two organisations in Kenya and one in Uganda have become resource agencies for strengthening L3F in other departments, ministries and NGOs in Africa.</td>
</tr>
</tbody>
</table>
LESSONS LEARNED
1. ODL and ICT by themselves will not be able to address the issues of livelihoods and empowerment. They have to be placed in the context of social capital and other developmental processes.
2. Achieving outcomes such as income, livelihoods and empowerment is a slow process depending on various external variables.
3. Secondary stakeholders such as banks, ICT companies and macro institutions respond only when the models are established at a certain scale.

COUNTRIES AND PARTNERS
7 Countries: India, Jamaica, Kenya, Mauritius, Papua New Guinea, Sri Lanka and Uganda.

Key Partners: Ministry of Gender Equality, Child Development and Family Welfare (MGECDFW), Mauritius; Ugunja Community Resource Centre (UCRC), Kenya; Ikonzo Women Self Help Group,(IWSHG), Kenya; Kenya Aids Intervention Prevention Project Group (KAIPPG); Makarere University, Uganda; National Productivity and Competitiveness Council (NPCC), Mauritius; Mann Deshi Foundation, India; VIDIYAL, India; Arul Anandar College(AAC), India; Reddiarchatram Seed Growers Association (RSGA), India; Centre for Environment Education (CEE), India; Open University of Sri Lanka (OUSL); University of Ruhuna, Sri Lanka; Rural Agricultural Development Authority (RADA), Jamaica; Computer Science Department, University of British Columbia (UBC), Canada.

Three Year Budget: $1,235,000

Three Year Expenditure to March 31, 2012: $1,027,711
OVERVIEW
The initiative has built capacities among health, development, education and media/technology groups to develop participatory ODL programmes. This has resulted in new learning opportunities about community health and development for citizens. The focus has been on women, rural and resource-poor communities.

Methods have included face-to-face and distance training and mentoring, programme development, and the creation of open training content to support take-up and replication.

The model is based on i) collaboration between subject experts, community networks, public authorities, and media/ICT groups; ii) learner participation; and iii) approaches that blend media content with face-to-face learner support and interaction using mobiles.

Activities:
1. ODL capacity and community learning programme development.
2. Materials development and knowledge sharing.

HEADLINE: 8,000 active learners and an estimated 100,000 listeners in 10 countries have new opportunities to learn about Mother and Child Health (MCH), HIV/AIDS, non-communicable diseases and environmental health.

RESULTS  July 1, 2009 to March 31, 2012

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Outcomes Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four community organisations, NGOs and local public institutions in at least 20 countries in four Commonwealth regions begin to use or significantly enhance or extend their use of ODL.</td>
<td>Sixty-one local organisations – including community-based organisations, NGOs and local health offices – are actively engaged in design and delivery of community-based ODL programmes in all regions of the Commonwealth. Ten national/regional organisations across the Commonwealth are actively engaged in using, promoting and or training local-level groups in community-based ODL. Coverage extends to 16 countries in four regions.</td>
<td>Exceeded. There has been a clear increase in capacity among the core group, comprising both local-area organisations (61) and national/regional agencies (10), as evidenced by programme availability and quality. There has also been a marked change in the terminology used by national/regional and international agencies, e.g. adoption of “community learning” and “participatory learning” programmes; as well as a stronger emphasis on learning for development (UNESCO), distance training (FRI), education and learning (AMARC, KCOMNET), and participation (CARIMAC, MTC for Health).</td>
</tr>
</tbody>
</table>
### LESSONS LEARNED

1. There has been strong positive feedback concerning participatory learning and communication models from key stakeholders, including health offices, community-based organisations and media groups, primarily as a result of scale (reach) and degree of engagement with listener-learners. Clearer advocacy at greater scale and across more sectors is needed.

2. Although a distinct model for community learning has emerged from COL’s work with partners in different regions of the Commonwealth, the model needs to be further validated, refined and made more easily accessible. More attention needs to be paid to monitoring and evaluating learning and behaviour and social change outcomes.

3. Gaps are still apparent in the programme development approach, particularly concerning gender inclusion, the use of mobile devices, and means of self-reliance and sustainability.

### COUNTRIES AND PARTNERS

**27 Countries:** Bangladesh, Belize, Botswana, Cameroon, Dominica, The Gambia, Ghana, India, Jamaica, Kenya, Lesotho, Malawi, Malaysia, Mozambique, Namibia, Nigeria, Papua New Guinea, Rwanda, Sierra Leone, Solomon Islands, South Africa, Sri Lanka, Tanzania, Tonga, Trinidad & Tobago, Uganda, Zambia.

**Key Partners:** Belize Ministry of Health; Autonomous Bougainville Government, Papua New Guinea; Cameroon Link; Caribbean Institute for Media and Communication (CARIMAC); Farm Radio International (FRI); Forum of Community Radio, Mozambique; Health and Social Development Association of Sierra Leone; Isabel Provincial Government, Solomon Islands; Institute for Media and Society, Nigeria; Kenya Community Media Network (KCOMNET); Mara, India; Media and Training Centre (MTC) for Health; Media Institute of Southern Africa; Regional Media Centre (RMC) of the Secretariat of the Pacific Community (SPC); Rupantar, Bangladesh; Solomon Islands Development Trust; Story Workshop, Malawi; UNESCO; World Association of Community Radio Broadcasters (AMARC).

**Three Year Annual Budget:** $1,310,439 ($1,265,000 core + $45,439 additional contributions)

**Three Year Expenditure to March 31, 2012:** $1,146,023

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Outcomes Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixteen new health-related ODL programmes are used by communities in four regions of the Commonwealth.</td>
<td>Seventeen programme series have been actively used by 16 local communities in 10 countries in three regions. Topics include maternal health, HIV/AIDS, non-communicable diseases, environmental health.</td>
<td>Achieved. Although groups in Asia have sufficiently increased capacity as a result of the initiative, actual programmes have not yet been operationalised in either Bangladesh or India due to lack of broadcast licences and limited bandwidth of national partners. Programme design and delivery has primarily been used as an indicator of capacity development. Additional programmes have been seeded: programme campaigns comprise between 6.5 and 52 hours of learning content as part of regular learning programmes using both mediated and face-to-face methods.</td>
</tr>
</tbody>
</table>
LIVELIHOODS & HEALTH
Integrating eLearning

OVERVIEW

The initiative aims to:

- raise levels of digital literacy;
- deploy eLearning in education systems;
- build capacity to develop materials using OER; and
- share materials as OER.

Activities:

1. Increasing digital literacy in institutions and communities.
2. Advocating and building capacity to develop and use OER.
3. Providing policy support to governments and institutions.

OUTCOME

Governments, institutions, communities and individuals use digital technologies to design and develop learning materials and models that are made available, where possible, as open education resources (OER), and to provide effective and appropriate skills training.

HEADLINE: Seven governments in the Caribbean are adopting ICT in Education and OER strategies/policies through COL’s initiative.

RESULTS July 1, 2009 to March 31, 2012

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Outcomes Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ten major institutions in at least two Commonwealth regions use open educational resources for their curricula.</td>
<td>Eight institutions in three regions are using OER for their curricula.</td>
<td>Partially Achieved. Three institutions in Guyana developed teacher training materials for the use of ICT in their curriculum and it has been adapted for seven Caribbean and Pacific institutions. Through the East African Health Alliance, five institutions in Rwanda, Uganda, Tanzania and Kenya are developing and using OER in Public Health. More than 150 institutions participating in the “Taking OER beyond the OER Community: Policy and Capacity” workshops. Survey is not yet completed.</td>
</tr>
<tr>
<td>Additional low-cost ICT training models in use in eight institutions in four Commonwealth regions.</td>
<td>The CCTI distance education-mentor based model has been in use in 10 institutions in two Commonwealth regions and the mLearning model for support in formal schooling has been developed and deployed in three institutions/countries.</td>
<td>Achieved. The Commonwealth Certificate for Teacher ICT Integration (CCTI) was aligned with the international standard set out in the UNESCO Competency Framework for Teacher and modules adapted and developed. The materials are being used in five universities and teacher training colleges. Ministries of Education and Teacher Training Institutions in Antigua and Barbuda, Trinidad &amp; Tobago, St. Vincent and the Grenadines, Bahamas, Grenada, Dominica and Guyana are implementing the CCTI. In total 224 mentors and over 1300 teachers were trained in these countries. The mLearning model is deployed in Tanzania and Kenya.</td>
</tr>
</tbody>
</table>
LESSONS LEARNED

1. Without a practical roadmap mutually agreed to by all partners, it would be difficult to achieve results within specified timeframes. Regional impact is attained through building country models and adapting them in other countries.

2. COL’s support has to be in line with national and institutional plans to sustain and maximise impact.

3. Strong partnerships especially with private providers extend the reach and impact of COL’s work.

COUNTRIES AND PARTNERS

14 Countries: Antigua and Barbuda, Bahamas (The), Dominica, Grenada, Guyana, Kenya, Lesotho, Rwanda, St. Vincent and the Grenadines, South Africa, Samoa, Tanzania, Trinidad & Tobago, Uganda.

Key Partners: Commonwealth Secretariat, Microsoft, SchoolNet South Africa (SchoolNet SA), UNESCO.

Three Year Budget: $1,278,262 ($1,185,000 core + $93,262 additional contributions)

Three Year Expenditure to March 31, 2012: $863,265

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Outcomes Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Governments in one Commonwealth region have integrated ICT in teaching and learning (this is an additional performance indicator).</td>
<td>Seven Governments have adopted the Roadmap for Teacher Development in the Integration of ICT into Teaching and Learning and are implementing ICT in Education policies and strategies.</td>
<td>Exceeded. Seven Governments (Antigua and Barbuda, Trinidad &amp; Tobago, St. Vincent and the Grenadines, The Bahamas, Grenada, Dominica and Guyana) have adopted the Roadmap for Teacher Development in the Integration of ICT into Teaching and Learning and are implementing ICT in Education policies and strategies in collaboration with ComSec and Microsoft. All 12 countries in the Caribbean have adopted ICT in Education policies and strategies (specifically on teacher development) following the work that was initiated by the ICT in Education Leadership Forum held in Barbados in January 2012.</td>
</tr>
</tbody>
</table>

Outcomes Achieved:

- Seven Governments have adopted the Roadmap for Teacher Development in the Integration of ICT into Teaching and Learning and are implementing ICT in Education policies and strategies.

Exceeded:

- Seven Governments (Antigua and Barbuda, Trinidad & Tobago, St. Vincent and the Grenadines, The Bahamas, Grenada, Dominica and Guyana) have adopted the Roadmap for Teacher Development in the Integration of ICT into Teaching and Learning and are implementing ICT in Education policies and strategies in collaboration with ComSec and Microsoft. All 12 countries in the Caribbean have adopted ICT in Education policies and strategies (specifically on teacher development) following the work that was initiated by the ICT in Education Leadership Forum held in Barbados in January 2012.
OVERVIEW
CEMCA promotes the use of appropriate technologies in educational institutions and civil society in the region, progressively building on and consolidating the activity outputs to achieve the stated outcomes of COL’s programme. The focus has been on open schooling, community and internet-based radio and low-cost technology options for different learning contexts.

Activities:
1. Materials development in open schooling and higher education.
3. Building capacity for community radio (CR) and Internet radio (I-Radio) for livelihoods and health.
4. Promoting collaborative learning tools and low-cost interactive technologies.

OUTCOME
Educational institutions, community organisations, and NGOs have increased their capacity to develop and use quality ODL materials to improve the knowledge, skills, health and well-being of citizens of eight Commonwealth Member States in Asia.

HEADLINE: 150 Community Radio stations established in India and Bangladesh through CEMCA support.

RESULTS July 1, 2009 to March 31, 2012

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Outcomes Achieved</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPEN SCHOOLING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two open schools offer new high quality courses in four subjects.</td>
<td>One open school established and offers high quality courses in three subjects.</td>
<td>Partially Achieved. This Open School is located in Assam, India. Gujarat State Open School is the second institution under development. Digital content was developed at the National Institute of Education, Sri Lanka which has the mandate to launch open schooling.</td>
</tr>
<tr>
<td>HIGHER EDUCATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New or improved curriculum content is in use in two higher education institutions.</td>
<td>One new curriculum content launched at IGNOU.</td>
<td>Partially Achieved. PG Diploma in Community Media is the new programme developed at IGNOU. Another course is under development at the Uttarakhand Open University.</td>
</tr>
<tr>
<td>Quality Assurance Mechanisms are adopted by institutions in two countries.</td>
<td>Two institutions in Malaysia and seven institutions in India have adopted quality assurance mechanisms through the use of QAMLM.</td>
<td>Achieved. Efforts to get the government Quality Assurance Agencies in India and Malaysia to adopt the standards are in progress.</td>
</tr>
<tr>
<td>SKILLS DEVELOPMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New or improved curriculum content in technical vocational education is in use in one institution in India.</td>
<td>One new technical vocational education course developed and in use at one university.</td>
<td>Achieved. The undergraduate degree course in “Road Transportation for public transport drivers” is launched using various media including community radio and is in use at the YCMOU, India.</td>
</tr>
</tbody>
</table>
**LESSONS LEARNED**

1. Working with community based organisations (CBOs) is a time-consuming process as the technology uptake is slow. CEMCA must continue in its efforts to strengthen the CBOs through the use of appropriate and low-cost technologies.

2. In order to scale up the CR movement, better advocacy tools such as best practices and effective business models are required.

3. The impact of CR on women’s health needs to be measured.

**COUNTRIES AND PARTNERS**

8 Countries: Bangladesh, Brunei, India, Malaysia, Maldives, Pakistan, Singapore, Sri Lanka.

**Key Partners:**
- Gujarat Secondary & Higher Secondary Education Board (GSHSEB); Gujarat State Open School (GSOS); Uttarakhand Open University (UOU); Theerthankar Mahaveer University (TMU); Indira Gandhi National Open University (IGNOU); Graphic Era Hill University; National Institute of Open Schooling (NIOS); Maulana Azad National Open University (MANU); Self Employed Women’s Association (SEWA); Mann Deshi Tarang Vahini (MDTV); Tel Radio; Development Research Network (D.Net); Department of Science and Technology (DST); Ministry of Information and Broadcasting (MIB); Central Institute of Educational Technology (CIET); National Council for Educational Research and Training (NCERT); Shreemati Nathibai Damodar Thackersey Women’s University (SNDT); National Assessment and Accreditation Council (NAAC); University of Mumbai; Consortium for Educational Communication (CEC); Yashwantrao Chavan Maharashtra Open University (YCMOU); UNESCO; NewZStreet Broadcast Services; Core Education and Technologies Limited; Wawasan Open University (WOU), Malaysia; Ministry of Higher Education, Malaysia; Multimedia University (MMU), Malaysia; Rupantar, Bangladesh; Community radio stations in India and Bangladesh; Open University of Sri Lanka (OUSL); National Institute of Education (NIE), Sri Lanka; Open University of Bangladesh (BOU); Open University of Malaysia (OUM).

**Three Year Budget:** $1,637,381 ($1,025,000 core + $612,381 additional contributions)

**Three Year Expenditure to March 31, 2012:** $1,229,041
OVERVIEW
International Organisations are seeking to expand, democratise and modernise staff training through eLearning. The areas in which courses are being developed have increased from writing effectively to reporting on audit findings, managing operational data, managing national debt and embracing Commonwealth values. COL eLIO provides customised eLearning solutions to each organisation and enhances individual learning through tutor and technology-mediated support.

Activities:
1. Course development.
2. Course delivery.

OUTCOME
International organisations increasingly use eLearning for the training and development of their dispersed staff in country/field offices and headquarters by actively seeking the support of COL eLIO’s initiative.

HEADLINE: 3,300 learners (65% women) from 11 international organisations in 137 countries received quality training through eLearning.

RESULTS July 1, 2009 to March 31, 2012

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Achievements to date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customised materials meet organisations’ objectives.</td>
<td>Two new courses developed and two revised to the satisfaction of WHO, WB and ComSec.</td>
<td>All three organisations signed off on the final materials and approved them for piloting and subsequent roll out.</td>
</tr>
<tr>
<td>Courses were developed on time and within budget.</td>
<td>All four courses were completed on time and within budgetary specifications.</td>
<td></td>
</tr>
<tr>
<td>eLearning materials are SCORM (Sharable Content Object Reference Model) compliant.</td>
<td>All four courses are SCORM compliant which means that they can be adapted and re-purposed easily.</td>
<td>The SCORM compliant standard is a requirement by the international organisations which eLIO consistently meets.</td>
</tr>
<tr>
<td>Average course completion rate is 80%.</td>
<td>eLIO presented 30 training cohorts in this triennium. The completion rate ranges from 94% (WB) to 57% (IADB). The average completion rate for these three years is 81%.</td>
<td>The completion rate is achieved by: • Strong learner support • Efficient administration and logistics • Robust monitoring and evaluation</td>
</tr>
<tr>
<td>High satisfaction by learners.</td>
<td>eLIO has received close to 100% satisfaction from those learners who completed the course end surveys.</td>
<td>eLIO did 30 surveys in the last three years and learners gave high ratings for course content, assessment, tutoring, administration and learning environment.</td>
</tr>
<tr>
<td>Repeat contracts by international organisations.</td>
<td>Nine of the 11 organisations have repeated their contracts with eLIO more than once.</td>
<td>Prior to renewing the eLIO course contract, WB did a market survey and concluded that no other organisation could provide similar or comparable eLearning services as COL eLIO.</td>
</tr>
</tbody>
</table>

CONTINUED ON NEXT PAGE
LESSONS LEARNED

1. High quality, sound pedagogy and appropriate use of technology for eLearning are essential to retain the confidence of the international agencies.

2. eLIO's services will need to diversify to cover new subject areas like gender mainstreaming to support partner needs.

COUNTRIES AND PARTNERS

137 Countries (42 Commonwealth and 95 Non-Commonwealth countries): Antigua and Barbuda, Australia, Bangladesh, Barbados, Belize, Botswana, Brunei, Cameroon, Canada, Dominica, Fiji, The Gambia, Ghana, Grenada, Guyana, India, Jamaica, Kenya, Lesotho, Malawi, Malaysia, Maldives, Mauritius, Mozambique, Nigeria, Pakistan, Papua New Guinea, Rwanda, Samoa, Seychelles, Sierra Leone, Singapore, Solomon Islands, South Africa, Sri Lanka, St. Kitts, St. Vincent, Tanzania, Trinidad & Tobago, Uganda, Vanuatu, Zambia.

Three Year Budget (Revenue Recognised): $1,509,506

Three Year Expenditure to March 31, 2012: $1,022,749