VIRTUAL UNIVERSITY FOR THE SMALL STATES OF THE COMMONWEALTH

EVALUATION – INTERIM REPORT

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by

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EXECUTIVE SUMMARY

Great minds with vision are behind this great global community project!!
Congratulations for this brain wave[1].

PROJECT DESCRIPTION

The Virtual University for the Small States of the Commonwealth (VUSSC) is a growing network committed to the collaborative development of free content resources for education. Specifically, VUSSC countries[2] have chosen to focus on the development of postsecondary, skills-related courses in areas such as tourism, entrepreneurship, use of information and communications technologies (ICTs), life skills, disaster management and fisheries. The VUSSC course materials are non-proprietary and readily adaptable to the specific context of each country. They can be used in the offering of credit-bearing qualifications as well as strengthening educational capacity and access in member countries.

It is important to emphasize that the VUSSC is not a tertiary institution. Rather, it is a collective mechanism for developing, adapting, and sharing courses and learning materials. It is also a forum for institutions to build capacity and expertise in online collaboration, eLearning and ICTs generally.

VUSSC was first conceived by Commonwealth Education Ministers when they met in Halifax, Canada in December 2000. The Commonwealth of Learning (COL) is facilitating the VUSSC initiative, with funding support from the Government of Singapore, The William and Flora Hewlett Foundation and the Commonwealth Fund for Technical Co-operation (CFTC).

There are currently 29 countries (28 from the Commonwealth) participating in VUSSC, through interlocuter planning meetings, training and course development workshops, and an international gathering of senior officials for the development of a Transnational Qualifications Framework (TQF).

1. Antigua & Barbuda	11. Guyana	21. Seychelles
2. The Bahamas	12. Jamaica	22. St Kitts & Nevis
3. Barbados	13. Lesotho	23. St Lucia
4. Belize	14. Maldives	24. St Vincent & the Grenadines
5. Botswana	15. Malta	25. Swaziland
6. Cyprus	16. Mauritius	26. Tonga
7. The Comoros	17. Namibia	27. Trinidad and Tobago
8. Dominica	18. Papua New Guinea	28. Tuvalu
9. The Gambia	19. Samoa	29. Vanuatu
10. Grenada	20. Sierra Leone	

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[1] Trinidad and Tobago Bootcamp participant comment in online feedback survey.
[2] A "small state" is usually defined as having a population of fewer than 1.5 million. Of the 52 Commonwealth countries, 32 are small states.

The total number of individuals involved in the VUSSC initiative (direct participation in Bootcamps and/or meetings) as of April 2008 is 190. Women comprise 55% (105) of this total and men 45% (85).

VUSSC ACTIVITIES AND INTENDED OUTPUTS AND OUTCOMES

VUSSC is a collaborative network building on the support of Education Ministers across the Small States of the Commonwealth. The timeline below shows the many years of planning and commitment that have gone into developing the VUSSC initiative.

2000   14th Commonwealth Conference of Education Ministers in Halifax, Canada passed a resolution requesting the Commonwealth of Learning (COL) to develop a proposal for a virtual university for small states of the Commonwealth (VUSSC) (*Halifax Declaration*)

2002   Proposal for VUSSC developed by the Technical Advisory Committee (TAC) distributed to Commonwealth Ministers of Education

2003   Ministers of Education Meeting in the Seychelles (March 2003) reviewed and accepted proposal; COL invited to manage continued development of VUSSC initiative

2003   15th Commonwealth Conference of Education Ministers in Edinburgh, Scotland endorsed the proposal and business plan for VUSSC

2005   Orientation and Planning Meeting on "Virtual University, Flexible Learning" held in Singapore (September 2005); articulated the *The Singapore Statement*

2006   Singapore Meeting (April 2006) ; "Second Strategy Meeting of Interlocutors and Institutional Managers"; articulated *Letter of Intent*

2006   Mauritius Bootcamp (1st International Training & Materials Development Workshop – ITMW #1) focusing on Toursim and Entrepreneurship (August 2006)

2006   Meeting of Interlocuters in Jamiaca (November 2006)

2007   Singapore Bootcamp (ITMW #2) focusing on Training Educators to Develop Open and Distance Learning Materials (March 2007)

2007   Trinidad and Tobago Bootcamp (ITMW #3) focusing on Life Skills (June 2007)

2007   Beginning the process of copying everything already put together in the wiki, into the COL ODL Instructional Design template, trying to create a version that can be easily implemented in a DE or as support materials in a classroom situation (August 2007)

2007   Samoa Bootcamp (ITMW #4) focusing on Disaster Management (November 2007)

2008   Seychelles Bootcamp (ITMW #5) focusing on Fisheries (March 2008)

2008   Singapore Transnational Qualifications Framework (TQF) Meeting (February - March 2008)

2008   Singapore Meeting Senior Officials Recommendations to Minister – Establishment of a TQF for the VUSSC (February 28, 2008)

2008   Finalisation of TQF Concept Document (April 2008)

In addition to the three planning meetings (two in Singapore and one in Jamaica) involving interlocutors and institutional managers, VUSSC has also been active in offering international training and materials development workshops called "Bootcamps". The Bootcamps are immersion training workshops (also called "International Training & Materials Development Workshops" - ITMW) of almost three weeks duration where

professional educators work together in teams to begin the creation of course materials and to learn a range of ICTs that can be applied and taught to others in their home countries. Four team leaders are chosen to represent each of the four regions of the Commonwealth and they attend an orientation workshop several months prior to the Bootcamp. The subject matters (themes) for each workshop were all identified as priorities by the Ministers of Education when they were canvassed in 2005.

The first Bootcamp was held in Mauritius in 2006 and since then, four more have been offered - in Singapore, Trinidad and Tobago, Samoa and recently in the Seychelles. One hundred participants have attended the Bootcamps to date.

VUSSC Bootcamps (International Training and Materials Development Workshops)

Location	Dates	Themes
Mauritius	7-12 August 2006	1. Tourism, Hospitality & Entrepreneurship
Singapore	12-30 March 2007	2. Training Educators to Develop Open and Distance Learning Materials
Trinidad & Tobago	4-20 June 2007	3. Life Skills
Samoa	12-28 November 2007	4. Disaster Management
Seychelles	3-19 March 2008	5. Fisheries

The Bootcamps are designed to achieve a set of progressive outcomes.

1. Learn to work collaboratively in online environments and to use a range of technologies in education
2. Create a set of "finished" materials in the COL Instructional Design Template (using an online project management space called "BaseCamp")
3. Publish these on COL's website for anyone to use
4. Accredit these course materials with at least one institution
5. Offer the workshop to learners in member countries.

Another component of the VUSSC initiative has been the development of a concept document for a Transnational Qualifications Framework (TQF). Senior officials from 20 small Commonwealth countries met from 25-29 February 2008 in Singapore, to discuss the proposed Transnational Qualifications Framework (TQF) for the VUSSC based on the draft concept document developed by the South African Qualifications Authority (SAQA) as commissioned by COL.

The long-term objective for the VUSSC initiative, based on the original proposal to the Ministers of Education, is to help institutions in small states enhance their capacity to serve learners. The performance indicators associated with the overall VUSSC initiative are:

- A cadre of professionals with skills to produce ODL materials has been developed
- Practitioners are more competent to apply ODL for occupational skills development and improved livelihoods
- One institution in each region has increased its capacity to develop and deliver ODL for occupational skills training and/or improved livelihoods
- Contextually relevant sets of new ODL/ICT-based learning materials for occupational skills development have been created and taken up by at least two institutions in developing Commonwealth Small States

- The process to create a Transnational Qualifications Framework has been started and documents have been drafted, collaboratively revised and disseminated, and
- Policy-makers (Interlocutors) are made more aware of the benefits and the feasibility of ODL for occupational skills development and improved livelihoods.

MONITORING AND EVALUATION METHODOLOGY

The purposes of monitoring and evaluation of the VUSSC initiative are:

- To improve each successive activity
- To report to existing funders
- To encourage new or repeat funders
- To report to Ministers
- To report to the COL Board
- To write and publish results of accomplishments and lessons learned

The monitoring and evaluation methodology is based on the principle of triangulating both method and source. Research methods have included: onsite observation at meetings and Bootcamps, interviews, onsite exit surveys for participants, follow-up surveys, review of materials under development, review of interactions on WikiEducator and BaseCamp, anecdotal evidence tracking (email correspondence), and review of speeches and presentations related to the VUSSC.

Data sources for the evaluation include:
- WikiEducator content and discussion pages for each Bootcamp
- BaseCamp pages for the last three Bootcamps and the TQF
- COL news releases related to the VUSSC
- Feedback survey administered at the 2nd Strategy Meeting of Interlocutors and Institutional Managers, held in Singapore
- *The Singapore Statement*
- *The Singapore Letter of Intent*
- *Report on the Mauritius Bootcamp,* by Sandhya Nowbuth
- *Report on the Singapore Bootcamp,* by Fiona Spence
- *Report on the Singapore Bootcamp*, by Jenny Williams
- *Report on the Samoa Bootcamp,* by Jenny Williams (audio-taped interviews)
- *Report on the Seychelles Bootcamp*, by Jenny Williams (transcribed interviews)
- Singapore Bootcamp Onsite Feedback Survey
- Singapore Bootcamp Participant Follow-up Survey, online survey administered by email
- Trinidad and Tobago Bootcamp onsite ethnographic observation and interviews (Cathie Dunlop)
- Trinidad and Tobago Bootcamp Participant Exit Survey, administered online
- Samoa Bootcamp Participant Exit Survey, administered online
- Samoa Bootcamp Participant Follow-up Survey, online survey administered by email
- Seychelles Bootcamp Participant Exit Survey, administered online
- TQF Meeting in Singapore, onsite ethnographic observation (Cathie Dunlop).

Limitations

The VUSSC is a wide-ranging initiative with events (meetings and workshops) held all over the world. Therefore, it has not always been possible to have evaluation researchers present at every event for onsite observations and interviewing. In some cases, a field researcher (Jenny Williams) was available to attend Bootcamp events, which helped to enhance the richness and validity of the data. The follow-up surveys have been helpful in gathering plans and, in some cases, achievements of the participating institutions, but tracking of progress after the face-to-face gatherings continues to be challenging for two reasons: not all participants are systematic in their follow-up report submissions and more time is needed for in-country activities to be implemented. As a result, the outcomes described in this interim report will be a smaller sample than the actuality. The next evaluation report will build more on interviews and will present detailed case studies of outcomes achieved in various contexts.

KEY FINDINGS

Pre-Bootcamp Preparation
- When asked about their reaction when they first discovered they would be coming to the Bootcamp, participants remembered feeling mostly excited, happy, and curious.
- Some participants had not previously heard of the term "bootcamp" being used for immersion training or felt a bit unsure of their background knowledge about VUSSC and COL.
- Many participants (72% - Trinidad and Tobago Bootcamp, 69% - Samoa Bootcamp, 35% - Seychelles Bootcamp) had a chance to do all or some of the WikiEducator Tutorials before coming to the Bootcamp. The timing of the pre-Bootcamp preparation coincided with the end of semester for some of the participants and that made it more challenging to get through the tutorials before attending the Bootcamp.
- Before coming to the Bootcamp, participants had varying levels of confidence with using a computer. On a 5-point scale where "5" is "very confident" and "1" is "not at all confident", the group average confidence ratings ranged from 3.47 (Seychelles Bootcamp) to 3.81 (Samoa Bootcamp). More than one-third of the Trinidad and Tobago participants (38%), almost half (44%) of the Samoa Bootcamp participants and more than half (59%) of the Seychelles Bootcamp participants rated their own confidence level with using a computer as a "3" or less.
- 65% of the Trinidad and Tobago Bootcamp participants, 88% of the Samao Bootcamp participants, and 71% of the Seychelles Bootcamp participants knew people in their home country that had attended a previous Bootcamp.

The Bootcamp Experience
- The immersion training format of the Bootcamp creates a powerful context for learning and collaboration.
- Additional strengths of the Bootcamp model include: the high level of motivation around working toward a shared goal, and a sense of inclusion and shared ownership around the materials being developed.

- Referring specifically to the Singapore Bootcamp, one expert observer reported on the exceptionally high level of group cohesiveness. A participant also commented on the cohesion and how it helped to enrich the Bootcamp experience.
- The WikiEducator collaborative authoring tool allowed for transparency and flexibility in drafting, editing, reviewing and revising materials.
- Participants in the Mauritius Bootcamp provided feedback in their "Personal Reflection" pages posted on WikiEducator. The feedback is very positive and enthusiastic. Excerpts from their reflections are elsewhere in this report.
- Participants in the Singapore Bootcamp gave very positive feedback in the onsite survey. Particularly high ratings were given in the following categories (agreement statements):
  - *The program is relevant to my work (60% strongly agree, 40% agree)*
  - *What I learned in the course can be applied in my organization (60% strongly agree, 40% agree)*
  - *There were good interactions between the trainers and the participants. (60% strongly agree, 40% agree)*
  - *The organizations we visited showcased good examples and practices in education. (72% strongly agree and 24% agree)*
- Participants in the Singapore Bootcamp also commented on the high quality of training provided by the host organization and COL.
- Participants in the Trinidad and Tobago Bootcamp, the Samoa Bootcamp and the Seychelles Bootcamp were generally very satisfied with the travel arrangements, the training facilities and the Wiki training during the Bootcamp (note: these questions were only asked for these three bootcamps).
- The participants provided suggestions for improving the Bootcamp experience. These include: ensuring access to the Internet at the hotel for continued work on course materials after training hours, allowing more time for practice and feedback (less presentations), and focusing on using templates earlier in the workshop.
- The Trinidad and Tobago Bootcamp participants rated the effectiveness of the Bootcamp in achieving the following goals.

Trinidad and Tobago Bootcamp	Not at all effective ◄► Very effective					AVG	#
	1	2	3	4	5		
Create an ongoing community of practice	0% (0)	0% (0)	21% (4)	16% (3)	63% (12)	4.42	19
Produce collaborative courseware in Life Skills	0% (0)	0% (0)	16% (3)	32% (6)	53% (10)	4.37	19
Increase the likelihood of additional courses being offered at home	0% (0)	0% (0)	11% (2)	47% (9)	42% (8)	4.32	19
Build capacity in use of collaborative authoring tools	0% (0)	0% (0)	21% (4)	47% (9)	32% (6)	4.11	19
Increase confidence in computer use	0% (0)	5% (1)	11% (2)	53% (10)	32% (6)	4.11	19
Build capacity in ODL instructional design	0% (0)	0% (0)	21% (4)	63% (12)	16% (3)	3.95	19

- The Samoa Bootcamp participants rated the effectiveness of the Bootcamp in achieving the following goals.

Samoa Bootcamp	Not at all effective ◄► Very effective					AVG	#
	1	2	3	4	5		
Increase the likelihood of additional courses being offered at home	0% (0)	0% (0)	0% (0)	47% (7)	53% (8)	4.53	15
Build capacity in use of collaborative authoring tools	0% (0)	0% (0)	13% (2)	33% (5)	53% (8)	4.40	15
Create an ongoing community of practice	0% (0)	0% (0)	7% (1)	53% (8)	40% (6)	4.33	15
Other	0% (0)	0% (0)	0% (0)	71% (5)	29% (2)	4.29	7
Increase confidence in computer use	0% (0)	0% (0)	7% (1)	67% (10)	27% (4)	4.20	15
Build capacity in ODL instructional design	0% (0)	0% (0)	33% (5)	33% (5)	33% (5)	4.00	15
Produce collaborative courseware	0% (0)	7% (1)	21% (3)	43% (6)	29% (4)	3.93	14

- The Seychelles Bootcamp participants rated the effectiveness of the Bootcamp in achieving the following goals.

Seychelles Bootcamp	Not at all effective ◄► Very effective					AVG	#
	1	2	3	4	5		
Other goals*	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	4.50	2
Produce collaborative courseware in Fisheries	0% (0)	0% (0)	24% (4)	47% (8)	29% (5)	4.06	17
Increase confidence in computer use	6% (1)	6% (1)	18% (3)	41% (7)	29% (5)	3.82	17
Increase the likelihood of additional courses being offered at home	0% (0)	6% (1)	35% (6)	35% (6)	24% (4)	3.76	17
Create an ongoing community of practice	0% (0)	6% (1)	47% (8)	24% (4)	24% (4)	3.65	17
Build capacity in use of collaborative authoring tools	0% (0)	18% (3)	29% (5)	35% (6)	18% (3)	3.53	17
Build capacity in ODL instructional design	12% (2)	18% (3)	41% (7)	24% (4)	6% (1)	2.94	17

* "Other goals" suggested by participants included learning about copyright issues, expanding understanding about ODL, building awareness of appropriate language for distance education, learning about authoring tools, and applying Bloom's Taxonomy to instructional design,

- Participants commented on the effectiveness of the Bootcamp and what they like best about the experience. Illustrative quotes are below.
    - *Well worth the time, energy, and other resources expended. Time well spent!*
    - *My confidence level regarding my computer and WikiEducator has risen and I will be diligent in further collaboration.*
    - *Helped me individually in my confidence to develop materials. A 360 degree turnaround in my confidence in the use of WikiEducator, not like the level I was before arriving here. Now I can work together with my colleague who attended the second Bootcamp in materials development. A first class hands-on training on Life Skills issues.*
    - *It definitely built on capacity. Amazing links with like-minded people who can help in other spheres.*
    - *The opportunity to learn and be part of something quite innovative that promotes quality learning for everyone. This is the epitome of collaborative work.*
    - *An overall productive workshop, my expectations have been realized, for someone from and working in a resource poor institution, this form of interactive and shared learning goes a long way in delivering quality and relevant courses for online and face-to-face students. The "other" part of this workshop which I think is very successful is the fellowship with other participants and learning their cultures and appreciating it.*
    - *In the process of documenting information to enrich prospective learners, I also enhanced my own knowledge base, especially in areas that are outside of my direct job experience. I also formed a bond with other disaster management professionals and educators across the Commonwealth and developed even higher levels of respect for cultural diversity.*
    - *COL did all that was necessary for me to have had a great workshop.*
- Participants commented on what parts of the program were the most beneficial and what skills and new understandings had been acquired. Illustrative quotes are below.
    - *All parts of the program were beneficial. I found some of the new skills were totally new to me. Even if it was not that new, I found myself helping others and that benefits both me and my college. We learned from each other and that helped me recall and retain the Wiki skills.*
    - *The group work and peer review because I was able to learn from others and the feedback contributed to improvement and quality.*
    - *Skills and knowledge acquired will enable me to perform efficiently and effectively in my organization. Institutional visits and excursions were very helpful and enabled me to gain more insight and reflect on our organizations - not only entertaining but also educational.*
    - *Leadership skills…learning to be patient and provide support for people who are on your team and give them opportunities to utilize their strengths and talents and help them to get involved and own the process.*

- o *I'm more positive and mature. I can work with people on a collaborative nature, whereas before, I was more of a individual oriented worker.*
  - o *I have a more global perspective and appreciation for the things that I have in common with people from other countries, the ways we are different and our potential for helping move each other forward.*
- Participants described a variety of skills and new understandings that they had acquired during the Bootcamp. The new skills include: using WikiEducator, SurveyMonkey, and PowerPoint. New understanding was also achieved around working with others in a team environment.
- Participants generally felt confident about teaching their new skills to others when they returned to their countries. Some participants also anticipated getting assistance from other members in the group if they encountered any difficulty.
- One participant in the Singapore Bootcamp provided some inspiring comments about a changed perspective in the responses to the follow-up survey:
  - o *I have been able to see new possibilities and change my paradigm about open content. I don't think before being a participant of this I would really have considered just putting content online for anyone to use and change. Now, having done the workshop my perspective has changed. Now I see that **I can move from providing training for a few persons in my country or becoming a teacher of many, across nations**. I have gained new skills, a new perspective, a vision of what is possible and how limitations of size, money and distance can be overcome if people are willing to work together and share resources. I am very glad that I was able to do all of this in Singapore too because I can relate to their size and I see that they have been able to accomplish.*

Post-Bootcamp Plans and Outcomes
- Participants articulated plans to complete their course material units, assist other groups in completing theirs, conduct short workshops for colleagues in their home institution, set up a steering committee for integration in the curriculum, train colleagues who will be attending future Bootcamps, include the work of the Bootcamp into one's own work plan, present a report to the Ministry, and begin the process of exploring how to get the course accredited.
- Some challenges that the participants are likely to face after the Bootcamp revolve around the following issues:
  - o *Resources* - lack of technical, financial and human resources and support in some member states
  - o *Communication* - need for ongoing coordination and collaboration among interlocutors, implementers and course writers
  - o *Support* - importance of policy makers giving concrete backing to the initiative
  - o *Teamwork* - recruiting additional individuals to contribute to content development and course writing
- Participants identified specific challenges that they anticipated facing.

- *Fluctuating electrical power. Limited IT hardware/software to schools. Professional development for educators/teachers.*
- *To get all faculty to agree on this approach for collaboration and to set aside a period of time to collaborate on a face-to-face basis. Even if it is online, the times must be synchronized.*
- *A lean budget of the Ministry related to training may be a major drawback.*
- *The continuation of the project will depend very much on the how COL can convince the governments to take the objectives seriously. How much money is the government prepared to spend on training. The support to train others. Participants being released from some of the present job responsibilities in order to take on the additional work loads.*
- *The turf protection that agencies exhibit that prevents collaboration and cooperation for seamless information exchange and networking.*

- After the Bootcamp (approximately three months), most participants (86% of those who responded to the follow-up survey) are still in touch with other participants.
- Specific outcomes achieved have included:
  - Building and participating in a community of practice
  - Dissemination through sessions with the Ministry and local institutions
  - Conducting workshops on elearning with colleagues
  - Improving existing course materials
  - Incorporating the new materials into training activities
  - Applying the skills learned to create new courses
  - Beginning the process of accrediting the newly developed courses (e.g., Mauritius)

CONCLUSIONS

Process and Approach

- The Bootcamps have been well-organized, professional events.
- The VUSSC model of learning and collaborating has been successful on many levels.
- The right people seem to be chosen to attend the Bootcamps; all have been selected for their specialist skills and ability to design and develop educational content.
- Participants have generally been very satisfied with the Bootcamp experience and with the opportunity to learn new skills and become part of a larger, culturally diverse network.
- The VUSSC Bootcamps are unique for several reasons: the host country is empowered (genuine autonomy), the participants come from across the Commonwealth rather than regionally, in-country interlocutors play a key role in selecting, mentoring and monitoring participants, and useable learning material is produced by people from diverse backgrounds in less than three weeks.[3]
- The Bootcamps have become progressively more efficient in the following ways:

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[3] These points are drawn from a report by Jenny Williams (COL Pacific Project Manager) **VUSSC Bootcamp Evolution – Singapore, Samoa, and Seychelles.**

- IT training has become more focused on participants' needs (responsive design)
- Methods for capturing course materials have been improved (COL's Instructional Design Template)
- Each workshop has produced larger amounts of material (productivity)
- Ongoing collaborative course development activities have increased after the workshops (networked community of practice)

- The intensive Bootcamp experience is an effective format for group work, collaboration, and situated learning, whereby new skills can be practiced while developing course materials.

- The Bootcamp is also effective in mixing people of different cultures and enhancing appreciation of other ways of living and working together.

- The emphasis on WikiEducator seemed to confuse some participants as at times it appeared to be the main goal of the workshop, as opposed to developing distance education materials. The enthusiasm for the Wiki movement has since been balanced with the provision of additional technologies such as BaseCamp (an online, collaborative project management tool) and the COL Instructional Design Template. Using a range of technologies - and not being dependent on just one - is a positive learning from this past year.

Key Outcomes

VUSSC has been successful in achieving a range of outcomes, especially at the level of the individual participant. Some of these outcomes are also already being manifested as larger-scale benefits to member countries and more benefits will accrue over time. The following quote captures the "heroic" progress made by VUSSC and shows how the investment has been worthwhile:

- *VUUSC is performing heroically in getting people with some technical skills to ramp up their personal skills and commit to moving things in their countries. The materials being produced are probably less important than learning how to do it – and the experience of working together.*[4]

Benefits to Participants
- Enhanced computer skills and confidence levels
- Capacity building in ODL and ICTs
- Involvement in the Wiki community
- Enhanced teamwork and collaborative skills
- Increased appreciation for diverse cultural contexts
- Exposure to a range of technologies including the COL Design Template and BaseCamp
- Expanded global network of professional educators
- Empowered practitioners - able to adapt curriculum freely
- Participation in an ongoing collaborative learning community

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[4] Excerpt from **The Singapore Bootcamp Report** by Jenny Williams.

Benefits to Member Countries
- Content developed for various courses to be adapted and accessed in local context
- Expanded pool of local capacity through ongoing training from Bootcamp participants
- Local educators become more competent in the use of ICTs in education
- Empowering students through additional open and distance course offerings
- Increasing access to education through free content - helping to achieve MDGs by 2015

RECOMMENDATIONS

1. Continue to work with member governments to find additional ways to support VUSSC and strengthen commitment. Ideally, activities related to VUSSC will eventually be included in the job descriptions of Bootcamp graduates (1 day/week) and in the Annual Plans of participating institutions.

2. Continue funding additional Bootcamps in order to build the critical mass needed in each member country to continue to develop open content courses and eventually integrate them with accredited programs.

3. Increase the lead time between selection and participation so there is even more time to prepare for the Bootcamp experience. Consider including some material on cross-cultural communication in the preparation package and incorporating some group activities early in the Bootcamp (such as Barnga).

4. Provide additional laptops to Bootcamp participants to be used after hours in the hotel, where possible. Also, ensure that the hotel has adequate Internet connectivity so that all participants have a chance to work on the materials outside of the training facilities after hours.

5. Include more time during the Bootcamps for learning about instructional design and "user-friendly" writing for ODL contexts.

6. Include more time during the Bootcamps to discuss follow-up activities including the process of getting courses accredited and strategies for addressing any challenges.

7. Plan touchstone events for Bootcamp graduates whereby everyone will be connecting and communicating during some pre-determined time windows. Celebrate milestones achieved with newsletter style emails to all Bootcamp graduates and interlocutors.

8. Clarify with Interlocutors the key role they play in mentoring participants and monitoring in-country activities after the Bootcamps.

9. Continue to implement the next phase of activities around the Transnational Qualifications Framework in order to build on the momentum and growing clarity and commitment achieved in Singapore.

10. Continue to track the progress of VUSSC through an ongoing evaluation process. Relevant evaluation findings can be shared in the email newsletter as a way to further the transfer of best practices and help keep the commitment and enthusiasm strong.

PROJECT CONTEXT

INTENDED OUTPUTS/OUTCOMES AND SUCCESS INDICATORS

The following excerpt from a presentation given by Sir John Daniel and Paul West (Commonwealth of Learning) provides a contextual backdrop for the intended outcomes and outputs of the VUSSC.

"The ministers of education from the small states wanted to take advantage of online communication in developing their education systems but realized that their individual countries did not have the critical mass of expertise, equipment or bandwidth to engage resolutely with online learning. However, they hoped that by working together they could nurture an indigenous capacity for online learning and so harness these new ICT developments for the benefit of their peoples. They believed that the small states, working together as a collectivity, could achieve more than the sum of their individual efforts."[5]

Specific performance indicators for the VUSSC are:

- A cadre of professionals with skills to produce ODL materials has been developed
- Practitioners are more competent to apply ODL for occupational skills development and improved livelihoods
- One institution in each region has increased its capacity to develop and deliver ODL for occupational skills training and/or improved livelihoods
- Contextually relevant sets of new ODL/ICT-based learning materials for occupational skills development have been created and taken up by at least two institutions in developing Commonwealth Small States
- The process to create a Transnational Qualifications Framework has been started and documents have been drafted, collaboratively revised and disseminated, and
- Policy-makers (Interlocutors) are made more aware of the benefits and the feasibility of ODL for occupational skills development and improved livelihoods.

ACTIVITIES IMPLEMENTED TO ACHIEVE OUTPUTS/OUTCOMES

VUSSC is a collaborative network building on the support of Education Ministers across the Small States of the Commonwealth. The timeline below shows the many years of planning and commitment that have gone into developing the VUSSC initiative.

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[5] Excerpt from a presentation given by Paul West and Sir John Daniel (Commonwealth of Learning) during the Opening Ceremony of the Officials Meeting on the Transnational Qualifications Framework, VUSSC in Singapore (25 February 2008). Website with full presentation: www.col.org/colweb/site/pid/5145

2000   14th Commonwealth Conference of Education Ministers in Halifax, Canada passed a resolution requesting the Commonwealth of Learning (COL) to develop a proposal for a virtual university for small states (VUSSC) of the Commonwealth (*Halifax Declaration*)

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2005   Orientation and Planning Meeting on "Virtual University, Flexible Learning" held in Singapore (September 2005); articulated the *The Singapore Statement*

2006   Singapore Meeting (April 2006) ; "Second Strategy Meeting of Interlocutors and Institutional Managers"; articulated *Letter of Intent*

2006   Mauritius Bootcamp (1st International Training & Materials Development Workshop – ITMW #1) focusing on Toursim and Entrepreneurship (August 2006)

2006   Meeting of Interlocuters in Jamiaca (November 2006)

2007   Singapore Bootcamp (ITMW #2) focusing on Training Educators to Develop Open and Distance Learning Materials (March 2007)

2007   Trinidad and Tobago Bootcamp (ITMW #3) focusing on Life Skills (June 2007)

2007   Beginning the process of copying everything already put together in the wiki, into the COL ODL Instructional Design template, trying to create a version that can be easily implemented in a DE or as support materials in a classroom situation (August 2007)

2007   Samoa Bootcamp (ITMW #4) focusing on Disaster Management (November 2007)

2008   Seychelles Bootcamp (ITMW #5) focusing on Fisheries (March 2008)

2008   Singapore Transnational Qualifications Framework (TQF) Meeting (February - March 2008)

2008   Singapore Meeting Senior Officials Recommendations to Minister – Establishment of a TQF for the VUSSC (February 28, 2008)

2008   Finalisation of TQF Concept Document (April 2008)

In addition to the various planning meetings involving interlocutors and institutional managers, VUSSC has also been active in offering international training and materials development workshops called "Bootcamps". The Bootcamps are immersion training workshops of almost three weeks duration where professional educators work together in teams to begin the creation of course materials and to learn a range of ICTs that can be applied and taught to others in their home countries. Four team leaders are chosen to represent each of the four regions of the Commonwealth and they attend an orientation workshop several months prior to the Bootcamp.

The first Bootcamp was held in Mauritius in 2006 and since then, four more have been offered - in Singapore, Trinidad & Tobago, Samoa and recently in Seychelles.

VUSSC Bootcamps (International Training and Materials Development Workshops)

Location	Dates	Themes	Representation
Mauritius	7-12 August 2006	Tourism Entrepreneurship	14 participants (10 women, 4 men) 14 countries
Singapore	12-30 March 2007	Training Educators to Develop Open and Distance Learning Materials	24 participants (16 women, 8 men) 21 countries
Trinidad & Tobago	4-20 June 2007	Life Skills	25 participants (22 women, 3 men) 17 countries
Samoa	12-28 November 2007	Disaster Management	23 participants (14 women, 9 men) 14 countries
Seychelles	3-19 March 2008	Fisheries	19 participants (8 women, 11 men) 14 countries
		TOTAL	105 participants (70 women, 35 men) 25 countries

The Bootcamps are designed to achieve a set of progressive outcomes.

1. Learn to work collaboratively in online environments and to use a range of technologies in education
2. Create a set of "finished" materials in the COL Instructional Design Template (using an online project management space called "BaseCamp"), in part newly developed and in part compiled from other sources
3. Publish these on COL's website for anyone to use (open educational resources freely available for use and adaptation by people and institutions anywhere)
4. Accredit these course materials with at least one institution
5. Offer the workshop to learners in member countries (as distance learning or to enrich face-to-face instruction).

In addition to interacting and collaborating with other people from the same Bootcamp, professionals returning from the workshop are also in touch with others from their own countries who have been involved with the VUSSC initiative (through previous Bootcamps or VUSSC meetings). These local VUSSC groups are helpful for sharing information and supporting each country's involvement in VUSSC. The intention is that Bootcamp participants will continue to interact and develop learning materials into the future, through the use of online technologies such as BaseCamp (private online team workspace). Another step for helping the VUSSC initiative to succeed is for institutions in member countries to eventually take on and build VUSSC activities into people's workplans.

The Bootcamps have become progressively more efficient in the following ways:

- IT training has become more focused on participants' needs (responsive design)
- Methods for capturing course materials have been improved (COL's Instructional Design Template)
- Each workshop has produced larger amounts of course material (increased productivity)
- Ongoing collaborative course development activities have increased after the workshops (networked community of practice)

Another area of VUSSC activities has been the development of a Transnational Qualifications Framework (TQF). The impetus for the TQF was based on the notion that "for international online courses to play a significant role in the expansion of education they must be set within a global framework of quality assurance and qualifications recognition that inspires confidence."[6]

The process of developing the TQF Concept Document started in July 2007 with a letter to the Ministers of Education in member countries asking for information on the existing or planned national qualifications frameworks in each country. The information received was analyzed as a basis for creating a draft qualifications framework that is intended to be support for all VUSSC member countries. A meeting with senior officials from 20 small member countries (36 participants: 16 women, 20 men) was held in Singapore (25-29 February 2008) to review and revise the draft concept to discuss the proposed TQF for the VUSSC based on the draft concept document developed by the South African Qualifications Authority (SAQA) as commissioned by COL. This group of senior officials created a set of 13 recommendations related to the establishment of a TQF for the VUSSC (please see the Appendix).

The total number of individuals involved in the VUSSC initiative (direct participation in Bootcamps and/or meetings) as of April 2008 is 190. Women comprise 55% (105) of this total and men 45% (85).

PARTNERS INVOLVED

There are four main categories of partners involved in the VUSSC: interlocutors (government representatives), implementers (institutional participants), funders (foundations and governments) and expert consultant (specialized assistance but not an ongoing role).

Interlocutors

Interlocutors are typically ministry officials who can speak for their countries in planning meetings. The interlocutors are responsible for nominating participants for the course development and training workshops (Bootcamps). They also participate directly in planning meetings and the TQF meeting.

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[6] Excerpt from a presentation given by Paul West and Sir John Daniel (Commonwealth of Learning) during the Opening Ceremony of the Officials Meeting on the Transnational Qualifications Framework, VUSSC in Singapore (25 February 2008). Website with full presentation: www.col.org/colweb/site/pid/5145

The three planning meetings and the TQF meeting involved 132 people, 59% from government ministries or agencies. The distribution of meeting attendees across countries is shown in the table below (132 people in 176 attendance spots).

Participation in Meetings

Country	# of Attendees
Trinidad & Tobago*	21
Samoa*	16
Namibia	12
Seychelles*	12
Jamaica	11
Maldives	11
Mauritius*	11
Barbados	10
Botswana	10
Lesotho	10
Swaziland	10
Tuvalu	10
Belize	8
St. Kitts & Nevis	8
St. Vincent and the Grenadines	8
Vanuatu	8
TOTAL	176

* Hosted Course Development Workshop

Implementers/Participants

Implementers (now known as "participants") are people, usually in tertiary institutions, who are involved in the teaching/learning process. They can also be specialists in a subject matter from the most appropriate institution. The implementers participate in the Bootcamps and are expected to continue with follow-up activities (training colleagues, compiling courses, pursuing accreditation) once back in their home country after the workshop. Twenty-four countries have sent participants to the Bootcamps. The countries and institutions sending the most attendees are listed in the tables below.

Top Countries Ranked by Institutional Participation

Countries	# of Attendees from Institutions
Botswana	9
Lesotho	9
Samoa	9
Namibia	8
Swaziland	8
Maldives	7
Mauritius	7
St. Vincent & The Grenadines	7

Top Institutions Ranked by Participation

Institutions	# of Participants
University of Swaziland	8
BOCODOL (Botswana)	7
University of Samoa	7
St. Vincent & The Grenadines CC	7
University of Lesotho	6
Clarence Fitzroy Bryant College	5
University of Belize	5
NOLNET (Namibia)	4
University of Papua New Guinea	4

Funders

Total expenditure to date for the VUSSC has been close to $2 million. Acknowledgement goes to the Hewlett Foundation, the Commonwealth Fund for Technical Cooperation, the Government of Singapore and participating governments for their support.

Expert Consultant

The South African Qualifications Authority (SAQA) was commissioned in the role as an expert consultant for the development of the draft concept document for the TQF. The involvement of SAQA with the VUSSC is limited to this role and is not ongoing.

LIMITATIONS OF THE EVALUATION

The VUSSC is a wide-ranging initiative with events held all over the world. Therefore, it has not always been possible to have evaluation researchers present at every event for onsite observations and interviewing. In some cases, a field researcher (Jenny Williams) was available to attend Bootcamp events, which helped to enhance the richness and validity of the data. The follow-up surveys have been helpful in gathering plans and, in some cases, achievements of the participating institutions, but tracking of progress after the face-to-face gatherings continues to be challenging for two reasons: not all participants are systematic in their follow-up submissions and more time is needed for in-country activities to be implemented. As a result, the outcomes described in this interim report will be a smaller sample than the actuality. The next evaluation report will build more on the interviews and will present detailed case studies of outcomes achieved in various contexts.

MONITORING AND EVALUATION PURPOSES, DESIGN AND IMPLEMENTATION

MONITORING AND EVALUATION PURPOSES

The purposes of monitoring and evaluation of the VUSSC initiative are:

- To improve each successive activity
- To report to existing funders
- To encourage new or repeat funders
- To report to Ministers
- To report to the COL Board
- To write and publish results of accomplishments and lessons learned

MONITORING AND EVALUATION DESIGN

The monitoring and evaluation methodology is based on the principle of triangulating both method and source. Research methods have included: onsite observation at meetings and Bootcamps, interviews, onsite exit surveys for participants, follow-up surveys, review of materials under development, review of interactions on WikiEducator and BaseCamp, anecdotal evidence tracking (email correspondence), and review of speeches and presentations related to the VUSSC.

Data sources for the evaluation include:

- WikiEducator content and discussion pages for each Bootcamp
- BaseCamp pages for the last three Bootcamps and the TQF
- COL news releases related to the VUSSC
- Feedback survey administered at the 2nd Strategy Meeting of Interlocutors and Institutional Managers, held in Singapore
- *The Singapore Statement*
- *The Singapore Letter of Intent*
- *Report on the Mauritius Bootcamp,* by Sandhya Nowbuth
- *Report on the Singapore Bootcamp,* by Fiona Spence
- *Report on the Singapore Bootcamp*, by Jenny Williams
- *Report on the Samoa Bootcamp,* by Jenny Williams (audio-taped interviews)
- *Report on the Seychelles Bootcamp*, by Jenny Williams (transcribed interviews)
- Singapore Bootcamp Onsite Feedback Survey
- Singapore Bootcamp Participant Follow-up Survey, online survey administered by email
- Trinidad and Tobago Bootcamp onsite ethnographic observation and interviews (C. Dunlop)
- Trinidad and Tobago Bootcamp Participant Exit Survey, administered online
- Samoa Bootcamp Participant Exit Survey, administered online
- Samoa Bootcamp Participant Follow-up Survey, online survey administered by email
- Seychelles Bootcamp Participant Exit Survey, administered online
- TQF Meeting in Singapore, onsite ethnographic observation (C. Dunlop)

The long-term objective for the VUSSC initiative, based on the original proposal to the Ministers of Education, is to help institutions in small states enhance their capacity to serve learners. The performance indicators associated with the overall VUSSC initiative are:

- A cadre of professionals with skills to produce ODL materials has been developed
- Practitioners are more competent to apply ODL for occupational skills development and improved livelihoods
- One institution in each region has increased its capacity to develop and deliver ODL for occupational skills training and/or improved livelihoods
- Contextually relevant sets of new ODL/ICT-based learning materials for occupational skills development have been created and taken up by at least two institutions in developing Commonwealth Small States
- The process to create a Transnational Qualifications Framework has been started and documents have been drafted, collaboratively revised and disseminated, and
- Policy-makers (Interlocutors) are made more aware of the benefits and the feasibility of ODL for occupational skills development and improved livelihoods.

FINDINGS

MANAGEMENT AND IMPLEMENTATION OF THE ACTIVITIES

Pre-Bootcamp Preparation

- When asked about their reaction when they first discovered they would be coming to the participants remembered feeling mostly excited, happy, and curious. Illustrative comments are in italics below.

  o *Overwhelmed with excitement as it was my first time to come to Trinidad but also happy because I was going to be part of a great learning venture. (Trinidad & Tobago Bootcamp Participant)*

  o *I was excited. I felt that I would learn many new skills. (Trinidad & Tobago Bootcamp Participant)*

  o *I thought it was really exciting as it would be an opportunity for me to meet, learn from and share experiences with other people of small island states and to be in Samoa was a dream come true. (Samoa Bootcamp Participant)*

  o *I was excited about the idea of learning about the WikiEducator as I previously had no idea of how to go about developing e-learning materials. (Samoa Bootcamp Participant)*

  o *I was happy, looking forward to learn a new way of developing course material because we have to develop course materials for the new program (Aquaculture) to be introduced at our institution. (Seychelles Bootcamp Participant)*

  o *I was very excited and enthused to learn how to develop materials particularly using Open Sources, and Open Educational Resources. (Seychelles Bootcamp Participant)*

- Some participants had not previously heard of the term "bootcamp" being used for immersion training or felt a bit unsure of their background knowledge about VUSSC and COL.

  o *I was surprised and curious since I had not heard of this previously and the term suggested strict, military activities. How could I be involved in this? (Trinidad & Tobago Bootcamp Participant)*

  o *I was apprehensive about the process. I tried to learn as much as possible about VUSSC and COL, they were all new to me. (Trinidad & Tobago Bootcamp Participant)*

  o *I was excited but at the same time not too sure what it is I was going to do in Samoa and who I would be working with. (Samoa Bootcamp Participant)*

  o *I was excited, a bit concerned about the term "bootcamp" but expectant nonetheless. (Samoa Bootcamp Participant)*

  o *I had mixed feelings. I was excited but at the same time scared because I am a fisheries expert but at the same time conscious of the fact that it was a course development workshop. (Seychelles Bootcamp Participant)*

- o *I was apprehensive to know more about VUSSC. (Seychelles Bootcamp Participant)*
- Many participants (72% - Trinidad and Tobago Bootcamp, 69% - Samoa Bootcamp, 35% - Seychelles Bootcamp) had a chance to do all or some of the WikiEducator Tutorials before coming to the Bootcamp. The timing of the pre-Bootcamp preparation coincided with the end of semester for some of the participants and that made it more challenging to get through the tutorials before attending the Bootcamp.
  - o *I started the tutorials late as they came at a busy time for me going through the tedious job of final examination. I believe if I could have completed my tutorials, I would have been more prepared. Also, if communication was active between participants prior to the camp, this would have relaxed me more. (Trinidad and Tobago Bootcamp Participant)*
- Before coming to the Bootcamp, participants had varying levels of confidence with using a computer. On a 5-point scale where "5" is "very confident" and "1" is "not at all confident", the group average confidence ratings ranged from 3.47 (Seychelles Bootcamp) to 3.81 (Samoa Bootcamp). More than one-third of the Trinidad and Tobago participants (38%), almost half (44%) of the Samoa Bootcamp participants and more than half (59%) of the Seychelles Bootcamp participants rated their own confidence level with using a computer as a "3" or less.
  - o *I could use the computer for basic word processing and some Internet surfing, but I had no idea that the WWW had so much available info. And as for the free software and available technologies, I am still mesmerized! (Trinidad and Tobago Bootcamp Participant)*
  - o *I rated myself as being very confident because I am very familiar with using Microsoft Word, Excel, and the Publisher. I have also taken course "Intro to Computing" and "Computer Software Applications". (Samoa Bootcamp Participant)*
  - o *Confident when working in the privacy of home and office, not as a group in the computer lab. (Samoa Bootcamp Participant)*
  - o *My area of specialization is Instructional design, therefore using computers was part of my training and I also use computers on a daily basis at work. (Seychelles Bootcamp Participant)*
  - o *I have only had the experience of word processing. (Seychelles Bootcamp Participant)*
- 65% of the Trinidad and Tobago Bootcamp participants, 88% of the Samao Bootcamp participants, and 71% of the Seychelles Bootcamp participants knew people in their home country that had attended a previous Bootcamp.

The Bootcamp Experience
- The immersion training format of the Bootcamp creates a powerful context for learning and collaboration.
  - o *While it is hard on participants to be absent from their personal and professional responsibilities for such a lengthy period, the boot camp model seems to be conducive to highly focused work and strong team building which participants agreed facilitated the challenges they faced in learning wiki authoring skills. Within the discussions that take place on the talk pages of wikis, collaboration and cooperation are evident. But*

in the face to face, boot camp environment one is able to see 'democracy in action', with all of its ups and downs, agreements and disagreements. It was an exciting and unique phenomenon to witness![7]

- Additional strengths of the Bootcamp model include: the high level of motivation around working toward a shared goal, and a sense of inclusion and shared ownership around the materials being developed.

- Referring specifically to the Singapore Bootcamp, one expert observer reported on the exceptionally high level of group cohesiveness. A participant also commented on the cohesion and how it helped to enrich the Bootcamp experience.

  o *Having a relatively small group of people together for three weeks made it the most coherent Commonwealth group I've worked with – people had time to get to know each other… People learned not just technical skills, but different ways of looking at things, different styles of communication, respect and understanding for others.*[8]

  o *The workshop opened my mind to other skills. The cohesion and collaboration has pulled us to an active environment. We got the opportunity to share information and help each other.*

- The WikiEducator collaborative authoring tool allowed for transparency and flexibility in drafting, editing, reviewing and revising materials.

- Participants in the Mauritius Bootcamp provided feedback in their "Personal Reflection" pages posted on WikiEducator. The feedback is very positive and enthusiastic. Excerpts from their reflections are below.

  o *Meeting people from so many different countries and working with them towards one aim has been a great learning experience. Small countries like ours all share in a common pool of problems and needs. Leveraging technology to overcome these is good, but doing it together is great!*

  o *This Workshop, here in Mauritius, is an excellent start of a facility that is so relevant to the needs of small states. I wish to thank the sponsors of this workshop and the initiators of the idea of opening learning and free content for their contributions and dedication; and to those who will sponsor the continued development of this initiative, I say thank you - **this is very important, it will bear fruit, let us work together.***

  o *As we unpitch the camp, an aura of confidence and hopefulness pervades one's mind as one gloats over how amazing it is to bring professionals together with such ease.Thanks to the sponsor for the funding. Thanks to the COL for the co-ordination. Thanks to the governments of the small states of the commonwealth for supporting the idea. Last but not least, thanks to the participants whose expertise will contribute in no small measure to the commonwealth of knowledge and increase accessibility to quality education.*

  o *A few months ago, I had not thought it would be possible for me to ever learn practical, hands-on-skills on e-learning content development and even start to think*

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[7] Excerpt from **Report on Singapore Bootcamp March 19 – 23rd, 2007**, prepared by Fiona Spence
[8] Excerpt from **Report on Singapore Bootcamp,** prepared by Jenny Williams for the Commonwealth of Learning.

to offer some components of IDE programmes and courses online. Now it's definitely all possible. I'm confident that with this great VUSSC team and a team of more colleagues back home, we shall take up this collaborative task to new heights and in the process learn many new skills.

- Participants in the Singapore Bootcamp gave very positive feedback in the onsite survey. Particularly high ratings were given in the following categories (agreement statements):
  - *The program is relevant to my work (60% strongly agree, 40% agree)*
  - *What I learned in the course can be applied in my organization (60% strongly agree, 40% agree)*
  - *There were good interactions between the trainers and the participants. (60% strongly agree, 40% agree)*
  - *The organizations we visited showcased good examples and practices in education. (72% strongly agree and 24% agree)*
- Participants in the Singapore Bootcamp also commented on the high quality of training provided by the host organization and COL.
  - *Each facilitator was pleasant, patient and knowledgeable. The sessions were very informative.*
  - *My sincere appreciation to COL for having a person from COL throughout the bootcamp. The insight they have put into and knowledge they have shared is wonderful and adds to our understandings of the ODL and other skills we have learned in the boot camp.*
  - *I'm very thankful to all trainers and I have acquired skills and understanding of some DL concepts. Trainers have given me practical examples which helped to cement learning.*
  - *All were very knowledgeable presenters in their own fields which is highly appreciated.*
- Participants in the Trinidad and Tobago Bootcamp were generally very satisfied with the travel arrangements, the training facilities and the Wiki training during the Bootcamp.
- The participants provided suggestions for improving the Bootcamp experience. These include: ensuring access to the Internet at the hotel for continued work on course materials after training hours, allowing more time for practice and feedback (less presentations), and focusing on instructional design and using templates earlier in the workshop.
- The Trinidad and Tobago participants rated the effectiveness of the Bootcamp in achieving the following goals.

Trinidad and Tobago Bootcamp	Not at all effective ◀▶ Very effective					AVG	#
	1	2	3	4	5		
Build capacity in ODL instructional design	0% (0)	0% (0)	21% (4)	63% (12)	16% (3)	3.95	19
Build capacity in use of collaborative authoring tools	0% (0)	0% (0)	21% (4)	47% (9)	32% (6)	4.11	19
Increase confidence in computer use	0% (0)	5% (1)	11% (2)	53% (10)	32% (6)	4.11	19
Create an ongoing community of practice	0% (0)	0% (0)	21% (4)	16% (3)	63% (12)	4.42	19
Produce collaborative courseware in Life Skills	0% (0)	0% (0)	16% (3)	32% (6)	53% (10)	4.37	19
Increase the likelihood of additional courses being offered at home	0% (0)	0% (0)	11% (2)	47% (9)	42% (8)	4.32	19

- The Samoa Bootcamp participants rated the effectiveness of the Bootcamp in achieving the following goals.

Samoa Bootcamp	Not at all effective ◀▶ Very effective					AVG	#
	1	2	3	4	5		
Increase the likelihood of additional courses being offered at home	0% (0)	0% (0)	0% (0)	47% (7)	53% (8)	4.53	15
Build capacity in use of collaborative authoring tools	0% (0)	0% (0)	13% (2)	33% (5)	53% (8)	4.40	15
Create an ongoing community of practice	0% (0)	0% (0)	7% (1)	53% (8)	40% (6)	4.33	15
Other	0% (0)	0% (0)	0% (0)	71% (5)	29% (2)	4.29	7
Increase confidence in computer use	0% (0)	0% (0)	7% (1)	67% (10)	27% (4)	4.20	15
Build capacity in ODL instructional design	0% (0)	0% (0)	33% (5)	33% (5)	33% (5)	4.00	15
Produce collaborative courseware	0% (0)	7% (1)	21% (3)	43% (6)	29% (4)	3.93	14

- The Seychelles Bootcamp participants rated the effectiveness of the Bootcamp in achieving the following goals.

Seychelles Bootcamp	Not at all effective ←→ Very effective					AVG	#
	1	2	3	4	5		
Other*	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	4.50	2
Produce collaborative courseware in Fisheries	0% (0)	0% (0)	24% (4)	47% (8)	29% (5)	4.06	17
Increase confidence in computer use	6% (1)	6% (1)	18% (3)	41% (7)	29% (5)	3.82	17
Increase the likelihood of additional courses being offered at home	0% (0)	6% (1)	35% (6)	35% (6)	24% (4)	3.76	17
Create an ongoing community of practice	0% (0)	6% (1)	47% (8)	24% (4)	24% (4)	3.65	17
Build capacity in use of collaborative authoring tools	0% (0)	18% (3)	29% (5)	35% (6)	18% (3)	3.53	17
Build capacity in ODL instructional design	12% (2)	18% (3)	41% (7)	24% (4)	6% (1)	2.94	17

* "Other" included learning about copyright issues, expanding understanding about ODL, building awareness of appropriate language for distance education, learning about authoring tools, and applying Bloom's Taxonomy to instructional design,

- Participants in the Bootcamps commented on the effectiveness of the Bootcamp and what they like best about the experience. Illustrative quotes are below.

  o *My confidence level regarding my computer and WikiEducator has risen and I will be diligent in further collaboration.*

  o *Helped me individually in my confidence to develop materials. A 360 degree turnaround in my confidence in the use of WikiEducator, not like the level I was before arriving here. Now I can work together with my colleague who attended the second Bootcamp in materials development. A first class hands-on training on Life Skills issues.*

  o *It definitely built on capacity. Amazing links with like-minded people who can help in other spheres.*

  o *The opportunity to learn and be part of something quite innovative that promotes quality learning for everyone. This is the epitome of collaborative work.*

- Participants commented on what parts of the program were the most beneficial and what skills and new understandings had been acquired. Illustrative quotes are below.

  o *All parts of the program were beneficial. I found some of the new skills were totally new to me. Even if it was not that new, I found myself helping others and that benefits both me and my college. We learned from each other and that helped me recall and retain the Wiki skills.*

  o *The group work and peer review because I was able to learn from others and the feedback contributed to improvement and quality.*

- o *Skills and knowledge acquired will enable me to perform efficiently and effectively in my organization. Institutional visits and excursions were very helpful and enabled me to gain more insight and reflect on our organizations - not only entertaining but also educational.*

  - o *Leadership skills…learning to be patient and provide support for people who are on your team and give them opportunities to utilize their strengths and talents and help them to get involved and own the process.*

- Participants described a variety of skills and new understandings that they had acquired during the Bootcamp. The new skills include: using WikiEducator, SurveyMonkey, and PowerPoint. New understanding was also achieved around working with others in a team environment.

  - o *New understanding on how to work with people, to tap their expertise and utilize their potential to the fullest.*

  - o *I have become more observant and tolerant.*

  - o *I have gained a greater appreciation for other cultures and have been more professional in my approach to the reviewing process.*

  - o *I have become more observant and tolerant.*

  - o *I feel enlightened, energized and bolstered by the support (both human and technical) over this period of training.*

- Participants generally felt confident about teaching their new skills to others when they returned to their countries. Some participants also anticipated getting assistance from other members in the group if they encountered any difficulty.

- One participant in the Singapore Bootcamp provided some inspiring comments about a changed perspective in the responses to the follow-up survey:

  - o *I have been able to see new possibilities and change my paradigm about open content. I don't think before being a participant of this I would really have considered just putting content online for anyone to use and change. Now, having done the workshop my perspective has changed. Now I see that **I can move from providing training for a few persons in my country or becoming a teacher of many, across nations**. I have gained new skills, a new perspective, a vision of what is possible and how limitations of size, money and distance can be overcome if people are willing to work together and share resources. I am very glad that I was able to do all of this in Singapore too because I can relate to their size and I see that they have been able to accomplish.*

Post-Bootcamp Plans

- Participants articulated plans to complete their course material units, assist other groups in completing theirs, conduct short workshops for colleagues in their home institution, set up a steering committee for integration in the curriculum, train colleagues who will be attending future Bootcamps, include the work of the Bootcamp into one's own work plan, present a report to the Ministry, and begin the process of exploring how to get the course accredited.

- Some challenges that the participants are likely to face after the Bootcamp revolve around the following issues:

  o *Resources* - lack of technical, financial and human resources and support in some member states

  o *Communication* - need for ongoing coordination and collaboration among interlocutors, implementers and course writers

  o *Support* - importance of policy makers giving concrete backing to the initiative

  o *Teamwork* - recruiting additional individuals to contribute to content development and course writing

- Participants identified specific challenges that they anticipated facing.

  o *Fluctuating electrical power. Limited IT hardware/software to schools. Professional development for educators/teachers.*

  o *To get all faculty to agree on this approach for collaboration and to set aside a period of time to collaborate on a face-to-face basis. Even if it is online, the times must be synchronized.*

  o *A lean budget of the Ministry related to training may be a major drawback.*

  o *The continuation of the project will depend very much on the how COL can convince the governments to take the objectives seriously. How much money is the government prepared to spend on training. The support to train others. Participants being released from some of the present job responsibilities in order to take on the additional work loads.*

  o *The turf protection that agencies exhibit that prevents collaboration and cooperation for seamless information exchange and networking.*

ACHIEVEMENT OF INTENDED OUTPUTS AND OUTCOMES AFTER THE BOOTCAMPS

- Many participants reported anecdotally and through the follow-up survey that they conducted workshops back in their home country. It is estimated that at least half of the participants have disseminated information and transferred skills through organized events after the Bootcamps. It is assumed that each of these participants (approximately 50) reached 10 people through these events, then a total of 500 additional individuals indirectly involved in VUSSC. Illustrative examples of some follow-up activities are described below:

  o *We have decided to complete our workshop in three days but over a week period. We have completed two days and on Thursday this week April 3, 2008 we will complete the final day of the workshop. It has been very demanding, but we have an eager group of 25 persons who are anxious to put their courses online. Though we have not given them the wiki experience, we have included a day for the participants to learn how to upload their course on the Moodle platform, since this is more relevant for our context. Thanks for such an empowering experience. Listen carefully, and you will soon hear that the Antigua State College is offering courses online!*

o *It's good to pinpoint that I gave a brief presentation about VUSSC and wikieducator in the Southern African Environmental Education Alumni Workshop at SADC-REEC, Howick in South Africa held between 24 June to 30 June 2007. I have also invited all practitioners of EE to help me in a VUSSC project developing open content material on environmental education…We decided to run a workshop in early September where we will train/sensitize other professionals on the above. We are trying to find ways and means to use those materials in Mauritius. So we have already a VUSSC committee and we are moving in the right direction and I will keep you posted of anything happening with regards to VUSSC OCM. (April 2008, email)*

o *I just announced the availability of Wikieducator Ambassadors in the member countries of the Association for African Universities… I have the Namibian Open Learning Network Committee helping me to prepare for the sensitization and the training of selected teachers next year. We are so overwhelmed, but lets push it in our busy schedule...WE CAN MAKE IT HAPPEN! (August 2007, email)*

o *The Ministry of Education of Mauritius is working on the organization of a half day workshop, for Mauritian institutions, on 4 September 2007, to sensitize them (Gov't, NGOs and others) on the VUSSC material available on the Wiki so far. The Mauritian participants to the previous three Bootcamps will be resource persons. There will be a plenary to present the VUSSC and the wikieducator, then hands on breakaway sessions for the invited institutions to get a first contact of the open material developed during the previous bootcamps.*

o *Institutions in Antigua are developing the capacity to offer online courses as participants at the PDE workshop are taking responsibility for training of staff. Teachers in various institutions in Antigua and Barbuda are being trained to convert current face to face courses for online delivery. This is particularly important to the Department of Teacher Education at the Antigua State College as our mandate is to fast track the training of teachers to ensure that all teachers in the system become certified, registered teachers by year 2010. Training in and exposure to ODL policies will also enhance our ability to increase access to current and new programmes. In this connection, the Antigua State College is collaborating with regional institutions to share in the development and delivery of online courses. For example, the Samuel Jackman Community College in Barbados will team with the Antigua State College in developing a course in Small Business Management which will be piloted as from September 2008. Similarly, discussions are in train for students registered at the Antigua State College to access a course developed by the Sir Arthur Lewis College in Information and Records Management. The Life Skills Workshop has provided an instructional approach to the delivery of one of the electives in the Department of Business. This has the potential for use not only in the College programme but in programmes developed specifically for the training of Youth Workers. Further developments will be noted after the meeting with the Commonwealth Youth Programme Caribbean Centre (CYPCC). The CYPCC will be establishing new standards for the training of Youth Workers and will be developing programmes leading to the award of a diploma, first and master's degrees.*

ACHIEVEMENT OF UNEXPECTED OUTPUTS AND OUTCOMES

The most frequently mentioned unexpected outcomes for the VUSSC Bootcamps have been increased sensitivity and an enhanced sense of cross-cultural connectivity. It seems that it has been immensely enriching for the participants to meet people from a range of cultures and backgrounds who all have in common the experience of living in a small state.

- *The VUSSC family are so diverse that the world seems smaller and when you live in a small Island country these contacts are vital for connectivity.*

- *Having a relatively small group of people together for three weeks made it the most coherent Commonwealth group I've worked with – people had time to get to know each other… People learned not just technical skills, but different ways of looking at things, different styles of communication, respect and understanding for others.[9]*

- *New understanding on how to work with people, to tap their expertise and utilize their potential to the fullest.*

- *I have become more observant and tolerant.*

- *I have gained a greater appreciation for other cultures and have been more professional in my approach to the reviewing process.*

- *I have become more observant and tolerant.*

- *I feel enlightened, energized and bolstered by the support (both human and technical) over this period of training.*

- *Leadership skills…learning to be patient and provide support for people who are on your team and give them opportunities to utilize their strengths and talents and help them to get involved and own the process.*

- *I have been able to see new possibilities and change my paradigm about open content. I don't think before being a participant of this I would really have considered just putting content online for anyone to use and change. Now, having done the workshop my perspective has changed. Now I see that **I can move from providing training for a few persons in my country or becoming a teacher of many, across nations**. I have gained new skills, a new perspective, a vision of what is possible and how limitations of size, money and distance can be overcome if people are willing to work together and share resources. I am very glad that I was able to do all of this in Singapore too because I can relate to their size and I see that they have been able to accomplish.*

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[9] Excerpt from **Report on Singapore Bootcamp,** prepared by Jenny Williams for the Commonwealth of Learning.

CONCLUSIONS

Continue the excellent work for a better world![10]

ACHIEVEMENT OF THE INTENDED OUTPUTS AND OUTCOMES

The long-term objective for the VUSSC initiative, based on the original proposal to the Ministers of Education, is to help institutions in small states enhance their capacity to serve learners. The performance indicators associated with the overall VUSSC initiative as of April 2008 are:

VUSSC Performance Indicator	Status
• A cadre of professionals with skills to produce ODL materials has been developed	**Achieved (continuing)** 105 people from 25 countries have been trained
• Practitioners are more competent to apply ODL for occupational skills development and improved livelihoods	**Achieved (continuing)** Participants report increased levels of confidence and competence (feedback surveys and interviews)
• One institution in each region has increased its capacity to develop and deliver ODL for occupational skills training and/or improved livelihoods	**Partially achieved (in progress)** Capacity has been increased through shared learning and dissemination from the Bootcamps; more evidence is needed through case study documentation
• Contextually relevant sets of new ODL/ICT-based learning materials for occupational skills development have been created and taken up by at least two institutions in developing Commonwealth Small States	**Partially achieved (in progress)** Learning materials have been developed; more evidence is needed to document institutional accreditation
• The process to create a Transnational Qualifications Framework has been started and documents have been drafted, collaboratively revised and disseminated	**Achieved** The TQF concept document was revised and disseminated in April 2008
• Policy-makers (Interlocutors) are made more aware of the benefits and the feasibility of ODL for occupational skills development and improved livelihoods	**Achieved (continuing)** Additional evidence will be collected at the VUSSC Interlocutors Meeting in July 2008

PROCESS AND APPROACH

- The Bootcamps have been well-organized, professional events.
- The VUSSC model of learning and collaborating has been successful on many levels.
- The right people seem to be chosen to attend the Bootcamps; all have been selected for their specialist skills and ability to design and develop educational content.
- Participants have generally been very satisfied with the Bootcamp experience and with the opportunity to learn new skills and become part of a larger, culturally diverse network.

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[10] Participant comment in the Follow-up Survey for the Samoa Bootcamp.

- The VUSSC Bootcamps are unique for several reasons: the host country is empowered (genuine autonomy), the participants come from across the Commonwealth rather than regionally, in-country interlocutors play a key role in selecting, mentoring and monitoring participants, and useable learning material is produced by people from diverse backgrounds in less than three weeks.[11]

- The Bootcamps have become progressively more efficient in the following ways:
  - IT training has become more focused on participants' needs (responsive design)
  - Methods for capturing course materials have been improved (COL's Instructional Design Template)
  - Each workshop has produced larger amounts of material (productivity)
  - Ongoing collaborative course development activities have increased after the workshops (networked community of practice)

- The intensive Bootcamp experience is an effective format for group work, collaboration, and situated learning, whereby new skills can be practiced while developing course materials.

- The Bootcamp is also effective in mixing people of different cultures and enhancing appreciation of other ways of living and working together.

- The emphasis on WikiEducator seemed to confuse some participants as at times it appeared to be the main goal of the workshop, as opposed to developing distance education materials. The enthusiasm for the Wiki movement has since been balanced with the provision of additional technologies such as BaseCamp (an online, collaborative project management tool) and the COL Instructional Design Template. Using a range of technologies - and not being dependent on just one - is a positive learning from this past year.

KEY OUTCOMES

VUSSC has been successful in achieving a range of outcomes, especially at the level of the individual participant. Some of these outcomes are also already being manifested as larger-scale benefits to member countries and more benefits will accrue over time. The following quote captures the "heroic" progress made by VUSSC and shows how the investment has been worthwhile:
  - *VUUSC is performing heroically in getting people with some technical skills to ramp up their personal skills and commit to moving things in their countries. The materials being produced are probably less important than learning how to do it – and the experience of working together.[12]*

Benefits to Participants
- Enhanced computer skills and confidence levels
- Capacity building in ODL and ICTs
- Involvement in the Wiki community
- Enhanced teamwork and collaborative skills

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[11] These points are drawn from a report by Jenny Williams (COL Pacific Project Manager) **VUSSC Bootcamp Evolution – Singapore, Samoa, and Seychelles.**
[12] Excerpt from **The Singapore Bootcamp Report** by Jenny Williams.

- Increased appreciation for diverse cultural contexts
- Exposure to a range of technologies including the COL Design Template and BaseCamp
- Expanded global network of professional educators
- Empowered practitioners - able to adapt curriculum freely
- Participation in an ongoing collaborative learning community

Benefits to Member Countries
- Content developed for various courses to be adapted and accessed in local context
- Expanded pool of local capacity through ongoing training from Bootcamp participants
- Local educators become more competent in the use of ICTs in education
- Empowering students through additional open and distance course offerings
- Increasing access to education through free content - helping to achieve MDGs by 2015

EFFECTIVENESS OF COL'S DIRECT AND INDIRECT CONTRIBUTIONS TO THIS PROJECT

Many participants (implementers) and also interlocutors commented on the excellent work of the COL staff involved in the VUSSC initiative. From organizing and planning the meetings, facilitating onsite, listening to the hopes and concerns of the attendees, coordinating travel arrangements, and following up with participants, COL staff have done an exemplary job.

- *The team effort in preparation for travel, hotel, meals, and learning resources made by Helen and Paul and others behind the scenes and the engagement of the team leaders by COL prior to the commencement of the Bootcamp deserves commendation as a better show could not have been displayed.*
- *In my opinion the workshop was well organized and I benefited tremendously from it.*
- *The logistics and facilities have been superb. The COL staff have done a great job.* [13]
- *Excellent vision and implementation strategy.* [14]

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[13] Feedback from participant in the 2nd Strategy Meeting of Interlocutors and Institutional Managers
[14] Ibid.

RECOMMENDATIONS

RECOMMENDATIONS

1. Continue to work with member governments to find additional ways to support VUSSC and strengthen commitment. Ideally, activities related to VUSSC will eventually be included in the job descriptions of Bootcamp graduates (1 day/week) and in the Annual Plans of participating institutions.

2. Continue funding additional Bootcamps in order to build the critical mass needed in each member country to continue to develop open content courses and eventually integrate them with accredited programs.

3. Increase the lead time between selection and participation so there is even more time to prepare for the Bootcamp experience. Consider including some material on cross-cultural communication in the preparation package and incorporating some group activities early in the Bootcamp (such as Barnga).

4. Provide additional laptops to Bootcamp participants to be used after hours in the hotel, where possible. Also, ensure that the hotel has adequate Internet connectivity so that all participants have a chance to work on the materials outside of the training facilities after hours.

5. Include more time during the Bootcamps for learning about instructional design and "user-friendly" writing for ODL contexts.

6. Include more time during the Bootcamps to discuss follow-up activities including the process of getting courses accredited and strategies for addressing any challenges.

7. Plan touchstone events for Bootcamp graduates whereby everyone will be connecting and communicating during some pre-determined time windows. Celebrate milestones achieved with newsletter style emails to all Bootcamp graduates and interlocutors.

8. Clarify with Interlocutors the key role they play in mentoring participants and monitoring in-country activities after the Bootcamps.

9. Continue to implement the next phase of activities around the Transnational Qualifications Framework in order to build on the momentum and growing clarity and commitment achieved in Singapore.

10. Continue to track the progress of VUSSC through an ongoing evaluation process. Relevant evaluation findings can be shared in the email newsletter as a way to further the transfer of best practices and help keep the commitment and enthusiasm strong.

ANNEXES

# VUSSC Trinidad & Tobago Bootcamp Participant Feedback

Notes:
- The Trinidad & Tobago Bootcamp took place 4-20 June 2007. The participants were invited to complete the online survey during the last few days at the Bootcamp. Twenty-one people filled it out (although two of these people only answered the first eight questions). This section summarizes the responses to each question in the survey (with thematic counts).
- Due to rounding, percentages in the tables below may not add up to exactly 100%.

Pre-Bootcamp

1. **What was your reaction when you first discovered that you would be coming to the Trinidad and Tobago Bootcamp?**
   - Excited / Happy / Positive reaction (13 mentions)
   - Anxious / Nervous / Don't know what to expect (7 mentions)

     Some of the reasons for feeling anxious included the length of the program, and questioning one's knowledge of Wiki, the tutorial material, COL, and/or VUSSC
   - Curious (4 mentions)
   - No surprise / No special reaction (2 mentions)

2. **Did you have a chance to do the WikiEducator Tutorials before coming to the Bootcamp?**
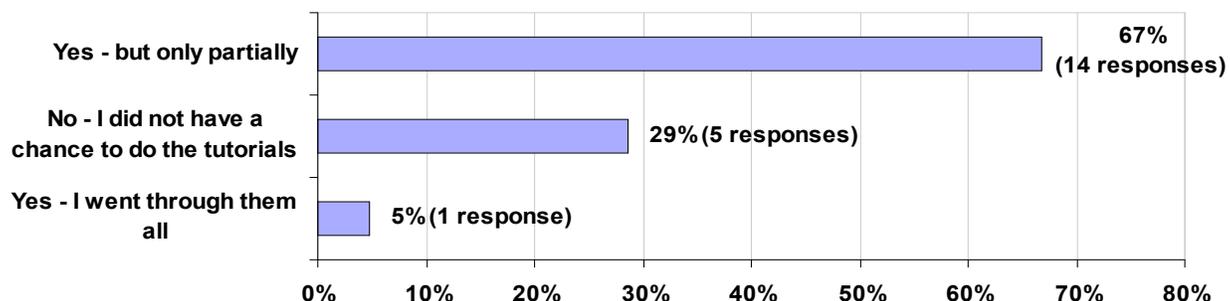
3. **Before coming to the Bootcamp, how confident were you in using a computer?**

	Not at all confident ◄──► Very confident					AVG	#
	1	2	3	4	5		
Previous level of COMPUTER confidence	0% (0)	14% (3)	24% (5)	38% (8)	24% (5)	3.71	21

4. **Please comment on your rating above.**

   Rating of "5 – Very confident"
   - Comfortable with the computer / Familiar with various applications, including MS Office programs (3 mentions)
   - Needed to learn how to use WikiEducator well (1 mention)

- Happy that this is part of the workshop since it's often difficult to take time from one's normal routine for this kind of training (1 mention)

Rating of "4"
- Use computer regularly / Familiar with various applications, including MS Office programs (7 mentions)
- Don't know how to use Wiki (1 mention)

Rating of "3"
- Use computer regularly / Familiar with some applications/programs (5 mentions)
- Creating links seemed difficult (1 mention)
- Not comfortable with Wiki (1 mention)
- Had no idea there was so much information on the WWW and wasn't aware of all the free software and available technologies out there (1 mention)

Rating of "2"
- Familiar with some applications/programs (2 mentions)
- Do not have a computer so sometimes forget how to do certain things on the computer (1 mention)
- Now more confident with Wiki than before coming to the Bootcamp (1 mention)

5. **Do you know anyone from your country that has participated in a previous Bootcamp?**
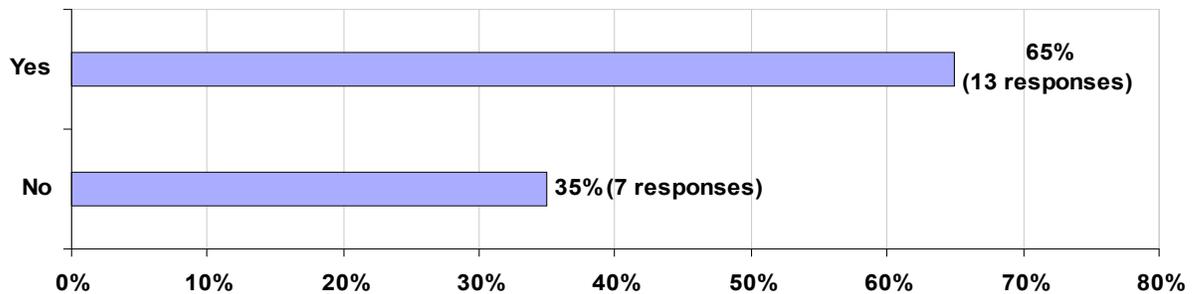
6. **How prepared did you feel for the Bootcamp?**

	Not at all prepared ⟷ Very prepared					AVG	#
	1	2	3	4	5		
Level of preparation	10% (2)	35% (7)	45% (9)	5% (1)	5% (1)	2.60	20

7. **Please comment on your rating above. Is there anything that could have been done to help you feel more prepared?**

Rating of "5 – Very prepared"

- Ask participants about their areas of specialization to assist in assigning people to groups (1 mention)

Rating of "4"

- Tutorials came at a busy time / Didn't complete all the tutorials (1 mention)
- Have active communication between participants prior to the camp (1 mention)

Rating of "3"

- Difficult to find time to prepare / Tutorials came at a busy time / Didn't complete all the tutorials (8 mentions)
- Content area was familiar but don't use it for the life skills area (1 mention)
- Not very confident with tutorial material because it was done alone, by trial and error (1 mention)
- 10 days was too short (1 mention)
- 10-20 minutes a day is too little time to go through the tutorials (1 mention)
- Previous Bootcampers introduced some of what would take place (1 mention)
- Was given little notice about participation in the Bootcamp by their government (1 mention)

Rating of "2"

- Was invited at the last minute / Was approved at the last minute (2 mentions)
- Started Wiki account and accessed the main WikiEducator page to see what it was like
  (1 mention)
- Information from VUSSC came only a few days before leaving home and there was sometimes too much information or too little (1 mention)
- More time needed for tutorials before the Bootcamp – very hard to get help for tutorials (1 mention)
- Description of what was to be done at the Bootcamp was stated, but was open to interpretation (1 mention)
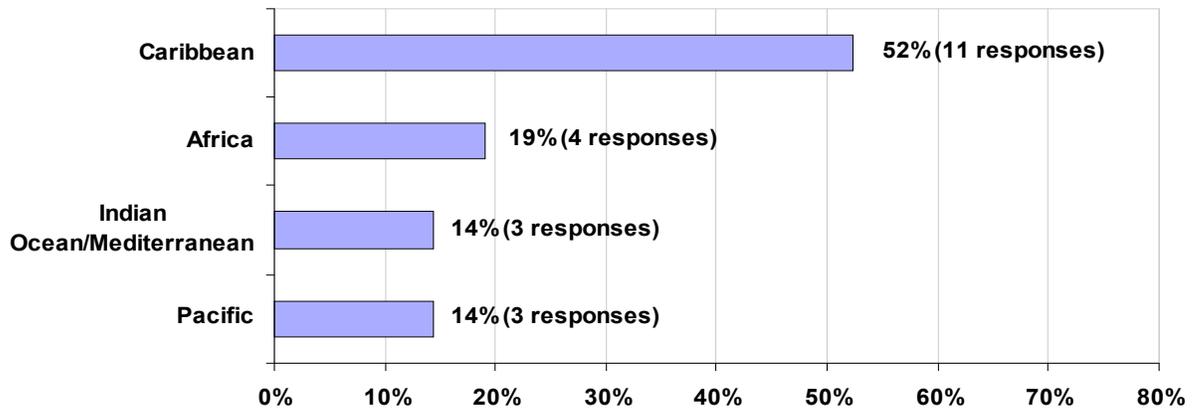- Low preparation was not the fault of the workshop coordinators (1 mention)

Rating of "1 – Not at all prepared"

- Should have been oriented on expectations required of participants (1 mention)
- Should have been given an idea of Wikipedia and entering information (1 mention)
- Did not know anything about the Bootcamps previously and only had information while preparing to come (1 mention)

No rating

- More time for more practice (1 mention)

8. Please select your region.

Caribbean — 52% (11 responses)
Africa — 19% (4 responses)
Indian Ocean/Mediterranean — 14% (3 responses)
Pacific — 14% (3 responses)

The Bootcamp Experience

9. What do you think the objectives of this Bootcamp are?
- Development of Life Skills content (12 mentions)
- Learn to use the Wiki tool(s) / Increase focus on Wiki (10 mentions)
- Capacity building (e.g. in distance learning material development) (6 mentions)
- Expand the Wiki community (5 mentions)
- Contribute to low-cost, adaptable online content (4 mentions)
- To collaborate with other participants / To network with other participants (3 mentions)
- Gain exposure to ODL's tools and open software that can be used to improve teaching and curriculum development (3 mentions)
- To meet the goals of COL (2 mentions)
- Acquire skills in GIMP (1 mention)
- Increase knowledge of e-learning requirements (1 mention)
- Prepare a strategic plan for implementation in home country (1 mention)
- Achieve millennium goal of primary education for all by 2015 (1 mention)

10. How effective was this Bootcamp in achieving the following?

	Not at all effective ⟷ Very effective					AVG	#
	1	2	3	4	5		
Build capacity in ODL instructional design	0% (0)	0% (0)	21% (4)	63% (12)	16% (3)	3.95	19

	Not at all effective ←→ Very effective					AVG	#
	1	**2**	**3**	**4**	**5**		
Build capacity in use of collaborative authoring tools	0% (0)	0% (0)	21% (4)	47% (9)	32% (6)	**4.11**	*19*
Increase confidence in computer use	0% (0)	5% (1)	11% (2)	53% (10)	32% (6)	**4.11**	*19*
Create an ongoing community of practice	0% (0)	0% (0)	21% (4)	16% (3)	63% (12)	**4.42**	*19*
Produce collaborative courseware in Life Skills	0% (0)	0% (0)	16% (3)	32% (6)	53% (10)	**4.37**	*19*
Increase the likelihood of additional courses being offered at home	0% (0)	0% (0)	11% (2)	47% (9)	42% (8)	**4.32**	*19*
Other	0% (0)	0% (0)	17% (1)	33% (2)	50% (3)	**4.33**	*6*

Please comment on your rating above. Also, please specify "other".

- Started using Wiki / More comfortable using Wiki / Built capacity in Wiki (5 mentions)
- Helped build working partnerships / Making plans for future collaboration (4 mentions)
- Needed more time / Time frame was short (4 mentions)
- Governments need to understand importance of the project for its continuation and development (2 mentions)
- Present job responsibilities constrain the amount of time participants can devote to the project (2 mentions)
- Increased confidence (2 mentions)
- Built capacity (1 mention)
- Provided resource personnel in ODL instructional design (1 mention)
- For computer training, having one- or two-hour talks is not effective because you forget most of it if there are no tutorials that follow (1 mention)
- Those who were comfortable with computers learned the syntax quickly, but those who were not comfortable had a hard time understanding the syntax (1 mention)
- Program offered first-class training on Life Skills issues (1 mention)
- Initially, there were too many disruptions which affected the quality and quantity of work produced (1 mention)
- It is important to recognize that participants come with varying experience and expertise (1 mention)
- Other – networking, visits, programme, hospitality (1 mention)
- Other – hospitality, stakeholder assistance, site visitations (1 mention)

11. How satisfied were you with the following aspects of the Bootcamp?

	Not at all satisfied ←→ Very satisfied					AVG	#
	1	**2**	**3**	**4**	**5**		

	Not at all satisfied ◄──► Very satisfied					AVG	#
	1	2	3	4	5		
Pre-Bootcamp preparation – knowledge of VUSSC	12% (2)	6% (1)	24% (4)	41% (7)	18% (3)	3.47	17
Travel arrangements	0% (0)	0% (0)	18% (3)	12% (2)	71% (12)	4.53	17
Hotel	0% (0)	13% (2)	50% (8)	25% (4)	13% (2)	3.38	16
Bootcamp facilities (lab)	0% (0)	5% (1)	11% (2)	37% (7)	47% (9)	4.26	19
Wiki training during Bootcamp	0% (0)	5% (1)	16% (3)	53% (10)	26% (5)	4.00	19
Additional presentations	0% (0)	12% (2)	12% (2)	59% (10)	18% (3)	3.82	17
Time to practice new skills	11% (2)	26% (5)	32% (6)	26% (5)	5% (1)	2.89	19
Collaborative work in teams	0% (0)	16% (3)	16% (3)	26% (5)	42% (8)	3.95	19
Social activities	16% (3)	5% (1)	42% (8)	16% (3)	21% (4)	3.21	19
Other	17% (1)	17% (1)	33% (2)	17% (1)	17% (1)	3.00	6

Please comment on your ratings above. Also, please specify "other".

- Not enough time / Need more time for practice (5 mentions)
- Availability of internet after sessions was not good / Participants should be given free access to internet at hotel so they can put in more work (4 mentions)
- Hotel could have been better (e.g. amenities too expensive, hotel was cold, service was lacking) (3 mentions)
- Training sessions sometimes felt like disturbances and interrupted the work / Too many presentations (3 mentions)
- Could have had more social/fun activities (3 mentions)
- Travel arrangements were great (2 mentions)
- Didn't rate travel or hotel arrangements (not applicable) (2 mentions)
- Satisfied with how the Bootcamp was run (2 mentions)
- Training was well done (2 mentions)
- Own department did not understand VUSSC, so couldn't help participant prepare (1 mention)
- Not satisfied with one of the resource people (1 mention)
- Food was good but could have had more fruit (1 mention)
- Hotel and facilities were excellent (1 mention)
- Group dynamics were sometimes frustrating though most people worked hard (1 mention)
- Some tutorials (e.g. templates) could have come earlier (1 mention)

- Thank you for arranging the Bootcamp (1 mention)
- Too far from town (1 mention)
- Improved confidence with Wiki (1 mention)
- With other work commitments, learning about VUSSC would have been a low priority unless you were directly involved (1 mention)
- Programme, networking, visits, and hospitality were all great (1 mention)
- Working with teams was great (1 mention)
- Travel arrangements went well until Port of Spain where participant was not picked up
(1 mention)
- Could have put more effort into helping participants understand the Trinidad culture more (1 mention)
- Tobago was a "lovely waste of time, unfortunately" (1 mention)

12. What did you like the best about this Bootcamp?
- Collaborative work / Meeting and interacting with people / Networking (12 mentions)
- Learning about/being introduced to new technology (e.g. Wiki, GIMP, IT software, eLearning, technology as a learning tool, etc.) (10 mentions)
- Opportunity to learn / New skills learned (4 mentions)
- Being able to share one's knowledge to develop a useful, accessible educational tool / Seeing extension of Life Skills material (4 mentions)
- Friendly and professional working environment (2 mentions)
- Mutual respect from organizers (1 mention)
- Working on the content (1 mention)
- Presence of the technicians (1 mention)

13. What would have made this Bootcamp even better for you?
- Having computers available to work outside Bootcamp hours (5 mentions)
- Not having to travel so far between hotel and workshop site (3 mentions)
- Having more internet access at the hotel/in the rooms (2 mentions)
- More time for practice (2 mentions)
- Orientation and clear communication of expectations (1 mention)
- Having one's own laptop (1 mention)
- Find a way to ensure everyone attending the Bootcamp has done the prep work (e.g. tutorials) (1 mention)
- Have ex-Bootcampers from the region help with familiarizing the new participants (1 mention)
- If participant was more proficient with higher level WikiEducator skills (1 mention)
- Staying with the other participants (1 mention)
- Having the training in two parts: IT/computer skills and content development (1 mention)

- Have participants share their experience with life skills at the start so participants begin with a clearer understanding of where the others are coming from (1 mention)
- More one-to-one help in the use of Wiki (1 mention)
- More social activities where *everyone* is invited (1 mention)
- Extend the time frame to six weeks (1 mention)
- Fewer interruptions to have presentations – perhaps do all presentations in the first week and then move on to content (1 mention)
- More effective planning by organizers with a degree of flexibility (1 mention)

14. What suggestions do you have, if any, for improving future Bootcamps?
- Have more computer/internet access available to participants (4 mentions)
- Have presentations at a time where they are not viewed as disturbances/interruptions (e.g. perhaps in the morning or afternoon) (3 mentions)
- Extend time to six weeks [one participant offered the following breakdown: two weeks for prerequisites and IT training and four weeks for content development] (2 mentions)
- More time for practice (2 mentions)
- More preparation and training in the medium to be used (1 mention)
- Trips should be well organized (1 mention)
- Find a way to ensure that everyone attending the Bootcamp has done the prep work (e.g. tutorials) (1 mention)
- Have ex-Bootcampers from the region help with familiarizing the new participants (1 mention)
- Have tutorial groups in the region beforehand (1 mention)
- Form groups according to subject/course specialty (1 mention)
- More central location for the hotel (1 mention)
- Provide intensive training for Team Leaders who can lead the groups (1 mention)
- More organization of the training program so that instructions to participants are consistent (1 mention)
- Have participants share their experience with life skills at the start so participants begin with a clearer understanding of where the others are coming from (1 mention)
- Ensure all participants contribute, not only team leaders (1 mention)
- TA's should have more patience, recognizing that some participants are at lower levels of understanding than others (1 mention)
- Make the first week less intense (1 mention)
- Schedule outings on public holidays (1 mention)
- Make the Bootcamp two weeks only (1 mention)
- Organization (1 mention)
- Food (1 mention)
- It depends "on who is accommodating it and where" [sic] (1 mention)

15. Now that the Bootcamp is nearing completion, how confident are you in using a computer?

	Not at all confident ⟷ Very confident					AVG	#
	1	2	3	4	5		
* Previous level of COMPUTER confidence	0% (0)	14% (3)	24% (5)	38% (8)	24% (5)	3.71	21
Current level of COMPUTER confidence	0% (0)	5% (1)	5% (1)	47% (9)	42% (8)	4.26	19

* For comparison, the first row in this table shows the statistics from question 3 in the "Pre-Bootcamp" section, which asked "Before coming to the Bootcamp, how confident were you in using a computer?"

16. Please describe the skills/new understandings you feel you have acquired during the Bootcamp.

- Wiki tools (includes mention of Wikipedia, WikiEducator, and Wiki [without indicating a specific Wiki tool]) (13 mentions)
- Uploading pictures (4 mentions)
- Use of templates (3 mentions)
- New understanding of how to work with people / Collaboration skills (3 mentions)
- Life skills training (2 mentions)
- Did not improve that much (2 mentions)
- All skills covered (1 mention)
- Computer skills in general (1 mention)
- Surveymonkey (1 mention)
- GIMP (1 mention)
- How to find information or assistance when encountering difficulties (1 mention)
- Use of graphics and animation in education (1 mention)
- Module writing (1 mention)
- Recognizing we are connected and have access to relevant and high quality information any time of day or night (1 mention)
- Developing distance education materials (1 mention)
- Learned about various free software and support tools to use in developing instructional material (1 mention)
- Learned to be sensitive to other authours' perspectives, culture, and values (1 mention)
- Motivated to continue to sell the idea of WikiEducator and work on developing a Wiki community (1 mention)

17. Which of these do you feel you have mastered well enough to be able to teach them to others when you return to your country?

- WikiEducator / Wiki (11 mentions)
- Use of templates (4 mentions)

- Editing/formatting/linking/images (3 mentions)
- Life skills (3 mentions)
- Will eventually master them, given a little more practice (2 mentions)
- Surveymonkey (1 mention)
- Importance of open learning materials (1 mention)
- Designing distance education materials (1 mention)

18. Do you feel you have changed personally during this Bootcamp? If so, please describe.
- Fifteen out of 18 people (83%) said yes, they have changed (or implied "yes" by listing the changes they have undergone). One person (6%) said they weren't quite sure, and two people (11%) said no.
- Developed interpersonal skills (5 mentions)
- Gained a greater appreciation of other cultures (3 mentions)
- Increased confidence / Feel empowered (3 mentions)
- Gained new knowledge and additional skills (3 mentions)
- Have become more observant (1 mention)
- Have become more tolerant (1 mention)
- Gained self-awareness (1 mention)
- Have become more professional in approach to reviewing process (1 mention)
- Acquired new interest in instructional design (1 mention)
- Found resources on Wiki (1 mention)
- Changed the way view life as a whole (1 mention)
- No longer alone in producing materials (1 mention)
- Made friends (1 mention)

19. Now that graduation is near, please describe how you are feeling about your participation in this Bootcamp.
- Happy to have participated / Feeling positive / It was a worthwhile experience (18 mentions)
- Looking forward to implementing Bootcamp material at home (2 mentions)
- Hope that I have been able to make a contribution (1 mention)
- Learned a lot of things that wouldn't have been exposed to in their normal job (1 mention)
- Wish there could be a second chance of coming to master it all (1 mention)
- Sad to leave newfound friends behind (1 mention)
- Congratulations on this brain wave (1 mention)
- Feel that I have achieved somewhat but could have done more (1 mention)

Post-Bootcamp

20. What is your short-term plan related to continuing the work of the Bootcamp once you return home?

- Conduct workshop for staff / Provide training for staff / Share what was learned (7 mentions)
- Assist with completion of units / Complete development of units/modules (7 mentions)
- Network/collaborate with other Bootcamp alumni and WikiEducator users (7 mentions)
- Advocate for the importance of Wiki (4 mentions)
- Work with colleagues on delivery of life skills content / Use course content to deliver (or modify delivery of existing) life skills classes (3 mentions)
- Inform colleagues or supervisors about COL (2 mentions)
- Draft funding proposals (e.g. for organization of college, for starting a life skills development center) (2 mentions)
- Upgrade skills (1 mention)
- Collaborate with other Bootcampers and IT people to create an action plan to help achieve short and long term goals of VUSSC (1 mention)
- Assess strengths and weaknesses of all the modules (1 mention)
- Open a learning centre for health learning using COL free content (1 mention)
- Present report to ministry, including recommendations for implementation (1 mention)
- Request time in job description to work on this (1 mention)
- Steer a WikiEducator committee so the work can continue (1 mention)

21. Are there any factors in the environment in your country that may make it difficult for you to teach your new skills & knowledge to others? If so, please describe them and indicate the type of support you may need to overcome them.

- Need authorization from faculty heads or ministry / Getting people on board / Addressing lack of interest or skepticism (8 mentions)
- Limited or slow IT hardware/software/internet – need IT help, need funding/assistance with project proposal to secure funding (6 mentions)
- No difficult factors / No difficult factors that can not be overcome (4 mentions)
- Finding time to collaborate and do the work (3 mentions)
- Lean training budget / Financial constraints (2 mentions)
- Need professional development for educators / Tutors would need expert tuition [sic] (2 mentions)
- Fluctuating electrical power (1 mention)
- Don't have a computer (1 mention)
- Others may not have heard of Wiki (1 mention)
- A difficult staff member (1 mention)

- Organizational structure issues (1 mention)
- Staff shortage (1 mention)

22. If you are able to teach the skills & knowledge you have acquired at this Bootcamp to others in your country, what do you think the benefits will be for the education system?
- More accessible education (e.g. not constrained by limited personnel, lack of money, work schedules, etc.) (7 mentions)
- More empowered/developed/educated workforce (6 mentions)
- Improved educational system [no specifics mentioned] (3 mentions)
- More interactive approach to learning / Mixed mode learning (2 mentions)
- Develop own modules through Wiki / Tailored curriculum to needs of citizens (2 mentions)
- High quality collaborative work / More collaborative curriculum (2 mentions)
- Relieve boredom (1 mention)
- More holistic personal development could lead to increased productivity and lower crime (1 mention)
- Motivate educators to improve materials and develop support materials (1 mention)
- Improved life skills curriculum, in terms of content and reach (1 mention)
- Place country in a better position to offer ODL (1 mention)
- Decrease time of face to face delivery (1 mention)
- Change of behaviour by students and parents towards education and lifelong learning (1 mention)

23. What is your plan for staying in touch with the other Bootcamp participants? What methods will you use? (please note that COL will be providing an email discussion group to support ongoing communication)
- Email (11 mentions)
- Web chat / Chat rooms (3 mentions)
- Wiki (3 mentions)
- Discussion page / Discussion forum (3 mentions)
- Phone (1 mention)
- Mail (1 mention)
- Share a joint action plan (1 mention)
- Keep in touch to share progress after the bootcamp (1 mention)
- The avail network [sic] (1 mention)
- Have already compiled an address list as a group (1 mention)
- Further discuss areas such as structure for curriculum development, career education programmes, and peer education programmes (1 mention)
- Internet [no specific method indicated] (1 mention)

- Continue content development in Community Health Nursing, Midwifery, HIV/AIDS education at the tertiary level, and other areas of need (1 mention)
- Try to stay in touch with their group at least once per week (1 mention)
- COL (1 mention)

24. If you have any other comments, please add them below.
- Am happy to have attended the program / Was a great experience (4 mentions)
- Thank you (4 mentions)
- This survey required a lot of information/took longer than indicated (2 mentions)
- Will continue working with Wiki (1 mention)
- Will continue to work on contributing their expertise (1 mention)
- Wish COL all the best (1 mention)
- Private students are charged a fee for using the internet, which may be a problem (1 mention)
- Hope this opportunity is appreciated and expanded (1 mention)
- Have the venue for the Bootcamp in the same location as the accommodation to minimize travel time (1 mention)
- Am too tired to think of any additional comments (1 mention)
- Three weeks was long (1 mention)
- This program demonstrates COL's commitment to helping out small states (1 mention)
- Was a great opportunity for small states, which may not have as much of a voice in other forums (1 mention)
- For the next Bootcamp, the technical advisors should have more patience and demonstrate greater understanding of participants' different levels of knowledge/skills (1 mention)

VUSSC SAMOA BOOTCAMP PARTICIPANT FEEDBACK

Notes:

- The Samoa Bootcamp took place 12-28 November 2007. The participants were invited to complete the online survey during the last few days at the Bootcamp. There were 16 responses to the survey.
- An identification number was given to each completed survey. These identification numbers appear in parentheses after each comment so that individual responses can be cross-referenced. The survey numbers used in this section of the report do not correspond to those in any other section of this report.
- In order to retain the respondents' meanings as much as possible, spelling and grammatical errors were not corrected in the presentation of open-ended responses.
- Due to rounding, percentages in the tables below may not add up to exactly 100%.
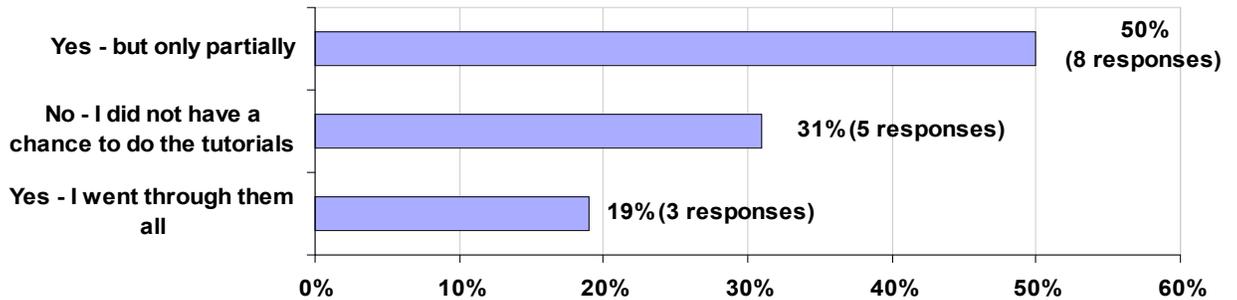
Pre-Bootcamp

1. **What was your reaction when you first discovered that you would be coming to the Samoa Bootcamp?**
   - I thought it was really exciting as it would be an opportunity for me to meet, learn and share experiences with other people of small island states and to be in the Samoa was a dream come true. (1)
   - Joyed to the fact that I was going to represent Trinidad and Tobago at the Bootcamp. (2)
   - When I was told to represent my country for the bootcamp I was quite content to experience what a bootcamp was like. There was no big deal but what worried me most was to make sure that I got my other duties and programs completed before I can concentrate fully. The three months preparation was enough. I am delighted to be at Samoa Boot camp. (3)
   - Production of e-learning resources is a new technology to me, and that is why I was very happy when I was first informed about attending this VUSSC Samoa Bootcamp for the first time. (5)
   - I'm based in Samoa so I was looking forward to meeting the overseas participants. (6)
   - Sorry, I was in Samoa the whole time... ha ha... (7)
   - I was looking forward to that experience, building a team of experts to share with and learn from. (8)
   - Uncertain, yet strangely excited. (9)
   - I was excited, a bit concerned about the term "bootcamp" but expectant nonetheless. (10)
   - It was the second day of the job that I was told that I will be attending a workshop in Samoa. It was the first time I heard about Samoa or Bootcamp. Millions of questions in my mind regarding the Bootcamp were cleared by my colleagues. I also searched Internet to find [out] about Samoan culture, food, dressing, way of life, religions, etc. (11)

- I was happy that I was attending a workshop abroad but at the same time I kept asking myself why is it called bootcamp because a bootcamp is something to do with the military. Besides, I had no idea what the workshop was all about, I was just told that it is on disaster management, but things were more clearer when I was from the team leader's meeting in Vancouver and I felt that I need not to miss the workshop. (12)
- I was excited but at the same time not too sure what it is I was going to do in Samoa, and who I would be working with. (13)
- I was excited about the idea of learning about the WikiEducator as I previously had no idea of how to go about developing e-learning materials. (14)
- I would love to participate in this workshop, to learn new things but also to share our experience from the Indian Ocean. (15)
- Excited and dream of it every day until I actually arrived in Samoa. (16)

2. **Did you have a chance to do the WikiEducator Tutorials before coming to the Bootcamp?**

3. **Before coming to the Bootcamp, how confident were you in using a computer?**

	Not at all confident ◄► Very confident					AVG	#
	1	2	3	4	5		
Previous level of COMPUTER confidence	0% (0)	13% (2)	31% (5)	19% (3)	38% (6)	3.81	16

4. **Please comment on your rating above.**

Rating of "5 – Very confident"

- I used computer on a daily basis as part of my work. (2)
- I can use various programmes in Microsoft Office and I had training in WikiEducator before the bootcamp. I use the computer most of the time to do my normal work. (6)
- I completed three different courses, basic, diploma and an advanced certificate in MS Word, MS Excel, PowerPoint & CorelDraw. (11)
- I was very confident in using a computer, especially with the use of MS Word, Excel, PowerPoint, and Adobe maker. I recently just taught myself how to use Adobe Illustrator because of one of the projects the Centre just recently finished. I have used the computer extensively to present PowerPoint lectures, try and create animations in

PowerPoint (cannot afford software such as Macromedia/Flash etc), use to do editing (track changes in Word), create diagrams using MW draw tool, use to manage students' marks in Excel, etc. With the Wiki, I was still not 100% confident on its use, not having done the tutorials. However I have an attitude that "anything is possible if you set your mind to it!", so being in Samoa, I used some of that time to go through and teach myself some more of the Wiki. I believe I just have to use it more often to become more proficient in its use. (13)

- I rated myself as being very confident because I am very familiar with using Microsoft Word, Excel and the Publisher. I have also taken UPNG offered courses 'Intro to Computing' and 'Computer Software Applications'. (14)
- I was privileged to study computer science for one semester at the University and I use this tool at work daily. (15)

Rating of "4"

- Was very confident in the areas that I usually used at work plus using some of the search engines...but this is the first time I heard about WikiEducator and now I'm finding out that it is a very useful tool...first time creating something online and editing at the same time...very helpful bootcamp and I'm pleased that I'm in it... (7)
- I have been working with computers for over 11 years and my studies involved usage of the computer before that. While I am a "techy" and I do not know much about the real technical stuff, I feel quite confident using computers. (9)
- I have attained proficiency in the use of computers due to work and studies. (10)

Rating of "3"

- I would say that I am very familiar with the computer and at ease with its use. However I still have a lot to learn. (1)
- I attended a few courses on Word and Excel and a few other programs. I was learning new things everyday. However, I was not too confident on the internet and all that goes with it. (3)
- I can use a computer quite well but not too good in all the technical aspects. Need to learn more. (8)
- I only knew the Microsoft Office, how to use Internet Explorer but did not know that there are websites like Wikipedia, facebook, flickr and blogger. Also I did not know much about the template. (12)
- Meaning, I'm only user friendly with some of the programs, my typing has to improve. (16)

Rating of "2"

- Confident when working in the privacy of home and office, not as a group in the computer lab. (4)
- I just know basic Word and Excel. (5)

5. Do you know anyone from your country that has participated in a previous Bootcamp?
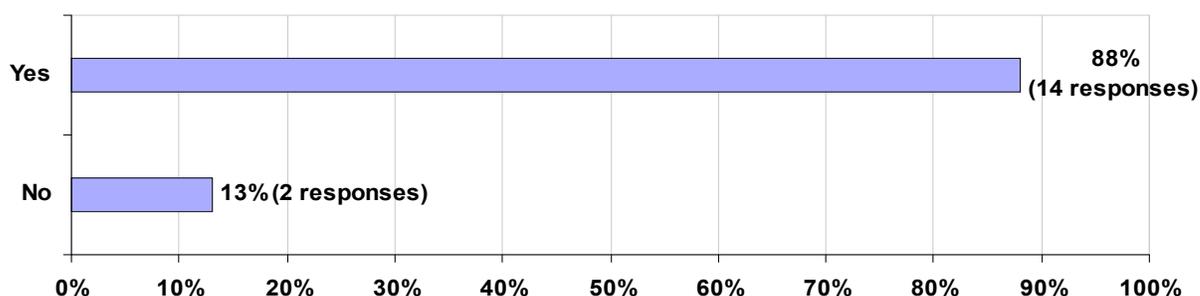
Yes — 88% (14 responses)

No — 13% (2 responses)

6. How prepared did you feel for the Bootcamp?

	Not at all prepared ⬌ Very prepared					AVG	#
	1	2	3	4	5		
Level of preparation	0% (0)	6% (1)	50% (8)	31% (5)	13% (2)	3.50	16

7. Please comment on your rating above. Is there anything that could have been done to help you feel more prepared?

Rating of "5 – Very prepared"

- The topic for discussion at this Bootcamp was what I lecture on at my school on a daily basis and the field that I worked in the USA. (2)
- As I understood the expectations of the workshop long before the bootcamp actually started, I had a pretty good idea of materials to use to complete the workshop tasks. (6)

Rating of "4"

- As I am a member of the Vanuatu Disaster Task Force, I have a fair understanding on what process was going when it comes to disaster management and especially making awareness on the impact of disaster. I also collected a few information from the curriculum unit in my country, Vanuatu. I had CDs of power presentations that were done earlier this year to mark the International Disaster Day on 10th October. (3)
- I was quite confident and prepared to attend this VUSSC Samoa Bootcamp because of the advice I received from Tuvalu participants to 2nd and 3rd Bootcamps. (5)
- I had the opportunity to be introduced to WikiEducator by previous participants from my country. I had also completed 4 out of the 5 tutorials. (15)
- I attended bootcamp 3 in Trinidad. (16)
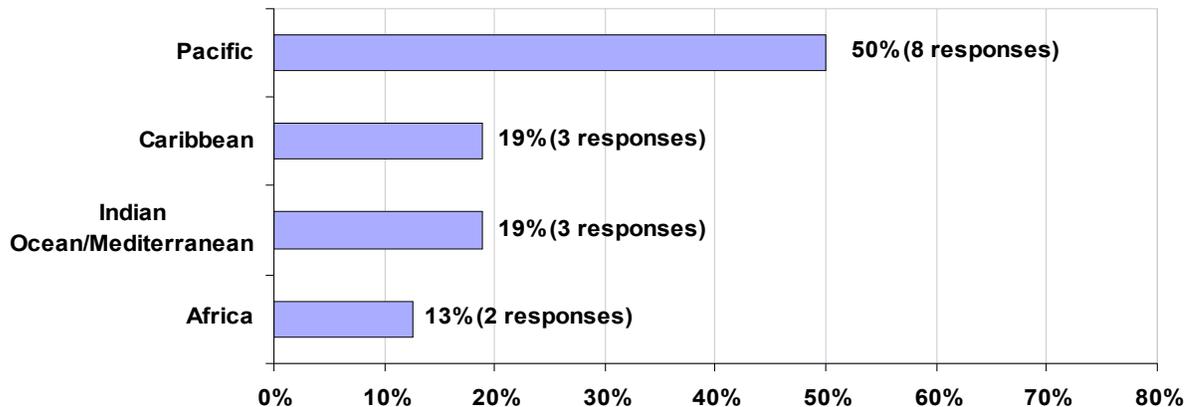
Rating of "3"

- Having missed out on the Team Leaders meeting, which was due to reasons beyond anyone's control, it was a little bit challenging for me on the first day as I was getting

into my role but with the support of others I was able to get the hang of things and things have been going smoothly since. (1)

- I was looking forward to the bootcamp to add to my experience of working with people from different professions and nationalities, one can never learn enough if you work with people from your own country/culture, there has to be some sharing of knowledge, information, cultural experiences, etc... (4)

- I was stuck in some areas of the tutorials and was not familiar with using the wiki to get help...and also it was a very bad time for us coz this is examination time, marking, collecting of results and school/institute meetings...I was a bit overload but manage to log in and create some new stuffs...I think it would be better if schedule on some other time but not towards the end of the year coz us lecturers are very busy that time...thanks. (7)

- I could not access the side to see exactly what is expected from me for this camp, however, from the information I could get through e-mails, I tried to collect information on my country concerning the Disaster Management topic, in order to share with others. (8)

- No not really!!! My country suffered from the effects of Hurricane Dean towards the end of August, and severe flooding and landslides subsequent to the hurricane, up until leaving for the workshop in November. As the Head of the Information and Training Unit, I was totally immersed in direct response activities which consumed quite a bit of my time and energy. (9)

- I think COL and Helen did a fine job of getting me ready. (10)

- I was prepared because I now had an idea what the bootcamp was all about, though I never thought I can develop any course material as my job is to coordinate disaster related issues in one of the districts in my country. (12)

- If I had reliable internet access, I would have done preparation with both the WikiEducator and the base camp. (14)

Rating of "2"

- I think if I had known a bit more about the background of the members in my team in terms of how much they know about the content Disaster Management, it would help me more as a team leader to coordinate and delegate our team work. In group discussions it would also assist me in terms of responding to questions, queries and suggestions. Some of the material I brought (e.g. books, papers, etc) are being used by some other groups to assist in writing up their unit, so I was happy with that and prepared in that sense. I was still unsure as a team leader how the work will be conducted, who will be doing what, etc, but by the end of the first week, that became more clear to me. (13)

8. Please select your region.

Pacific — 50% (8 responses)
Caribbean — 19% (3 responses)
Indian Ocean/Mediterranean — 19% (3 responses)
Africa — 13% (2 responses)

The Bootcamp Experience

9. What do you think the objectives of this Bootcamp are?

- To develop online training materials in the area of Disaster Management relevant to small islands states. (1)

- To use a topic that has the interest of all participants so that they will rarely be overwhelmed by the virtual technology in use. To expand the body of knowledge that already exists and is available for e-learning across the world (commonwealth). Add to the curriculum of subject area disseminated by COL. (2)

- I can think of three major ones. They are to prepare a curriculum framework that addresses all the different spectrums of Disaster Management integrating Risk Reduction as a chief component. The other is to improve my computer skills. I have come to be associate with other colleague small states of the Commonwealth. (3)

- Sharing learning knowledge and resources and how to apply copyright when selecting material for learning on the world wide web, and selecting relevant material that can be shared by all on virtual classrooms. (4)

- The objectives of this Bootcamp are to: learn more about WikiEducator; produce e-learning materials on disaster management; implement these e-learning resources on disaster management in our local situation. (5)

- To develop the content of a Disaster Management course to be offered for open and distance learning by institutions in the Small States of the Commonwealth. The course material developed in the bootcamp could be used as a guideline by institutions, i.e. they either use the document as it is or make modifications to suit their own nations. (6)

- Designing an introduction to Disaster Management course for COL... Learning how to create, edit, search and exchange knowledge online... (7)

- To develop an introductory course on disaster management, and to create a working team that will core work on materials development and through that, help their own region as well as the world out there. (8)
- To prepare relevant training material on comprehensive Disaster Management strategies and techniques to be used by Disaster Management practitioners across the Commonwealth and beyond, and to make the information easily accessible on-line. (9)
- To create a database of online learning resources on a wide area of knowledge. (10)
- To mainstream disaster management into academic institutions, to help small states countries to become originator of learning materials and to make education accessible to everyone. (12)
- 1. Collaboration with others from small island states in terms of sharing of information in the area of Disaster Management, and Education. 2. Networking and developing in the long term sustainable partnerships. 3. The exchange of culture, and friendship. (13)
- The objectives I believe are: 1. to demonstrate that collaboration for online course development can be possible with collaborators being anywhere on the globe, and 2. to give participants an introduction to the many uses of the WikiEducator. (14)
- 1. Use of ICT in distant open source learning. 2. Develop content for new open source. 3. Help Small States of the Commonwealth to achieve the MDGs. 4. Develop collaborative mindset in sharing knowledge. (15)
- Material to be available to all stakeholders on the issue of disaster. The reality of disaster. How to minimize its effect. Educating the community on disaster, etc. (16)

10. How effective was this Bootcamp in achieving the following?

	Not at all effective ←→ Very effective					AVG	#
	1	2	3	4	5		
Increase the likelihood of additional courses being offered at home	0% (0)	0% (0)	0% (0)	47% (7)	53% (8)	4.53	15
Build capacity in use of collaborative authoring tools	0% (0)	0% (0)	13% (2)	33% (5)	53% (8)	4.40	15
Create an ongoing community of practice	0% (0)	0% (0)	7% (1)	53% (8)	40% (6)	4.33	15
Other	0% (0)	0% (0)	0% (0)	71% (5)	29% (2)	4.29	7
Increase confidence in computer use	0% (0)	0% (0)	7% (1)	67% (10)	27% (4)	4.20	15
Build capacity in ODL instructional design	0% (0)	0% (0)	33% (5)	33% (5)	33% (5)	4.00	15
Produce collaborative courseware	0% (0)	7% (1)	21% (3)	43% (6)	29% (4)	3.93	14

Please comment on your rating above. Also, please specify "other".

- I think the bootcamp has provided the opportunity for a wealth of materials in the area of Disaster Management to be put together and the knowledge and experience of the participants and support persons has contributed immensely in the process. (1)
- The thought behind COL's VUSSC is a virtuous one that is deeply seated in learning and development for any country in the Commonwealth. And in whatever purpose it is put, the results will always be beneficial to advancing access to learning for the development of family, social improvement, health and self-actualization of the people who will become or have been exposed to any of the practices mentioned above. (2)
- This is the first bootcamp I have attended. The format of the course workshop and the topics covered are very comprehensive. According to the National Action Plan the Task Force, the Ministry of Education is tasked to produce curriculum content to help children embrace Risk Reduction as this year's International Disaster Day theme depicts: "Disaster Reduction begins at School". I hope to facilitate the task force with the work we have done here. (3)
- An overall productive workshop, my expectations have been realized, for someone from and working in a resource poor institution, this form of interactive and shared learning goes a long way in delivering quality and relevant courses for on-line and face to face students. The "other" part of this workshop which I think is very successful is the fellowship with other participants and learning their cultures and appreciating it. (4)
- As a curriculum officer I am very pleased to attend this VUSSC Samoa Bootcamp because I am able to produce e-learning resources, not only on disaster management but on other subject learning areas, using the template format. (5)
- I have read on what COL has done and is convincing that it is useful and effective, I need to study more as I become involve an is when one can judge what is not working well. (8)
- In the process of documenting information to enrich prospective learners, I also enhanced my own knowledge-base especially in areas that are outside of my direct job experience. I also formed a bond with other disaster management professionals and educators across the Commonwealth and developed even higher levels of respect for cultural diversity. (9)
- This is an opportunity for some countries like my country Lesotho whereby none of the tertiary schools offer a course on disaster management, I think this will be a wakeup call. (12)
- I feel that the Bootcamp was very highly effective in achieving most of the above mentioned. From the view of a trainee instructional designer however, I don't think the area of building capacity in ODL instructional design was effectively achieved. It was wonderful and quite helpful to introduce participants to the COL template so that they realize how their work is organized. But as I reviewed others' work, I realized that some were writing what appeared to be academic papers or as if they were publishing for academic journals. I believe this could have been improved by introducing some basic tips on writing for DE before the workshop. User friendliness in ODL writing is the most important thing that participants need to be made aware of. (14)

- I think the bootcamp successfully achieved all the above. It also created a friendly learning environment from each other with diverse experience in different fields. Meeting people of such cultural diversity was quite an experience for me. It was not only an academic learning but other aspects of life. This bootcamp could not have been held in a better venue than Samoa. (15)
- Other: This is the second time I personally search the net and found the enormous amount of work covered in different topics, the wealth of the net. The atmosphere is very learner friendly where all help each other. I have learned a lot from this bootcamp to add to my own knowledge in the use of computer and doing research using the net. (16)

11. How satisfied were you with the following aspects of the Bootcamp?

	Not at all satisfied ←→ Very satisfied					AVG	#
	1	2	3	4	5		
Bootcamp facilities (lab)	0% (0)	7% (1)	0% (0)	21% (3)	71% (10)	4.57	14
Travel arrangements	0% (0)	0% (0)	7% (1)	36% (5)	57% (8)	4.50	14
Collaborative work in teams	0% (0)	0% (0)	13% (2)	27% (4)	60% (9)	4.47	15
Hotel	0% (0)	0% (0)	7% (1)	50% (7)	43% (6)	4.36	14
Social activities	0% (0)	0% (0)	27% (4)	27% (4)	47% (7)	4.20	15
Pre-Bootcamp preparation – knowledge of VUSSC	0% (0)	0% (0)	20% (3)	47% (7)	33% (5)	4.13	15
Additional presentations	0% (0)	0% (0)	15% (2)	62% (8)	23% (3)	4.08	13
Other	0% (0)	0% (0)	20% (1)	60% (3)	20% (1)	4.00	5
Wiki training during Bootcamp	0% (0)	7% (1)	27% (4)	47% (7)	20% (3)	3.80	15
Time to practice new skills	0% (0)	0% (0)	53% (8)	20% (3)	27% (4)	3.73	15

Please comment on your ratings above. Also, please specify "other".

- It would have been great if we could have access to the internet at our hotel as this would have given us the opportunity to do some more work and practice newly learnt skills especially during the weekends when there was not much to be done. (1)
- The team effort in preparation for travel, hotel, meals, and learning resources made by Helen and Paul and others behind the scenes and the engagement of the team leaders by COL prior to the commencement of the Bootcamp deserves commendation as a better show could not have been displayed. (2)

- The group activities are very encouraging as we research online and with different background experiences, skills and knowledge integrating all these into Unit production of course material of guideline. I still wish I could have more sessions. We are in a team and the team will continue to play together to get the best for the good of the children in our small states of the Commonwealth. (3)
- Very satisfied. Other aspects, sound organization and good food. (4)
- I have learnt so many new things in this VUSSC Samoa Bootcamp because of the good team spirit that was occurred throughout the workshop. Without this good team spirit, I believe I will not be able to acquire anything out of this workshop, because this is my first time to play around with the WikiEducator approaches. Therefore, I would like to thank all the facilitators and participants of this VUSSC Samoa Bootcamp for their kindness in sharing things with me especially in helping me in my learning problems in the workshop. (5)
- For time to practice new skills: would love to spend more time to do this but had to complete the workshop tasks, to do a good job of it. (6)
- Preparations were done on time and well communicated. However I had problem as from the start to log in and start learning with everyone. The same happened with travel arrangements. Though communicated on time, communications breakdowns caused my visas to delay, and eventually the whole trip. Hence, I joined in at a time when everyone was already on track and have joining without proper induction on what was going on. The team was helpful but time was not enough to go back to the basics of the course. (8)
- I am generally satisfied with the above rated aspects of the Bootcamp. (9)
- Pre-bootcamp preparations were satisfactory because each and every time we were kept informed and given some reading material that guided us. In general most of the things were satisfying. The collaborative work in teams was super, though we were from different countries with different characters there was a lot of respect among team members appreciation and understanding each other, there was also knowledge acquired from one another. (12)
- I was quite impressed and happy with most of the mentioned aspects of the Bootcamp. I felt however that we should have been given more training on the uses of the WikiEducator during the Bootcamp. We had about thirty minutes on day 1 and about 2 hours on day 11. I am of the opinion that we should be using both base camp and wiki as we are developing the course material. I originally thought we would be developing content on writeboards in base camp and then transferring them on to the Wiki. But then again it is an advantage to learn how materials can easily be posted into an automated template which gives you a completed course in no time. (14)
- I am happy! Also the people here are so friendly and hospitable. (15)
- Being present at bootcamp 3, I saw a great change in all aspects mentioned, it has ease tremendously and make traveling comfortable and enjoying. (16)

12. What did you like the best about this Bootcamp?
- Meeting new people, learning from the others country's experience, learning about the Samoan culture, sharing my own country's experience. (1)

- The access to the computer centre and the warmth of the resource persons. (2)
- The thing I like most that will help me is the time to come is the way in which the workshop is formatted in topics and the team work within each group with 3 units, I have learned quite a lot from the colleagues. (3)
- Group work. (4)
- Practicing of the team work spirit and approaches. (5)
- Everyone being keen to work collaboratively and contribute constructively to group discussions. Also the food was something to look forward to everyday. (6)
- The food and friendly participants. (7)
- The networking and collaborative nature. (8)
- The ethnic and cultural differences of the participants, yet we respectfully put aside our differences and worked together to achieve a common goal. (9)
- The opportunity it presented for building positive networking between professionals. (10)
- Togetherness or an interaction that was among the participants, we were actually working as a team, we were free to ask and assist each other. (12)
- The sharing of ideas and the creating of a course that my center can use or adapt. Also learning something new about myself in terms of working as a team - so self development! (13)
- I liked the willingness and commitment of the participants to both work hard and learn new things. I also enjoyed the warm hospitality of the Samoan people. (14)
- To spend time away from home in a learning environment here in Samoa and concentrate collaboratively on a given topic and develop materials that would be used by other people worldwide having similar interest. (15)
- The ability to share with other people and learn from them. Not having to work at home in our rooms. The ability to have time in the afternoon for oneself. (16)

13. What would have made this Bootcamp even better for you?
- If we had easy access to internet facilities at our hotel maybe. (1)
- A few experts on the subject of disaster manager to be present in the team leaders. (2)
- I do not have any specific point to make this bootcamp better. The arrangements and the workshop facilitation are superb. I will try to make use of the skills I have acquired. I want WikiEducator or the world of wiki to be available to other people in my country, let alone the Interlocutor, etc, as a policy is in the drawing board for ICT in Schools. (3)
- Social group activity such as evening BBQ. (4)
- The good availability of learning facilities and resource persons on disaster management and especially on production e-learning materials. (5)
- Can't think of anything. (6)
- More time to study new computer skills that was shown by some experts... (7)
- If I could have get a good start. (8)
- I really can't think of anything in particular. (9)

- COL did all that was necessary for me to have had a great workshop. (10)
- If there were at least two, three stand-by laptops for those who would like to continue with the work when they are at the hotel. (12)
- Access to the internet from the hotel at a discounted price! (13)
- It was excellent, apart from my two comments on wiki training and the ODL course writing issue. (14)
- Sharing experience like "Second Life" from Paul West? (15)
- A visit maybe to most disaster affected areas as hands on information for all to see. (16)

14. What suggestions do you have, if any, for improving future Bootcamps?

- Perhaps if it could be for two weeks only as three weeks appears to be a bit too long. However if we are to shorten the bootcamp this will mean a lot of the preliminary work will have to be done before the participants leave their country e.g. complete the tutorials, research the subject. Hence participants have to be very committed. (1)
- More time for wiki enhancement. (2)
- The Bootcamp in Samoa is on Disaster management. If we have a topic to cover, it is good to have some visits to specific areas so as to give further insights, understanding and background for development in the training. Experiencing different situations will develop and expand horizon. (3)
- Balance social activities with work. (4)
- Sustain the invitation of good resource persons and the availability of good learning facilities. (5)
- Early identification and confirmation of bootcamp participants and ensuring that participants understand the visa requirements of countries they travel through so that they all arrive on time, as they may be disadvantaged by late arrival. (6)
- Allowances for local participants...if enough.. (7)
- It seems good. (8)
- None, at this time. (9)
- The tutorial should be posted to participants three, four weeks before the bootcamp so that they have enough time to go through them and practice especially for some people who are new to wiki. (12)
- Participants should be able to have access to BaseCamp from their hotels in case they want to work from the comfort of their rooms and in the night or early hours of the morning. Some also do not come with their own laptops. Everyone should be told to bring their own laptops so that they can do any outstanding work after hours. Or maybe the institution hosting the camp can rent/lend laptops to those who do not own one. Access to personal laptops and internet after hours can be a real bonus! (13)
- 1. That the local coordinator of the bootcamp is not a participant as this distracts the participant a great deal. 2. That all unit objectives are decided on written by the team leaders prior to the bootcamp. Unit objectives must be carefully structured and thought out as they guide the writing. If objectives were prepared beforehand, groups would then just begin writing and perhaps adding or deleting these objectives as

necessary. 3. In pre-bootcamp activities, some handy course writing tips be provided to all participants or the team leaders. (14)

- 1. Can we lay more stress that participants be ambassadors of these bootcamps, share the learning experience that is gained here at home. 2. The topic developed here, namely "Disaster management" is of vital importance to all of us as many of our countries are vulnerable to natural hazards. Can we come to some sort of practical application, for example: help countries develop an early warning system (those who do not have one), have an emergency preparedness plan, to include vulnerabilities in development plan, use of new technologies to mitigate disasters. I know that this will demand financial resources but I sincerely believe that these small countries need help. (15)

- The time after the day's work to be left to the individual to experience the place and the people. (16)

15. Now that the Bootcamp is nearing completion, how confident are you in using a computer?

	Not at all confident ◄─► Very confident					AVG	#
	1	2	3	4	5		
Current level of COMPUTER confidence	0% (0)	0% (0)	7% (1)	33% (5)	60% (9)	4.53	15

Change scores were created for each respondent by taking their confidence rating for this question and subtracting their confidence rating for question 3 in the "Pre-Bootcamp" section, which asked "Before coming to the Bootcamp, how confident were you in using a computer?". The distribution of these change scores is shown below.

	No change ◄─► Increased confidence				AVG	#
	0	+1	+2	+3		
Current level of computer confidence minus previous level of computer confidence	47% (7)	33% (5)	13% (2)	7% (1)	+0.80	15

16. Please describe the skills/new understandings you feel you have acquired during the Bootcamp.

- I now feel very at ease with the Base camp and the Wiki. (1)

- A satisfied feeling that people in other parts of the world behave and have similar attitudes about disaster preparedness. We in disaster management must do more than we are presently doing using virtual computer technology for e-learning bring the experiences of disasters occurring in Asia, Pakistan and India to educate and change behaviours awareness in our countries' folks of the effects of global warming and climate change and the disasters experienced today will be raised. (2)

- I have definitely improved my computer skills. I can research for information in the internet and I have acquired much knowledge from the "wikiman". I have come to see colleagues from other parts of the world especially who are members of the Commonwealth. I have some skills in producing curriculum materials. (3)

- Cutting and pasting, transferring files, surfing the net. (4)

- The process of sending messages and especially writing and editing on writeboards. (5)
- Understanding and using more features of BaseCamp. (6)
- Using of templates for designing new courses...advantage of technology used and where to search for new information... (7)
- I have not learned much, but I have been introduced to new skills that I am sure, with continued practice, will be of good use. (8)
- Usage of the Wikis. (9)
- Web editing. More proficient with the range of options that are available in Microsoft Word. (10)
- I now know how to go about in wiki, was exposed to webs like facebook, flickr and blogger. Know how to use the instructional design template and how to use track changes. (12)
- The understanding of the process of developing a new course from scratch! And can use this method (assembling of a group of writers!) to develop further courses to be offered by my university in the area of disaster management, which can also be adapted for community level and not just tertiary. The skill of motivating and guiding a team to work so as to achieve the aim of the workshop, but at the same time to have fun! (13)
- I have actually picked up a great deal of writing issues in instructional design that I can share during our course writer's workshop. I have also created a new user page with WikiEducator and would like to continue to work on this and create or join a wiki project. Finally, after the workshop I want to go back to my institution and encourage more researchers and academics to be a part of the WikiEducator in providing free access to education. (14)
- 1. Take advantage of open source learning to increase knowledge. 2. Social networking - wiki, facebook, blogger, flickr, twitter. (15)
- Research using the net. Copyright understanding. The editing section of the document etc. (16)

17. Which of these do you feel you have mastered well enough to be able to teach them to others when you return to your country?
- Both the wiki and the BaseCamp. (1)
- Use BaseCamp, WikiEducator and other virtual platforms along with COL's e-learning resources to teach disaster management. (2)
- I can use the skills to work with curriculum writers and facilitate in workshops to develop their skills and proficiency. I am talking about how to make research and produce or review concept on disaster on to the primary, secondary or non formal curriculum. (3)
- All of the above. (4)
- Writing and editing e-learning materials on writeboards. (5)
- WikiEducator; collaborative course development/Instructional design. (6)

- The using of the COL template for creating new courses and where to search for new ideas and help. (7)
- I have not mastered well or tested my skills well but can share the use of wiki as it has the tutorials for anyone to learn. (8)
- With practice I may be able to introduce persons to Wiki with confidence. (9)
- Any of the above. (10)
- Wiki and the template. (12)
- All of the above. (13)
- Perhaps I need more practice on creating links and embedding images and using templates, but I think I am confident of getting people to sign up to the WikiEducator, join a project or create a new project and practice editing material. (14)
- Wiki. (15)
- Research using the net and the confidence of knowing the copyright etc materials. (16)

18. Do you feel you have changed personally during this Bootcamp? If so, please describe.
- Gained more confidence in leading a group. (1)
- Yes. I have come to see myself becoming more resourceful in delivery of subject matter for learning given the new things that I have learnt at the Bootcamp. (2)
- The noticeable change is that I am more confident in developing my skills and knowledge in disaster and the different topics and the depth of the work done. I cannot feel and see the change until I transfer the information, skills and knowledge to my colleagues at work place. The skills acquired here can be adapted and transferred into other areas of importance in the work place. (3)
- Yes, I'm more positive and mature, I can work with people on a collaborative nature, whereas before, I'm more of an individual oriented worker. (4)
- Yes, in terms of commitment and dedication to the work that I am doing due to the great understanding that I have acquired so far from this workshop. Also the dedicated attitudes of other participants in the workshop encouraged me to concentrate on doing the good work. I feel confident and that is why I committed. (5)
- Yes, because I've been coordinator and team leader for this bootcamp, I was doing other various tasks apart from the actual course development. Although it was quite demanding running errands for participants, getting requests done on time and arranging thing, etc., I think it has made me more confident in coordinating such events and made me realize that I am quite capable of doing several things at once. (6)
- Yes … am now able to work under pressure and able to meet deadlines... (7)
- I am positive that the e-learning is a good tool for sharing with others and will work on building the needed skills to do so, as I still feel I need to explore this topic. (8)

- Yes I have experienced personal change. I have finally learnt that my personal opinion is just that... "my" personal opinion. It is not proven fact and as such does not need to be shared with everyone. (9)
- Yes. My awareness of disaster management issues outside of my country has been heightened. My ability to explore new areas and examine the usefulness in day to day activities. (10)
- Learnt how to communicate and work with other people. (12)
- Like I mentioned in (4) above, I learnt something new about myself. I always saw myself as someone who can work as a team, a "team player". However I realized that in all the other times, I have been a team member and not a team leader. So it was easy for me to just follow the instructions and consensus given from the group; I did not have to worry about guiding and motivating the team to achieve the task set before us. Here at Samoa however, as a team leader, I now had to figure out how to lead a team. One thing I found difficulty in was delegating work...I did not have enough background information about strengths of group members in the area of computer skills, disaster management, and course development, to be able to comfortably make a decision about who does what. I overcame it by allowing group members to choose what they wanted to work on and I took what was remaining. I also learnt that in the event that a member of the team does not do their task, I should not pick up from where they ended and complete the task for them, I should urge them to finish it off themselves because it is for their own benefit because in doing so, they might learn a new skill or gain some new understanding about something they never knew about! (13)
- I feel I have learnt some new ideas that I would like to share at home but I don't think I have changed at all. (14)
- Become more learned! (15)
- The way I personally look at other people, the ability to help each other develop. (16)

19. Now that graduation is near, please describe how you are feeling about your participation in this Bootcamp.
- I feel that I have made valuable contributions to this bootcamp and I am really glad that I have had the opportunity to participate and I feel privileged. (1)
- The selection of participants could not have been done better. I saw participants who had little or no knowledge of disaster management acquire that knowledge through curiosity and willingness to learn new things particularly a subject which became very close to their hearts. (2)
- The confirmation of completion of the workshop and achieving the task of putting together a handbook for use in the small states of the commonwealth is history in the making. It is the implementation of the handbook to achieve the objectives that can measure the 13 days hard work. (3)
- I'm pleased with the effort I personally put in. (4)
- I feel confident in producing e-learning materials after this workshop due to the great understanding on the concepts shared during the workshop. With this understanding, I was able to participate in the team discussion efficiently and effectively. (5)

- I am very delighted that I have been part of this bootcamp and I look forward to another invitation to participate in a similar initiative. I think this bootcamp by COL is benefiting a huge population in a wide geographical region. (6)
- Feeling confident and I should be credit with an honour certificate...ha ha. (7)
- I participated fully as from the time I joined. (8)
- Well worth the time, energy and other resources expended. Time well spent! (9)
- I am happy to have been here. Personally and professionally this was a meaningful exercise. I now look forward to opportunities at home to broaden the scope of persons who are made aware of the Wiki projects, and the camps in general. (10)
- I am really happy that I have participated in developing the material that is going to benefit thousands and thousands of people, that is an achievement. (12)
- I am glad that I had this opportunity! I believe I have not only gained, but contributed in the sharing of my knowledge and skills with other participants in the area of disaster management, and computer skills! (13)
- I am very privileged to have been nominated by my country to participate at this bootcamp. I feel that this bootcamp is opening the doors to something further in my career and I have a responsibility to share my newly acquired knowledge and skills to as many people as possible in my home country. (14)
- HAPPY to have participated in this bootcamp. Also looking forward to go home! (15)
- At last it finished, I felt the comfort of being able to complete the task bestowed on me. (16)

Post-Bootcamp

20. What is your short-term plan related to continuing the work of the Bootcamp once you return home?
- It will be very important to keep in touch with all the participants especially with members of my group and the team leaders so that the course content could be updated as needed. (1)
- Attempt to put together a regional body on disaster preparedness comprising of fellow participants from the Caribbean to conduct training in person or via e-learning to touch communities in the islands. And to work closely with COL and other humanitarian agencies operating in the region for their help to successfully change the modes of preparation of the people there. (2)
- I have a big task ahead. I will work very closely with the curriculum writers to adapt what we have accomplished here and fulfill the National Action Plan to prepare the curriculum for disaster. (3)
- Continue liaising with fellow participants and introduce new skills to colleagues, develop new courses, and utilize the WikiEducator page. (4)
- I will look for funding assistance so that I can conduct an awareness workshop to other education officers and teachers in Tuvalu on the development and implementation of e-learning resources all Tuvalu schools. (5)

- I think that our work will go to the editors and upon receiving comments, recommendations, changes, I need to do more work on the document until it is finalized by COL. I will continue to network with my fellow participants to see our work is implemented in their regions. (6)
- Continue to work with others online and share my knowledge to other lecturers so that they can excess... (7)
- To collaborate with colleagues in my country who participated in previous camps in order to build a team. (8)
- To put the finishing touches on the group work exercise. (9)
- To present the contents internally to staff, and then to explore avenues through which it can be taken to the wider populace. (10)
- Share my experiences at Bootcamp 4 with the previous Bootcamp participants from Maldives. Include my experiences in the continuous workshops planned to introduce eLearning. (11)
- I planned to include the work of the bootcamp into my monthly work plan, meaning it should be part of daily work. (12)
- Adapt and present the course material to my boss and ask if we can get it accredited to my institution so that we can start offering it as an accredited course to first years at 100 level. Meet together with past bootcamp participants plus interlocutor and discuss for a plan to be made up so that what we have gained becomes sustainable - plan to carry it forward/further. (13)
- My short term plan is to first of all present an overview of my bootcamp experience to my colleagues at the Open College, University of PNG. It will be most helpful to make them familiar with the wiki first and then as a team we can include WikiEducator in course writers' workshops that we facilitate for academics writing for ODL. We can also determine how best we can use the wiki in our context. Personally, I plan to become a wiki ambassador and begin my own wiki project. (14)
- To remain in contact with VUSSC and share the wiki experience with fellow colleagues (together with help of others). (15)
- Within the Ministry: A presentation of what has been covered and experience gained from this bootcamp with my other colleague. Discuss and have training sessions for all to have an understanding of the need to support the project. (16)

21. Are there any factors in the environment in your country that may make it difficult for you to teach your new skills & knowledge to others? If so, please describe them and indicate the type of support you may need to overcome them.
- I can't foresee any difficulty at the moment as my employer is already committed to this endeavour. (1)
- Yes. The turf protection that agencies exhibit that prevents collaboration and cooperation for seamless information exchange and networking. (2)
- There will be some challenges but not too difficult as I will work with different people to achieve progressively, curriculum, awareness, etc. (3)
- Not in my institution, only problem could be the speed of the internet and student access to computers. (4)

- The scattered islands in Tuvalu will make it hard for me to bring in teachers for the workshop, due to the poor transportation between islands. Some islands are good because the ship will go there three times a month, but for some islands, the ship will only go there twice a month. The best way is to bring teachers to the capital because of the availability of facilities there, but there is not enough money for their fares and daily subsistence allowances to stay on the capital until their return. (5)
- People's busy schedules, availability of resources such as computers. (6)
- Just the internet that are sometimes very slow or unavailable... (7)
- Can't think of any now. (8)
- None that I can think of at this time. (9)
- Financial resources are the only challenge that I can see preventing me taking this information to others. (10)
- Availability of Internet Service in our islands. (11)
- I think my bosses need to understand this thoroughly. The other thing is that where I am based our office does not have internet connection, I normally go to the internet cafe. (12)
- 1. Reliable access to internet. 2. Funding and support to carry out program. 3. Collaboration between all stakeholders. (13)
- The only problem we face is perhaps unreliable internet access. The type of support needed here is perhaps to do with lack of funding, infrastructure and other resources. (14)
- No. In fact this practice is encouraged at my workplace and in my country. (15)
- The time to host this project as it has to fit in well with existing job workload and traveling. Inform the CEO of the ministry in this case in the Director of Education for time within time. (16)

22. If you are able to teach the skills & knowledge you have acquired at this Bootcamp to others in your country, what do you think the benefits will be for the education system?
- It will enable more people to access training and information online. (1)
- Easy access to learning for personal growth and development and getting disaster management as a subject to be taught in the primary and secondary schools and in retraining programmes accessed by adults. (2)
- As I said, I will work with the curriculum writers and facilitate in some workshops where appropriate as trainers will be trained to cascade the concepts to teachers. (3)
- Benefits are likely to be enhancement of knowledge, improvement in student literacy and computer literacy in general. (4)
- Teachers will be able to produce e-learning materials on disaster management issues and others according to their school's learning situation. Curriculum officer has skills in developing e-learning resources not only on disaster management issues, but all other subject learning areas. (5)

- Teachers especially will acquire skills to develop or modify courses in their subject areas; the computer skills will assist them greatly in searching information for their lessons and to create learning activities for students. (6)
- Our school will have a systemic layout of writing courses...and will also be able to seek help from expertise via wiki in areas of weaknesses... (7)
- I work for a program for adults, and feel that a simplified version of what we developed here will be very relevant to them, thus helping the government in taking this education to them (adult community). (8)
- Increased confidence to document unique personal experiences for the collective benefit of all interested parties. (9)
- It would be tremendous. Over the years we have kept our thoughts in a box, so to speak, regarding disaster management. The bootcamp has however, opened my eyes to the wider elements of disaster management. (10)
- Definitely it will be an additional chapter in the education system. This will provide more opportunities for the tutors in developing eLearning materials. As we are just introducing eLearning to our country the progress may be slower. (11)
- There will be an improvement in information dissemination and more people will acquire skills as well. (12)
- Upgrading in computer skills, not only in the formal sector, but also the informal sector. (13)
- With internet access, I believe the benefits of collaboration will be many. The most important benefit will be that educators will be able to share their knowledge with each other and have each other's work reviewed by each other. This will improve the quality of the courses they are teaching. (14)
- People will be more knowledgeable. (15)
- Ease of access to information for all to use, this will benefit the education system in my country in means of additional resources in the internet. (16)

23. **What is your plan for staying in touch with the other Bootcamp participants? What methods will you use? (please note that COL will be providing an email discussion group to support ongoing communication)**
- Through emails, the BaseCamp and whatever facilities that COL will be placing at our disposal. (1)
- Use all COL's access to start in touch such as BaseCamp and consultation via e-mail on matters arising that need collaboration. (2)
- I will need to have approval to use the internet from my superiors as there are a few things I can access but with no internet connection, I will be handicapped in this mode. (3)
- Email and COL newsletter. (4)
- I'll use the WikiEducator to communicate with COL and other participants for assisting me whenever I need help. (5)
- Preferably BaseCamp as it has everyone's e-mail address. (6)

- I will continue logging in and stay in touch with my bootcamp participants and seek help from them concerning areas in my field that requires assistance from experts. I will also help in any way if they require my assistance... (7)
- My intention is, as I said to work on a simpler version of our work, obviously through sharing and with the group for assistance. (8)
- BaseCamp. (9)
- It would have been an exercise in futility if I do not maintain contact with the participants that I have met over the past 3 weeks. (10)
- Thanks. I will email other Bootcamp participants and ask for suggestions and solutions. (11)
- Communicate through the BaseCamp. (12)
- Email and possible exchange visits. Assist in writing of content material in other areas. (13)
- We plan to stay in touch through email and through the BaseCamp. (14)
- Will surely stay in contact with other participants in like fields of interest so that we can mutually build ourselves. (15)
- I will use the email available for questions on issues that need further clarification from other participants. Yes surely will use this available email discussion support. (16)

24. If you have any other comments, please add them below.
- I would like to take this opportunity to thank COL for having given me the opportunity to participate in this bootcamp. I would like to extend a special thank you to Helen who has made my travel possible (I am aware it was no easy task). I would have no problem in the future to contribute towards COL other projects. Thank you. (1)
- Plan a bootcamp specifically on the topic of ODL. (2)
- The wiki field is a mode that will be of benefit to students in the ODL program for my country. If you can contact the national Interlocutor for further discussion. (3)
- More bootcamps, and more participants perhaps from other regions within the Commonwealth that have not been to previous bootcamps. (4)
- I think this has been a fruitful bootcamp both in terms of the workshop goals and in building a networks of friends and colleagues from different regions of the world. (6)
- Thanks very much for including me in this bootcamp...very happy that I meet new friends and also learned a lot of new things at the same time....hope to be included in future bootcamps to learn more...once again..thanks to the COL and everybody that were involved... (7)
- It is my hope that this group will continue working together and reach many goals. Thanks to COL for providing the opportunity. (8)
- In my opinion the workshop was well organized and I benefited tremendously from it. (9)
- A fairly well organized and goal oriented workshop. I look forward to continued participation in future bootcamps. (10)

- eLearning is a powerful tool that provides a lot of opportunities. Especially in higher education. (11)
- This kind of collaboration is a powerful medium to use to develop oneself and country. It is about sharing resources in knowledge and skill, and so makes a change for the better, in the life of someone who needs it more than you and I. The only threat I see is if there is no support from the authorities (even though they may have put it down in black and white), and if people are only willing to support it, as long as they are in it for fame and glory (self pride!). I believe this will go further as long as the resources are there and everyone involved has the same goal in mind, which to me is the development of everyone for a better life, which is achieved through nothing else but education - whether it is formal or informal!! I have come to see and learn in my lifetime (which by the way is not long compared to others!) that access to information is a powerful tool...Now, how to disseminate that information in a structured manner so that it is used in a positive way and empowers individuals for the better, is to me, part of what VUSSC is all about! Thank you once again to COL for this opportunity and God Bless you all. (13)
- Continue the excellent work for a better world! (15)
- Thank for the opportunity to participate in this educational bootcamp. (16)

VUSSC Seychelles Bootcamp Participant Feedback

Notes:
- The Seychelles Bootcamp took place 3-19 March 2008. The participants were invited to complete the online survey during the last few days at the Bootcamp. There were 18 responses to the survey.
- An identification number was given to each completed survey. These identification numbers appear in parentheses after each comment so that individual responses can be cross-referenced. The survey numbers used in this section of the report do not correspond to those in any other section of this report.
- In order to retain the respondents' meanings as much as possible, not all spelling and grammatical errors were corrected in the open-ended responses.
- Due to rounding, percentages in the tables below may not add up to exactly 100%.

Pre-Workshop

1. **What was your reaction when you first discovered that you would be coming to the Seychelles Workshop?**
   - At first, I wasn't sure it was true because no one told me initially that I would be going to the Seychelles. I remember I was told that I could go to Canada but not much was said afterwards. Anyway, when I finally realized that it was true, I was very happy. Seychelles had been one place I had always wanted to visit. (1)
   - I was happy and was looking forward to it. (2)
   - Excited (coming to the Seychelles was a childhood wish that I had not thought about for a long time, and then it becomes a reality in one moment). Hesitant (to interrupt my classroom instruction in the middle of the term and leave responsibility for my students' learning in the hands of another). Uncertain (of what would be involved in the process and how much I would be able to contribute). Ready (to learn and embrace a new experience). (3)
   - I was happy, looking forward to learn a new way of developing course material, because we have to develop course materials for the new program (Aquaculture) to be introduced at our institution. (5)
   - I got very excited. (6)
   - Accepted voluntarily as this was a chance for me to work on something new, especially with various participants from other countries. (7)
   - It was an honour indeed, especially representing my country to this workshop. (9)
   - I am already a local participant, but I felt good when I met and welcomed the international participants. (10)
   - I was very excited and enthused to learn how to develop materials particularly using Open Sources, and Open Educational Resources. (11)
   - Great opportunity to learn on how to develop E-learning materials. (12)
   - I had mixed feelings. I was excited but at the same time scared because I am a fisheries expert but at the same conscious of the fact that it was a course development workshop. (13)

- I was happy. (15)
- I was delighted. (16)
- I was excited and so interested. (17)
- No reaction because I was already in Seychelles, but was apprehensive to know more about VUSSC. (18)

2. **Did you have a chance to do the WikiEducator Tutorials before coming to the Seychelles Workshop?**
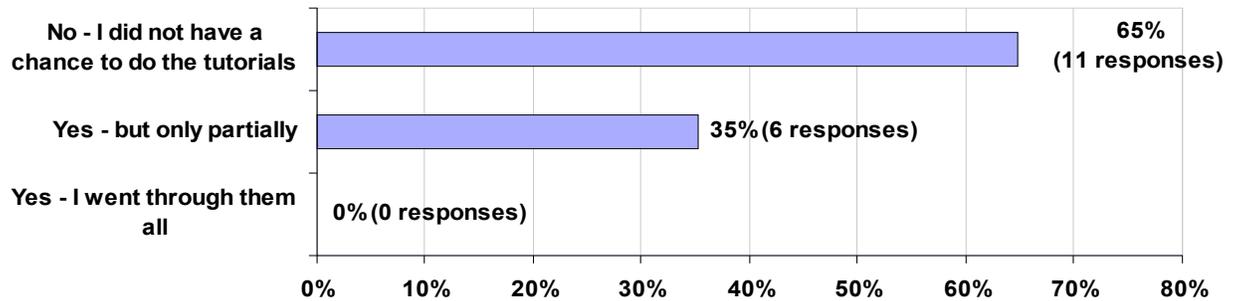
3. **Before coming to the Seychelles Workshop, how confident were you in using a computer?**

	Not at all confident ◄─► Very confident					AVG	#
	1	**2**	**3**	**4**	**5**		
Previous level of COMPUTER confidence	6% (1)	6% (1)	47% (8)	18% (3)	24% (4)	**3.47**	*17*

4. **Please comment on your rating above.**

Rating of "5 – Very confident"
- I knew how to use Microsoft Word, PowerPoint, Excel, Internet, Email, etc. (5)
- My area of specialization is Instructional Design, therefore using computers was part of my training and I also use computers on daily basis at work. (11)
- My area of expertise is computational modeling and simulation....hence using a std PC with various software is routine work. (12)
- Good. (15)

Rating of "4"
- I know about computing and use computer a lot when working. (2)
- I use Microsoft Office programs (Word, Excel, PowerPoint), internet and email on a regular basis. I've used various graphics and image programs to perform basic functions and feel confident that I can acquire new skills in a timely fashion. (3)
- I have learned about the computer, when I was following my SPGCE at the National Institute of Education. (8)

Rating of "3"
- I can use word processing, MS Excel, PowerPoint, database, etc. (1)

- Being a relatively new technology, I started using computer on-job without a formal training. (7)
- I know the basic steps but I am not that confident. (9)
- I am an above average ICT person. (10)
- At work, I use Excel and the basics of Word, i.e. I can type letters, memos, etc., but I let someone else prepare complex tables and PowerPoint material. I also use the internet regularly - personal use and also for work. (16)
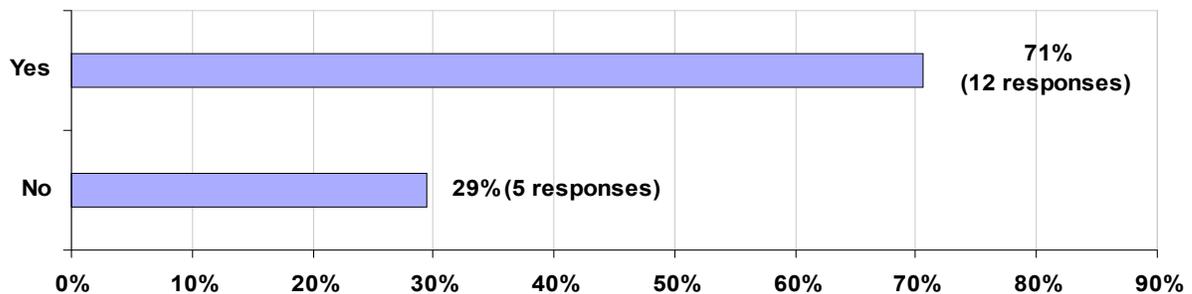- I am confident in using computers. (17)
- I believe I am above 60 percent compliant. (18)

Rating of "2"
- Computer literate but not on graphics. (4)

Rating of "1"
- I only have had the experience of word processing. (13)

5. **Do you know anyone from your country that has participated in a previous VUSSC Workshop ("Bootcamp")?**

6. **How prepared did you feel for the Seychelles Workshop?**

	Not at all prepared ⬌ Very prepared					AVG	#
	1	2	3	4	5		
Level of preparation	12% (2)	35% (6)	18% (3)	29% (5)	6% (1)	2.82	17

7. **Please comment on your rating above. Is there anything that could have been done to help you feel more prepared?**

Rating of "5 – Very prepared"

- I was very prepared because I attended the orientation workshop in Vancouver. Therefore, I was aware of the tasks to be done in Seychelles. (5)

Rating of "4"

- I think if I start doing what I have learned here then it is going to help me a lot. (2)
- I already attended the team leaders workshop in Vancouver before coming to the Seychelles. (7)
- I was really happy to know that I have been selected to join the Seychelles Workshop which I think is going to benefit all the Seychellois people who want to follow this course online, especially the young generation of fishermen. (8)
- I think the units should be sent say one month in advance so as to save time for searching the information. (18)

Rating of "3"

- Nothing much from you. I got the message late so I did not have time to prepare myself. It was due to internal problems. (6)
- I am not from the fisheries department so I find it hard to adjust myself to get to know the area of study. (9)

Rating of "2"

- Prior to our Team Leader's meeting, I had no knowledge of what this process would entail, so I could not say how prepared I was ([rating of] 2). However, I have ICT skills and knowledge in the content area. After the Team Leader's meeting, I felt better prepared ([rating of] 4). (3)
- Should do some of the presentation online like the graphics cause it was on the 2nd week but we were struggling to download some pictures to the template...and it takes time to resize all the pictures that was already in the template for unit one... (4)
- Ideally, I should have attended the team leaders meeting in Vancouver, but I tried my best to catch up with the online preparation. (10)
- More information should be provided beforehand on what exactly we will be doing...actually it's only after coming here I understand really what needed to be done...also it's still weird how things will move after we are completing this workshop… I mean the continuous development of the materials. (12)
- Like I mentioned earlier it was fisheries so I collected materials of which most were irrelevant. (13)
- No. (15)

Rating of "1 – Not at all prepared"

- Like I said initially, I did not know I was to go to the Seychelles until about two weeks to the start of "Bootcamp" so I did not have much time to prepare for the workshop. (1)

- Maybe the relevant Ministry (locally) could have provided more information on the nature of the workshop. They spoke a lot about the previous one in Samoa but were a bit vague on the current one. (16)

8. Please select your region.
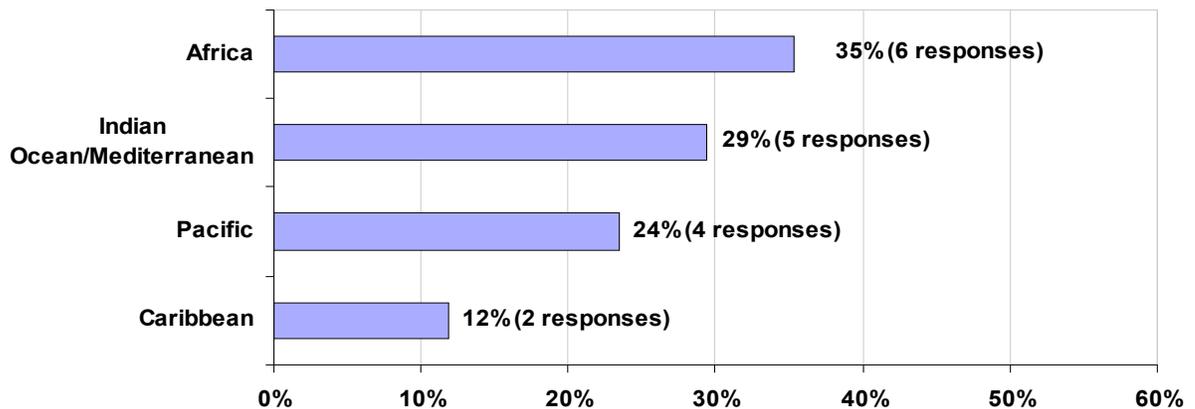
The Workshop Experience

9. What do you think the objectives of this Workshop are?
- To prepare the course materials for distant learning. (2)
- To produce learning materials of benefit to Commonwealth countries. To establish a forum for collaboration of educators and industry professionals from various countries, for development through learning. To improve ICT skills of participants. (3)
- Is to train people from different countries on how to develop learning material but apart from that I believe we also learnt how to relate to each other, work together, facilitating a group of people, evaluating tasks and editing document. (5)
- Design VUSSC learning materials. (6)
- To involve as many people as possible from various regions of the world to develop free content training manuals for the benefit of small and developing countries. (7)
- I think that the objectives of that Workshop was to get all the participants from the small states to develop and ready to adopt this new course strategies to their own country in the near future. (8)
- To improve ICT skills of participants. To develop course/curriculum and learning materials on fisheries. To establish ongoing network of educators and industry professionals to enhance ODL. (9)
- Very relevant and appropriate. (10)
- To develop distance learning materials using ICT. (11)

- 1. To come up with draft copies of e-learning materials on fishing industry. 2. To broaden networking capabilities. 3. To improve computer skills & knowledge through hands on practice. 4. Gain knowledge on how to create e-learning materials and understanding issues related to it like copyright issues. (12)
- Develop learning materials for ODL mode. Develop IT skills. Foster cross-cultural interactions. (13)
- Curriculum development for small-scale fisheries development for distance learners. (14)
- Acquaint participants with skills that would help develop teaching materials to open learners. Development of course manuals. (15)
- To expose participants to the possibilities available with ODL and to teach how to design course material. (16)
- The objectives of the workshop were to know how to develop open and distance learning materials and to develop a course for small scale fishery as an example. (17)
- To improve the IT skills concerning the distance learning and also to help the small states countries to access information on line. (18)

10. How effective was this Workshop in achieving the following?

	Not at all effective ◄► Very effective					AVG	#
	1	2	3	4	5		
Other	0% (0)	0% (0)	0% (0)	50% (1)	50% (1)	4.50	2
Produce collaborative courseware in Fisheries	0% (0)	0% (0)	24% (4)	47% (8)	29% (5)	4.06	17
Increase confidence in computer use	6% (1)	6% (1)	18% (3)	41% (7)	29% (5)	3.82	17
Increase the likelihood of additional courses being offered at home	0% (0)	6% (1)	35% (6)	35% (6)	24% (4)	3.76	17
Create an ongoing community of practice	0% (0)	6% (1)	47% (8)	24% (4)	24% (4)	3.65	17
Build capacity in use of collaborative authoring tools	0% (0)	18% (3)	29% (5)	35% (6)	18% (3)	3.53	17
Build capacity in ODL instructional design	12% (2)	18% (3)	41% (7)	24% (4)	6% (1)	2.94	17

Please comment on your rating above. Also, please specify "other".

- It's very effective in the sense of using and making materials using computer. Also learned how to find information from the internet as well as looking for copyright. How to work on template etc. (2)
- A session on ODL and its differences/needs vs. face-to-face learning might give authors more guidance when producing materials. After limited ODL discussion and peer reviews, some teams showed improvement in this area, some participants did not. Having educators in the group, especially those with ODL background was a great help. (3)

- It built my ability on the language to be used when developing distance learning study material. Improve my way of developing study material because I found it also useful for full time learn study material. I think it is wealth learning and very useful for our institution not only where I work but all over Namibia. Especially that the study material will be online which means every person throughout the country/world has access to it. (5)
- Introduction of WikiEducator that will help me to communicate with my VUSSC members to address some technical advices. (6)
- Was already accustomed to instructional design, but not in ODL. Did not learn much on ODL ID. More time should have been allocated for authoring tools. More confident in using computer. Being from the fisheries field, collaborated fully in developing course materials. I am also involved in the training of fishermen. Some of the contents may be adapted in the local context. (7)
- I feel that the only problem we are facing regarding the Workshop achievement is about the time consuming is very limited and it needs to extend for at least 4 weeks in the future. (8)
- The two and a half weeks on this workshop have been effective in terms of the experience and skills and especially the knowledge gained. It has also been a very educational meeting, especially discussing and sharing ideas with the members of the group. (9)
- Average score in most cases. With more practice I should be able to cope well and apply fully the acquired knowledge. (10)
- The objectives of the workshop could have been achieved if there were guidelines for the participants with regards to developing instruction. The instructional design component was not there at all. I don't think that the participants knew what they were doing aside from cutting and pasting. Bloom's Taxonomy should have been explained just so the participants get a gist of what purpose it serves and when and how to use different levels (knowledge, comprehension, application etc.). For the most part the participants were just cutting and pasting. The level of intended learners was not taken into consideration when developing the materials. Some parts of the module are not suited to be in an introductory module (language too high powered (difficult) and highly technical). (11)
- More training on ODL instructional design expected...hardly we were being provided with appropriate training, self-learning however was more useful. Not much info provided on collaborative authoring tools. Certainly some of the participants gained confidence in using PC and associated online software...but still there is room for further improvement on how to successfully help every participant gain confidence. Not much info provided on how ongoing community practice could be done, bearing in mind that technology and communication facilities are poor in some of the small states... I doubt the materials developed during this workshop are really collaborative ones with respect to what is being done in each of the small states....the reason is majority of the materials are just taken from online...however, the topic considered could be pretty much related to the small states... In house courses will depend on resource availability...but certainly the materials will be beneficial for some small states. (12)

- It was a satisfactory workshop in the sense that I had definitely improved my IT skills and was able to learn more about ODL mode from informal discussions with a participant who is well versed in the area of Instructional Design and Distance Education material development but was not fully utilized during the workshop. (13)
- Short time was allotted on guiding/training the participants to develop computer skills that would assist in course material developments and the participant to work independently after the workshop. More materials would have been provided to the participants to take home. Moreover, no time was allotted to introduce the participants about topics related to instructional design. Participants would have benefited in one way or another if 2 or 3 hours guiding lectures had been given. (15)
- Re [Build capacity in ODL instructional design:] The program is useful in offering exposure to instructional design but listening to people on the course who are expert in the area, I do not think that this course could have been said to increase my skill in the area since I had no prior experience in the field. It did however make me more aware of the usefulness of the field. (16)
- This workshop was good because it will definitely increase the likelihood of me developing new Open and Distance Learning materials of Animal Production, Fisheries and Aquaculture. (17)
- I have acquired more computer knowledge and at the same time improved my fisheries knowledge. (18)

11. How satisfied were you with the following aspects of the Workshop?

	Not at all satisfied ◄► Very satisfied					AVG	#
	1	2	3	4	5		
Travel arrangements	0% (0)	0% (0)	0% (0)	17% (2)	83% (10)	4.83	12
Social activities	0% (0)	0% (0)	18% (3)	53% (9)	29% (5)	4.12	17
Other	0% (0)	0% (0)	50% (1)	0% (0)	50% (1)	4.00	2
Workshop facilities (lab)	0% (0)	6% (1)	29% (5)	29% (5)	35% (6)	3.94	17
Collaborative work in teams	0% (0)	6% (1)	29% (5)	29% (5)	35% (6)	3.94	17
Hotel	8% (1)	8% (1)	15% (2)	23% (3)	46% (6)	3.92	13
Additional presentations	0% (0)	18% (3)	53% (9)	6% (1)	24% (4)	3.35	17
Wiki training during Workshop	12% (2)	24% (4)	35% (6)	12% (2)	18% (3)	3.00	17
Pre-Bootcamp preparation – knowledge of VUSSC	12% (2)	29% (5)	29% (5)	18% (3)	12% (2)	2.88	17
Time to practice new skills	18% (3)	35% (6)	24% (4)	18% (3)	6% (1)	2.59	17

Please comment on your ratings above. Also, please specify "other".

- I am satisfied in most of the aspects like the travel arrangements, hotel, etc, but I feel I need some more time to learn like wiki training, new skills, etc. (2)
- I logged onto the COL website to apprise myself of COL and VUSSC. There was so much information to read and documents to download, I was overwhelmed and did not know which ones were relevant to this project and which were not. The hotel accommodations and service was satisfactory overall ([rating of] 3). However, room cleaning was not always thorough and the continuity of wildlife in my room made me uncomfortable (i.e. lizards, roaches, ants, a spider). Even after they said they fumigated my room, these appeared 2 days later ([rating of] 2). Internet access was unavailable on occasion and slow often. This interrupted and slowed down the work. Wiki training: very limited (I would not know how effective this was until I try to produce and upload a page). (3)
- The workshop preparation was fine except that we did get someone to train use on the language to be used when writing distance learning study material. Traveling arrangement was perfect for me. The hotel has lizard which seem to disturb some of our colleague. Wiki training need a bit of time during training, it was not difficult but some people are not fast learner. The presentation was perfect we get to know other people's countries' economy. The team work was perfect and with my team members apart from our work, we pass jokes that took away homesickness and stress. In addition, after we go on working and complete our tasks earlier before the end of the workshop. We spend evening together sharing information on our culture and countries' economy. Thank you. (5)
- All the above were well planned to satisfaction. Only the time allocated for practicing the new skills was too short for so much information received. Collaborative team work was excellent. (7)
- Adequately it was ok. But still there's room for improvement in some areas especially were I have stated to level 3. (8)
- The different aspects of the meeting have been very satisfactory. All the planned activities were carried out accordingly. (9)
- The first two weeks for me were a nightmare. I could not sleep because of the intrusion of lizards, geckos and rats in my room. I had to ask one of the participants if I could sleep in her room for the first two weeks. Food at the hotel was not good. There was no variety of meals served hence starved for most of the time. No shampoo, bath foam provided in the hotel. Collaborative work with my team was excellent. We worked well together and that made our work much easier. Our team leader tapped on each team member's strengths and that made our work manageable and easier. Social activities were good particularly sightseeing around the island and visiting a neighboring island on boat. It was quite refreshing after days of hard work. I enjoyed myself. (11)
- Not much to comment...the ratings provided speak by themselves!! (12)
- Helen through the travel agents did an excellent job. Thanks a lot. The hotel was alright - had a roof over my head in a foreign country. I would have loved to improve my IT skills if the sessions were much longer and the pace at which instructions were delivered was slow and handed to us in print form. The local organized trips which were worthwhile and exciting. Thanks. (13)

- Limited time to practice new skills after week one as we were so focused on researching & developing our respective topics. Participants should have been advised early on of the country presentations on fisheries expected of them. (14)
- Travel arrangements and hotels are quite good. As to the workshop facilities, all what we have is computers. Organizing lessons via audio visuals would make future workshop more effective. Wiki training was not far enough. It would be good if people outside the participants were invited to give presentations on relevant topics. The time given to the workshop is good enough and more would have been done in the given time. Some of the team members failed to clarify the objectives of the workshop and deliver the tasks to the members. Social activities are ok. (15)
- Although the Secretariat did send some websites from which we could access information on VUSSC, the time was short from being notified of acceptance and having to organize one's office and prepare for travel to do more than just browse the sites. Since Wiki is going to feature so much, I think we could have had much more actual practice. We were just introduced to the site really. Activities like cropping and re-sizing images - I think we could have had more practice especially as it was quite new to some of us. (16)
- The workshop facilities were ok but the food at the workshop was not to the standard. (18)

12. What did you like the best about this Workshop?
- That I learned how to develop course materials for distance learning which is very useful for me. (2)
- Organization, consistent team effort, collaboration and flexibility, positive work and social relations, ready service and hospitality from Seychelles participants and staff at SIT. (3)
- Chance to work with people from around the globe. (4)
- The fact that I am sharing my ideas with people from different country and learn from them. Good team spirit. (5)
- Developing material for copyright. (6)
- Team work spirit and the welcome from the Seychelles people. (7)
- The way all the participants are contributing to the development of this Workshop. (8)
- Learning new skills and ideas from the other members. The idea of coming together from different places around the globe and share things that are vital to the Commonwealth countries in terms of ODL. (9)
- Research on the internet and sharing of information. (10)
- I liked team work. I learned a lot about fishing from my team members in particular. (11)
- Knowing other people from other wonderful parts of the world....great experience in knowing their culture and living styles... (12)
- Create an e-mail account and be able to use a computer with confidence and most important there were participants who are always willing to show you what to do if

you were lost. Improved my knowledge on developing course material for the ODL mode of learning. (13)

- Being reminded of the extent of information on internet. Learning new ICT skills. Learning more about island states in the Commonwealth, with ability to compare their economic development, culture, etc. (14)
- The best about the workshop is knowing quite different people from the different parts of the world. Learning about graphics and develop course materials. (15)
- Interacting with the participants from the different countries highlighted the similarity of the difficulties being experienced by all countries and made it easier to place problems in a global context. (16)
- The best part was the introduction of the template for ODL and use of Wikipedia. (17)
- Improving my IT skills. (18)

13. What would have made this Workshop even better for you?

- If I were given some more time to learn. (2)
- A pest free room. Better internet service. More advance preparation on what would be expected. (3)
- More time. (4)
- Everything was super for me because the working environment was good. (5)
- More time on ODL. (6)
- Searching for materials should be done well before coming to the workshop with the collaboration of each and everyone selected participant. (7)
- Like I have mentioned before is just about the time is not enough to complete everything once. (8)
- This workshop is a successful one. (9)
- Advance preparation and sharing of some previous VUSSC projects. (10)
- Better hotel accommodation with good food. Guidelines provided for the participants. Continuous sharing of all the teams so we are all on the same wavelength. Need for instructional designers to assist and advise the participants. A hotel accommodation near places where a variety of food is served. (11)
- Set objectives should have been well planned and attained successfully through the use of proper resources. (12)
- Giving clearer instructions on what to do and how to do it so that it was cost effective. (13)
- Time to peer review many more modules being developed (we only did one) so as to have a broader picture of the scope of the work during this Bootcamp. (14)
- More skills in computer graphic skills and template development. (15)
- The length of the day could have been a bit shorter even by half an hour. At the end of the day one was drained, having sat in front of the computer for almost the entire day. (16)

- It would be good that, we can have both technical people and course structure designers. (17)
- Making the classes to extend maybe to 8 so as to complete everything for instance the ODL knowledge. (18)

14. What suggestions do you have, if any, for improving future VUSSC course materials development Workshops?

- More time should be given. (2)
- Clarify instructional terms (e.g. unit, topic, course, module, open & distance learning vs. face-to-face, learner outcomes, behavioural terms, etc.). Due to most participants having ESL, some terms got lost in translation at the beginning. Try to get everyone a completed course template to familiarize us with the product we are expected to produce. Identify a project manager/secretary/other to assist with directing daily agendas, passing on updates and information, documenting daily progress, feedback, concerns, decisions, etc. (3)
- Try to do most of the presentation online in order to have enough time for developing of the content...must make sure that all participants are logged on and familiarize with BaseCamp.... (4)
- People must focus on their work and set the goal on how they will finish their work on time. (5)
- At least three days should be spent teaching participants on how to design material. (6)
- Participants should be trained in search engines, concepts of ODL ID, BaseCamp, other tools such as graphics/design etc. (7)
- I suggest that in the future another two extra weeks could be given so that everything can go smoothly and easy to all. (8)
- This VUSSC workshop is a successful one. (9)
- More discussion and presentation on VUSSC itself. (10)
- Like I said in No. 5, need for an instructional designer (all of what I included in No. 5). (11)
- Selected participants should be of various backgrounds and those having experts in particular useful areas should be able to help during training facilities on e-learning structural design for example.... (12)
- Instructional designers and course material developers should be equally involved as participants. (13)
- Getting information well ahead of the workshop so as to better assimilate and prepare oneself, e.g. level at which to pitch the materials etc. (14)
- The objectives of the workshop should be clear. Writing materials and others should have been provided in the beginning of the course with a bag. More computer skills and knowledge on course material development (instructional design??). (15)
- Give the local Ministry or focal point representative more detailed criteria for selection of participants and outline the purpose of the workshop more clearly. (16)

- If participants are divided into groups, there should be course structure designers in each group. (17)
- Time frame should be exactly three weeks. (18)

15. Now that the Workshop is nearing completion, how confident are you in using a computer?

	Not at all confident ◄─► Very confident					AVG	#
	1	**2**	**3**	**4**	**5**		
Current level of COMPUTER confidence	0% (0)	6% (1)	6% (1)	47% (8)	41% (7)	**4.24**	*17*

Change scores were created for each respondent by taking their confidence rating for this question and subtracting their confidence rating for question 3 in the "Pre-Workshop" section, which asked "Before coming to the Seychelles Workshop, how confident were you in using a computer?". The distribution of these change scores is shown below.

	Decreased conf. ◄─► Increased conf.					AVG	#
	-1	**0**	**+1**	**+2**	**+3**		
Current level of computer confidence minus previous level of computer confidence	6% (1)	38% (6)	38% (6)	13% (2)	6% (1)	**+0.75**	*16*

16. Please describe the skills/new understandings you feel you have acquired during the Workshop.

- How to use and develop a page in WikiEducator, how to crop pictures, how to get and put the information to the template. (2)
- ODL, ID templates, searching for free content, purpose and potentials of Wiki, knowledge of other countries (fisheries, other), developed project management skills. (3)
- Web page...graphics...searching the net...formatting...ODL template. (4)
- Using a template. (5)
- ICT. Designing course material. Content in ocean fisheries. (6)
- More at ease using for example google search, BaseCamp and the ID template. (7)
- Like to place a picture in some areas that was not possible and also about research and compiling of information. (8)
- Using the computer confidently, preparing online materials, post and reviewing online materials, using the Wiki website, using the Base Camp confidently, etc. (9)
- Research using internet, posting of information, writing instructions online, using the template. (10)
- Just a little on using the Wiki. Just a little on using the GIMP software. (11)
- Some knowledge on how to create e-learning materials...particularly the structural design part, confidence in working in group... (12)

- Use of note pad. Surfing the net. Use of e-mail. Use of pocket drive. GIMP software. (13)
- Learning new ITC skills, GIMP in particular. (14)
- I learnt to be independent (learning by doing). Improved my computer skills in using templates to develop course materials. Graphics. (15)
- Working with a site such as BaseCamp is one skill I have acquired especially as I have always avoided chat pages and blogs. I'm also using more of the features of Word now. (16)
- The skills learnt are: 1. how to develop ODL courses using the COL template. 2. How to use copyright materials. 3. Use of Wikipedia. 4. How to use computer effectively in compiling course materials. (17)
- Online training, computer skills. (18)

17. Which of these do you feel you have mastered well enough to be able to teach them to others when you return to your country?
- To find the information from internet, prepare activities and outcomes and put them into the template and make the learners more motivated in their learning by providing them with a well planned course material. (2)
- All except wiki and formatting in the ID template. (3)
- ODL template...graphics...formatting. (4)
- Every thing I have learned. (5)
- ICT. (6)
- Using the ID template for developing training manuals. (7)
- In the field of doing research and the way to place the information on the template by using the notepad. (8)
- Using the Base Camp. (9)
- Using the template. (10)
- I guess I can read more on using the Wiki educator and teach others how to use it. (11)
- Group working capabilities... (12)
- GIMP software. (13)
- Will use GIMP i.e. cropping, resizing of photos in my job. (14)
- None. (15)
- This is where I have some difficulty. Most of the younger people where I work are already very computer savvy. My 9 year old nephew used to help me with a lot of the features on the computer. I don't know that I'll be able to teach them much. (16)
- The use of COL template for developing ODL course materials. (17)
- Both online training and computer skills. (18)

18. Do you feel you have changed personally during this Workshop? If so, please describe.
- No. (2)

- Somewhat, I have a more global perspective and appreciation for the things I have in common with people from other countries, the ways we are different and our potential for helping move each other forward. (3)
- Yes, I can take other people's views and be able to lead a team.... (4)
- I remain the same. (5)
- Yes in the above mentioned skills. (6)
- Difficult question? But a bit more confident in using the computer. (7)
- Yes, especially in developing curriculum. Now I know exactly how to introduce the way of developing a new curriculum. (8)
- Yes, very much. The way I address each one of us, the way I explain myself to the others, especially in handling every day's work in a more professional manner. (9)
- Yes, team-building and organizational skills. (10)
- I have not really changed much. But it was interesting to interact with people from other parts of the world. (11)
- Very little.... (12)
- Yes - being with people from different regions has had an effect personally in that you just don't take things for granted and I was able to see issues from another perspective and perhaps most important improved my value of tolerance. (13)
- Learnt to work with people of different backgrounds & pace = be tolerant & listen to other points of view. (14)
- To obey to leaders and listen to people. (15)
- At this time, no. Maybe when I'm back in the workplace or at home something will show up. (16)
- Personally, I learnt patience in working in teams. In group discussions, there are people who think their ideas are the only way of doing things. (17)
- Yes, it came to my attention how different background we come from. (18)

19. Now that graduation is near, please describe how you are feeling about your participation in this Workshop.
- I learned a lot of things that I didn't know earlier and glad that I got this opportunity. (2)
- I am grateful and happy for the opportunity. I am sad to be leaving my friends and at the thought that I may never see some of them again. I have no regrets. I look forward to future opportunities, via COL and my colleagues, as a result of this experience and implementing what I have learned to help my institution and country. (3)
- I have done good work to help COL and VUSSC...free online... (4)
- I feel good and add to my knowledge as a teacher. (5)
- It's great. We have mostly completed what was expected from us. No absentees were noted. Everybody in good health and happy. (7)
- I feel very proud to be a member of this Workshop and I hope in the near future my fellow colleagues will have a chance to be a member as well. (8)

- It has been an honour to be part of this workshop, sharing and learning from the others. I have realized some of the features that I have but I never realized I got. (9)
- Very confident. (10)
- I just feel like I could have learned more on this workshop but I did not. (11)
- Overall, satisfactory. (12)
- It's coming to an end but for me it is an end to a beginning. It's just this week that I just getting into the swing of things and the workshop is over. (13)
- I feel I have made a valuable input in the field in which I have expertise. Glad to have been able to share some of my ICT skills with team members. (14)
- Truly, this is quite a wonderful experience I have had. (15)
- I am very happy that I was able to participate. It has given me more ideas about how we can spread knowledge and make information more accessible to far flung communities at home. Coming back to question 9, while I know I have learnt a lot computer-wise, I'm really questioning whether I personally can spread the technology. I'm pretty sure I'll have to have a computer technician along with me on any training session. (16)
- I am excited and proud of myself. (17)
- Am very excited to learn more of computer knowledge. (18)

Post-Workshop

20. What is your short-term plan related to continuing the work of the Seychelles Workshop once you return home?
- I will use the knowledge that I learned from the VUSSC5 to help others in improving their education. (2)
- Follow editing on BaseCamp. Teach some colleagues (already identified) what I have learned, then we will further develop units relevant to our course in Marine Science. Make a presentation to the teaching staff at my school and discuss opportunities for use. Visit with the interlocutor's office to give feedback for planning the November workshop in the Bahamas. (3)
- Continue working online and editing and refining the course so that it is simple/easy to use... (4)
- To talk to those who are interested in develop their full time and distance learning material. (5)
- Hold workshops for my workmates to share with them the skills that I have obtained. (6)
- Continue to work on BaseCamp for further improving the learning manual. (7)
- I will continue to focus on the needs of our traditional fishermen to more aware of their safety and precautions that they need when they go out at sea. (8)

- I will make sure that I continue working through Base Camp. I will make sure also that what I learnt from this workshop will be passed on to my colleagues at home, especially the new skills on the use of the computer. (9)
- To incorporate the acquired skills, knowledge at the Seychelles Maritime Training Centre. (10)
- I will organise a workshop for people in my department to share what I learned in this workshop. (11)
- No idea so far, how the continuous development of the materials is going to be done...though certainly base-camp is here as the platform to get us into communication... (12)
- Editing materials posted on Base Camp. (13)
- Will liaise with the Ministry of Education to ascertain if they can use this platform for secondary school students. (14)
- My short-term plan is to develop my course materials based on the skills and knowledge I have gained from the workshop. (15)
- As soon as possible, I will introduce the Training Department and the instructors to this type of program. (16)
- I am extremely keen to participate in the finalizing of the course materials - especially with aquaculture and marine products. I am thinking of incorporating the ODL template at my University. (17)
- To share with others who didn't make it to this workshop what I have learnt. (18)

21. Are there any factors in the environment in your country that may make it difficult for you to teach your new skills & knowledge to others? If so, please describe them and indicate the type of support you may need to overcome them.

- At my institution, time (the school's schedule is already packed with tasks and objectives). Broader training can be done via a scheduled workshop. At tertiary level, red tape and priorities of the Minister. Not certain what is needed to overcome until I have a chance to speak with interlocutor's office and hear of their priorities. (3)
- No. (4)
- I would like to explore this all over Namibia but I cannot afford it. It will be too expensive for me. If I can get a fund to assist me financially, I will talk and train as many people as I could. (5)
- There are not. (6)
- Not really. (7)
- I think especially about the age of the fishermen that we are going to introduce that to them and they don't even know how to read and write. Probably if we could have some PowerPoint presentation will be easier for them to understand better. (8)
- With the internet we have, I believe that it won't be a problem in terms of sharing these skills to the other. (9)
- We need more ICT facilities. (10)
- Not really....high flexibility exists. (12)
- Cost of Telecommunications - expensive. (13)

- N/A. (14)
- No. (15)
- One of the main problems is the technological factor. Internet and email accessibility is extremely slow. There is no LAN network and/or Broadband access in my University. I will not be helpful to others in terms of computer use and Wikipedia, however I may be helpful in showing others how to develop course materials using the ODL template. (17)
- Lack of computers, maybe we should have donations from development partners. (18)

22. If you are able to teach the skills & knowledge you have acquired at this Workshop to others in your country, what do you think the benefits will be for the education system?

- Definitely people will be more educated. (2)
- Improving ICT capacity (a national agenda). Producing learner materials that are relevant to our needs and culture, but also sensitive to global perspectives. ODL opportunities for improving education in our outer islands where there is no limitation and offerings in adult education for working individuals to acquire further qualifications in a way that is convenient for them. (3)
- More people will be able to use e-learning. (4)
- It will be easy and cheap for the learner because study materials are expensive. (5)
- Improvement in our teaching since we will be equipped with the skills to easy learning. (6)
- Definitely I am going to share the knowledge and skills acquired with my colleagues. (7)
- For the young generation nowadays is ok for them, because it is compulsory for every child to go to school until the age of 17 years old and that will be a very good benefit to my country's education system. (8)
- It will benefit the education system as a whole. To pass this on to others means that the whole lot of my colleagues at home will also be able to master the skills obtained from Seychelles. (9)
- More people will be trained in a shorter time in a most cost-effective manner. (10)
- At this point I think some academic members in the department would be interested in learning more on how to use the Wiki as well as open sources for materials development. (11)
- Improvement on e-learning materials (but again not much background has been acquired) and group working capacity greatly needed!!! (12)
- Great because my institution has plans to offer its program through the Distance learning mode. (13)
- Reach a wider group of people in the fisheries sector & broaden their knowledge & skills, and influence their practices positively. (14)
- Develop course materials with clear objectives and outcomes as well as assessments. (15)

- It will assist the Government's intention of improving the access of citizens to non-university tertiary education. (16)
- It would actually help a lot because currently ODL is only restricted secondary school subjects (English, Math, Biology, etc), however if I teach others to adopt the use of this templates, especially with Fisheries, Agriculture and Aquaculture - it would benefit the country as well. (17)
- It makes it possible to bring knowledge closer to people, I would say knowledge at the click of mouse. (18)

23. What is your plan for staying in touch with the other Seychelles Workshop participants? What methods will you use?
- Base Camp. (2)
- Continued communication via email to get input and collaboration on learner materials. Visiting other countries. (3)
- I will continue working on base-camp and even use their e-mails. (4)
- Keep on sending the emails. Talk to them if there is something that I would like to do but it was not clear to me. (5)
- Communicate through internet. (6)
- Maintain contact through the BaseCamp and emails. (7)
- For us to share all the ideas that we have to each others. By keeping in touch online the base camp. (8)
- I will use the Base Camp as well as their personal e-mail addresses. (9)
- Use the internet and emails. (10)
- I hope to stay in touch. I will use email and WikiEducator if members are active. (11)
- No doubt...I am looking forward to keep in touch with the members in this VUSSC 5....through emails and via base camp. (12)
- E-mail and base camp. (13)
- Staying in touch as much as possible; provide feedback where applicable. (14)
- E-mail and post. (15)
- Emails and BaseCamp. (16)
- I will keep in touch with them through emailing. (17)
- I have the email addresses and I'll make sure I communicate frequently so as to learn more about their countries and how we should share knowledge. (18)

24. If you have any other comments, please add them below.
- Thank you so much for this opportunity. It's so great, but so few people know about it. I would like to see much more awareness of COL and the potential for participating countries. (3)
- Thanks very much to the COL and all the people who make this workshop a success and all my dear participants from the VUSSC... (4)
- I have no comment. (5)

- Thanks COL very much for giving me this chance to learn and to explore professionally and socially. (6)
- Selection and confirmation of participants should be made well in advance so that the groundwork could start very early prior to the workshop. (7)
- I would like to thank the COL for providing me this wonderful opportunity to be a member of this Workshop. And I hope that all knowledge and skills that I have acquired I'm going to share it with all my working colleagues in the future. So thank you very much for everything. (8)
- A big thanks to the COL as well as the Ministry of Education of Seychelles for actualizing this workshop. My country owes you a lot. Thank you so much. (9)
- I suggest that an alumni group for the VUSSC is set up. (10)
- In future team leaders should not only be content specialists but should include people with experience in developing materials for ODL and instructional designers. That would make the work much easier for everybody. Otherwise, thanks much for the opportunity. I truly appreciated it. (11)
- I have practically mentioned everything in the above questions & answers.... (12)
- Thank you COL for providing me with an opportunity to learn and to visit this part of the world. (13)
- There should have been an icebreaker activity at the start to make participants more at ease with each other, and a short introduction to COL, with a presentation on the Commonwealth seeing that Commonwealth Day fell bang in the middle of this bootcamp! (14)
- Thanks for giving me this wonderful opportunity. I really appreciate. May God bless you. (15)
- Thank you for the opportunity of attending this workshop. (16)
- I would just like to thank COL for giving me the opportunity to learn all this stuff. (17)
- In near future everything concerning COL should be facilitated independently not through the governments. They are taking too much time to make simple payments and we are not sure exactly what they are up to. (18)

VUSSC Bootcamp Follow-up Survey Feedback Summary Report

Notes:
- There were a total of 22 responses to the survey: five from Mauritius, seven from Singapore, two from Trinidad & Tobago, and eight from Samoa.
- An identification code was given to each completed survey (e.g. "MA1", "SA4"). The two letters indicate the Bootcamp location (MA=Mauritius, SI=Singapore, TT=Trinidad & Tobago, SA=Samoa) and the number identifies a particular respondent who attended the Bootcamp in that location. These identification codes appear in parentheses after each comment so that individual responses can be cross-referenced within this section. The identification codes used in this section do not correspond to those in any other section of this report.
- In order to retain the respondents' meanings as much as possible, not all spelling and grammatical errors were corrected in the open-ended responses.

## 1. Are you still in touch with other participants from the Bootcamp?
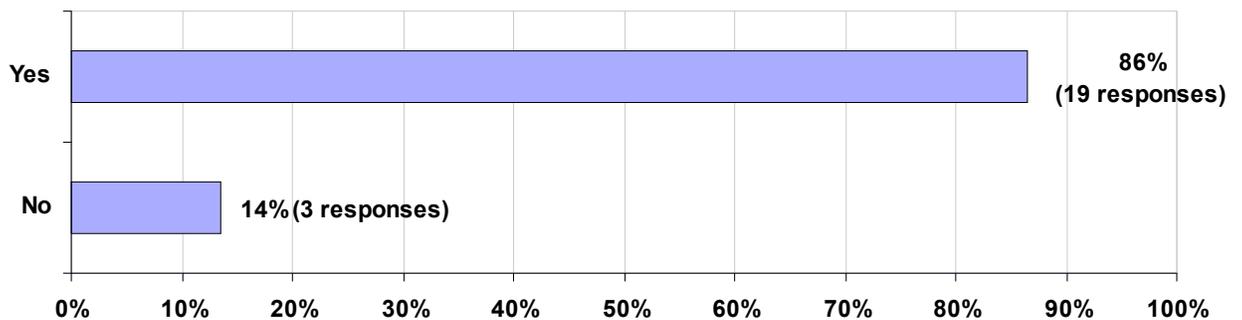
If yes, please describe:
- I've been in contact with some in the region (Seychelles, Botswana, Sandya (Mauritius)) on occasion. (MA1)
- I contact some of the participants for assistance with the specialized skills they have, such as on competency based approach to education and design of multimedia resources. (MA2)
- Through mail and also through workshop organised, e.g. in Seychelles. (MA4)
- I was asked to comment on one of the units, but this is a contact with the staff at COL. I think it's only Paul, meeting through other Bootcamp. (MA5)
- I write to persons on a needs basis mainly for information or sometimes to say hi. Most frequent are Kelly and Maria. (SI1)
- We are in touch through emails. Some persons are assisting in the development of an online course in Accounting. They review the page and provide feedback for its development. (SI3)
- Periodically a number of the participants and I make contact to exchange greetings and to get advice on various things we are doing. (SI4)
- Well I answered yes but it's yes and no. Yes because mails do get forwarded to all so we know who's doing what. No in the sense that there is very rare one to one communication with others. (SI5)

- I am in contact with the colleague from my country who was also involved in the Bootcamp. (SI7)
- A few of the participants are still in touch and we share our experiences in open source learning and we discuss application to our work situation. As another participant was trained, we get to meet often and consult each other on some issues. (TT1)
- For friendly chatting. (TT2)
- I am in touch with my group members as well as Terri from Dunedin. (SA1)
- Through base-camp and general email. (SA2)
- Working with people from our Ministry who attended because of the schoolnet component that Joris was able to offer. Patila - Bootcamp leader, via email and working on other projects together Dr. Emma Kruse-Vaai - follow up of activities that I am doing within my own faculty that utilise the skills gained from VUSSC. (SA3)
- Sharing emails. (SA4)
- We have recently been discussing our next steps for our course as it has been successfully uploaded to the COL website. Good friendships were also established and so outside of the website we maintain contact. Great networking!!!! (SA5)
- Online conversations are engaged in between myself and participants. (SA6)
- I regularly log on to the Base Camp Site to look at the progress of course development. (SA7)
- Through email. However there have been no real strong linkages. (SA8)

2. **Do you know anyone else from your own country that has participated in other VUSSC Bootcamps (course materials development workshops)?**
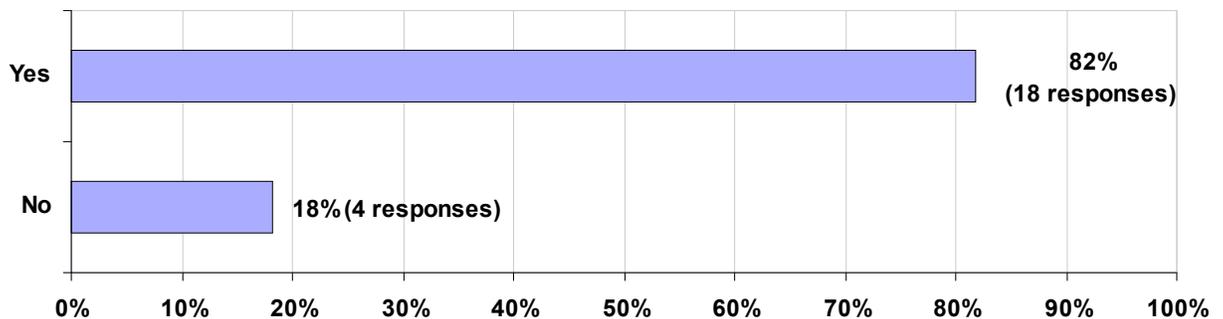
3. **One of the goals of the VUSSC Bootcamp was to create an ongoing community of practice. Please comment on whether this has happened and also on how the community of practice has helped you in your work.**

- I work for the Namibia Training Authority; our training materials are available to anyone who wants it. But the VUSSC Bootcamp participants were not using the competency training approach and so there was a bit of a mis-communication. I think that's a great pity, as the idea of a community of practice is great. (MA1)

- Not much has happened on the community of practice after the bootcamp. (MA2)

- I took part in the learning4content workshop. (MA3)

- Dr Bholah, who was the team coordinator for the Trinidad and Tobago workshop, and myself have written a paper together for PCF5. We plan to continue the Diabetes and wikieducator project. (MA4)

- I think it is happening. The Disaster Management Bootcamp here had opened up a sense of concern for the community involvements. (MA5)

- As I said I have since identified and worked with a special person who now has that specific portfolio. There are now five persons within the community college. They work closely with Belize and CKLM (Caribbean Knowledge and Learning Network). (SI1)

- I don't think that we have been able to do this as intended. In the initial stages following the conference I used email to contact many participants and a few people from NIE. However, I cannot say that. (SI2)

- I have been using the skill developed in the VUSSC bootcamp. I have created a course in Accounting. However I have not done any recent amendments. (SI3)

- A community of practice has started in Belize. There are several reasons why it started: one of those reasons is COL. The training COL has provided has helped spark interest and to create awareness and expertise. This has helped me in my work tremendously. I have taken on online teaching with greater enthusiasm and I have seen more of my own teaching work being affected by the training I received. (SI4)

- Locally for Mauritius, the community is slowly growing as the Wikieducator is being introduced to our postgraduate Masters Level Students who can use and contribute to the community in a number of fields. So far the Wikieducator example has helped me in the form of a teaching tool. So far the contents of Wikieducator are concerned we have carried out some networking with private institutions also so they can use it. A workshop has also been organized last year by the Ministry of Education where Bootcamp participants acted as mentors to participants from other local organisations. (SI5)

- Not yet. (SI6)

- I would have liked to have been more involved with persons from other regions, but that did not happen because of the many challenges which I experienced at my workplace. (SI7)

- (i) A dissemination session was carried out by my Ministry and the University of Mauritius with the assistance of all the 3 VUSSC participants from Mauritius. (ii) At the level of the Ministry, the Curriculum Directorate where I am posted, carried out a

sensitization programme on on-line course development for the curriculum developers at the National Curriculum Center for Research & Development. (TT1)

- Conducting a workshop on e-learning for the college staff. (TT2)
- The contact has helped with improving course materials, asking for people's opinions and just keeping the network open for all has been a positive thing. (SA1)
- The "community of practice" to which you refer is active in the Caribbean (namely Jamaica, Belize and Trinidad) where we actively share information and ideas to enhance our own jobs and disaster management education in the region. (SA2)
- Community of practice, for me is starting within my own immediate workplace, in this case the faculty - we have a course of human rights and values, which we are using some of the material from Bootcamp 3. Developing community practice within the NUS is very possible considering all 4 participants are from this institute. (SA3)
- I think it has wonderfully happened. We shared and discussed, just as iron sharpens iron we came out refined and sharpened in our perspective. (SA4)
- Well this is ongoing, we are still strategizing for next steps. It also provides me with new ideas for course material delivery. And design for courses being created. (SA5)
- Since the Bootcamp, the material has been used to form part of our training activities here at the Disaster Management Office in Jamaica. (SA6)
- This has happened after the Samoa Boot Camp. We completed a first draft of our course before we left and completed the units from wherever we were. We are still continuing work by looking at what else we can do with our materials online, for example integrating our course materials onto moodle. (SA7)
- It has not happened yet however I plan to do so in the near future. (SA8)

4. **What is the status of the course materials that were being developed in the Bootcamp? Have any modules or courses been completed? When do you think the courses will be ready to offer to students?**

- I had the full tour guiding qualification (26 modules) developed when I went to Mauritius, and I took them along to share and to possibly incorporate additional info from groupwork. But instead of making progress, we would as a group, work all day on a draft (Communication for tour guides) which would then be totally changed by individuals overnight. I became discouraged. I gave as much input as I could, but did not want to push it. In Namibia we cannot use what the group has done, as I have to write the materials with participation of the tour guiding industry. COL must please sort out whether we use a traditional academic approach or a vocational (competency) approach, because these approaches are very different and the confusion causes conflict among participants. (MA1)
- The course module done at the bootcamp is almost complete. The module I was assigned to write is still work in progress because the team working on it is swamped with other tasks. We hope to keep adding new sections though. (MA2)
- Unsure of status. I have not made much contact with other participants since last year. (MA3)

- It seems the tourism modules are being offered in Trinidad and Tobago. University of Mauritius will be offering the courses as soon as the Mauritius Qualifications Authority (MQA) will provide quality assurance reports. (MA4)
- I believe it is near completed. It should be available if not already for use by students. (MA5)
- Individuals are still in the process of developing ODL materials: the main focus is on using a more blended format. To this effect two persons from the Unit will travel to China next month to focus on moving from face-to-face to blended. The focus in on the methodology of the process. In addition three persons will travel to Canada and visit: Ontario University; COL and Ryson [sic] to observe the implementation methods. (SI1)
- I think the first module has been completed and expanded. However, I am not sure that the participants really collaborated to refine the content. I did some minor editing myself when time permitted. However, I am not sure that it is completed. I think that what was done at the Singapore bootcamp could be offered to students as it was. I think that the students should be allowed to give feedback on the materials and then they could be refined based on that input. (SI2)
- Unfortunately I have not been keeping updated with the changes. I have been concentrating more on developing this new course and training others in the wiki. (SI3)
- The materials we produced were more for people who intended to teach others to use ODL. I am not sure that there is anything more that is needed on those. I have used the materials as they are. (SI4)
- I have seen the materials is still at 55% complete. So far the materials can only be used as reference materials as it is not a complete course in itself. However, it can be used for short term workshops on the subject in its current state. (SI5)
- Not being used, we (bootcamp participants) are looking at the courses, programmes that are mostly relevant to students. Currently our DFL students are doing University of the South Pacific (USP) programmes. (SI6)
- I think that we have completed the materials and that they are available for use; however they are not presented in a fashion that could be offered to students as an online course. Educators can simply read the information and be informed. (SI7)
- The modules were completed by my group. (TT1)
- I think it was completed. (TT2)
- Yes all have been completed, I think Terri's version is very student friendly. I think most of the units can be offered to students now with modifications on assessments. (SA1)
- The "final draft" of the Introduction to Disaster Management Course was posted on base camp a few days ago for final review and comments. With the completion of the modules and the course in general, each participant in the Samoa Bootcamp must now see to the wide-spread adaptation and usage of the course material within their respective countries. (SA2)
- I know the courses are completed but not sure when they will be offered to students. (SA3)

- All modules were completed. Terry finished editing and the materials have already been loaded at COL website. I think the courses are already ready to be offered to students. (SA4)
- The entire course is completed and on the website... It is fully accessible. We have been discussing our what [sic] next steps? (SA5)
- The materials are pretty ready and available for use. Given the nature of my organization, we do not operate a school system, however, we do provide training to people at different levels across the island on Disaster Management. The material from the Workshop has become a part of our training modules. (SA6)
- The materials have just finished going through design checks and two versions of the course have now been created - a short version for community use and a longer version for university level 1 students. (SA7)
- They are completed and ready to be offered. (SA8)

5. **How have you shared the skills you learned in the Bootcamp with others? For example, have you give any presentations or informal workshops on ODL instructional design or on using collaborative authoring tools? If so, for how many people?**
- The bootcamp was an excellent networking opportunity, and I have informally shared the very useful info about websites, moodles, etc. back at the NTA. (MA1)
- We have used the module on effective communication in tour guiding to train tour guides. We have used the modules from the Singapore bootcamp to facilitate a forum for ODL materials developers. We hosted a regional Distance Education Association for Southern Africa workshop on the VUSSC open educational resources. (MA2)
- Shared verbally with my colleagues. Also through the learning4content in March 2008, collaborated with other users. (MA3)
- Yes, we have had a workshop on Wikieducator in August at the University of Technology last year where around 30 people attended. This had been organised by the Ministry of Education and attended by most of the educational institutions in the country. (MA4)
- There are quite a few participants from my country and a very heavy involvement of my country to this initiative. (MA5)
- Two presentations have been made to approximately 15 persons. This was done in collaboration with Belize. There are two summer workshop planned 19th May-27th June in Online training for Lecturers: Content for on-line platform and how to upload on Moodle platform. (SI1)
- I have shared about VUSSC & the Wiki with the majority of full-time instructional staff this could have been around forty persons or more. I also subsequently did a workshop which was expected to have 20 attendees but only about six persons attended - this training that was offered specifically used the workshop and materials that were developed during the bootcamp. (SI2)
- Yes I have. I have shared with over 30 persons. (SI3)
- I have given several presentations and I have also used this knowledge to inform work I have done with other organizations. I recently facilitated a workgroup that is

intended to bring Jamaican lecturers together to develop an online course of their own. (SI4)

- As I said above, the Ministry of Education organised a workshop in which we participated as mentors. At the level of the university wikieducator is a teaching tool for our Masters in Educational Technology programmes. (SI5)
- Yes, to my colleagues in the education department. (SI6)
- A three day workshop was conducted over a period of three weeks. There were approximately 25 participants who were exposed to the material designed to assist them in developing content for open and distance learning. Even though we did not use the wiki, we did conduct a session to help the participants to use Moodle. Participants are currently in the process of uploading the content on to the Moodle course management system. (SI7)
- The curriculum developers who write textbooks for the primary schools have been initiated to wiki skills and the methodology of content development. (TT1)
- Conducted a workshop on ODL for the staff (20) of Maldives College of Higher Education. (TT2)
- I have used the skills on updating our virtual classroom activities here at the National University. (SA1)
- Skills learned at the Samoa Bootcamp have been shared with the Directorate, Board of Directors and Senior Management Team of the island's National Disaster Management Agency in Jamaica, officially called the Office of Disaster Preparedness and Emergency Management (ODPEM); as well as with select representatives from the Ministry of Education; approximately 15 people in all. (SA2)
- Presentations and working with faculty staff - 20. (SA3)
- Yes. We talked at my work place. Since I am teaching a module at the University, I had the opportunity to share units 2, 3 and 4. But, no informal workshop on ODL. (SA4)
- Unfortunately have not been able to do so as yet. I was scheduled to do this on my return but I was unable to. We plan to get started with trainings in May. Faculty has been discussing its use. (SA5)
- Presentations to staff as well as incorporating the information in our general training programme. (SA6)
- As yet I have not shared the skills but plans are underway for myself and other previous bootcamp participants to organise our first WikiEducator training workshop some time this year. (SA7)
- I plan to do so in the next month. (SA8)

6. **Are there any factors in the environment in your country that may be making it difficult for you to teach your new skills & knowledge to others? If so, please describe them and indicate the type of support you may need to overcome them.**
- I have constant work pressure, so time is an issue. But if the competency approach-or-not issue can be sorted out, I can get involved again, because it would be wasted time, as it would be at the moment, with the issue unresolved. (MA1)

- None. (MA2)
- Interest and seeing how it would be viable. (MA3)
- Not many barriers, actually Mauritius does have a good internet infrastructure, but there are so many projects and efforts get diluted. I think special focus groups e.g. sponsored PhD's doing action research on OER initiatives might be more beneficial as well as funding for regional workshops pertaining to OERS, VUSSC and wikieducator. We can also recruit trainees and research assistants for concentrating on VUSSC contents and building these up on Wikieducator. We also need a strong University commitment and policy to enable the dissemination of this initiative. The problem we are facing at the University is the pressure for being autonomous and self-financing which means increasing fees and reducing costs. (MA4)
- No. There is no particular problem. The Tourism industry is very much active. I think our country is 4th for the number of tourists visiting. (MA5)
- Financial limitations to create access to a platform. (SI1)
- To a large extent opportunities for sharing skills and knowledge are coordinated through authorities; organisational protocol and priorities differ from the priorities of VUSSC. Staff are also engaged in numerous daily activities and projects which creates time-related challenges for completing the VUSSC modules. (SI2)
- I find that the ease of access to ready-made courses from other institutions make the work of creating and developing from scratch seem almost useless. There is a tendency to see the skill I try to share as being a case of re-inventing a wheel. As a result only the truly dedicated ones stick to the work I propose and promote. (SI4)
- Yes first of all, the e-learning culture does not really exist although it's evolving positively. This is normal. All we need is additional resources to carry out more workshops and work on a viable strategy to make people contribute to the environment. However the work load of staff is also so high that they rarely get time to participate. (SI5)
- To some extent, however we still need to identify the activities/strategies that need to be shared to others. (SI6)
- Funding and time were the biggest factors; however, after we were assured of the funds, we were able to find the time and 25 eager participants. We now need our own server on which to upload the materials that have been developed. (We are currently using one that was loaned to us until the end of the month.) (SI7)
- Probably more training would help further. (TT1)
- Computer network problem and expensive service. (TT2)
- None that I'm aware of. (SA1)
- While definite challenges exist, clear opportunities are available to facilitate effective knowledge sharing. With the increased incidence of hurricanes and other natural (and man-made) disasters in the region, significant national attention is being given in Jamaica to structured learning in disaster management. In fact, the National Disaster Management Agency in Jamaica was recently directly aligned to the Office of the Prime Minister to ensure that disaster management issues are properly addressed. (SA2)

- The skills and knowledge gained are very important to share with others. Trying to fit it in with one's normal workload is not the most effective way to go about it. It needs to be inserted as part of one's job description and each member (including myself) must make the effort to liaise, network, discuss & create, implement an action plan with other locals who have been on the bootcamp. (SA3)
- No. (SA4)
- Information resources...literature. (SA5)
- No, there is a fair amount of appreciation for the material. (SA6)
- The main factor is financial constraints but there is also the problem of low bandwidth in our computer network that will have to be sorted out before we embark on training. (SA7)
- Bureaucracy and lack of time on my part. If some of my time at the college could be bought so that I could focus on ODL work then that would be most useful. (SA8)

7. **What do you envision for the future of VUSSC? What do you think it should be? What impact do you think VUSSC will have?**
- I do think VUSSC is an excellent concept, and it's great to have access to and be part of, a community of people with skills in the field of training material development. It would be expensive, but very good, to physically be able to come together for a short (say, 2 days?) workshop once a year for as long as the development work is ongoing. This is when we could discuss progress and bond more with each other. (MA1)
- VUSSC has a bright future. We are slowly reaching many people to sensitize them about the benefits of VUSSC and their active involvement to be part of the community. (MA2)
- Certification and Accreditation of programmes. (MA3)
- I think that VUSSC is a very good initiative, but we must be creative about acquiring, organising, accrediting and managing content. We also need to publicise/market it to the general public more. I think there are many people who would benefit from the courses, given the support since this is an aspect that also needs to be dealt with and also depends on the University/Course provider initiatives and policies. (MA4)
- I think VUSSC is still needed with the work they are doing. (MA5)
- Maintenance of platform. (SI1)
- I think that VUSSC should be used to train teachers and students across the world. I think that its greatest potential lies in reaching persons who do not have access to knowledge and training. Some nations are unable to provide adequate teacher training. I think it could be strategic in providing the type of training support for teachers especially. (SI2)
- I think VUSSC has a very important role to play in the development of countries through educational development. Through courses being offered through VUSSC, many persons will be able to gain qualifications and become employable. I think that the equivalency framework needs to be done very quickly so that there can be easy transfer of credits, skills, knowledge. When this happens then member countries will better appreciate the value that VUSSC is to member states. I think that VUSSC is the catalyst that has started the work of bringing member states of the commonwealth

together and should continue to be the brokerage house. By that I mean, COL/VUSSC has the bargaining strength to lobby for ease of transfer of credits, acceptance of training material, etc. VUSSC needs to set up a workshop to develop the qualifications/equivalency framework that will guide the development of course material and offering/acceptance of courses. I would certainly like to be a part of this workshop, considering my experience and background in quality assurance. (SI3)

- I think this is a good place for me to say that I treasure and value highly the experience I had with VUSSC. I would not exchange it for anything. Had that not happened as it did, I too might have ignored the need to know first had what happens in the development of materials. I think that in the future, institutions will begin to see VUSSC as a short training program for its faculty. This is good as many institutions are much more willing to give up a three-week period than a three month period for training. I think VUSSC should keep on training in the various areas needed. I see this work as having long term impact on those whose knowledge will place them in positions of leadership. (SI4)

- More structured and complete courses should be available. We should not become another wikipedia. But a real virtual university. I think the common qualifications framework should be put in place as soon as possible. (SI5)

- Mandating the participants to share the information is critical. It would also be helpful if four months after the bootcamp persons are asked to share their successes or challenges. This could be done for two other quarters of the year to ensure that persons are reminded to fulfill their promise. If there are major challenges, other participants may be able to provide helpful feedback that would encourage the others to get involved. (SI7)

- First, there should be greater exposure to people from all walks of life. Second, more training sessions in the development of Wiki skills. Third, building the culture of open collaborative authoring. All this will help to unlock the potentials of writers and pave the way towards the true democratisation of education, alleviate poverty by providing equal educational opportunities. In fact, I proposed to my Ministry a project where ODL can help to boost educational achievement of those students who perform poorly at secondary schools. An abstract was submitted in the context of PC5 seminar to be held in London this July. (TT1)

- I think it would success. Countries will benefit. (TT2)

- The challenge for VUSSC is to keep the network active. I think the same people should be used over and over again as continuity can improve the input. VUSSC can be an authority over this kind of education and it can be expanded especially in view of the globalisation process. (SA1)

- Information is becoming increasingly necessary for survival. Therefore, the collaborative development of learning material across multiple disciplines will greatly empower and enrich the knowledge-base and development of the commonwealth and beyond... The future success of VUSSC lies in continued collaboration, diversity and knowledge/intellectual development of the commonwealth. As the saying goes, Information is power! (SA2)

- With Samoa having computer and internet ready to go into all schools, I feel VUSSC (although not immediately apparent) can/has contributed to creating a quality

educational environment where teachers/educators can communicate & collaboratively plan courses that can be adapted to meet their immediate needs and cultural contexts. The quality is gained through the sharing of like-minded and committed people. I would like to see, and this is something I have not yet done anything to move it along, however, I see the need to have all these materials written in one's own language. Thereby, using technology to maintain and develop language which is crucial in the Pacific where we are experiencing the fastest rate of language erosion in the world. The thought of having other Samoans from around the world contributing to courses/education of people from their homeland, and in their native language, would be a great way of supporting language sustainability ...for want of a better term! I support what VUSSC are trying to achieve and how they are going about it. In many ways, the small states of the commonwealth have a lot to learn from each other and, I believe have a lot to offer the rest of the world. I like what VUSSC is doing because it helps small states develop as their own entity whilst minimising external influences. (SA3)

- What VUSSC is doing is already quite an achievement. Yet there are a number of specific needs of small states that still present a barrier to development. These can be environmental issues for example, or food security, renewable energy, ICT, good governance etc. (SA4)

- Is it ever possible for VUSSC to be just that a virtual university (independent). But for now I want to see more advocacy on the part of COL to have countries access this information. I believe us participants can aid in this. (SA5)

- The impact can only be positive. This programme has opened doors for a variety of experiences to be shared among the Commonwealth states. I see a future in which VUSSC will continue to bring persons together to produce meaningful information. (SA6)

- I envision VUSSC to be a leader in providing online course materials appropriately suited for small nations. People from all small states will take an interest in and use materials from VUSSC to improve their livelihoods. (SA7)

- I think if the obstacles listed in question 6 widespread and are not overcome then VUSSC will not live up to its potential. I think we should have a way of supporting regional bootcamps to support our work and to increase the course offerings through VUSSC. For VUSSC to be [sic]. (SA8)

8. **Please select your region.**
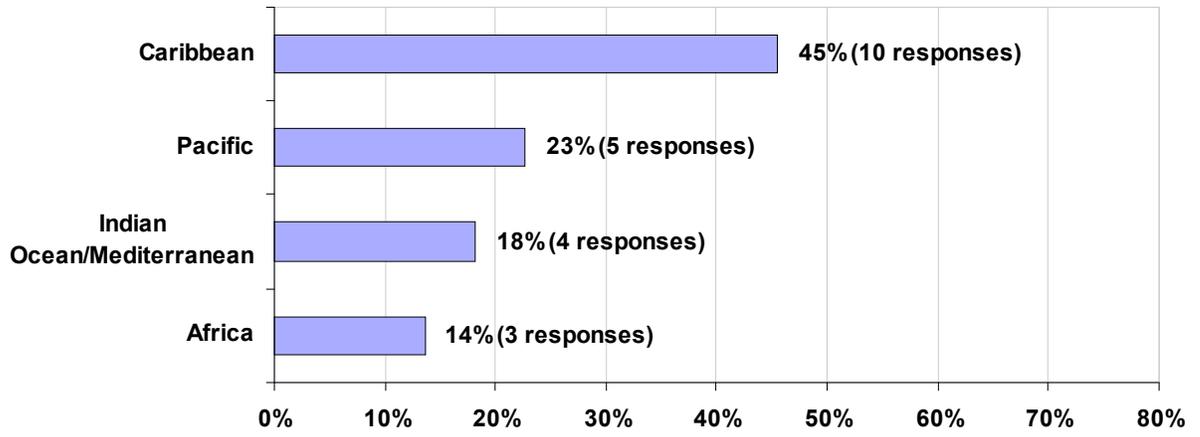
9. If you have any other comments, please add them below.

- For future bootcamps, please make sure about the level of skill of the people you assign as team leaders. With the Mauritius Bootcamp, there were many people with great skills in tourism training, but the team leader could not take a systematic approach and kept changing her mind. I'm happy to be part of the MOVEMENT though - although I'm about to finish Hospitality and Tourism as a trade (we'll have developed levels 1 - 5 by the end of June 2008) and moving on to Postal Services - much less exciting! (MA1)

- Keep up the good work VUSSC. Thank you for the help given to small states. (MA5)

- Perhaps it might be useful to have real-time online discussions periodically to facilitate information sharing and collaboration. (SI2)

- Just want to encourage the continued good work. The Singapore experience was thorough, effective and unforgettable. I am better for it and I hope I can see others get this same experience. Feel free to invite me back personally on one of these sessions. (SI4)

- Being involved with educators from so many parts of the world was a very rich experience. The material produced was very helpful and the participants were exposed to enough material to help them to engage in open and distance learning. (SI7)

- It would be nice if we can have similar experiences of that sort again. Thank you. (TT2)

- The VUSSC family are so diverse that the world seems smaller and when you live in a small Island country these contacts are vital for connectivity. (SA1)

- Jamaica owes VUSSC and COL a "huge debt of gratitude" in that structured information is now available to sensitize the populace on critical disaster management issues which serve as the platform for wider and more in-depth study. (SA2)

- I have been on 2 bootcamps - as a group leader and as a participant of the hosting country. Both experiences were different - challenging and rewarding at the same time. (SA3)

- Keep up the good work. (SA4)

- Was a very good experience. A small team should be developed to assist in carrying out these in various areas and assisting with completion, since we did such a good job!!!! (SA5)

- This was a really good programme. With all the hazards that we face globally, the timing is perfect. (SA6)

SINGAPORE RECOMMENDATIONS OF SENIOR OFFICIALS

Establishment of a Transnational Qualifications Framework for the Virtual University for Small States of the Commonwealth

Background

The Virtual University for the Small States of the Commonwealth (VUSSC) is a collaborative network building on the support of Education Ministers across the Small States of the Commonwealth. It was conceived by Commonwealth Education Ministers when they met in Halifax, Canada in December 2000. The proposal and business plan for VUSSC was endorsed at the 15th Commonwealth Conference of Education Ministers in Edinburgh, Scotland in 2003.

Today, VUSSC is a growing network committed to the collaborative development of free content resources for education and training. The Commonwealth of Learning (COL) is facilitating the VUSSC initiative, with funding support from the Government of Singapore, The William and Flora Hewlett Foundation and the Commonwealth Fund for Technical Co-operation.

There are currently 29 Commonwealth countries[15] actively participating in VUSSC. Specifically, VUSSC countries have chosen to focus on the development of postsecondary, skills-related courses in areas such as tourism, entrepreneurship, use of information and communications technologies, life skills and disaster management. VUSSC course materials are non-proprietary and readily adaptable to the specific context of each country and can be used in the offering of credit-bearing qualifications as well as strengthening educational capacity and access in member countries.

Senior officials from 20 small Commonwealth countries met from 25-29 February 2008 in Singapore, to discuss the proposed Transnational Qualifications Framework (TQF) for the VUSSC based on the draft concept document developed by the South African Qualifications Authority (SAQA) as commissioned by COL.

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[15] Antigua & Barbuda, Barbados, Belize, Botswana, Cyprus, Dominica, Grenada, Guyana, Jamaica, Lesotho, The Maldives, Malta, Mauritius, Namibia, Papua New Guinea, Samoa, Seychelles, Sierra Leone, St. Kitts & Nevis, St. Lucia, St. Vincent and the Grenadines, Swaziland, The Bahamas, The Comoros (non-Commonwealth), The Gambia, Tonga, Trinidad & Tobago, Tuvalu and Vanuatu.

Recommendations

Based on a detailed review of the TQF concept document senior officials reaffirmed the establishment of the VUSSC. Emphasising a strong reliance on collaboration, senior officials recommend:

1. The **establishment of a TQF** for the VUSSC which may also have wider application.
2. The **TQF is a mapping instrument** for the transnational classification of qualifications offered through the VUSSC initiative according to set criteria for specified levels of learning achieved. In addition, the TQF should:
   a. aim to improve credit transfer and facilitate articulation arrangements among member countries;
   b. promote common quality assurance mechanisms agreed to amongst VUSSC member countries
   c. not replace sectoral, national and/or regional qualifications frameworks;
   d. be a unified credit-based 10-level qualifications framework.
   e. be developed and implemented in a sectoral and incremental manner, initially focusing on qualifications below Level 6 of the framework.
3. **Transnational qualifications guidelines** should be developed, based on national, and where applicable, regional qualifications criteria. Qualifications developed through the VUSSC initiative should be in alignment with the transnational qualifications guidelines.
4. **Transnational quality assurance guidelines** should be developed, based on national, and where applicable, regional qualifications criteria. The guidelines should be implemented as a continuous improvement system and maintained as appropriate. Education and training providers that offer qualifications developed through the VUSSC initiative should be in alignment with the transnational quality assurance guidelines.
5. A **TQF Management Committee** should be established consisting of expert representatives from three regions (Africa and the Mediterranean; the Caribbean and Asia Pacific). A permanent administrative person appointed by COL should also sit on the Committee. External observers and external evaluators may be invited as required. A Terms of Reference for the Committee should be developed.
6. A **TQF portal** should be developed to include a relational database of qualifications and programmes, providers and as well as an interactive facility.
7. **Level descriptors** should be developed.
8. **Qualifications descriptors** should be developed.
9. **Monitoring and evaluation** processes should be established for the TQF.
10. **Funding** should be secured for the first three years of the development of the TQF.
11. **VUSSC materials development** should include attention to qualifications development, quality assurance and delivery modes.
12. **Implementation** of the above recommendations should proceed without delay based on the agreed action plan (attached as appendix).
13. **COL should take a coordinating role** with regard to the implementation of these recommendations.

Senior Officials
Singapore
29 February 2008