

ANNEX 7 (b) COL Activities in the 15CCEM Action Areas

Name of Organisation: Commonwealth of Learning

PLEASE NOTE:

Programmes

All of the Commonwealth of Learning's work can be viewed in light of these categorisations. This document would be too lengthy and difficult to read if all COL's work was included. I have therefore included recent highlights that we would like to draw attention to. The category, 'Open and Distance Learning' has not been addressed here as all of COL's work involves some form of ODL.

This document should be read in light of three publications, (1) 'A World of Knowledge', Commonwealth of Learning Summary Report 2000-2003, (2) 'Commonwealth of Learning, Three Year Plan 2003-2006, and , (3) 'Learning and Living with Technology', The Commonwealth of Learning and the Millennium Development Goals.

The Commonwealth of Learning rarely acts alone as we are an agency which is demand led. If not indicated in this table, the assumption should be that we are partnering with Country institutions either/or in the Public/Private sectors.

Budget

COL commits in the region of \$4million per annum to programme work. Therefore, between 2000-2006, \$24million will have been committed to programmes. Figures cited here are indicative only.

Budget figures for partnership organisations is data that, as a rule, is not collected.

All \$ amounts are \$CDN

ACTION AREAS	PROJECTS AND ACTIVITIES 2000 – 2006						
	Description/Title	Years of Operation (e.g. 2001-2003)	Project Phase Completed (C) Ongoing (O) Planned (P)	Country Focus	Partner Organisation (if any)	Scale of Activity £'000	
						Total Budget	Share of your Organisation
<b>Achieving Universal Primary Education</b>	<p><b>COL has an extensive SchoolNet Programme and we work to implement the initiative across the Commonwealth. Some recent work includes:</b></p> <p>Support capacity building and research related to Schoolnets/e-schools to focus on SchoolNet Africa (SNA) and NEPAD's e-schools programme. With SNA we support research to underpin the 'Million PCs Campaign'. We also support the 'Connecting Teacher Training Institutions' project which aims to establish a technology network, connected to the Internet, to train staff to use the technology in their work and develop courses for pre-service teacher training.</p> <p>With NEPAD e-schools, we are advising them on their e-Schools Demo Project that is working in 16</p>	2003-2006+	Ongoing	Pan African Trinidad and Tobago	NEPAD School net Africa		\$500,000

	countries and installing computer networks, training teachers, developing content and making the school a health information point.						
<b>Achieving Universal Primary Education</b>	<p><b>ODL and ICT within Education Policies.</b></p> <p>COL's ODL Policy Programme aims to assist in the generation of policies in governments and institutions towards the use of ODL methodologies. We are working with governments, schools, polytechnics, and teacher training colleges to better achieve the EFA targets. For example: In Zambia we are working with the Ministry of Education to construct their ICT education policy. We have been promoting the use of ICTs within the school system by supporting various advocacy initiatives, e.g. the <i>All African Ministers Conference on Open Learning and Distance Education</i>, Cape Town, February 2004 and the <i>Pan African Workshop on Using ICTs in the African classroom</i>, Botswana.</p> <p>We support policy processes in Kenya, Uganda, Sierra Leone, Cameroon, Gambia and Mozambique.</p>	2003-2006+	Ongoing	Pan African	Various African Based organisations.		\$1,500,000
<b>Achieving Universal Primary Education</b>	<p><b>Teacher Training to support UPE</b></p> <p>COL is supporting the development of a regional course on training teachers to use ICTs in the classroom at pre- and in-service levels.</p>	2000-2003	Completed	Pan-African			\$100000

<b>Achieving Universal Primary Education</b>	<b>Teacher Training to support UPE</b> This activity is centered on the University of Delhi's Faculty of Education pre-service and in-service primary and secondary teacher training programme. The Faculty is exposing teachers to different uses of technology for the classroom. This has included audio/video production and internet based technology. The activity was implemented in February 2004.	2004	Completed	India			\$50,000
<b>Achieving Universal Primary Education</b>	<b>Technology and Students</b> COL worked with the Forestry department where officers were trained in audio/video techniques. Video productions were used in primary/secondary schools for environmental awareness training among young people and sensitized them on the issue of local environment.	2004	Completed	Trinidad and Tobago			\$30,000
<b>Achieving Universal Primary Education</b>	<b>Open Schooling</b> COL is assisting the National Institute of Open Schooling (NIOS) to convene a meeting of State Secretaries to examine the establishment of more State Open Schools in India with a view of meeting the increasing demands of primary school graduates. The meeting is scheduled for Jan. 2005.	2004-2006	Ongoing	India			\$30,000
<b>Eliminating Gender Disparities in Education</b>	<b>Multi-Media</b> CEMCA is collaborating with FAO Bangkok office to produce a multimedia training package on gender and rural development. The kit is targeted to academics, researchers and extension agencies in agriculture and rural development in South Asian countries, with an objective to sensitize them to the various aspects of gender related issues, and to provide them with a resource tool kit to enable more effective research and work in the region.	2003-2006	Ongoing	Bangladesh/India/Maldives/Pakistan/Sri Lanka			\$60,000

<b>Eliminating Gender Disparities in Education</b>	<b>Gender ToolKits</b> COL and the Commonwealth Secretariat jointly launched a 'Gender Management System (GMS) Toolkit', designed to assist Commonwealth governments in ensuring that an awareness of gender issues informs their decision-making in all areas, at all levels, in January. The launch took place in <b>Malaysia</b> and a three-day workshop using the materials immediately followed. The audience for the workshop was a cross-section of representatives from the National Institute of Public Administration (INTAN). A co-publication of COL and the Secretariat, the aim of the Toolkit is to enhance the access to and usability of the Secretariat's series of GMS manuals by integrating principles of open and distance learning. The Toolkit transforms the manuals into a user-friendly, learner-centered, trainer-oriented package.	2003-2004	Ongoing	Pan Commonwealth			\$20,000
<b>Eliminating Gender Disparities in Education</b>	<b>Community Radio</b> The Community Radio Project is focused on the development of a solar-powered FM community radio station reaching a target audience of one million Luo speakers in Northern Uganda. Programmes dealing with health, agriculture and gender issues have been one of the focuses of this station. Five locally run workshops concerning community organisation and participation were conducted. Five additional community radio stations were opened in hundred-kilometre radius due to the lead from the Apac community radio station. The project has also led to the reorganisation of community radio licensing and fees by the Government of Uganda and the health-based information has assisted in the reduction of HIV/AIDS cases ( <i>UNAIDS statistics indicated that infection rates had decreased in Uganda for the last ten years</i> ).	2004	Completed	Uganda			\$20,000

<b>Eliminating Gender Disparities in Education</b>	<b>Forum on ICTs &amp; Gender</b> – Kuala Lumpur, Malaysia – August 20-23, 2003. The Commonwealth of Learning participated in the International Forum on ICTs & Gender. This event was organized by the Government of Malaysia, Global Network Partnership, UNESCO and supported by CIDA and attracted some 300 delegates from around the world. The forum included input from the four prior regional meetings that we convened to look at barriers that women/girls encountered when using ICTs, especially for education and training.	2003	Completed	Pan-Commonwealth			\$50,000
<b>Eliminating Gender Disparities in Education</b>	<b>Labour Standards</b> Implementing Core Labor Standards Through Management training in Bangladesh Ready-made Garment sector – In November 2000, the Commonwealth of Learning, in collaboration with OXFAM and The Prince of Wales International Business Leaders Forum (IBLF), designed and produced learning materials for a pilot project, with a view to improving the working conditions of garment workers, by building the capacity of management to understand the need for and to be able to implement change. The pilot project was a direct response to research conducted by OXFAM (Bangladesh) in 1999 which indicated that low management capacity amongst female garment workers was a major obstacle to implementing change within an industry that employs approximately 1.5million people (mainly women).	2000	Completed	India	OXFAM/ The Prince of Wales International Business Leaders Forum		\$20,000
<b>Eliminating Gender Disparities in Education</b>	Under the COL's Young Professionals Attachment Programme 2003/04, India hosted two interns, one at the International Crops Research Institute for Semi-Arid Tropics (ICRISAT) and the other at the UNIFEM's Global Programme on Gender, HIV/AIDS.	2003-2004	Completed	India			\$15,000

<b>Eliminating Gender Disparities in Education</b>	<b>Boys' Under-Achievement</b> Study on Boys' Under-Achievement in Education in the Commonwealth – The Commonwealth of Learning, in collaboration with the Commonwealth Secretariat will commission a study on boy's under-achievement in Education in the Commonwealth in 2005. The proposed study will look into the nature and extent of the aforementioned problem and will make recommendations for policy action.	2005-2006	Ongoing	Pan-Commonwealth	COMSEC	\$35,000	
<b>Eliminating Gender Disparities in Education</b>	<b>Mainstreaming Gender</b> COL has identified gender as a cross-cutting theme within all our sub-programmes and at an organisational level. As part of that recognition, we are working towards the formulation of a gender working group. We also aim to complete a gender audit of current and planned initiatives for the period 2003/04 and 2004/05.  Internally, we plan to expand the current internal gender policy at COL and to develop a draft gender framework that can be used in all stages of a programme cycle: planning, implementation, monitoring and evaluation.	2003-2006	Ongoing				\$16,000
<b>Eliminating Gender Disparities in Education</b>	<b>Virtual Library of Gender Resources</b> In an effort to support practitioners working for gender equality, the Commonwealth of Learning has entered into a joint initiative with the Forum for African Women Educationalists (FAWE) to create a virtual library of gender resources. This internet based resource will provide all the full text documents in the field that are available electronically	2005-2006	Ongoing	Pan-Commonwealth	FAWE		\$10,000

<b>Eliminating Gender Disparities in Education</b>	<b>Publication</b> <i>'Brave New Women: How Distance Education Changed their Lives'</i> Asha Kanwar & Margaret Taplin [eds] A set of case studies of women who succeed through the use of distance education.	2005	Ongoing				\$7,000
<b>Improving quality in Education</b>	<b>Various Initiatives; recent and current</b> (1) Training workshop held in India in conjunction with YCMOU (2) Policy dialogue with UGC, India. (3) Retreat for Vice-Chancellors in Sri Lanka. (4) Stakeholder consultative meeting, Barbados. (5) Research on Transnational Higher Education and impact on quality commissioned. (6) Publication on Quality Assurance for use by policy-makers and practitioners, in COL's Knowledge series, is forthcoming. (7) Commissioning a set of case studies on Quality Assurance in COL's Perspectives series.	2003-2006	Ongoing		UGC India University of Surrey, UK UNESCO COMSEC YCMOU, India		\$100,000
<b>Improving quality in Education</b>	<b>Institutes and Quality</b> The Management Development Institutes in Singapore. These institutes, organised by COL in partnership with the Singapore Ministry of Foreign Affairs and the Indian National Council for Educational Research and Training, are designed to benefit teacher training college principals and senior administrators from Sub-Saharan Africa. We are hopeful that the skills acquired will facilitate an improvement in the quality and quantity of teacher training, thereby helping to achieve the "education for all" goals.	2000-2006	On-going	Pan-Commonwealth			\$150,000

<b>Improving quality in Education</b>	<b>Vocational Education</b> In co-operation with UNESCO, PATVET and the Samoa Polytechnic, COL supported a regional meeting in Samoa in June 2003 to look at strategies to improve the quality of vocational education in the region. This meeting provided an opportunity for PATVET members to meet and to provide direction for COL's tech/voc-related work in the region. The Samoa Polytechnic is currently offering the course online.	2003	Completed	Samoa			\$35,000
<b>Improving quality in Education</b>	<b>Post-Secondary Education and Skills</b> With ADB funding, COL designed for the Maldives, a post-secondary education and skills development plan that addresses the socio-economic needs of the country and increases training output, accelerates training and improves on the quality of training using open and distance learning.	2003-2004	Completed	Maldives	ADB		\$5,000
<b>Improving quality in Education</b>	COL oriented all Provosts of 62 teacher education colleges on ODL and ICT for teacher education. It provided consultant support in developing a document on 'Norms and Standards and Performance Indicators for Assessing Teacher Education Colleges/Programmes by ODL'. COL is facilitating a collaboration between the National Commission for Colleges of Education and agencies in India with an aim to formulate Quality Assurance Indicators and prepare QA materials for teacher training. COL facilitated the visit of 5 top administrators to India to participate in QA Roundtable and visit various organisations in ODL and teacher education	2003	Completed	India Nigeria			\$30,000

<b>Improving quality in Education</b>	A detailed review of the Learner Support System is in place. Activities during the year will be based on the recommendations of the review. Two activities which will be initiated immediately are Training of Trainers for tutor training, along with development of a Training Handbook and Development of a Quality Assurance and Monitoring Mechanism	2003-2004	Ongoing	Nigeria			\$25,000
<b>Improving quality in Education</b>	<p>± With funds from UNESCO's International Institute for Educational Planning, COL carried out two desk based studies –</p> <p>(1) Quality criteria in the provision of ODL in <b>Sub-Saharan Africa</b></p> <p>(2) Costing model of ODL for <b>Sub-Saharan Africa</b>.</p>	2003-2004	Completed	Sub-Saharan Africa	UNESCO		
<b>Improving quality in Education</b>	± With ADB funding, COL designed for <b>Bangladesh</b> a comprehensive plan with stakeholders support, training strategy, institutional capacity building and financial backing to improve teaching quality in secondary education.	2003-2004	Completed	Bangladesh	ADB		

<b>Improving quality in Education</b>	<b><i>ODL for Teacher Education</i></b>  By 2006, more institutions and agencies will use ODL and ICT for increasing opportunities for quality education, training and ongoing professional support of teachers, facilitators, teacher educators, educational administrators and policy makers in formal and non-formal education sectors.	2003-2006	Ongoing and planned				\$200,000
<b>Using Distance Learning to Overcome Barriers</b>	18 delegates from Uganda participated in the National Consultative Forum on the Policy for Open and Distance Learning Education in Kenya in September 2004 to raise awareness and to advocate for the establishment of open schools in the Sub-Saharan region.	2004	Completed	Uganda			\$30,000
<b>Using Distance Learning to Overcome Barriers</b>	A Stitch In Time is a project to improve occupational health and safety management skills, particularly for women, in the export garment industry in Bangladesh. The project provides a model, which can be used across many manufacturing industries, particularly in developing countries. COL produced a suite of distance learning materials in partnership with OXFAM and the Prince of Wales International Business Leaders Forum, which were piloted in export garment factories in Dhaka. The South Asia Enterprise Development Facility, a multi-donor funded International Financial Corporation, signed a Memorandum of Understanding with COL to further develop the materials and support their use in garment factories throughout Bangladesh.	2004	Completed	Bangladesh	OXFAM Prince of Wales International Business Leaders Forum, South Asia Enterprise Development Facility.		\$50,000

<b>Using Distance Learning to Overcome Barriers</b>	<p>COL supported pilot implementation of a distance learning programme in the agronomic management of cowpeas and soyabeans in Eastern and Southern Africa. It was implemented by the In-Service Training Trust (ISTT) in collaboration with training institutions in Uganda, Tanzania, Namibia and Zambia. COL facilitated two workshops for the participants to learn instructional design skills. Subsequently, through online support, the participants exchanged and finalised their distance learning materials on cowpeas and soybeans in print form. A pre-test confirmed the relevance, importance, acceptability, and user friendliness of the learning materials. The pilot implementation of the programme confirmed the relevance of using print medium and the appropriateness of developing a wide range of such courses to bring about a positive change in the food security situation in Africa and subsequently contribute to the promotion of economic growth and poverty reduction.</p>	2003-2004	Completed	Southern/Eastern Africa			\$40,000
<b>Using Distance Learning to Overcome Barriers</b>	<p>Nomadic Groups COL is developing a strong agenda with various African organisations to increase access to education for Nomadic Groups. A recent meeting in Abuja, Nigeria was held to plan a symposium on the use of ODL and ICTs to be held in September 2005, probably in Nigeria.</p>	2005	Current and Planned		UNICEF COMSEC.		\$30,000

<b>Using Distance Learning to Overcome Barriers</b>	<p>An initiative involving COL, three Caribbean Universities and four Caribbean nations and the Caribbean Distance Education Scholarship Programme (CCDESP) was funded by the Canadian Department of Foreign Affairs and International Trade (DFAIT) as an extension of their Commonwealth Scholarship and Fellowship Plan (CSFP). The scholarship provides undergraduate scholarships for Caribbean students using distance education technologies to obtain skills-based degrees through Canadian post secondary institutions.</p>	2000-2003	Ongoing	Caribbean			\$50,000
<b>Supporting Education in Difficult Circumstances</b>	<p><b>Education in Difficult Circumstance</b>  Dialogue opened with Ministry of Education, and the University, in Sierra Leone leading to a national forum on the issue in February 2005.</p>	2004-2005	Ongoing	Sierra Leone			\$40,000
<b>Supporting Education in Difficult Circumstances</b>	<p>Continued to build networks to support the education of out-of-school youth, street children and other young people in jeopardy through collaboration with the National Institute of Open School in India as well as the many NGOs engaged in the rehabilitation of such children.</p>	2000-2006	Ongoing	India			\$70,000

<b>Mitigating the Impact of HIV/AIDS in Education</b>	<p>COL, worked in partnership with the University of Dschang and the Ministry of Education, on an activity focussing on both issues of training between farmers and extension officers and the dissemination of information to agricultural community concern HIV/AIDS prevention. COL provided a video production unit that is producing audio/video based support for print-based agricultural learning materials. Students in remote areas are now able to consider a post secondary education option via DE.</p>	<p>2004-2006</p>	<p>Ongoing</p>	<p>Cameroon</p>			<p>\$30,000</p>
<b>Mitigating the Impact of HIV/AIDS in Education</b>	<p>Under the COL'S Young Professionals Attachment Programme 2003/04, India hosted two interns, one at the International Crops Research Institute For Semi-Arid Tropics (ICRISAT) and the other at the UNIFEM'S Global Programme on gender, HIV/AIDS.</p>	<p>2003-2004</p>	<p>Ongoing</p>	<p>India</p>			<p>\$20,000</p>

<b>Mitigating the Impact of HIV/AIDS in Education</b>	<p>The health sector is a new focus for COL, although work was undertaken with the NGO sector (<b>The Gambia</b>) in the last three-year plan within the COL Media Empowerment programme. The partnership with WHO headquarters, which resulted in joint projects on HIV/AIDS stigma in <b>South Africa</b> in 2003, extended to COL being invited to aid in the planning of curriculum for the training of WHO in-country Professional Officers (NPO's) in December 2003.</p>	2003	Completed	South Africa			\$15,000
<b>Mitigating the Impact of HIV/AIDS in Education</b>	<p>In terms of health issues, a joint project was undertaken with COL, the <b>WHO Sri Lanka Country Office</b>, and Sarvodaya, the largest NGO in <b>Sri Lanka</b> (its network reaches over 10, 000 villages). The activity with COL and WHO has enhanced Sarvodaya's ability to disseminate health based training and information effectively at village level. WHO has guided Sarvodaya in targeting health issues and COL has focused on training and delivery strategies to effectively address these issues.</p>	2003-2004	Completed	Sri Lanka	WHO		

<b>Mitigating the Impact of HIV/AIDS in Education</b>	<p>Through contracts with the United Nations High Commissioner for Refugees (UNHCR), the World Health Organization (WHO), the UN Joint Programme for HIV/AIDS (UNAIDS), and the International Federation of the Red Cross and Red Crescent Societies (IFRC), COL provided distance learning in effective communications to country-based staff in these global organizations. In total, 570 learners (60% female and 40% male) are currently being trained at a distance.</p>	2003-2006	Ongoing		UNCR WHO UNAIDS IFRC		\$60,000
<b>Mitigating the Impact of HIV/AIDS in Education</b>	<p>The Community Radio Project is focused on the development of a solar-powered FM community radio station reaching a target audience of one million Luo speakers in Northern Uganda. Programmes dealing with health, agriculture and gender issues have been one of the focuses of this station. Five locally run workshops concerning community organisation and participation were conducted. Five additional community radio stations were opened in hundred-kilometre radius due to the lead from the Apac community radio station. The project has also led to the reorganisation of community radio licensing and fees by the Government of Uganda and the health-based information has assisted in the reduction of HIV/AIDS cases (<i>UNAIDS statistics indicated that infection rates had decreased in Uganda for the last ten years</i>).</p>	2003-2004	Completed	Uganda			\$35,000

<b>Mitigating the Impact of HIV/AIDS in Education</b>	<p>Working in partnership with the WHO Sri Lanka country representative (WR) and Sarvodaya, an NGO working in health and education in the country, the activity has focused on health issues such as malaria, alcohol abuse and HIV/AIDS. The project will reach villages throughout the country with video and audio productions undertaken by Sarvodaya in consultation with the WR. Workshops on utilisation of media for distance education were undertaken by the COLME initiative in February 2004.</p>	2004	Completed	Sri Lanka	WHO		\$30,000
<b>Mitigating the Impact of HIV/AIDS in Education</b>	<p>COL is working in partnership with the WHO in Geneva, on an activity that has focused on the issue of HIV/AIDS stigma with a non-governmental organisation (NGO) Valley Trust (VT) located in KwaZulu-Natal. The project has served to aid VT in disseminating localised HIV/AIDS stigma information to the rural areas of KwaZulu-Natal, utilising video and audio production delivery.</p>	2004	Ongoing	South Africa	WHO		

<b>Mitigating the Impact of HIV/AIDS in Education</b>	COL has installed and provided training on portable “briefcase” FM community broadcasting stations to serve rural communities in several countries – most recently in Papua New Guinea. Training focuses on their use for health education (including HIV/AIDS) and supplementing primary education <a href="http://www.col.org/programmes/capacity/community_rv.htm">www.col.org/programmes/capacity/community_rv.htm</a>	2004	Completed	Papua New Guinea			\$30,000
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