

## What is it?

- ✓ Quality standards for technology enhanced learning (e-learning) for capacity building.
- ✓ Set of criteria that supports capacity building organizations to measure their e-learning programmes allowing for continuous improvement through peer review.
- ✓ Certification and quality improvement scheme for E-Learning programmes in international Capacity Building.



# Open ECBCheck

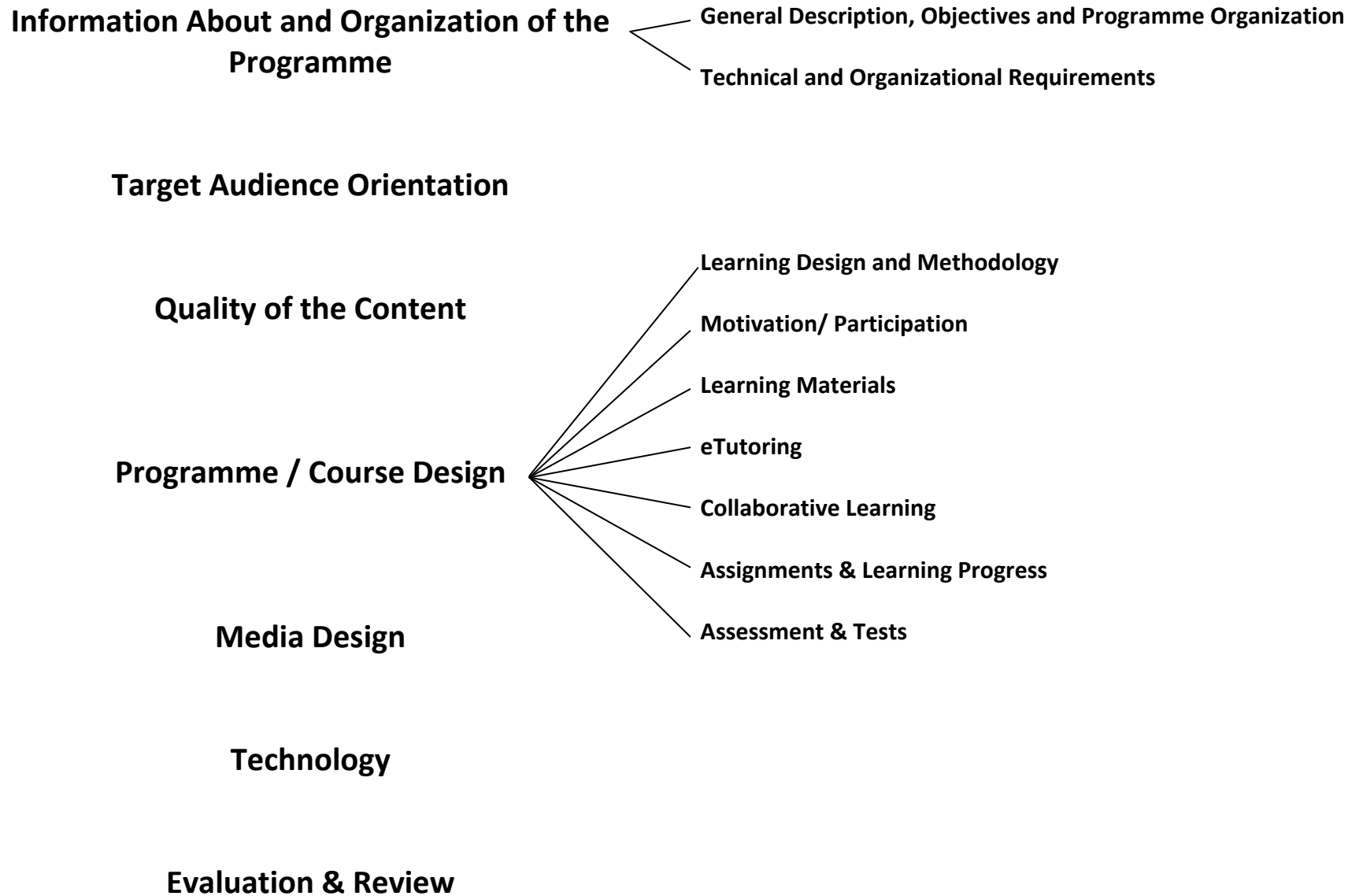
e-Learning for Capacity Building Quality Standards

[openecbcheck.innovationpros.net](http://openecbcheck.innovationpros.net)

## Main Characteristics

- ✓ Low cost process
- ✓ Based on Peer-Review and Benchmarking
- ✓ Developed through a participatory process

# Open ECBCheck Overall Framework



## A. Information About and Organization of the Programme

Concerns the basic information provided to learners. It also considers the general organization of the programme and the qualification of staff.

### A.1 General Description, Objectives and Programme Organization

Criterion	Description	Guidance on how to evaluate
A.1.1 All information potential learners need to orient their decision about taking the course is available.	Objective and clear information is available to orient/facilitate decision making of interested candidates: Course/programme goals and overall learning objectives; methodological approach; target group; prerequisites for participation; selection process (if applicable); technical requirements; and fees . Information on knowledge assessment tests, timetable and workload is also available. A calendar/timetable details duration of learning phases (or modules) and dates of assessments. Whenever applicable such information may be divided to be provided before (information that orients candidates' decision-making) and after the registration (information that further details course/programme organization).	Does the description of the programme/course (brochure/flyer/webpage etc.) provide all relevant information for potential learners?
A.1.2 Learning objectives state clearly the expected improved competency. All learning objectives are measurable (e.g. stated according to the SMART criteria).	Learning objectives are statements about the outcomes of a training course. They provide information about the knowledge and skills the learners will acquire upon completion of the course. Learning objectives are formulated from the learners' perspective; verbs used should reflect the level of performance learners will achieve. They correspond to specific competencies. They must be verifiable and measurable, thus are stated with action verbs.	Do the learning objectives clearly state the purpose of the course with measurable elements? Are the objectives defined on the learners' perspectives? In case the programme/course is divided into several modules/sections do these modules/sections have specific learning objectives? Are these objectives related to the overall programme/course learning objectives? Is the course/programme content in line with the learning objectives? Are the learning objectives stated in a clear and objective manner, allowing adequate understanding by learners?
A.1.3 The methodological approach is clearly explained. It presents how the methods/approaches selected lead to the achievement of the learning objectives. Learners are able to understand the added value of technology enhanced learning.	Learning methods and tools and their contribution to learning objectives achievement are explained. Potential learners are informed about the contribution technology-enhanced learning provides for achieving the learning objectives. The forms/types of technology enhanced learning utilized are made clear to learners.	The description of the programme/course (flyer/brochure/webpage etc.) contains information on: <ul style="list-style-type: none"> <li>- methodological approach, including eventual utilization of collaborative elements</li> <li>- type of media used (text, animation, sound, videos, etc.)</li> <li>- brief explanation contextualizing the use of technology-enhanced learning.</li> </ul>

## A. Information About and Organization of the Programme

### A.1 General Description, Objectives and Programme Organization

Criterion	Description	Guidance on how to evaluate
A.1.4 Information on contact persons is available, mentioning name, area of responsibility, and contact details.	Learners know how to reach contact persons to obtain information and/or assistance about technical issues, methodological advice, etc. Contact information (phone, email) is clearly informed.	<p>The programme/course documentation (syllabus, flyer, leaflet) contains contact details of the person responsible for learner advice.</p> <p>Throughout the programme/course learners have access to people responsible for:</p> <ul style="list-style-type: none"> <li>- student advice on methodological/pedagogical issues</li> <li>- technical matters</li> <li>- eTutors</li> <li>- complaints</li> </ul>

### A.2 Technical and Organizational Requirements

Criterion	Description	Guidance on how to evaluate
A.2.1 People responsible for the analysis, design, development, implementation, and evaluation of the programme (internal staff/external experts) are adequately qualified.	<p>There are clear defined roles related to administration, teaching responsibilities, monitoring and evaluation of the programme.</p> <p>Possible roles may include: programme manager, learning designer, subject matter expert (authors), technical support, e-tutors, e-moderators, quality assurance managers.</p> <p>The professional profile of individuals involved takes into account roles and responsibilities to assure the quality and value of the programme/course.</p>	Is there a document that identifies individual roles and specifies responsibilities of each individual? Is there a particular document stating the relevant expertise of the subject matter experts, e-tutors/facilitators, regarding their relevant professional competence and experience to participate in programme?
A.2.2 Technical requirements necessary to allow for adequate participation in the programme/course are clearly described.	Technical requirements that should be indicated as a minimum: basic computer configuration; operating system; internet access; browser; plug-ins; any particular software; firewall access, etc.	Does the general information about the programme/course general inform learners of the minimum technical requirements so as they are able to assess whether they can fulfill those requirements? Is the minimum Internet connection speed specified? Are the firewall access rules (if applicable) described?

## B. Target Audience Orientation

Highlights the importance of including the learners perspective, while developing, running and evaluating/ improving a programme.

Criterion	Description	Guidance on how to evaluate
B.1 Target group's learning needs are taken into account and considered in the design of the programme/course (curriculum, methodology).	The programme/course is aligned with the learning needs of the specific target group. It takes into account professional and working context, previous experience or prior learning (if applicable). It is designed in accordance with the learning characteristics of the target group. It is presented on a flexible manner, allowing for self directed learning paths, analysis of learning progress, and ability to identify learning gaps.	Is there is a document describing the characteristics of the target group? Are these characteristics (prior learning , previous experience, computer literacy) taken into account in the programme/course? Does the programme/course provide any instrument to personalize learning paths according to individual needs/interests? Has a learning needs analysis been conducted? Were the results considered in the programme design?
B.2 The programme workload and schedule are consistent with the target groups' requirements.	Workload and schedule are consistent and realistic regarding the curriculum and learning objectives. Each learning objective is contemplated with sufficient amount of workload, without causing conflicts in the programme's overall schedule.	Has the workload been planned and tested according to the characteristics of the target group, including full time job occupation?
B.3 Key stakeholders are involved in the programme design through participatory process	The programme should reflect learners' learning needs and respond to their specific characteristics. Learners, teachers, tutors, and other concerned stakeholders should be involved in the programme/course development process.	Is there a process that enables stakeholders to include their perspective in the programme development process?
B.4 Learners have access to counselling services and advice both prior to the start of the programme and during its implementation.	Learners benefit from tailored counselling and advice, supporting their learning process throughout the duration of the course.	Is there a person responsible for learners' counselling/advice? Is the learner aware these options are available? Is there a fixed amount of time allotted to provide advice to learners or indication of office hours for this?
B.5 The programme foresees processes to bridge learning deficits of low achievers	Preparatory classes, additional learning materials, recommended reading as well as pedagogical guidance/advice and other forms of support are available for learners facing particular difficulties during the programme.	Do learners facing difficulties receive support during the programme? Do learners receive adequate orientation related to the methodological approach to guarantee a successful participation in the programme? Does the programme monitor low achievers, assisting/guiding them to facilitate attainment of learning objectives?
B.6 A mechanism or system for complaints and appeals is available to learners.	There is explicit process to manage complaints and appeals. The process is documented. This criterion deals with the management of complaints and appeals. It does not relate to the mere existence of a possibility to complain.	Is there a certain process or institutional arrangement to deal with complaints? Is there a person responsible to deal with learners' complaints related to the programme, assessments, tutoring?

## C. Quality of the Content

Concerns the quality of the materials provided. It also considers aspects of gender and cultural diversity.

Criterion	Description	Guidance on how to evaluate
C.1 The content of the course/ programme is coherently presented and subdivided in logical sequences of modules and/or lessons/sections, organized in such a way that enables comprehension and retention.	The content is developed in accordance with the learning objectives. It is contextualized with the objective of developing the competences of the learner rather than dispensing new information.	Does content provide the needed elements (information and knowledge) that enable the achievement of each of the learning objectives? Is the amount of content provided adequately balanced as regards cognitive load? Is the content focused on developing the indicated expected competencies or is it packed to dispense information?
C.2 The contents are provided in a flexible manner, allowing for different learning paths.	The content is provided in a manner which allows also non linear ways of navigating through the content. Learners can freely navigate through the content, choosing their learning path.	Is there more than one way to go through the learning materials? Do learners have the possibility to navigate freely in the course according to their needs (e.g. review of past units, advance to future ones, access to additional learning resources)?
C.3 Content is gender sensitive. It takes into account cultural diversity.	The content is presented using a gender inclusive approach; there is no sexist language. The programme also considers cultural diversity in the way the content is presented and contextualized. Visual materials (illustrations, images) reflect cultural diversity.	Is the content of the programme/course gender inclusive? Does it consider and respect cultural diversity?
C.4 Media rich content is utilized exclusively with a fixed and definite purpose.	The utilization of media rich elements (audio, video, hypertext, images, graphics) has the only purpose of enhancing and/or facilitating learners' comprehension of the contents.	Is the media utilized effectively supporting learners' comprehension/understanding of the content? Is the media used in a coherent and balanced way as regards the content they support? Are images, graphics, illustrations copyright free?

## D. Programme / Course Design

Concerns the quality of the learning experience based on: course layout and presentation; instructional design (learning strategies, learning objectives); learning materials to support learners; the quality of eTutoring (learner support) as well as how assignments and knowledge assessment tests are designed and used.

### D.1 Learning Design and Methodology

Criterion	Description	Guidance on how to evaluate
D.1.1 The blending of learning methods (online, face-to-face, self-learning, tutor-facilitated, asynchronous, synchronous) is adequate and meets the needs of the learners.	The utilization of blended approaches is explained and incorporated in the programme methodological approach. The utilization of blended approaches takes into account learners' needs and characteristics.	Is there a document describing how blended learning methods are utilized and how they support the pedagogical approach of the programme?
D.1.2 A learner centered learning design facilitates the development of the desired skills and expected competencies described in the learning objectives.	Learning tasks and activities are coherent with the learning objectives. When learners are performing them, they are already practicing the desired skills and expected competencies as indicated in the learning objectives. Learning methodology guides learners to achieve expected learning objectives.	Are the learning design methodologies adequate to the development of prescribed skills and competencies? Are they adequately described? Is there a clear alignment between the learning tasks and activities and the kind of learning objectives expected to be achieved?
D.1.3 Social and collaborative activities are included in the programme methodologies and contribute to the achievement of the learning objectives.	Activities which promote interaction and collaborative work among learners are planned and organized as part of the programme/course design. The learning design (learning objectives, methodologies, content, and assessments) is adequate to meet learners' requirements.	Are the activities promoting interaction and collaborative work among learners contributing to the achievement of learning objectives? Is there a document describing how these social activities contribute to reach the learning objectives?
D.1.4 The learning methodologies offer opportunities for learners to determine their learning pace.	Deadlines are established, but learners can self control their path through the programme/course. Learners can access the various resources in the sequence they choose and complete the required tasks managing their time individually.	Do learners have the possibility to navigate freely through the course? Do they have access to the learning materials at any time? Are learners motivated or guided to manage the learning activities according to their own learning pace?
D.1.5 Through the learning activities learners are encouraged to consider and use systems thinking and to view issues from different perspectives.	The learning activities open up possibilities for learners to appreciate things from different perspectives and to establish synergies and/or connections among different elements.	Are there activities that foster systems thinking, to allow the analysis of topics under different perspectives?
D.1.6 The content of the programme is organized in a logical sequence from the simpler to the most complex concepts. The modules/lessons/units build progressively on each other.	The learning units are progressively presented in a logical sequence from the simplest and most basic concepts to the most complex ones. Therefore, each unit builds upon the previous one.	Are the basic concepts explained in the first units? Do the basic concepts help the learners understand the more complex concepts? Is there a gradual level of complexity in the way the content is presented?

## D. Programme / Course Design

### D.2 Motivation/ Participation

Criterion	Description	Guidance on how to evaluate
D.2.1 The learning methodologies motivate learners to actively participate in the learning process.	The learning methodology contemplates activities where learners are required to actively contribute, for example, reflection, peer feedback, group work, discussion boards.	Are there specific tasks and activities designed to motivate learners to actively participate? Are there collaborative activities that require participation? Do the collaborative or participatory tasks designed take into account the characteristics of the target group?

### D.3 Learning Materials

Criterion	Description	Guidance on how to evaluate
D.3.1 The programme offers a learning experience which is relevant to professional practice.	The programme offers a learning experience which is relevant to professional practice through including, amongst others, materials such as case studies, practical examples, good practices, and real-life examples.	Have realistic or real life case studies been used? Have practical examples been included in the development/review of content and tasks? Have external experts been involved in the development of the programme to include practical examples?
D.3.2 Each learning unit is presented with the elements needed to guide learners in achieving the learning objectives.	Modules/lessons are introduced with their specific learning objectives. Introductory elements should serve both to motivate learners and to provide them an overview of the module/lesson. Introductory elements may be: <ul style="list-style-type: none"> <li>- brief description of the module/lesson/unit</li> <li>- specific learning objectives for the module/lesson/unit</li> <li>- estimate of the amount of time required to complete the module/lesson/unit</li> <li>- Outline of eventual knowledge assessment tests/exams that will enable evaluation of the achievement of the learning objectives</li> </ul>	Do the modules/lessons/units present the required elements for learners to have an overview of the particular module/lesson? Are learners able to know from the start the specific learning objectives and the way they will be assessed regarding the achievement of the objectives?
D.3.3 Modules/lessons/units provide a glossary of terms associated to the learning materials.	Learners have access to a glossary from any part of the programme and/or through direct hyperlinks from the content materials.	Is a glossary available? Do learners have easy access to it?
D.3.4 A distinction is made between compulsory and recommended study/ reading materials. The bibliography is commented.	The bibliography and the list of links is commented. A distinction is made between compulsory and recommended readings and additional resources/materials.	Are there comments on the list of links and bibliography?  Is there a distinction between compulsory and recommended materials?



## D. Programme / Course Design

### D.4 eTutoring

Criterion	Description	Guidance on how to evaluate
D.4.1 A tutor provides guidance and accompanies the learners throughout the learning process.	A tutor is available to guide learners through the learning process, helping them and providing assistance with programme related questions/problems. Tutors can sometimes also provide technical support or this service can be offered by another individual.	Is there a tutor available during the programme? Is the tutor available to all learners, providing support and guidance throughout the learning process? Is the tutor easily reachable by learners (e-mail, forum, chat, phone)?
D.4.2 A tutor provides feedback to learners on tasks/activities learners are required to perform.	The feedback provided by the tutor is timely, accurate, helpful for future learning and targeted.	Does the tutor provide regular feedback to learners? Does the tutor regularly react/comment on learners' tasks such as forum posts, reflections, etc? Is the feedback provided in a timely manner?
D.4.3 Tutors have specific knowledge and competences to facilitate online courses/programmes.	Tutors should be specifically trained on online facilitation skills in order to adequately support learners in an online environment.	Do tutors have specific e-tutoring/online facilitation skills? Are the tutors required to attend tutor training?  Do tutors have previous experience in e-tutoring tasks?
D.4.4 A set of predefined tutoring skills are being used as a standard within the program.	Tutors are equipped with suitable skills for tutoring which are documented as a skill standard for tutoring.	Are tutors sensitized to specific aspects related to e-tutoring responsibilities and tasks?  Has tutors' agreement on the basic e-tutors skills been documented?

### D.5 Collaborative Learning

Criterion	Description	Guidance on how to evaluate
D.5.1 Collaborative learning is explicitly supported	Collaborative learning is part of the pedagogical model. It includes, for example, peer review, group work, discussion boards, etc.	Does the programme contain specifically designed group assignments which require collaboration among learners? Does the learning environment offer collaboration tools such as forums, chats, blogs, to support collaborative tasks?
D.5.2 Appropriate support is provided to collaborative learning activities and tasks.	Collaborative learning is part of the pedagogical model. It includes, for example, peer review, group work, discussion boards, etc. Learners are provided with adequate environment and tools to take part in the collaborative activities and tasks. Tutors/facilitators provide guidance to learners while performing such activities/tasks and feedback once they are concluded.	Does the programme contain specifically designed group assignments, which require collaboration among learners? Does the learning environment offer collaboration tools such as forums, chats, blogs, to support collaborative tasks? Is the learning environment supportive to collaborative activities/tasks? Are collaborative tools such as forum, chat, collaborative working spaces, document sharing available to learners?
D.5.2 Search functions are available for forums, discussion boards or blogs, whenever such tools are utilized.	The learning environment provides search functions to the collaborative tools utilized in the programme/course.	Is a search function available? Does it allow for full text search in tools such as blogs, forums, discussion boards?

## D. Programme / Course Design

### D.6 Assignments & Learning Progress

Criterion	Description	Guidance on how to evaluate
D.6.1 Assignments are clearly formulated and adequately explained to learners. Learners have a clear understanding of what they are expected to perform and how their performance will be measured.	Learners are provided with guidelines/instructions that explain the task in detail (what has to be done, timeframe and what are the expected outputs). They are also provided with instructions/guidelines on the way they will be assessed.	Are there guidelines detailing the conditions of the assignments? Are the assignments clearly explained? Do learners understand what is expected from them when performing the assignments? Is the way learners will be assessed clear for them?
D.6.2 Assignments and knowledge assessment tests are aligned with the learning objectives, enabling adequate measurement of their achievement.	Assignments and knowledge assessment tests are designed in accordance with the learning objectives. Assignments and/or assessments have measurable elements and can demonstrate whether or not learning objectives have been met.	Do the assignments and knowledge assessment tests provide elements to measure whether or not learning objectives have been met?
D.6.3 Learners progress and achievements are monitored and evaluated.	Learners' progress is regularly monitored with the objective to identify learners that might need special attention or need special support. Monitoring of the learning process also allows specifically the identification of learners who may require particular attention to attain learning objectives.	Is there a mechanism to identify learner with low performance? Are there possibilities for self-assessment and assessment of learners' performance during the programme? Is there a process or mechanism to tailor assignments according to learners' performance?
D.6.4 Assignments and/or knowledge assessment tests and tasks are designed using different approaches, including self-assessment and peer-review.	Self-assessment or practice exercises are available for learners to know their level of knowledge. Modules/lessons/units have knowledge assessment tests. There is an adequate number of assignments and/or knowledge assessment tests that are evaluated by tutors and/or peers during the programme/course (formative assessment) in order to monitor the progress of learners after each module/unit.	Does each module/unit or major section have an assignment? Do they present opportunities for learners to self-assess their knowledge? Do tutors review assignments and knowledge assessments tests during the course to monitor progress in learning?
D.6.5 Individual feedback is provided to learners whenever a task requires problem solving skills. The feedback has an analytical approach and considers the way the solution was provided.	Assignments requiring a problem solving approach are not necessarily assessed as right or wrong. Learners are provided with analytical feedback, which takes into consideration their reasoning and contributes to a better understanding of the solution provided.	Do tutors provide individual feedback to learners whenever problem solving tasks are required? Is the feedback provided comprehensive enough to help learners better understand the assessment made of the solution they have chosen?

### D.7 Assessment & Tests

Criterion	Description	Guidance on how to evaluate
D.7.1 A specific timeframe is foreseen for tutor's to provide learners with feedback on assignments and knowledge assessments tests. Learners are informed of the timeframe.	Learners receive clear information on the timeframe foreseen for the tutor's feedback on assignments and knowledge assessment tests.	Do learners receive clear information on the timeframe required for the tutor to provide them back with feedback on their assignments and knowledge assessment tests? Is there a process to check if the tutor has met his responsibilities related to feedback provision?

## E. Media Design

Concerns the accessibility and usability of the media provided to learners.

Criterion	Description	Guidance on how to evaluate
E.1 Accessibility standards have been applied.	Accessibility is the degree to which a product (service, environment, device, etc.) is available to as many people as possible. It is often referred to with a focus on disabled people.	Were the accessibility standards considered in the design of the programme/course?
E.2 Usability standards are met.	Usability focuses on the easiness of the learning environment and its components, including the way materials and content are presented.	Is the layout clear and free of unnecessary elements? Is the size and type of the font utilized comfortable for reading? Are images, illustrations, tables and other visual aids (static or dynamic) easy to read?
E.3 The navigation design (through the mandatory learning materials) allows learners to know about their progress and position in relation to the overall contents.	Learners have at all times the possibility to identify their position within the programme (e.g. chapter, part of a chapter etc.).	Does the navigation allow learners to identify their position within the programme? Do learners have the possibility to freely access the different lessons/units/modules?
E.4 Screens, table of content, and learning materials, including additional resources are printable.	Learners can easily print out any material available.	Is a print function available for all the content of the programme/course?

## F. Technology

Considers how technology is supporting an optimal learning experience. It also considers the reliability of all systems.

Criterion	Description	Guidance on how to evaluate
F.1 The downloadable learning materials have common formats and acceptable size.	The file formats and size are in accordance with the infrastructure available to the target group. Local conditions regarding bandwidth limitation are considered whenever the programme/course targets group in developing countries.	Has the download speed of the materials been tested on the basis of the minimum internet connection required? Are the file formats utilized accessible to learners?
F.2 The virtual learning environment runs on an adequate server, which guarantees its stability.	Wrong entries made by learners do not lead to constant crashes or interruptions.	Has the programme/course been tested on various browsers/operating systems before launching?
F.3 The virtual learning environment is accessible through different browsers and operating systems.	The programme/course runs smoothly independently of the browser or operating system utilized by the learners.	Has the programme/course been tested on different browsers/operating systems? Does it run adequately without compromising any configuration/functionality?
F.4 The technology adequately supports the learning strategies utilized. In particular, the technology is in accordance with the IT infrastructure available to the target group.	The technological solution offered is the result of a comprehensive analysis, which takes into account target group equipment and connectivity, learners' skills and needs, staff teaching skills, learning objectives, assignments and other activities.	Do the technology and the functionalities offered by the learning platform support the learning design and methodology and the learning strategies used? Is the technological solution and platform suitable to the target group as regards IT infrastructure available?

## G. Evaluation & Review

Includes factors that ensure continuous improvement of a programme. It also reviews if learners have met the desired learning objectives.

Criterion	Description	Guidance on how to evaluate
G.1 A comprehensive evaluation process is foreseen at the end of the course/ programme to evaluate its quality and overall coherence, and contribute to its further improvement for subsequent deliveries.	Clear and comprehensive evaluation processes are foreseen and described. A comprehensive evaluation process includes: 1) learners feedback collection through questionnaires or other means, 2) preparation of an evaluation report, in which feedback is analysed and converted into clear recommendations for improvements, and 3) incorporation of the recommendations in future programme design to improve subsequent deliveries.	Is there a document describing how the programme evaluation is conducted? Does the evaluation process include: collection of learners' feedback and an evaluation report with recommendations for programme improvement?
G.2 Learners' feedback on the programme/ course delivery is collected through a questionnaire or other means.	A comprehensive questionnaire specifically developed for the programme/ course is used, which assesses overall quality and appropriateness of: 1) Course Design (methodology used, pedagogical approach, navigation, structure of the course), 2) Course Management (schedule and workload, grading policy, e-tutor performance, ability to engage learners, accuracy and timeliness of feedback, guidance and advice provided, collaborative activities versus individual, assignments), 3) Course/Programme Content (accuracy and relevance of learning content, learning objectives, knowledge assessments tests, case studies examples, relevance of discussions in forum, additional resources, course documentation: user's guide, course syllabus, flyer and information provided to learners prior to the delivery) and 4) Course Media and Technical Support (registration process, access and user friendliness of learning platform, download time)	Is there a document or a questionnaire specifically designed for the programme/course, which aims at collecting feedback, comments and suggestions from learners on: 1) Course Design, 2) Course Management, 3) Course/Programme Content and 4) Course Media and Technical Support?
G.3 A report, based on the feedback collected by learners, is prepared and includes clear recommendations for further improvement of the programme for subsequent deliveries.	A comprehensive report, based on the feedback provided by learners, includes clear recommendations for further improvement of the programme for subsequent deliveries. The feedback collected from the learners should be interpreted, analyzed and converted into clear recommendations for further improvement related to : 1) Course Design, 2) Course Management, 3) Course/Programme Content and 4) Course Media and Technical Support.	Is there a document/report describing how to improve the programme for future deliveries? Are there clear recommendations covering course design, management, content and technological aspects?
G.4 A process for integrating the recommendations for improvement is foreseen and is part of programme/ course design activities, in order to ensure continuous programme/ course improvement.	There is an established process for systematic programme review and update and it is documented. Once the learners' feedback is collected, analysed and converted into clear recommendations, these are then part of programme design activities and integrated to ensure continuous programme improvement.	Are the recommendations systematically used during subsequent programme design activities? Is there a document describing how the programme is continuously reviewed and updated after each delivery? Is the process fully documented?

# Partners

The organizations involved in the development and validation of the Open ECBCheck are the followings:



African Virtual University

---



Bundesinstitut für Berufsbildung

---



Center for Policy and Executive Development, National College of Public Administration, University of the Philippines

---



Commonwealth of Learning (COL)

---



Consultative Group on International Agricultural Research (CGIAR)

---



European Foundation for Management Development

---



European Foundation for Quality in E-Learning

---



Food and Agriculture Organisation

---



Fundación CEDDET

---



FUNDEI - Fundación Educación Industria



Kenya University

---

Namibia Qualifications Authority



IFPRI® International Food Policy Research Institute (IICD)



National Academy for Training and Research in Social Security



International Institute for Communication Development (IICD)



Open University Catalunya



InWEnt



PUCP - Pontificia Universidad Católica del Perú



Kenya Institute of Education



Royal Holloway College, London, UK



SPIDER - The Swedish Program for ICT in Developing Regions



Universidad Pedagógica Nacional



Tertiary and Vocational Education Commission (TVEC), Ministry of Vocational and Technical Training



University of Philippines Open University



UASB - Universidad Andina "Simón Bolívar"



University of the Western Cape



UNESCO BREDA



World Bank (GDLN)



United Nations Environment Program



World Bank Institute  
World Bank Institute



unitar

United Nations Institute for Training and Research

United Nations Institute for Training and Research (UNITAR)