The Board of Governors of the Commonwealth of Learning met on 13 June 2014 in Vancouver. In lieu of a Quarterly Progress Report from the President for April – June 2014, the President’s Report and the Programme Reports that were provided to Board members for this meeting, updating the Board on progress to date on COL’s Three-Year Plan, 2012–2015, are provided below. Also included at the end are updates for April – June that were provided at the meeting.
President’s Report

CHOGM was one of the highlights in the life of COL this year. ‘Heads of Government congratulated the Commonwealth of Learning (COL) on its 25th anniversary and noted COL’s ongoing support to member states in enhancing access to formal and non-formal education and training through the use of appropriate technologies. They commended COL for evolving to remain relevant to the needs of member states; for its enhanced focus on outcomes and impact, and on delivering value for money. They appreciated COL’s ‘learning for development’ approach, which can effectively address development issues such as poverty, inequity, food security and health ….’ These high expectations come with greater responsibilities. As the international community finalises its post-2015 development agenda, COL will have to find a niche for its work and optimise its modest resources for maximum impact.

We have traditionally had a low profile in the Pacific. However, this year I was invited to deliver a keynote at the Forum Education Ministers’ Meeting (FEdMM), where I also presented COL and its work. One important outcome was that ministers reflected on the keynote during their retreat and ‘agreed on the importance of information communications technology (ICT) for supporting actions towards improved access, quality and inclusion in education across the region. Ministers shared their country experiences and visions, and objectives in terms of ICT in education not as an outcome, but as a tool to support education development. Ministers also called on regional and international organisations to explore opportunities related to ICT in education such as virtual universities and Open Education Resources (OER)’. COL’s advocacy for ICT in education, OER and an outcomes-based approach, are beginning to attract attention. The point will be to build on these preliminary foundations and consolidate our work in the region.

As the only intergovernmental organisation with the mandate to promote open and distance learning, COL needs to be a thought leader in this field. We organise a Pan-Commonwealth Forum on Open Learning every three years and this has become a prominent global platform for policy makers and practitioners. PCF7 was held in Abuja, Nigeria last December at which over 600 people from 49 countries participated. It was a very successful event and we are very grateful to our Nigerian hosts, the Federal Ministry of Education and the National Open University of Nigeria (NOUN) for their warmth, hospitality and excellent arrangements. Besides enhancing COL’s visibility, the forum also provided the much-needed push for ODL advocacy on the continent. A Jamaican delegate pointed out that ‘I am still amazed at the complexity and the depth of knowledge … that was shared at the forum … and the humility shown by all’. Similarly a participant from Cameroon said, ‘I am already mapping out plans to apply the lessons learned in my organisation’. Clearly it was a useful opportunity. How can we use this forum to achieve the strategic outcomes of our Three Year Plans?

COL received three awards this year. First, the Nexus Commonwealth Award ‘Making a Difference’ given to COL’s Lifelong Learning for Farmers. Second, an award from EduVision, Jamaica in recognition of ‘demonstrating excellence in transforming teaching, learning and workforce development through the use of technology’. The third came from the African Council for Distance Education for strengthening and supporting ODL on the continent.

In addition to our regional profile, we have a strong country focus and tailor our programme to suit the needs of Member States. We have an active network of Focal Points, nominated by Commonwealth Ministers of Education and this network identifies the priorities that COL can address. We have recently held regional meetings of the Caribbean and African and Mediterranean Focal Points co-hosted by the Ministers of
Education, T&T and Mauritius. COL is a listening organisation and these consultations help us shape our Three-Year Plans.

COL has activities in 44 countries in both the education and livelihoods and health sectors. We are on track to achieve the outcomes which are being monitored internally against the stated performance targets. COL is an outcomes-based organisation and depends on partners in the field for achieving results. How do we reach out to so many partners? The key is to maintain a balance between spread on the one hand and depth on the other.

COL approaches emerging technologies from the point of view of developing Member States, which often have limited infrastructure and connectivity. How can we reach the unreached with quality learning materials? Aptus or the Classroom Without Walls is one possible solution. It is developed by using readily available and low-cost components, and costs less than $100. Aptus does not require power from the mains. We can use solar chargers instead. It does not require any connectivity. We use a wireless router. All this enables teachers and students to access good quality digital materials through this device. As of now, learners can access the Wikipedia for schools containing over 6000 articles; or the 2000 Khan Academy videos, covering topics relevant to learners in primary schools or high schools. As Dennis Pack from Kiribati writes, ‘I was very impressed with the speed at which the resources loaded … if we add our own content, I can visualise the Aptus featuring as the main technology on many of our island primary and secondary schools’.

In partnership with the IIT-Kanpur in India, COL offered a MOOC for Development. The topic was Mobiles for Development, which attracted over 2000 learners from 116 countries. According to the University World News, ‘for the millions who aspire to acquire or augment knowledge through MOOCs, and for the designers who seek such an audience, the model initiated by IIT-Kanpur and the Commonwealth of Learning is worth consideration’ (Kirk Perris, ‘From India and Canada, a grassroots model for MOOCs’, Dec. 2013). At the time of writing our strategic plan in 2011, MOOCs had not assumed their current prominence. However, COL was quickly able to respond to this major development and create a model for the developing world. This ability to respond quickly and meaningfully makes COL relevant to the needs of its stakeholders.

What evidence do we have for the results we achieve? During this triennium, we have commissioned two external evaluations – one to assess our impact over the past nine years and the second to evaluate the outcomes achieved in the current three-year plan. The recommendations will feed into our next strategic plan 2015-2018. We also report on our work in each country. This is presented as a compendium entitled, ‘COL in the Commonwealth’ to Ministers of Education when they meet for their triennial conferences. The next one will be presented in the Bahamas.

COL continues to receive stable levels of funding. So far COL has received contributions from 41 Member States. We have also signed a fresh agreement with Australia for continued funding for this financial year. DFID-UK and India have increased their contributions. eLIO has signed a new three-year agreement to provide the Writing Effectively course to the staff of UNICEF-Geneva. Concrete results and effective networking will help us to sustain and enhance current levels of funding.

As we enter the final year of this triennium, we will fast track our activities, monitor and review global developments, the needs of stakeholders and our own strengths and weaknesses to position COL as the foremost global agency that promotes ‘learning for development’.

Asha Kanwar
June 2014
INTRODUCTION

This report covers the period from 1 July 2013 to 31 March 2014, the second year of the current Three-Year Plan 2012–2015. This plan, with its focus on Learning for Development, emphasises the strategic goals to (1) ensure quality education for all Commonwealth citizens, (2) promote human resource development and (3) harness open and distance learning (ODL) and technologies to achieve development goals. Further, the plan identifies five core strategies of partnerships, capacity, materials, models and policies to achieve the goals.

As noted in the 2012–2013 Progress Report, COL will be assessing performance against five dimensions: Relevance, Regions, Resources, Relationships and Results. These dimensions offer a framework to COL as it seeks to ensure Commonwealth countries get the best value for money, have their education and training needs met, and are able to assess the achievements for the 2013–2014 financial year.

The data in this report is drawn from a range of sources, including: monthly reviews; internal assessments carried out on a quarterly basis in preparation for updating the logframes; and activity and event reports. All of these reviews and reports focused on: the activities for each initiative (based on the annual plan); the resulting outputs; the follow-up actions, in keeping with the Logic Model; and an assessment of how all of these factors are contributing to the achievement of the outcomes and attainment of the outcome indicators. As well, all the reviews made note of additional factors affecting achievement success, and looked to identify other strategies and actions that could be implemented to address any challenges.

PROGRAMME ASSESSMENT

RELEVANCE

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

The current Three-Year Plan (2012–2015) was developed through wide consultations with stakeholders across the Commonwealth and endorsed during the 2012 Conference of Commonwealth Education Ministers (CCEM) that took place in Mauritius. The key priorities of Member States and support for the MDGs and EFA Goals have been captured in two sectors: Education, and Livelihoods & Health.

There are seven initiatives altogether. Those within Education are Open Schooling, Teacher Education, Higher Education, and Virtual University for Small States of the Commonwealth (VUSSC). Those within Livelihoods & Health are Technical and Vocational Skills Development (TVSD), Lifelong Learning for Farmers (L3F), and Healthy Communities. The two cross-cutting initiatives are eLearning and Gender.

In order to be relevant to the needs of Member States, Country Action Proposals were developed in October 2013. These were then circulated to country Focal Points and other stakeholders for further inputs and finalised as Country Action Plans. Progress in each activity is tracked with the responsible Education Specialist. Furthermore, COL has instituted a Country Action Plan meeting during the October “no travel periods” so that the President, Vice President, Directors, Education Specialists and Gender Equality Manager can review what is being done in each country and update the records. The action plans are adjusted if there is a request from member countries to conduct additional activities. COL presented an updated Country Action Plan to Country Focal Points during the consultative meetings that are being convened in preparation for the next Three-Year Plan (2015–2018). At the end of this triennium, COL will present a report of what was achieved in each country.

COL’s strategic goals are designed to address key developmental challenges of member countries and to support social and economic development. This approach enables governments, institutions and organisations to reach large numbers of Commonwealth citizens in a cost-effective manner. In addressing such challenges, COL works with governments and other key stakeholders to meet needs; and, in this way, it helps many developing countries make progress in achieving their MDGs and EFA Goals effectively. COL also focuses on: community media; mobile phone based learning; low-cost technologies; and the development and use of need-based open educational resources (OER) and print materials as a means of developing models, extending its impact and reaching the unreached.

REGIONS

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

COL has covered all four regions of the Commonwealth and is active in 44 developing countries during the year under review. With a small set of professional staff and a modest budget, COL is able to implement its core strategy of creating partnerships, building capacity, enabling materials
development, crafting and testing models, and supporting policy development. This strategy has enabled COL to have a widespread reach and to ensure that there are activities within the relevant initiatives that are addressing member countries’ needs.

Figure 1 notes the trend over the past four years of the number of countries visited by COL staff.

By employing the core strategies and ensuring that staff visit at least two to three countries during each trip, COL is able to balance the need to implement activities with the need to visit member countries all while staying within its travel budget. During the first nine months of the financial year, COL has spent 8% on travel. This also reflects the confidence that COL has in its partners and their capacity to manage various activities. The data also shows that the number of country visits is becoming consistent with projections for travel this year, equalling that of last year.

Figure 1. Overall number of country visits by COL staff, 1 July 2009 to 31 March 2014

Another good indicator of the regional reach and COL focus is illustrated in Figure 2. The chart notes the level of expenditure in the four regions of the Commonwealth and on Pan-Commonwealth activities. COL has allocated the majority of its resources to Africa (37%). There are three key reasons for this approach: (1) the continent has 18 Commonwealth countries (note that The Gambia withdrew during the financial year under review); (2) COL received additional contributions to support activities there; and (3) Africa has great need for education and training to address the vast education challenges if many of the countries are to achieve the MDGs and EFA Goals.

Asia, which has eight Commonwealth member countries and is home to COL’s regional office, the Commonwealth Education Media Centre for Asia (CEMCA), is second with respect to expenditure and activities.

All of COL’s initiatives have activities in the Pacific and the Caribbean. The Caribbean, which is made up of 12 Commonwealth Member States, is much closer to COL’s headquarters, resulting in travel expenses being relatively low and much of the work being done on a regional basis. The Pacific region, with its vast distances and large human resource needs, also benefited from COL’s work. The work in both the Caribbean and the Pacific is expected to increase in the next financial year, with concrete plans to implement a set of activities via the proposed regional centres.

Figure 2. COL expenditure across regions, 1 July 2013 to 31 March 2014

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² All figures relating to expenditure include commitments.
The strategy to build partnerships, enable capacity development and test models has also enabled COL to have a larger reach. The work being done with COL’s in-country partners has been critical to its achievements for this year. The time and effort to work with national and local partners as well as with various multilateral organisations like UNESCO and COMSEC have enabled COL to have a Commonwealth-wide reach. The work being done with other global and regional organisations — including the African Council for Distance Education (ACDE), Caribbean Institute of Media and Communication, Farm Radio International, Microsoft, William and Flora Hewlett Foundation, and World Association of Community Radio Broadcasters (AMARC) — has also supported this reach.

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

COL’s work also required visits to various non-Commonwealth countries. These visits were mainly to collaborate with institutions and to make presentations at strategic conferences. In most cases, the host paid for the COL staff member to attend meetings in these countries.

RESOURCES

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

The budget allocation from core funding to programme costs was $3,681,000, with another $435,423 available from additional contributions. This amount, which equates to 10.6% of the total budget, marks an increase in additional contributions from 8.6% in the 2012–2013 budget.

In terms of sector breakdown, 38% of the core programme budget was allocated to Education, 34% to Livelihoods & Health, 12% to cross-cutting themes and 16% to regional centres. This marks a small shift in budget allocation from the previous year in order to support Livelihoods & Health, which is in keeping with the focus on increasing support for skills development.

For CEMCA, additional contributions of $164,188 were recognised from the National Institute of Open Schooling (NIOS), Ford Foundation, UNESCO and Canada’s International Development Research Centre (IDRC).

Figure 3 shows that the overall programme expenditure by COL (including commitments and additional contributions) amounts to 87% after three-quarters of the financial year (an increase of 19% over the 2012–2013 budget spending after nine months of the financial year). This increase in spending is reflected in the outputs that have been achieved; and, together with the outputs of Year 1 of the current triennium, COL has already started to achieve and exceed the performance indicators of the outcomes. COL has forecast close to 95% of the programme-related funds will be expended by the end of the fourth quarter.

The budget allocation for the core strategies notes the focus on capacity building and policy (see Figure 4). This is in line with the 2012–2013 expenditure. The allocation further illustrates the alignment of the annual activity plans with the strategy of building capacity and supporting policy developments.
RELATIONSHIPS

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

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

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

As noted above, partnerships are a key strategy for COL and enable it to work in 44 developing countries. This strategy also ensures that COL gets value for money spent in each country when the partners are also willing to make contributions to the activities. These are either in cash or in kind. The contributions, while at times small, illustrate the value that partners see in having a relationship with COL and in implementing joint activities. COL continues to grow its experience in managing such collaborations, and in ensuring that all partners align on a shared objective and work to create a “win-win” environment for all concerned.

RESULTS

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

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

This has allowed COL to effectively monitor the implementation of activities, ensure data collection and analysis, and, where appropriate, address any challenges that arise. COL is consistently working to ensure a clear understanding of the use of the Logic Model and its translation into annual plans (with their resulting outputs, performance indicators and achievements). The internal assessment indicates that the targets set for this financial year have been achieved, and the few challenges noted will be addressed.
Where the results have not been in accordance with the plan, COL has tried to learn from this so as to identify ways that the organisation can improve. Such an approach enables COL to reflect on problems and to identify specific ways to address them. This approach is recognised as being important for fostering growth in the organisation and for enabling colleagues to share their challenges and learn from those in a supportive environment.

The progress summaries of each sector’s initiative, as well as of CEMCA, the regional centres and eLIO, reflect the progress made in the second year of the current Three-Year Plan. It is an important time in the current triennium, as the work being done has shown significant progress in achieving the performance indicators of the outcomes, in keeping with the Logic Model. As with any report focusing on social and economic development, there are challenges. The professionalism and experiences of the Education Specialists, Gender Equality Manager and other managers have ensured that these challenges are addressed; and, where necessary, COL has withdrawn from an activity to ensure there is no waste of funds.

LESSONS LEARNED

In the 2012–2013 Progress Report to the Board, COL identified as the lessons learned: the critical importance of developing and managing partnerships that enable a win-win for all involved; the importance of understanding the country context that one works in when collaborating with institutions and governments; and the recognition that COL, in its education and development efforts, is a partner for a long time. These lessons have been incorporated into the work of this financial year and the summary of the progress is an illustration of this.

The following lessons have emerged based on the implementation of the first nine months of the second year of the current Three-Year Plan:

1. The examples of collaborative activities between initiatives have resulted in positive outputs and support for the achievement of the outcomes and performance indicators.
2. COL promotes models that can be replicated and expanded. For this to be successful, there is a need to share information about such models, to enable institutions/organisations and countries to replicate these with appropriate customisation and adaptation.
3. For COL to show value to member countries, it must continue balancing its work among 44 countries and ensuring there is depth in the engagements so that the issues being addressed meet real needs.

CHALLENGES

The 2012–2013 Progress Report highlighted issues of sustainability, collection of appropriate data to inform COL’s monitoring and evaluation, and value for money. These challenges have been consistently addressed in the second year of the current Three-Year Plan. The following challenges have emerged in the year under review:

1. While every effort is made to increase the number of learners being reached with both formal and non-formal education and training, this objective needs to be balanced with the quality of the education and training provided. Identifying the right partners, getting the quality training to develop materials, establishing the necessary systems and support, and promoting a policy regime that supports the provision of high-quality education and training all continue to be challenges.
2. There is agreement that COL needs to work at different levels of government and institutions/organisations in the member countries. This requires sustained efforts to build a level of partnership and ensure timely and consistent engagement so that the activity plans can be implemented. This level of engagement remains a challenge to all initiatives and has resulted in timeframes being adjusted due to a lack of response.
PROGRESS TOWARDS OUTCOMES

The Education sector has focused on capacity building, partnership, models and materials development, and support of institutions to develop open education resources (OER) policies and offer courses. This should result in the sector achieving its projected outcomes, thus increasing access to learning opportunities at both the secondary and post-secondary levels.

The Open Schooling initiative has built the capacity of faculty members in instructional design, ICT integration, OER policy development, strategic planning and materials development. To increase diversity in its curriculum, the Open Schooling initiative has developed 10 new OER Technical and Vocational Education and Training (TVET) subjects with the participation of Bangladesh, Botswana, Ghana, Malawi, Pakistan and Trinidad & Tobago.

The Teacher Education initiative has provided support to teacher training institutions in Ghana, India, Jamaica, Kenya, Maldives, Nigeria, Sierra Leone and Sri Lanka; and built their capacity to train more teachers using open and distance learning (ODL), thus addressing key issues of teacher deficit and quality. An important output this year was the enhanced instructional design skills for many teacher educators in these countries.

Enhancing learner access to Higher Education has been achieved through the formulation of ODL policies in three regions (Africa, Asia and the Caribbean) and the formulation of national and institutional ODL policy. Further ODL systems and programmes have been improved through the: provision of capacity building for the adoption of dual-mode systems, development of OER content, online tutor training, assessment, and leadership development through CEMBA/CEMPA; the piloting of massive open online courses (MOOCs); and the implementation of COL’s Review and Improvement Model (COL-RIM).

The Virtual University for Small States of the Commonwealth (VUSSC) initiative has been supporting institutions to offer VUSSC-developed courses while concurrently building institutional capacity in eLearning, ICT, ODL, OER and content development. Nine institutions in eight small states are now offering VUSSC courses, with over 600 learners already enrolled in these courses.

LESSONS LEARNED

1. Success depends to a considerable extent on COL’s intervention over a period of time and COL’s sustained engagement with national institutions.
2. Ownership of projects by partner institutions is also critical to the successful implementation of COL’s programmes.

CHALLENGES

1. Lack of support from the management of institutions can sometimes lead to delays in the implementation of projects, which means that project timelines need to be more realistic.
2. Change in institution management, as well as political instability, often slows the progress of activities.
OVERVIEW

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

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

OUTCOME

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

HEADLINE: Open schools are diversifying their curricula through the introduction of technical and vocational courses.

RESULTS 1 July 2013 to 31 March 2014

<table>
<thead>
<tr>
<th>Expected Outputs</th>
<th>Performance Indicators</th>
<th>Achievements to Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased access through open schools established</td>
<td>Open school established in Belize. Open schools twinned: Canada with Belize; and Australia with Vanuatu.</td>
<td>2 open schools started in Belize and Vanuatu. Belize’s Gwen Lizarraga High School twinned with Fraser Valley Distance Education School (FVDES). Vanuatu Ministry of Education supported by Te Kura (formerly The Correspondence School) in New Zealand.</td>
<td>Concept framework for an open learning system for post-schooling in South Africa was concluded, leading to the next phase of implementation.</td>
</tr>
<tr>
<td>Capacity-building workshops held on learner support, instructional design and ICT integration in Belize, Pakistan and Vanuatu.</td>
<td></td>
<td>2 learner support and 1 instructional design capacity-building workshop took place in Vanuatu. A consultative workshop took place with community leaders in Vanuatu. 3 faculty members in Belize trained on management of open schooling during an exchange visit to FVDES. Strategic planning workshop and 4 capacity-building workshops to develop online curriculum content held in Belize.</td>
<td></td>
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<tr>
<td>Work plan for open school in Vanuatu.</td>
<td>Work plan developed for Vanuatu.</td>
<td></td>
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<tr>
<td>Increased access to technical and vocational subjects</td>
<td>Material development workshops held for the development of technical and vocational subjects in 2 countries.</td>
<td>Material development workshops took place in Bangladesh and Ghana.</td>
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<tr>
<td>Strategy developed with 10 open schools to develop 10 Technical and Vocational Education and Training (TVET) subjects or courses.</td>
<td>A workshop to develop a strategy for 6 TVET subjects took place in Botswana. Materials for 9 subjects in development. 3 technical and vocational subjects developed in Pakistan.</td>
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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Increased access to learning opportunities through policies and systems adopted</td>
<td>Capacity-building activities in OER policy development.</td>
<td>2 OER symposiums for 8 countries took place in Kenya and Bangladesh.</td>
<td>5 OER policies were developed.</td>
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<tr>
<td></td>
<td>OER policy in 10 open schools developed.</td>
<td>5 OER policies were developed.</td>
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<td></td>
<td>Cost and financing workshop in the Caribbean.</td>
<td>Cost and financing workshop for 10 participants from 9 Caribbean countries completed.</td>
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<td>Gender guidelines piloted in 4 regions.</td>
<td>Gender guidelines piloted in 3 regions.</td>
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<td></td>
<td>Quality assurance (QA) policies completed in 5 open school institutions.</td>
<td>5 countries participated in a QA workshop, leading to 5 draft QA policies currently under review.</td>
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<td></td>
<td>Organisational systems developed.</td>
<td>An organisational strategy developed for the Flexible Open and Distance Education (FODE) Department in Papua New Guinea.</td>
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<tr>
<td>Innovative and improved accessibility to quality education for marginalised girls through appropriate curricula</td>
<td>3 capacity-building workshops being developed on: curriculum development, instructional design, and tutor training.</td>
<td>Instructional design training for curriculum development in Bangladesh completed and 3 vocational subjects in development.</td>
<td>A curriculum tailored to the girls' needs.</td>
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<tr>
<td></td>
<td>A curriculum tailored to the girls’ needs.</td>
<td>Instructional design training for curriculum development in Bangladesh completed and 3 vocational subjects in development.</td>
<td>Curriculum developed for girls’ initiative in Bangladesh.</td>
</tr>
<tr>
<td>Enhanced capacity among policy makers and ODL practitioners to ensure integration of technology and OER</td>
<td>Workshop to establish a consolidated online platform for Commonwealth Open Schooling Association (COMOSA).</td>
<td>16 faculty members were trained in Notesmaster and 9 subjects were developed in Belize.</td>
<td>Orientation workshop for an online platform took place in Zambia.</td>
</tr>
<tr>
<td></td>
<td>Professional development in eLearning through the acquisition of the eLearning certificate.</td>
<td>9 open school practitioners completed the eLearning certificate at Open Polytechnic in New Zealand (OPNZ).</td>
<td>Workshop has been diverted to individual country workshops. One took place in Belize.</td>
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<tr>
<td></td>
<td>500 teachers trained in 5 online workshops in the integration of technology.</td>
<td>2,100 participants were trained in 7 online workshops.</td>
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<tr>
<td></td>
<td>Building of an online community to stimulate integration of technology.</td>
<td>532 participants attended 8 webinars.</td>
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<tr>
<td></td>
<td>Publish a book on OER case studies under COL’s Perspectives series.</td>
<td>8 multimedia lessons were evaluated.</td>
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<td></td>
<td></td>
<td>6 Moodle subjects were completed in Mozambique.</td>
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</tr>
</tbody>
</table>

**LESSONS LEARNED**

1. Change in management and political instability can have a severe impact on the progress of activities underway.
2. Our work is happening within the context of a specific country, culture and policy environment. An understanding of that context is critical to achieving the desired outcomes.

**COUNTRIES**

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

**Annual Budget:** $414,171 ($400,000 core + $14,171 additional contributions)

**Expenditure to 31 March 2014:** $412,390
OVERVIEW
Achieving Universal Primary Education (UPE) by 2015 requires well-trained teachers of good quality. Globally, 1.7 million new teaching posts will be needed. All governments of Commonwealth developing countries are committed to increasing teacher supply and improving teacher quality. COL’s Teacher Education initiative has been providing support to ministries and institutions to harness the potential of ODL and ICTs to train more teachers and enhance the quality of their training programmes.

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

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

HEADLINE: Teacher training institutions use ODL and technology to increase number of teachers being trained.

RESULTS 1 July 2013 to 31 March 2014

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Teacher educators in Jamaica supported with capacity in instructional design</td>
<td>2 instructional design workshops organised and 100 teacher educators trained.</td>
<td>10 module writers (5 women and 5 men) of Joint Board of Teacher Education in Jamaica trained in blended online teaching and learning.</td>
<td>The next phase is to work with trained teachers to use their skills to develop the online courses.</td>
</tr>
<tr>
<td></td>
<td>At least one online course developed and implemented.</td>
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</tr>
<tr>
<td></td>
<td>Selected face-to-face courses converted into online formats.</td>
<td>Work on 10 courses begun.</td>
<td>Full course conversion is yet to be achieved.</td>
</tr>
<tr>
<td>Teachers and teacher educators in Jamaica trained to develop OER materials</td>
<td>OER workshop organised.</td>
<td>2 workshops organised in Jamaica.</td>
<td>A follow-up workshop and course development process is required, bringing together the trained instructional designers and subject experts.</td>
</tr>
<tr>
<td></td>
<td>OER knowledge and skills of 1,000 teachers and teacher educators enhanced.</td>
<td>27 teacher educators trained as instructional designers.</td>
<td></td>
</tr>
<tr>
<td>Teacher educators at the OUSL trained in integration of ICTs and OER into the Master of Arts in Teacher Education (MATE) programme and other programmes</td>
<td>OER and ICTs integration workshop organised.</td>
<td>30 academic staff of the Faculty of Education, OUSL, trained.</td>
<td>Modules to be evaluated in May 2014.</td>
</tr>
<tr>
<td></td>
<td>25 teachers and teacher educators trained.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A revised MATE programme.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher educators and administrators in The Gambia, Nigeria and Rwanda trained to use ICTs</td>
<td>ICT knowledge and skills of 2,000 teacher educators enhanced.</td>
<td>28 teacher educators (23 men and 5 women) from Nigeria (25) and Sierra Leone (3) trained in “Integrating ICT into Teaching, Learning and Research.”</td>
<td>The Gambia is no longer in the project. Sierra Leone replaced The Gambia. No work has been done in Rwanda.</td>
</tr>
<tr>
<td></td>
<td>At least 500 teacher educators use ICTs for teaching and research.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior secondary school teachers trained in the adaptation and use of Open Educational Resources for English Language Teaching (ORELT) in The Gambia, Ghana, Kenya, Nigeria and Tanzania.</td>
<td>ORELT workshops organised and at least 3,000 teachers and teacher educators trained on how to use ORELT materials. ORELT modules adapted in participating countries.</td>
<td>A training workshop held at Kenyatta University for 60 teacher trainers. ORELT materials were adapted for Kenya.</td>
<td>The trained teachers will train other English teachers in Kenya. The monitoring of this process will inform the Kenyan Institute of Curriculum Development on how to scale this for the country.</td>
</tr>
</tbody>
</table>
### Expected Outputs

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Achievements to Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A workshop held for teacher educators. 19 teacher educators trained.</td>
<td>19 teacher educators (11 women and 8 men) in Maldives received instructional design training. Course development was completed.</td>
<td>Further support is required to ensure the courses are edited and delivered.</td>
</tr>
<tr>
<td>Curriculum design workshop conducted. The instructional design skills of at least 50 teacher educators is enhanced. 2 different sets of modules developed for the diploma courses.</td>
<td>10 module writers (5 women and 5 men) on the Joint Board of Teacher Education in Jamaica trained in blended online teaching and learning.</td>
<td>Further support is required to develop the courses needed in the next phase.</td>
</tr>
<tr>
<td>Workshops on instructional design and the integration of ICTs into teaching and learning; and 35 educator skills enhanced. Modules drafted for the diploma and Continuous Professional Development (CPD) components of the programme. Students enrolled in the diploma programme.</td>
<td>13 teacher educators (10 female and 3 male) trained. Writers commissioned to develop course materials for diploma in ELT programme.</td>
<td>Follow-up is required to ensure the modules are finalised. Programme will be formally launched in July 2014.</td>
</tr>
<tr>
<td>Sets of modules developed for the online and print-based CPD and diploma (upgrading) course.</td>
<td>3 modules have been drafted and reviewed.</td>
<td>The final modules are to be completed in the new financial year.</td>
</tr>
<tr>
<td>A curriculum development workshop completed.</td>
<td>Curriculum design workshop held at NIE and draft courses are under review.</td>
<td></td>
</tr>
<tr>
<td>33 policy makers (13 women) from selected African countries (ECOWAS and the EAC) sensitised on OER. Workshop on the development of OER regional policy was organised for 30 participants from Burkina Faso, The Gambia, Ghana, Ivory Coast, Kenya, Niger, Nigeria, Senegal, Sierra Leone and Tanzania.</td>
<td>The workshop was sponsored by the William and Flora Hewlett Foundation.</td>
<td></td>
</tr>
</tbody>
</table>

### LESSONS LEARNED

1. An essential pre-requisite for successful implementation of teacher education efforts is that synergies exist between COL’s intervention and support and each country’s national and institutional plans.

2. Partner institutions often do not get promptly the support they require from their management for post-workshop follow-up activities. Project timelines should therefore be flexible to accommodate unexpected delays in implementation.

### COUNTRIES

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

Annual Budget: $468,488 ($400,000 core + $68,488 additional contributions)

Expenditure to 31 March 2014: $371,137
OVERVIEW
The Higher Education initiative works with governments and higher education institutions to promote greater access to higher education, and to improve the quality and delivery of the educational programmes through the use of ODL.

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

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

HEADLINE: At least 1,566 staff members in higher education institutions participated in capacity-building initiatives, including MOOCs, online tutoring skills and content development.

RESULTS 1 July 2013 to 31 March 2014

<table>
<thead>
<tr>
<th>Expected Outputs</th>
<th>Performance Indicators</th>
<th>Achievements to Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>National ODL policy established for Sri Lanka</td>
<td>National ODL policies approved by institutions.</td>
<td>The Open University of Sri Lanka (OUSL) led a process with government and other tertiary institutions that resulted in their national ODL policy.</td>
<td>One government in the Asia region now has an ODL policy and Caribbean countries have a regional ODL policy framework that they can adapt for their use.</td>
</tr>
<tr>
<td>Regional ODL policy framework established for the Caribbean</td>
<td>Regional policy framework approved.</td>
<td>Working with the Caribbean Community Secretariat (CARICOM), the regional ODL policy has been finalised and approved by the Ministers of Education and is awaiting formal ratification.</td>
<td>The next step will be to engage with governments and institutions on the progress regarding the implementation of ODL policies.</td>
</tr>
<tr>
<td>Master tutors trained in online tutoring and assessment</td>
<td>Online tutoring and assessment competencies acquired by Master tutors.</td>
<td>25 Master tutors trained in online tutoring and assessment (Open University of Malaysia).</td>
<td>A cascading approach is anticipated to result in the training of 4,000 tutors.</td>
</tr>
<tr>
<td>Institutional ODL policy document completed by the University of Professional Studies (UPSA), Ghana</td>
<td>Institutional ODL policy adopted by the UPSA, Ghana.</td>
<td>Institutional ODL policy process completed by the UPSA, Ghana.</td>
<td>Draft institutional policy produced. Next phase is to work with the institution to implement the policy.</td>
</tr>
<tr>
<td>Faculty members trained on ODL and dual-mode provision</td>
<td>20 faculty members demonstrate understanding of ODL and the deployment of a dual-mode system.</td>
<td>30 faculty members trained in ODL and dual-mode provision at the UPSA, Ghana.</td>
<td>Report on the workshop is yet to be delivered.</td>
</tr>
<tr>
<td>Massive open online course (MOOC) on OER for faculty development piloted</td>
<td>Pilot MOOC on OER for faculty development completed.</td>
<td>1,500 academics participated in the MOOC pilot from over 50 countries, and 605 academics were certified.</td>
<td></td>
</tr>
<tr>
<td>Capacity building in online content development and learner support</td>
<td>30 faculty members of the Open University of Mauritius are knowledgeable and competent in online content development and learner support.</td>
<td>28 faculty members of the Open University of Mauritius developed capacity in online content development and learner support.</td>
<td>Nine scholarships were provided for training.</td>
</tr>
</tbody>
</table>
LESSONS LEARNED

1. While higher numbers were enrolled in MOOCs, only about one-third were certified. Hence, a review of strategy in using MOOCs for staff development is required.

2. Low research output from COL Chairs means more dialogue and engagements with them is needed to improve the research output.

COUNTRIES

25 Countries: Bangladesh, Barbados, Botswana, Canada, Ghana, Guyana, India, Jamaica, Kiribati, Malawi, Malaysia, Maldives, Mauritius, New Zealand, Nigeria, Pakistan, Samoa, Sri Lanka, Solomon Islands, Trinidad & Tobago, Tuvalu, Tonga, Tanzania, United Kingdom, Vanuatu

Annual Budget: $399,830 ($337,000 core + $62,830 additional contributions)

Expenditure to 31 March 2014: $292,214
OVERVIEW

The Virtual University for Small States of the Commonwealth (VUSSC) was created with the broad objective of developing the human resource capacity that small states require to ensure they are able to participate effectively in the global knowledge economy. By working together, the VUSSC collaborative network of small states are addressing common educational challenges using their limited resources. Through capacity building, the VUSSC has facilitated the sharing of OER and is now putting emphasis on course delivery.

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

OUTCOME

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

HEADLINE: The VUSSC Transnational Qualifications Framework is now being used by national and regional bodies in the development of national and regional qualifications frameworks.

RESULTS 1 July 2013 to 31 March 2014

<table>
<thead>
<tr>
<th>Expected Outputs</th>
<th>Performance Indicators</th>
<th>Achievements to Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>VUSSC interlocutors capacity enhanced in monitoring and evaluation</td>
<td>VUSSC interlocutors and implementers trained in monitoring and evaluation.</td>
<td>13 senior officials have been trained in monitoring and evaluation (M&amp;E) and, in the process, they developed an M&amp;E framework for their respective organisations.</td>
<td>Interlocutors will now be able to provide more accurate and relevant data about VUSSC activities in their country. To date, 30 senior officials have been trained.</td>
</tr>
<tr>
<td>Enhanced capacity in ICT skills, OER and curriculum development using ODL methodologies</td>
<td>Capacity of 250 educators enhanced in eLearning, curriculum development and ODL.</td>
<td>Capacity of 260 educators trained.</td>
<td>Online training and face-to-face workshops in ICT, M&amp;E, OER and eLearning were held.</td>
</tr>
<tr>
<td>Increased number of courses in areas identified by senior officials</td>
<td>3 new courses developed.</td>
<td>7 new courses developed and 2 existing ones repurposed by 2 institutions. 2 copyrighted courses were also reviewed and will now be shared as OER with VUSSC countries.</td>
<td>Courses were developed in education, leadership and quality assurance. Caribbean tourism training institutions reviewed 2 courses that will be shared as OER.</td>
</tr>
<tr>
<td>Courses and programmes offered by institutions participating in VUSSC</td>
<td>3 courses offered by institutions in all Commonwealth regions.</td>
<td>3 institutions in 3 countries are offering VUSSC-developed courses. 380 learners were enrolled in these courses.</td>
<td>A combination of online, blended, face-to-face and traditional ODL courses is being offered by participating institutions.</td>
</tr>
<tr>
<td>VUSSC-developed courses registered on the TQF</td>
<td>3 VUSSC courses registered on the TQF.</td>
<td>4 VUSSC-developed courses are currently going through a process of registration.</td>
<td>The registration of courses is being facilitated by the Chairperson of the TQF Management Committee.</td>
</tr>
</tbody>
</table>

CONTINUED ON NEXT PAGE
LESSONS LEARNED

1. Educators in developing countries, especially small states, have multiple roles and are therefore under great pressure to be released to add value to VUSSC activities.

2. It is important to understand the culture and local context of the countries where we work if we want to be successful in the implementation of our activities.

COUNTRIES

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

Annual Budget: $251,414 ($250,000 core + $1,414 additional contributions)

Expenditure to 31 March 2014: $364,894
PROGRESS TOWARDS OUTCOMES

The Livelihoods & Health (L&H) sector aims to improve the income, livelihoods and quality of life of communities through new skills and knowledge gained through the use of open and distance learning (ODL) and new and traditional ICTs. Capacity building for course development, collaborative partnerships, and models are the sector’s core strategies to link activities and outputs with outcomes and impact.

Expected outcomes focus on two key interrelated areas. The first is improved capacity of institutional and organisational partners to deliver ODL, particularly in informal sectors and non-formal contexts, using innovative models and approaches. The second is increased access to, and use of, relevant ODL opportunities by individuals and communities to improve their livelihoods and general health.

The sector is on track to meet its expected outcomes. Based on the current trajectory, 10 of 11 performance indicator targets will be met or surpassed. The end of the second year in the plan offers the opportunity to unpack the numbers, examine their significance against the outcomes and work towards deeper results.

Forty Technical and Vocational Skills Development (TVSD) partner institutions/organisations in 19 countries across all regions have started, or strengthened, flexible and blended learning and 132 new quality TVSD courses are in use or in development.

In the Lifelong Learning for Farmers (L3F) initiative, ODL programmes have reached 177,000 farmers, 65 per cent of whom are women, with strategic roles being played by 17 financial institutions and four ICT companies. For 41 organisations, L3F-related capacities have been strengthened in four Commonwealth regions.

In the Healthy Communities initiative, over 120 organisations (providing local health, development or communication services) contributed to 15 new community learning programme designs and 10 new operational community learning programmes. An average of 48,500 users in two quarters was served by new and continuing programmes.

LESSONS LEARNED

1. Efforts to increase learner numbers must be balanced with quality support (e.g., mobilisation and mentoring) to achieve meaningful outcomes and impact.
2. Building capacity among partners to monitor and evaluate their work with COL is critical for collecting valid data.
3. Collaboration, which is critical to the approach of all three initiatives, must be based on win-win configurations and strategic alignment of vision, goals and objectives.

CHALLENGES

1. Achieving initiative outputs and outcomes requires balancing depth (meaningful results) and breadth (scale and coverage in Commonwealth regions).
2. Expanding and maintaining productive partnerships based on shared vision can be a challenge.
3. Maintaining the integrity of models in replication can be difficult.
OVERVIEW
Youth unemployment is a global challenge, with about 45% of the world’s young people — many of them girls and young women — being without work. COL has demonstrated that using ODL and learning technologies can increase access to quality Technical and Vocational Skills Development (TVSD) equitably and contribute to a skilled workforce in both the informal and formal economies.

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

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

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

HEADLINE: 6,700 people have accessed new flexible learning programmes this year through TVSD partners.

RESULTS 1 July 2013 to 31 March 2014

<table>
<thead>
<tr>
<th>Expected Outputs</th>
<th>Performance Indicators</th>
<th>Achievements to Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity to integrate new technology into flexible and blended approaches to Technical and Vocational Education and Training (TVET) strengthened in Africa through training for policy makers, managers and educators. Focus is on course development for women working in the informal sector.</td>
<td>13 institutions participate in open, distance and flexible learning (ODFL) policy development activity.</td>
<td>Of the 13 partner institutions in INVEST Africa, 12 have a new ODFL policy.</td>
<td>The new policies are in different stages of institutional approval.</td>
</tr>
<tr>
<td></td>
<td>5 new informal sector courses developed.</td>
<td>50 new informal sector courses in use, with 1,052 learners.</td>
<td>Partners have developed informal sector courses according to the needs of their local community and the capacity of staff.</td>
</tr>
<tr>
<td></td>
<td>Women in Technology Uganda (WITU) informal sector business training developed and delivered to 40 people.</td>
<td>Informal business training course developed and 40 people completed it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Don Bosco Institute of Technology develops distance education TVET teacher training programme and builds capacity for eLearning.</td>
<td>7 teachers trained and online TVET teacher training programme in development at Don Bosco.</td>
<td>Don Bosco is a new partner with an urgent mandate to increase access to TVET teacher training through distance learning.</td>
</tr>
<tr>
<td></td>
<td>40 teachers trained in flexible and blended TVET through COL online courses.</td>
<td>63 participants completed flexible and blended TVET online courses.</td>
<td></td>
</tr>
<tr>
<td>Capacity to expand access and improve the quality of TVET teaching strengthened in Asia as organisational managers and practitioners build skills in the design and delivery of ODL courses</td>
<td>Teachers trained in eLearning; and a new distance programme in TVET teaching in development at UNIVOTEC (Sri Lanka).</td>
<td>12 UNIVOTEC staff trained in eLearning; and new diploma in TVET teaching in development.</td>
<td>Capacity building at UNIVOTEC started in January and the course development is planned to extend into the next financial year.</td>
</tr>
</tbody>
</table>
### LESSONS LEARNED

1. Identifying partners with strategic objectives to offer flexible programmes is a critical success factor.
2. Building capacity for monitoring and evaluation is important for collecting valid data.

### COUNTRIES

19 Countries: The Bahamas, Bangladesh, Fiji, Ghana, India, Jamaica, Kenya, Kiribati, Mozambique, Nauru, Nigeria, Papua New Guinea, St. Vincent & the Grenadines, Samoa, Sri Lanka, Tanzania, Uganda, Vanuatu, Zambia

**Annual Budget:** $400,000

**Expenditure to 31 March 2014:** $302,108
OVERVIEW
The Lifelong Learning for Farmers (L3F) initiative aims at reaching large numbers of small farmers and marginalised sectors of rural communities, particularly women. The concept envisages a global and local partnership between research institutions, financial institutions, the corporate sector, extension agencies and farming communities. The models evolved by COL and its partners are expected to convince the secondary stakeholders — such as financial institutions, the ICT sector and government — of the value of the L3F model, and to influence the decision to scale up and replicate L3F in a self-sustainable manner.

Activities:
1. Implementing lifelong learning in Africa, Asia, the Caribbean and the Pacific
2. Developing voicemail-based lifelong learning

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

HEADLINE: Banks find L3F playing pivotal role in credit management.

RESULTS 1 July 2013 to 31 March 2014

<table>
<thead>
<tr>
<th>Expected Outputs</th>
<th>Performance Indicators</th>
<th>Achievements to Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased ODL reach to a large number of farmers, particularly women</td>
<td>ODL reaches 122,000 farmers, 50% of whom are women.</td>
<td>ODL reaches 177,000 farmers, 65% of whom are women.</td>
<td>Semi-structured learning through mobile phones, community radios, multimedia and print media based learning have been intensified with the involvement of government, banks and ICT companies in 3 regions. The core group of L3F borrowers from the financial institutions who are learning through ODL is 36,000, and they received over $9 million during last year as credit for agriculture and livestock.</td>
</tr>
<tr>
<td>Capacity of partner organisation in gender-sensitive L3F strengthened</td>
<td>Capacity of 36 organisations strengthened in 4 Commonwealth regions.</td>
<td>Capacity of 41 organizations strengthened in 4 Commonwealth regions.</td>
<td></td>
</tr>
<tr>
<td>Various ministries, financial institutions and ICT companies play a major role in 4 Commonwealth regions</td>
<td>16 financial institutions and 5 ICT companies play a major role in 4 Commonwealth regions.</td>
<td>17 financial institutions and 4 ICT companies are playing major roles in L3F in 2 regions.</td>
<td>Banks and ICT companies are active in Asia and Africa, while their involvement in the Caribbean and the Pacific is yet to materialise. In India, the National Institute of Bank Management learned that income earned by banks from L3F livestock borrowers is 8 times more than the income earned from non-L3F livestock borrowers in the same region. At the same time, the cost of L3F is 6 times less than the cost incurred by banks in training farmers.</td>
</tr>
<tr>
<td>L3F expanding into other countries</td>
<td>L3F expands into 3 additional countries.</td>
<td>L3F has been expanded into Ghana, Seychelles and Tanzania.</td>
<td>The scope of L3F in Bangladesh is being studied.</td>
</tr>
</tbody>
</table>

CONTINUED ON NEXT PAGE
LESSONS LEARNED
1. When secondary stakeholders find that L3F offers a win-win approach, they respond positively.
2. The process of mobilisation, organisation, capacity building, technical support and system management has been found effective in generating 9.00 Indian rupees (INR) worth of benefits to the community for every INR 1.00 of investment in the initiative.

COUNTRIES
11 Countries: Canada, Ghana, India, Jamaica, Kenya, Mauritius, Papua New Guinea, Seychelles, Sri Lanka, Tanzania, Uganda
Annual Budget: $514,332 ($390,000 core + $124,332 additional contributions)
Expenditure to 31 March 2014: $547,573
LIVELIHOODS & HEALTH
Healthy Communities

OVERVIEW
Healthy Communities works with national and regional partner agencies to build capacities among local-level health/development and media/communication groups to develop and deliver quality, gender-responsive community learning programmes using appropriate technologies to tackle local health and development priorities. To increase scale, reduce costs and achieve more meaningful results, training and mentoring are increasingly done using distance methods and OER programme and course materials. Research aims to validate and improve the community learning programme model and approach, and to inform policy feedback and advocacy with government and civil society. The research will further enable take-up in national and regional programmes and projects.

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

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

HEADLINE: Over 45,000 people in seven countries in three Commonwealth regions use community-based learning programmes to improve their own health and development.

RESULTS 1 July 2013 to 31 March 2014

<table>
<thead>
<tr>
<th>Expected Outputs</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Increased capacity achieved to plan, design and develop community learning programmes (CLPs) among 10 national- or regional-level partner agencies in 4 regions</td>
<td>Cascading capacity building: • 10 national or regional partners running CLP initiatives • 80 local organisations engage in CLP development • 12 countries in 4 regions</td>
<td>Cascading capacity building: • 10 national or regional partner agencies active in 3 regions • 120 local organisations actively engaged in training and programme development: • 26 countries in 4 regions</td>
<td>Existing national partners increasingly function as regional partners (i.e., numbers are consistent but reach has increased). Development of distance training and mentoring has been successful but slow. Distance training and mentoring has enabled partners to engage large numbers of intermediaries.</td>
</tr>
<tr>
<td>Increased capacity achieved among local-level organisations in countries in 4 regions</td>
<td>CLPs developed: • 50 CLPs planned and designed • 20 CLPs operationalised in 12 countries • 5 programmes externally sponsored</td>
<td>CLP development: • 15 new CLPs planned and designed • 10 new CLPs operational • 5 programmes externally sponsored</td>
<td>The focus to date in 2013/14 has been on capacity building for new CLPs (not yet seeded) and operationalisation of CLPs. CLP usage figures are non-cumulative and presented in quarterly snapshots, which have been averaged. Further refinements are required to quarterly monitoring.</td>
</tr>
</tbody>
</table>

CLP use shows:
• 40,000 regular users identified
• 60% of users are women
• 40% of users are youth

CLP usage:
• 48,500 regular users identified (average of 2 quarters reported)
• majority of users are women and over 33% are youth (estimate by national/regional partners)
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Outcomes-oriented research findings produced</td>
<td>3 research mid- or endlines completed. 3 reports on research findings completed.</td>
<td>2 research mid- or endlines completed. 2 reports on research findings completed, both showing evidence of learning and change outcomes from the two CLPs studied.</td>
<td>Learning achievements and positive changes in health-seeking behaviour are evident in two sites (helping to validate the model). Research is lagging in one site. Research capacity and findings in two sites are both promising and will be further researched in Year 3.</td>
</tr>
<tr>
<td>Knowledge shared about CLP model</td>
<td>Healthy Communities video completed. Infographic on CLP model put up online.</td>
<td>Healthy Communities video is completed. Infographic on CLP model available online.</td>
<td>Development of distance training and mentoring has been successful but slow. Response to the delivery of Course 1 has been exceptionally positive and good results were achieved.</td>
</tr>
<tr>
<td>Materials developed</td>
<td>CLP certificate (8 courses) completed.</td>
<td>2 courses (15 weeks [90 hours]) in the certificate are complete. 2 courses are fully scripted. 4 courses are in preliminary draft format.</td>
<td>The majority of planned advocacy activities for Year 2 (i.e., national advocacy events) have been shifted to Year 3. Take-up projects and funding for CLPs has been successful in Malawi and South Africa.</td>
</tr>
<tr>
<td>Enhanced advocacy</td>
<td>4 national advocacy meetings held in 2 regions. 150 policy makers reached. 1 take-up project established.</td>
<td>1 national advocacy meeting held (Cameroon). 40 policy makers reached with research findings. 2 take-up projects established (South Africa).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$50,000 in CLP project funding secured. CLPs featured in 3 publications.</td>
<td>$120,000 in in-country CLP project funding secured (Malawi, South Africa). CLPs featured in COL’s Connections newsletter.</td>
<td></td>
</tr>
</tbody>
</table>

**LESSONS LEARNED**

1. Slow but steady wins the race: gradually developed activities based on solid partnerships are yielding results (e.g., the take-up of the CLP model in South Africa).
2. Distance training and mentoring approaches have the potential to transform how conventional civil society and local- and community-based capacity building is conducted.

**COUNTRIES**

26 Countries: Bangladesh, Barbados, Belize, Cameroon, Ghana, Guyana, India, Jamaica, Kenya, Kiribati, Malawi, Mozambique, Namibia, Nigeria, Papua New Guinea, Rwanda, Sierra Leone, South Africa, Tanzania, Trinidad & Tobago, St. Lucia, St. Vincent & the Grenadines, Solomon Islands, Sri Lanka, Uganda, Zambia

**Annual Budget:** $479,000

**Expenditure to 31 March 2014:** $438,070
OVERVIEW

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

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

OUTCOME

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

HEADLINE: First cohort of 24 teachers from Antigua & Barbuda complete the Commonwealth Certificate for Teacher ICT Integration (CCTI).

RESULTS 1 July 2013 to 31 March 2014

<table>
<thead>
<tr>
<th>Expected Outputs</th>
<th>Performance Indicators</th>
<th>Achievements to Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support provided to initiatives in the Education and the Livelihoods &amp; Health sectors and eLearning for International Organisations (eLIO)</td>
<td>Actions of at least 3 other initiatives supported.</td>
<td>Developed a basic IT skills course for open schools. Organised OER course development workshop and Moodle administration workshops for the Technical and Vocational Skills Development (TVSD) initiative. Developed student eLearning readiness survey for eLIO. Developed instructor eLearning readiness survey for TVSD.</td>
<td></td>
</tr>
<tr>
<td>ICT in education policies with OER provisions developed and adopted.</td>
<td>3 national ICT in education policies with OER policy provisions developed.</td>
<td>ICT/OER policies have been developed with COL assistance in Belize, Ghana and St. Kitts &amp; Nevis.</td>
<td>Moving from policy development to formal adoption continues to be a challenge.</td>
</tr>
<tr>
<td>Development of open textbooks through regional collaboration.</td>
<td>Open textbook prototype developed and tested in at least 1 country.</td>
<td>An open textbooks prototype is being piloted in Antigua &amp; Barbuda.</td>
<td></td>
</tr>
<tr>
<td>Support provided to the in-service training of teachers to integrate ICT and OER into their teaching.</td>
<td>Teachers in 2 countries complete the core CCTI modules and localisation of CCTI is initiated.</td>
<td>This includes the first cohort of 24 teachers to complete the CCTI in Antigua &amp; Barbuda.</td>
<td></td>
</tr>
<tr>
<td>Establishment of country-level agreements for the management and coordination of the CCTI.</td>
<td>Agreements for management, coordination and delivery of the CCTI established in 4 countries.</td>
<td>Agreements established in Antigua &amp; Barbuda, Grenada, St. Vincent &amp; Grenadines, and Trinidad &amp; Tobago.</td>
<td></td>
</tr>
<tr>
<td>Launch peer reviewed online open access journal with a focus on applied ODL and eLearning research in developing countries.</td>
<td>1 issue of the Journal of Learning for Development published.</td>
<td>2 issues of the journal have been published.</td>
<td></td>
</tr>
</tbody>
</table>

CONTINUED ON NEXT PAGE
LESSONS LEARNED
1. Moving from policy development to adoption and implementation is a serious challenge that requires creative approaches.
2. Blended approaches to institutional and government capacity development seem to be more successful than fully online approaches.

COUNTRIES
8 Countries: Antigua & Barbuda, Belize, Ghana, Grenada, Mauritius, St. Vincent & the Grenadines, Trinidad & Tobago, Uganda
Annual Budget: $350,000
Expenditure to 31 March 2014: $304,815
### OVERVIEW
CEMCA helps countries improve the scope, scale and quality of teaching and learning at all levels through the use of media and educational technologies to extend and improve educational systems. Further, CEMCA helps communities improve their livelihoods and health by using appropriate technologies to enhance skills, share knowledge and develop new economic opportunities.

### Activities:
CEMCA's activities focused on course development, capacity building, quality assurance, development of toolkits, and development of ODL, ICT and OER policy.

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

### HEADLINE: CEMCA continues its leadership in OER and open access in Asia, and strengthens its contribution to community radio in India.

### RESULTS 1 July 2013 to 31 March 2014

<table>
<thead>
<tr>
<th>Expected Outputs</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Virtual Open Schooling (VOS) launched</td>
<td>VOS platform used by National Institute of Open Schooling (NIOS), India.</td>
<td>VOS platform launched at NIOS with 2 courses.</td>
<td>NIOS provided additional contribution to develop an online examination system.</td>
</tr>
<tr>
<td>Industry-linked course for open school developed</td>
<td>Open Schooling strategy for skill development released. 1 industry-linked course developed.</td>
<td>NIOS released the strategy document. 1 course for audio assistants under development.</td>
<td>Vocational course development in alignment with the National Skills Qualifications Framework (NSQF) in progress.</td>
</tr>
<tr>
<td>Teacher educators trained on ICT skills and use of Community of Practice (CoP) platform for sharing</td>
<td>3 workshops on ICT integrated teacher education organised.</td>
<td>4 workshops on ICT integrated teacher education organised. About 90 teacher educators trained to use CoP.</td>
<td>The workshops took place in two states of India: Karnataka and Uttar Pradesh.</td>
</tr>
<tr>
<td>Online continuous professional development (CPD) course developed using OER</td>
<td>4 partner institutions involved in the development of the course on OER-based eLearning.</td>
<td>Online professional development course on OER-based eLearning developed with the support of 5 institutions in Asia (from India, Malaysia and Sri Lanka) and launched.</td>
<td>Currently, 40 participants are registered for the online pilot course and will earn Open Badges upon successful completion.</td>
</tr>
<tr>
<td>Appropriate policies developed for ODL and OER</td>
<td>2 governments supported to develop relevant policies.</td>
<td>National ODL policy in Sri Lanka developed and finalised. Open licence policy for National Mission on Education through ICT (NME-ICT) developed in India.</td>
<td></td>
</tr>
<tr>
<td>Course on community radio technology (CCRT) developed using multiple media</td>
<td>Learning materials in multiple media formats developed for CCRT. 2 institutions implement blended and technology-enhanced learning using the materials developed.</td>
<td>9 modules and 12 videos of the CCRT released as OER.</td>
<td>Discussions are in progress with Gauhati University to launch a certificate programme on community radio technology.</td>
</tr>
</tbody>
</table>

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LESSONS LEARNED

1. Working with multiple partners and stakeholders takes perseverance, engagement and regular monitoring to achieve results.
2. Innovation in programme implementation leads to increased visibility and impact.
3. Impact is all about understanding the needs of the stakeholders and developing activities accordingly.

COUNTRIES

6 Countries: Bangladesh, India, Malaysia, Maldives, Pakistan, Sri Lanka

Annual Budget: $514,188 ($350,000 core + $164,188 additional contributions)

Expenditure to 31 March 2014: $287,792
OVERVIEW
RETRIDOL was established in collaboration with the National Open University of Nigeria (NOUN). COL supports RETRIDOL in fulfilling its mandate role of promoting ODL through capacity building, research and networking with other regional and local organisations and in becoming a regional resource for ODL in West Africa.

Activities:
Conducting research, training and networking in West Africa

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

HEADLINE: 116 members from higher education institutions in West Africa acquire knowledge and skills in various ODL components in order to improve ODL systems and enhance quality in their institutions.

RESULTS 1 July 2013 to 31 March 2014

<table>
<thead>
<tr>
<th>Expected Outputs</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Faculty trained in use of ICT in tutoring and feedback</td>
<td>At least 35 faculty members trained in tutoring and feedback.</td>
<td>32 faculty from 5 institutions received training in eTutoring skills in ODL.</td>
<td>National capacity-building workshop was conducted for academics in ODL and dual-mode institutions.</td>
</tr>
<tr>
<td>Academics trained on developing fundable research projects</td>
<td>At least 10 research proposals in ODL become available through RETRIDOL.</td>
<td>Regional workshop on developing and writing fundable research proposals was completed in Accra in March 2014 for 25 participants from 10 institutions in Nigeria and Ghana.</td>
<td>No fundable research proposals were approved.</td>
</tr>
<tr>
<td>Improved access to higher education through ODL provision</td>
<td>At least 2 institutions become ready to offer ODL programmes.</td>
<td>Regional workshop conducted for capacity building in dual-mode provision.</td>
<td>Follow-up required in each institution to support course development and policy process.</td>
</tr>
<tr>
<td>Academics trained in assessment and evaluation</td>
<td>At least 30 academics trained in assessment and evaluation.</td>
<td>Workshop on online assessment and evaluation in ODL conducted and 35 participants from 6 institutions attended.</td>
<td>Quality assessment and evaluation in ODL is critical. Follow-up on how the trained participants are applying skills learned needs to be done.</td>
</tr>
<tr>
<td>Women academics supported for higher education programmes</td>
<td>10 African women supported in higher education.</td>
<td>Scholarships provided to 6 women to register for the Certificate in Designing and Facilitating eLearning at the Open Polytechnic of New Zealand (OPNZ).</td>
<td></td>
</tr>
<tr>
<td>Commissioned research projects in ODL completed</td>
<td>2 commissioned research studies completed.</td>
<td>No research studies were completed.</td>
<td>Only one research proposal was received.</td>
</tr>
</tbody>
</table>
LESSONS LEARNED

1. While RETRIDOL currently fully utilises its funding allocation and has achieved tangible outputs, there is a need for further follow-up to ensure the desired outcomes are realised.

COUNTRIES

4 Countries: Cameroon, Ghana, Nigeria, Sierra Leone

Annual Budget: $75,000

Expenditure to 31 March 2014: $80,260
OVERVIEW
The Southern African Development Community – Centre for Distance Education (SADC-CDE) was established as a centre of expertise in ODL to build this capacity in the region. SADC-CDE works collaboratively with COL and agreed to focus on the following activities during the current Three-Year Plan.

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

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

HEADLINE: At least 260 ODL practitioners acquired knowledge and skills in various ODL components for the promotion of quality distance education in Southern Africa.

RESULTS 1 July 2013 to 31 March 2014

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Ability of ODL practitioners to use knowledge, skills and principles of various ODL components</td>
<td>20 trained ODL practitioners apply knowledge and skills gained.</td>
<td>12 ODL practitioners are enrolled for the Certificate for Distance Education Practitioners at Botswana College of Distance and Open Learning (BOCODOL).</td>
<td></td>
</tr>
<tr>
<td>Improved open schooling programme and service delivery through the use of quality assurance measures</td>
<td>2 institutions apply the knowledge and principles of COL’s Review and Improvement Model (COL-RIM).</td>
<td>COL-RIM workshop was conducted at the Institute of Adult Education in Tanzania. 5 ODL practitioners are enrolled in a Quality Assurance Certificate course at the Open Polytechnic of New Zealand (OPNZ).</td>
<td></td>
</tr>
<tr>
<td>Resource database of ODL experts and consultants is up-to-date</td>
<td>ODL resource database updated annually.</td>
<td>The attendance register of the Distance Education Association of Southern Africa (DEASA), hosted by the University of South Africa (UNISA), is being used as a potential source for consultants.</td>
<td></td>
</tr>
<tr>
<td>Research output of ODL institutions and practitioners in the region distributed to stakeholder</td>
<td>35 participants trained in research and publication skills.</td>
<td>35 participants attended a research and publication workshop held in Tanzania.</td>
<td></td>
</tr>
<tr>
<td>National ODL policies aligned to the SADC regional ODL policy framework</td>
<td>At least 2 national ODL policies completed and aligned to the SADC regional ODL policy framework.</td>
<td>Stakeholder consultative meeting held in Namibia to review the Namibian national ODL policy and align it with the SADC regional ODL policy framework. Swaziland national ODL policy completed and delivered to the Ministry of Education.</td>
<td></td>
</tr>
<tr>
<td>Networking, collaboration and training with regional organisations and stakeholders sustained</td>
<td>MOU on collaboration with organisations with similar interests signed and implemented.</td>
<td>Agreement signed with the Open University of Tanzania to offer the Master of Education in Open and Distance Learning. 35 participants attended a pre-DEASA conference workshop on OER, with the support of OER Project Africa and SAIDE.</td>
<td></td>
</tr>
</tbody>
</table>
LESSONS LEARNED
1. It is possible to do more with less when similar institutions like DEASA and ODL institutions in the region network and collaborate.
2. The quality of journal articles and peer review are still weak. Hence, more training in research and publication is needed.

COUNTRIES
10 Countries: Botswana, Lesotho, Malawi, Mauritius, Mozambique, Namibia, South Africa, Swaziland, Tanzania, Zambia
Annual Budget: $75,000
Expenditure to 31 March 2014: $49,000

<table>
<thead>
<tr>
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<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODL practitioners demonstrate knowledge and skills with respect to eLearning implementation and practice/facilitation</td>
<td>20 ODL practitioners applying eLearning knowledge and skills.</td>
<td>20 ODL practitioners completed the eLearning course for online course developers and online tutors at the Namibian Polytechnic. 12 ODL practitioners completed the eLearning Certificate at the OPNZ.</td>
<td></td>
</tr>
</tbody>
</table>
REGIONAL SUPPORT – THE PACIFIC AND THE CARIBBEAN

COL has committed to work with partners to establish COL-supported and partially funded regional centres in the Pacific and the Caribbean. The approach taken has been to identify relevant partners through existing operations that might be expanded for this purpose, and to develop a programme of action that addresses the needs of the region.

CARIBBEAN REGIONAL CENTRE

Proposed regional centre activities in the Caribbean aim to support non-formal learning and communication using ODL and technology. Through a research and a consultative process, COL identified Panos Caribbean as the most suitable partner for the establishment of a centre. Discussions during this financial year included agreement on a regional framework with a focus on livelihoods, health and skills development, and related activities that best enable learning and communication for development in the region.

A Letter of Intent was signed in March 2014 between COL and Panos Caribbean. It anticipates implementation of a Caribbean regional centre in 2014–2015 (panoscaribbean.org).

PACIFIC REGIONAL CENTRE

A regional centre (Pacific Centre for Flexible and Open Learning for Development – PACFOLD) to promote and support learning for development in the Pacific will operate in partnership with the Centre for Vocational & Continuing Education at the University of the South Pacific (USP). An MOU between COL and USP, establishing PACFOLD, has been signed. This followed a stakeholders consultation meeting, held last year with participants from six Pacific countries, to discuss the establishment of the new centre.

The intention is that a range of institutions and civil society organisations will participate in the activities of the regional centre to promote and benefit from technology-enhanced and ODL approaches. PACFOLD will be an advocate of learning for development in the region, and will support the establishment and promotion of viable models that use technology, open, distance and flexible learning.

Specifically, PACFOLD will: focus on being an advocate and champion for ODL for development in the region; facilitate activities that address the needs of partners (institutions and organisations) to build capacity; and develop policy and support advocacy and networking. A regional advisory board, once established, will develop plans for implementation in 2014–2015.
OVERVIEW

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

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

Activities:

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

OUTCOME

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

HEADLINE: Small acts, big dreams: eLIO plays a role in helping some of the world’s major humanitarian and development agencies train their staff to better provide social justice, eradicate extreme poverty, and protect displaced persons.

RESULTS 1 July 2013 to 31 March 2014

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>eLearning courses delivered to staff working at five of the world’s major humanitarian and development agencies, to enhance their abilities in effective writing, data management and programme planning</td>
<td>Courses delivered to about 1,000 learners (professional and general grade staff), with an average completion rate of 80%.</td>
<td>15 eLearning courses offered to staff of the Council of Europe (COE), Inter-American Development Bank (IADB), International Labour Organization (ILO), United Nations High Commissioner for Refugees (UNHCR) and World Bank. The average completion rate was 80%.</td>
<td>When rapid eLearning took the limelight, eLIO held on to the best-practice principles of providing customised course materials and one-on-one tutor-supported learning. This model has proved to be effective with UNHCR’s repeated contracts and the addition of a new learning programme on programme management requiring one-on-one tutoring support. This model consistently results in a high completion rate (80% or above).</td>
</tr>
<tr>
<td></td>
<td>An even mix of men and women learners in courses.</td>
<td>1,019 learners (537 women and 482 men) enrolled in the courses.</td>
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<tr>
<td></td>
<td>Repeated training contracts received from the target agencies.</td>
<td>UNHCR retained COL to deliver the effective writing course for the 28th time and the course on operational data management for the 7th time.</td>
<td>This model consistently results in a high completion rate (80% or above).</td>
</tr>
<tr>
<td></td>
<td>A new course that is learner centric, competency based and gender inclusive.</td>
<td>The Writing Effectively for the Council of Europe course was developed in English and French and piloted to 100 learners ranging from clerical staff to department heads.</td>
<td>The materials are currently being piloted. Evaluation results will be available after June 2014.</td>
</tr>
<tr>
<td></td>
<td>A new distance learning course developed through adaptation and customisation</td>
<td>eLIO submitted 6 proposals in total: 5 were successful; 1 is still pending.</td>
<td>A successful rate of 83% in proposal submission is high and confirms eLIO’s competitive edge in the eLearning field.</td>
</tr>
<tr>
<td>Course development and delivery contracts secured with international organisations</td>
<td>Presentation of high-quality proposals that address the specific eLearning needs of requesting organisations.</td>
<td></td>
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</tr>
</tbody>
</table>
LESSONS LEARNED
1. Sustainability of the eLIO business model stems from a focus on quality materials, one-on-one tutor-mediated learning, and the continuous review of the contributor and operational process to ensure the highest quality of teaching and learning.

COUNTRIES
111 Countries (27 Commonwealth and 84 non-Commonwealth countries): Bangladesh, Botswana, Cameroon, The Gambia, Ghana, India, Jamaica, Kenya, Lesotho, Malawi, Malaysia, Malta, Mauritius, Mozambique, Nigeria, Pakistan, Papua New Guinea, Rwanda, Singapore, South Africa, Sri Lanka, Swaziland, Tanzania, Trinidad & Tobago, Uganda, United Kingdom, Zambia

Annual Budget (Revenue Recognised): $579,823
Expenditure to 31 March 2014: $569,039 (includes allocated human resource and office)
EDUCATION SECTOR

OPEN SCHOOLING

• Four Online workshops took place: The Flipped Classroom (76), Digital Badges for Teaching and Learning (195), Infographics and Visual Literacy (144), Designing Engaging Online Learning (96).
• 2 capacity building workshops took place in Papua New Guinea for Flexible Open and Distance Education (FODE) on data management and developing curriculum plans.
• The open schools in Tanzania, Lesotho, Malawi, Zambia and Mozambique submitted their final Quality Assurance Policies.
• NAMCOL in Namibia completed 70% of the online Certificate in Early Childhood Development and 3 capacity building workshops are planned for this team in June (10-12 June – coordination of a LMS (Moodle); 16-20 June – administration of a LMS (Moodle); 23-25 June – training of writers on re purposing of study guides).
• 3 online facilitators will be trained in Belize from 18-20 June to continue the support to online tutors at the Gwen Lizzaraga Open School.
• A curriculum content writing workshop for 3 subjects will take place during third week of June in Ghana.
• 12 Open Schooling practitioners will complete the online Certificate in Online Learning at the Open Polytechnic of New Zealand at the end of June.

ANNUAL BUDGET: $414,171 ($400,000 core + $14,171 additional contributions)
PROJECTED EXPENDITURE TO 30 JUNE 2014: $436,630 ($421,459 + $15,171)

TEACHER EDUCATION

• A 2nd content development workshop for online materials development for Diploma programme in Jamaica will be held 16-20 June 2014
• 10 Modules were developed and finalised for a BEd programme, Joint Board of Teacher Education, Jamaica
• The Open University of Sri Lanka is conducting an evaluation workshop (2-9 June 2014) on the integration of ICT and OER for the following online education courses:
  • Teacher Educator as an Educational Technologist (in MATE)
  • Educational Psychology (in MEd)
  • Educational Technology Foundations (in PGDE)
  • Current Trends in Education (in PGDSNE)
  • Child Development (in BEd. ECPE).
• A training workshop on the use of the Open Resources for English Language Teaching (ORELT) Modules was held from 22-26 April 2014. A total of 59 participants drawn from 5 counties in the eastern and northeastern parts of Kenya attended the workshops. These participants were trained as master trainers who would further train 10 teachers each, thus reaching a total of 590 teachers.
• A 3-day consultative/planning meeting at Solomon Islands National University (SINU) was completed along with plans for introducing ODL.
• 3 Modules for ICT Capacity Building Programme for Teacher Educators have been finalised.

ANNUAL BUDGET: $461,488 ($393,000 core + $68,488 additional contributions)
PROJECTED EXPENDITURE TO 30 JUNE 2014: $415,781 ($340,093 + $75,688)
HIGHER EDUCATION

- A Final Draft of Caribbean Regional ODL Policy Framework was completed.
- A workshop on Research Methodology in ODL for 22 staff members of the Open University of Mauritius (OUM) was completed.
- 2 scholars were nominated by the Department of Higher Education and Training, South Africa to study for the Master in Instructional Design and Technology offered by the Open University of Malaysia, which commenced in May 2014.
- 15 students from four Commonwealth member states in the Pacific were sponsored to undertake the Legislative Drafting programme at the University of the South Pacific, School of Law, Vanuatu which commenced in April 2014.
- The COL RIM Verification Report for the University of Jaffna (UoJ), Sri Lanka, was received, finalised and formally handed over to the Vice Chancellor of UoJ. This was completed with funding from the Commonwealth Secretariat.
- Quality Assurance Training-of-Trainers workshop for academics in African Council for Distance Education (ACDE) member universities was conducted at the 4th annual ACDE conference in June.
- Additional enrolment/graduation figures on the CEMBA/CEMPA programme were reported by The Open University of Sri Lanka (OUSL) and by the Open University of Mauritius (OUM). This brings the total enrolment to 4,691 and graduation of 3,814 in the current year.
- Revised Legislative Drafting materials were received from Athabasca University as part of the COL Chair programme. These materials are now available as open educational resources (OER) under the Creative Commons licence agreement.
- Phase 2 of 3 Training of the Trainers in ICT tutor and learner support workshop for approximately 30 Open University of Malaysia (OUM) staff took place from 5-8 June 2014.
- The COL-RIM Handbook revision is being finalised for release by the end of June 2014.
- The mid-term COL-RIM review in Wawasan Open University started on 4 June 2014 and is currently ongoing.
- The Open University of Tanzania’s COL Chair programme has conducted two workshops: ODL writing skills workshop and OER workshop. Workshops on the following topics are scheduled to be completed by the end of June: digital editorial, multimedia development and ICT training for students with special needs.

ANNUAL BUDGET: $392,830 ($330,000 core + $62,830 additional contributions)
PROJECTED EXPENDITURE TO 30 JUNE 2014: $315,359 core + $65,775 additional contributions

VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH (VUSSC)

- The registration of 4 VUSSC courses on the Transnational Qualifications Framework is progressing well and will be finalised by June 2014.
- The Bachelor in Business and Entrepreneurship and Postgraduate Certificate in Quality Assurance are being deployed to Moodle as eLearning programmes to increase learners’ access to those programmes; and will be completed in June.
- The Transnational Qualifications Framework (TQF) has now been referenced against 4 major regional qualification frameworks. These include the Southern African Development Community (SADC), Pacific, CARICOM and the European qualifications frameworks.

ANNUAL BUDGET: $311,414 ($310,000 core + $1,414 additional contributions)
PROJECTED EXPENDITURE TO 30 JUNE 2014: $399,215 ($357,801 + $41,414)
LIVELIHOODS & HEALTH SECTOR

TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT (TVSD)

- Moodle Administrators were trained to ensure robust installation of Moodle and to provide capacity building support to 8 INVEST Africa Partners (ZIBSIP in Zambia; Dom Bosco Institute, Mozambique; Makerere University Business School, Uganda; Mbeya University of Science and Technology, Tanzania; Koforidua Polytechnic, Ghana; and Coast Institute of Technology, Masai Technical Training Institute, and Rift Valley Technical Training Institute, Kenya).
- A workshop was conducted for 27 teaching staff at Koforidua Polytechnic, Ghana to build their capacity in the development of print-based distance learning materials.
- Support was provided to Dom Bosco Institute in Mozambique to build capacity in eLearning for the adaption of their TVET teacher training programme.
- 63 teachers and managers completed the flexible skills development online course.
- 40 people were trained in participatory materials development for skills training in the informal sector in Bangladesh in partnership with Dhaka Ahsania Mission and UNESCO.
- A capacity building workshop on blended online teaching and learning was held for 29 TVET teachers in the Faculty of Education and Liberal Studies (FELS) at the University of Technology, Jamaica.
- A capacity building workshop supported St. Vincent & the Grenadines Community College (SVGCC) in Moodle Administration and eLearning for the development of their flexible learning strategy. 7 staff were trained in Moodle Administration and 20 staff were trained in advanced features of Moodle 2.6.
- Workshops in quality assurance and system management for 70 senior managers and institutional heads were facilitated at HEART/NTA in Jamaica to support the development of their flexible learning system.
- A Pacific TVET workshop for 26 participants from 9 countries resulted in plans for 14 new flexible skills training courses.
- A workshop for 14 Ministry and institutional managers in Kiribati strengthened the partnership and ensured progress with the outer-island delivery strategy for TVET.
- A workshop for 14 Ministry officials in Papua New Guinea was held to progress plans for introducing flexible and open learning in TVET.
- A workshop for 12 senior managers and lecturers at Port Moresby Technical College, Papua New Guinea helped to progress their plans to introduce flexible and open learning.
- An evaluation study of the Basic Trades training and vocational literacy course supported by COL in 2011 was completed in Nauru.

ANNUAL BUDGET: $400,000
PROJECTED EXPENDITURE TO 30 JUNE 2014: $430,760

LIFELONG LEARNING FOR FARMERS (L3F)

- In Kenya, 1,200 L3F participants in Kakamega and Busia counties, after learning poultry and business enterprises, obtained credit from financial institutions and established poultry businesses with buy-back arrangements with major hotels and supermarkets.
- Learning materials in different dialects are reaching 6,525 L3F participants in Uganda through Short Message Services (SMS/text) and audio messages. Leaders of 25 self-help groups were trained in the value addition of sorghum and potato and these leaders are being involved in developing ODL materials in local dialects.
- L3F participants in a village in Yatinuwara district, Sri Lanka, have developed an enterprise for a crop dryer and the Department of Export Agriculture has approved the project and the credit for establishing the dryer.
- Out of 34,598 women learners in Maharashtra, India, who went through a financial literacy and agri-business enterprise course through community radio and other blended learning methods, 12,321 opened bank-accounts, saved and obtained credit from the bank for starting various enterprises. A study indicates an increase in the land-based asset among these women as well as strong health-seeking behaviours.
- A leading mobile phone service provider has joined L3F in Tanzania and has agreed to organise mobile phone-based learning for 700 L3F participants in the Kagera region. COL’s partners completed a value-chain study on sunflower production and processing, and identified the knowledge gaps among the farmers that need to be addressed by L3F.
- General Agricultural Workers Union (GAWU) in Ghana has identified 12 self-help groups for initiating L3F in the Northern and Volta regions of Ghana.
- The Ministry of Gender Equality, Child Development and Family Welfare, Mauritius, developed interactive learning materials and reached nearly 10,000 women through 15 women’s centres, 133 community centres and 57 social-welfare centres for sensitising them in the area of legal literacy, climate change and role of women in agriculture.

ANNUAL BUDGET: $607,000 ($390,000 core + $217,000 additional contributions)
PROJECTED EXPENDITURE TO 30 JUNE 2014: $673,856 ($453,856 + $220,000)
HEALTHY COMMUNITIES

• 130 representatives (45% women, 26% youth) of communication and development organisations in 24 countries registered for Course 2 of the community learning programmes (CLP) Developer’s Certificate Research for Planning:
  • 90 trainees are active
  • 50 have completed the majority of course activities
  • 20-30 participants are expected to deliver new CLPs in 2014-15
  • Learners are supported by 5 eFacilitators and 15 mentors.
  • CLPs planning/development is ongoing in India (8), Caribbean (7), East Africa (7), West Africa (6).
  • CLP design/production workshops were held in 4 sites in Bangladesh; 1 in Nigeria; 4 in South Africa; 1 in Trinidad & Tobago.
  • CLP delivery is ongoing in Bangladesh (3), Cameroon (3), India (1), Jamaica (2), Malawi (1), Sierra Leone (2), South Africa (5), Uganda (1).

ANNUAL BUDGET: $479,000
PROJECTED EXPENDITURE TO 30 JUNE 2014: $465,000

CROSS-CUTTING

eLEARNING

• Pilot implementation of the Open Textbooks prototype was completed in Antigua & Barbuda.
• Delivery of the online course, Developing & Teaching Online Courses was completed by 82 instructors from Uganda, Ghana and Trinidad & Tobago.
• Delivery of Developing & Teaching Online Courses for 37 instructors from Trinidad & Tobago and Ghana has begun.
• Workshops on strengthening capacity in blended online teaching and learning strategies were held at two TVET institutions in Kenya.
• An ICT/OER policy development workshop was held in the Seychelles.
• A draft national ICT in Education Strategy has been developed for Belize.
• A draft proposal for a Centre for Open & Distance Learning has been developed with the University of Belize.
• 23 teachers from Antigua & Barbuda have completed the Commonwealth Certificate for Teacher ICT Integration (CCTI).
• New modules in the CCTI were launched in St. Vincent & the Grenadines.
• Four short videos on current eLearning topics were produced.

ANNUAL BUDGET: $350,000
PROJECTED EXPENDITURE TO 30 JUNE 2014: $368,000

GENDER

• 2 gender-related “Lunch and Learn” events for staff were conducted on “Non sexist pedagogy” and “Men on the front line of gender equality”.
• 6 workshops were conducted to conclude pilot testing of the gender guidelines for Open Schools in Tanzania and India. Suggested revisions to the gender guidelines by key stakeholders in all 4 pilot sites were captured.
• For the Healthy Communities initiative, a review was conducted to assess whether gender is mainstreamed in the “Research for Planning” course.
• For the Teacher Education initiative, the toolkit for gender mainstreaming for teacher and teacher educators was revised, based on feedback from a regional consultative workshop. It is now ready for further use in the field.
• For the VUSSC initiative, the “Approaches to Teaching and Learning” course was reviewed from a gender perspective and references to useful gender-related resources to the subject matter were provided.
• An internal gender assessment of COL was conducted through a staff survey, interviews and an expert evaluation.
• COL’s gender page and microsite were made more current by updating web links; adding information about recent gender-related events at COL; and uploading new resource materials. The improved and streamlined gender site and microsite have been announced on various Facebook pages and COL-related information sharing channels.

ANNUAL BUDGET: $100,000
PROJECTED EXPENDITURE TO 30 JUNE 2014: $125,077
COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)

CEMCA

- Workshop on e-content development for virtual open schooling was organised at the National Institute of Open Schooling, India.
- An ICT Leadership in Higher Education event was organised for Sri Lankan Vice Chancellors in Kandy, Sri Lanka.
- An online professional development programme on OER-based eLearning was launched.
- Quality Guidelines for Open Educational Resources was revised.
- A curriculum development workshop on flexible skill training was held at Tamil Nadu Open University, India.
- A tutor counsellor workshop for the Certificate in Community Radio Technology was organised at Gauhati University, India.
- A field testing workshop was held at Rudi No Radio, Ahmedabad, on CEMCA’s Community Radio Continuous Improvement Toolkit (CR-CIT). CR-CIT field testing is now completed, and the toolkit has been revised.
- A validation and researcher training workshop for community radio has been organised as part of the research study being done with Ideosync. This study is for India, Bangladesh and Nepal (with the support of UNESCO).
- Another EdTech Notes, entitled “Social Media in Higher Education”, was published by CEMCA.

ANNUAL BUDGET: $487,587 ($350,000 core + $137,587 additional contributions)
PROJECTED EXPENDITURE TO 30 JUNE 2013: $477,778 ($348,448 + $129,330)

REGIONAL SUPPORT

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

- A capacity building workshop on online assessment and evaluation in ODL for 28 academic staff from 6 West Africa institutions was conducted.
- A RETRIDOL Advisory Board meeting will be held on 24 June 2014. The draft work plan for 2014-2015 will be discussed for approval.

ANNUAL BUDGET: $75,000
PROJECTED EXPENDITURE TO 30 JUNE 2014: $80,260

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

- SADC-CDE’s evaluation has been completed.
- 20 students from 7 SADC countries registered in an online course on Project Management.

ANNUAL BUDGET: $75,000
PROJECTED EXPENDITURE TO 30 JUNE 2014: $72,096

PACIFIC CENTRE FOR FLEXIBLE AND OPEN LEARNING FOR DEVELOPMENT (PACFOLD)

- The inaugural meeting of the PACFOLD Advisory Board was held in May. Terms of Reference for the Board and the work plan for year 2014-2015 were developed and approved.
- The Board is chaired by the Vice Chancellor of the University of the South Pacific (USP), with representatives from Australia, Papua New Guinea, Samoa, Tuvalu, COL and the regional body, Pacific Island Forum Secretariat.

ANNUAL BUDGET: $50,000
PROJECTED EXPENDITURE TO 30 JUNE 2014: $33,200

CARIBBEAN REGIONAL LEARNING FOR DEVELOPMENT CENTRE (CRL4DC)

- Planning with Panos Caribbean concerning implementation of Regional Centre activities in 2014-15 is being finalised.

ANNUAL BUDGET: $25,000
PROJECTED EXPENDITURE TO 30 JUNE 2014: $24,000