



COMMONWEALTH *of* LEARNING



COL in the Commonwealth

2018–2020 HIGHLIGHTS

ZAMBIA

LEARNING FOR SUSTAINABLE DEVELOPMENT

TARGETS 2021



Improved sustainable livelihoods
300,000 PEOPLE



470
ORGANISATIONS
Improved organisational
capacity to leverage ODL

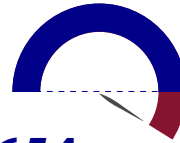


1.4 million
PEOPLE
Increased and equitable
access to, and use of, quality
learning opportunities

ACHIEVED BY 2020



257,484 people



Target
EXCEEDED

654 organisations



880,039 people



Introduction

Since its creation some 30 years ago, the Commonwealth of Learning (COL) has become a true catalyst for positive change for a third of the world's population. Our vision of “learning for sustainable development” means that learning must lead to social inclusion, economic growth and environmental conservation. This aligns COL's work with Sustainable Development Goal 4 (SDG4), which aims to “ensure inclusive and equitable quality education and promote learning opportunities for all.”

COL harnesses the potential of open, distance and technology-enabled learning to help Member States accelerate progress towards achieving development outcomes.



To achieve outcomes and impact, COL has led six paradigm shifts:

- If the child cannot go to school, the school comes to the child.
- Technology-enabled learning can break open the ivory towers of tertiary education.
- Open educational resources (OER) are the answer to closed and costly textbooks.
- The digital divide can be transformed into a digital dividend.
- Literacy is not always a precondition for learning.
- The social capital of the mother is the most important determinant in bringing girls to school.

What are COL's key success factors? COL aligns its work with global priorities and ensures that it stays relevant to Member States' needs and priorities. COL is relevant, responsive and results oriented. The 2018–2020 Country Highlights summarise COL's progress towards achieving SDG4.

Professor Asha S. Kanwar
President and Chief Executive Officer
Commonwealth of Learning



Highlights

Working in two sectors, Education and Skills, with Gender as a crosscutting theme, COL uses pioneering models and approaches to achieve impact.

- COL has developed an innovative employability framework to strengthen and evaluate the impact of higher education institutions on graduates' employability, with a focus on industry and labour-market engagement.
- GIRLS Inspire has reached close to 81,000 girls and young women in remote and unreached communities, providing schooling and skilling them for livelihoods.
- The Lifelong Learning for Farmers (L3F) model is being upscaled in partnership with national banks, moving from the meso to the macro level.
- The Commonwealth Digital Education Leadership Training in Action (C-DELTA) programme is now being implemented across the Commonwealth.
- Ambitious projects to improve gender equality in two Commonwealth regions have been launched. These holistic models are based on community mobilisation and address areas such as capacity building in education, gender-based violence, health, empowerment, economic opportunities, and policy.
- Blockchain technology, built according to open standards, was used to issue certificates for massive open online courses (MOOCs) in different disciplines.
- COL has developed a comprehensive solution for data resilience in education for small states facing climate-related disasters.
- The ninth Pan-Commonwealth Forum (PCF9), held in Edinburgh, brought together close to 550 thought leaders, policy makers and practitioners to share best practices and harness innovation for change, with a view to providing employability skills to young people, offering a quality education to all regardless of circumstances, and identifying practical ways for technology to speed up our progress.



COL works with partners in Zambia to expand access to quality education and lifelong learning for all. Mr Armoogum Parsuramen, Founder-President, Global Rainbow Foundation, Mauritius, represents Africa on COL's Board of Governors. Ms Yvonne Mweemba Chuulu, Director, Directorate of Open and Distance Education, Ministry of General Education, is COL's Focal Point for Zambia.

COL's current work in Zambia is primarily in the areas of higher education, open and innovative schooling (OIS), technical and vocational skills development (TVSD), lifelong learning for farmers (L3F) and technology-enabled learning (TEL). Learners from Zambia have benefited from COL's open online courses and other resources.

The following are the highlights from 2018 to 2020.



HIGHER EDUCATION

The Higher Education initiative works with ministries and higher education institutions (HEIs) to increase equitable access to tertiary education and to address the needs of industry and national development through the use of policies, systems, models and gender-responsive learning resources.

Three universities in Zambia — Copperbelt University (CU), Mulungushi University (MU) and the University of Zambia (UNZA) — came together in May 2018 for a *Train-the-Trainers* workshop about online course design and facilitation. The training was part of COL's partnership with the institutions and followed a workshop held late in 2017 that identified the universities' needs and priorities for strengthening open and distance learning (ODL).

Subsequent support to CU included organising a *Project Design* workshop, including a SWOT analysis, in June 2019. At UNZA, COL helped organise an online course on

Facilitating Online Courses and develop a three-year business and marketing plan for the Institute of Distance Education. At a UNZA workshop in May 2019, a review of instructional materials took place, where quality assurance guidelines and a gender checklist were adapted to create one quality checklist. Another UNZA workshop in May 2019 focused on online learning design.

In October 2019, 25 participants from CU attended workshops to develop an institutional ODL policy and quality assurance guidelines for ODL.

As well, COL's Higher Education initiative launched a new regional community of practice in April 2018 for quality assurance in blended and online courses in southern Africa. The inaugural meeting in South Africa brought together 20 stakeholders from HEIs and national quality assurance agencies in seven southern African countries, including Zambia. Members have been collaborating to develop quality guidelines for blended and online courses in order to pilot them in the HEIs. In December 2019, members of the community of practice reconvened in Johannesburg, South Africa for a two-day workshop to finalise and validate the employability toolkit and indicators to be used by national qualification agencies in the quality assessment of HEIs.

A high-level roundtable for vice chancellors and heads of ODL was held in Kuala Lumpur, Malaysia in May 2018. In attendance were 29 vice chancellors and representatives from 18 countries, including Zambia. The meeting was co-hosted by Asia's eUniversity.

OPEN AND INNOVATIVE SCHOOLING (OIS)

OIS increases access to secondary education, especially for out-of-school youths. COL's approach focuses on training teachers in eLearning, using OER, improving the management of open schools, and supporting the use of appropriate technologies in teaching and learning.

Zambia has embraced the OIS model. Two education practitioners involved in curriculum writing and content development for OIS participated in a study visit to the Namibian College of Open Learning (NAMCOL) in April 2018 to understand how NAMCOL had evolved in the use of ICT and to explore opportunities for similar application in the context of Zambia. A subsequent meeting at the Education Broadcasting Centre in Lusaka in June 2019 explored a monitoring and evaluation (M&E) strategy for OIS.

Through the Directorate for Distance Education within the Ministry of General Education, and with the active support of the Zambian College of Distance Education, Zambia has now completed the development of curriculum-based digital content and a baseline formative evaluation. This has laid the foundation for a pilot in 20 centres around the country, including five mainstream schools and 15 continuing education centres. The pilot will provide insights into the strengths and weaknesses of the model before implementation at scale.

In October 2019, COL supported the visit of an external evaluator to the Zambia Department of Open and Distance Education for a series of meetings with the project team led by the Acting Director – Directorate of Open and Distance Education, Mr Smith Bweupe. The evaluator also visited the offices of the Educational Broadcasting Services, and a pilot primary school, where adult learners, Grade 9 pupils and the school’s ICT team were on hand to demonstrate the use of the Aptus device. In addition, the evaluator met with 12 content developers in their ICT lab to get feedback on the content development process.

As well, Zambian educators have been benefiting from a course on *Developing and Teaching Online*, offered under an agreement with the University of Mauritius.

TECHNOLOGY-ENABLED LEARNING (TEL)

This initiative aims to encourage more institutions to integrate TEL and OER policies and practices to improve teaching and learning for skills development. TEL activities focus on the individual, institutional and country levels.

In partnership with CU, COL worked to upskill small-scale fisheries in their use of modern fishing technologies and sustainable practices. The project included a capacity-building workshop organised in June 2018 to empower CU staff to incorporate these technologies and practices into their programmes, making use of OER.

COL submitted to the Honourable Mr David Mabumba, Minister of General Education, Zambia a report on OER policy for Zambia, along with a draft OER policy. In November 2019, COL’s Education Specialist: eLearning visited Zambia to facilitate a national consultation workshop to finalise the draft OER policy for Zambia. Nineteen participants from the Ministry of General Education, the University of Zambia, the Examinations

Council of Zambia, the Teachers Commission of Zambia, the Higher Education Authority and some HEIs participated in the event.

Under the aegis of TEL, COL has been offering a MOOC on *Introduction to Technology-Enabled Learning*, in partnership with Athabasca University, Canada. A total of 101 learners from Zambia benefited from the third and fourth course offerings, in 2018–2019.

LIFELONG LEARNING FOR FARMERS (L3F)

L3F aims to establish ICT/ODL-based systems for continuous learning among marginalised farming communities, particularly women, leading to sustainable livelihoods and empowerment. The model embodies a holistic approach to human resource development that integrates social capital, financial capital and human capital to implement a self-sustaining and self-replicating development process.

The L3F model was launched in Zambia in May 2018 with a capacity-building workshop for 25 extension officers from Zambia’s Ministry of Fisheries and Livestock. The workshop aimed to equip these officers with the requisite skills for using ODL technologies in farmer extension through the L3F model.

COL is working with the Ministry of Fisheries and Livestock to engage and leverage ongoing initiatives by other organisations, with the goals of (i) increasing the participation of more marginalised communities and disadvantaged people in lifelong learning using ICT and (ii) strengthening M&E. Five ministry staff involved in M&E work under the Enhanced Smallholder Livestock Investment Programme, which is supported by the UN’s International Fund for Agricultural Development, have been trained in using ICT to digitise data collection forms and reporting. Other training workshops for district-level extension staff have been conducted in the Southern, Western and Eastern provinces. The target is to reach 350,000 learners.

TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT (TVSD)

COL's TVSD supports partners in using ODL to increase access to demand-driven, competency-based skills training. TVSD is increasingly focused on innovative models that harness ODL for theory, with practical skills development organised in workplaces and communities.

COL has been working with African TVET institutions in the INVEST Africa capacity-building model, which is premised on the recognition that flexible and blended learning and teaching approaches can impact positively on the goals of TVET institutions to expand access to quality skills training. In Zambia, COL partnered with the Ministry of Higher Education and Technical Education, and the Vocational and Entrepreneurship Training Authority to develop Open, Distance and Flexible Learning (ODFL) Policy Guidelines. Further capacity building in ODL course development was provided for the INVEST Zambia partners in a workshop in April 2018. Fifty-one instructors from 21 partner institutions attended, along with representatives from the Technical Education, Vocational, and Entrepreneurship Training Authority.

In June 2018, COL helped facilitate a workshop on *Sustainable Development in TVET* at the Kenya Technical Teachers College for participants from 13 institutions in Ghana, Kenya, Mozambique, Nigeria and Zambia.

In June 2019 at a regional workshop held in Nairobi, Kenya, COL introduced its new Skills in Demand model to representatives from 16 institutes in Ghana, Kenya, Nigeria and Zambia. Participants spanned those focused on industry and community liaison, business development, research and innovation, and flexible and distance learning, as well as lecturers of relevant vocational courses. Government representatives from Kenya, Nigeria and Zambia also attended.

Kabwe Institute of Technology (KIT) and Luanshya Technical Business College (LTBC) were selected as COL's Skills in Demand partners in Zambia, with two project design workshops organised in November 2019. KIT will work with community groups, such as churches and NGOs, to offer computer training and to support learners with gaining employment. LTBC has partnered with a local furniture cooperative to supplement their informal apprenticeships with TEL to build learners' hard and soft skills, in support of business growth and reducing youth unemployment.



Events and Special Activities

REGIONAL MEETING OF COL FOCAL POINTS

The Africa and Mediterranean regional meeting of COL's Focal Points took place on 24–25 September 2018 in Gaborone, Botswana to strengthen the effectiveness of COL's work in addressing key priorities for education and training in the region, and to share information about developments related to learning for sustainable development. Ms Bridget Moya, Director, Directorate of Open and Distance Education, Ministry of General Education, represented Zambia at the meeting.

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

Hosted by Botswana Open University, SADC-CDE promotes training and development in ODL and increases the provision of quality distance education in southern Africa. In January 2019, SADC-CDE held a workshop in Botswana on non-formal education, with participants from eight countries in the region, including Zambia. The goal was to sensitise them to ODL and ICT in non-formal education programmes. Participants developed draft institutional action plans for non-formal ODL programmes.

QUALITY ASSURANCE FOR TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

Thirty-seven stakeholders from various universities and teacher education institutions in seven African countries, including Zambia, came together for the *Train-the-Trainers Workshop on Quality Assurance for Teacher Training and Professional Development* organised by the African Council for Distance Education at the Open University of Tanzania in March 2019. The workshop focused on the need for schools of education within universities and other institutions to develop resilient mechanisms to improve teacher development. Organised with support from COL, it examined evidence-based quality assurance practices in higher education overall, and teacher training and professional development in particular.

MOOC ON INTRODUCTION TO SUSTAINABLE DEVELOPMENT IN BUSINESS

The two offerings of the MOOC on *Introduction to Sustainable Development in Business*, which was co-organised by COL and the Open University of Mauritius in 2019, attracted 79 participants from Zambia.

PCF9

Close to 550 policy makers, practitioners and thought leaders from across the Commonwealth and beyond gathered at the historic Murrayfield Stadium in Edinburgh, Scotland for the ninth Pan-Commonwealth Forum (PCF9), themed *Innovations for Quality Education and Lifelong Learning*. It was organised from 9 to 12 September 2019 in partnership with The Open University, UK.

The four days of insightful keynote addresses, engaging plenary panels, informative parallel sessions, and other programme highlights provided a unique opportunity to bridge traditional divides between borders and sectors. Discussions centred around four key sub-themes: *Opening Up Education, Equity and Inclusion, Technology and Employability*, and delegates appreciated the focus on new forum features — artificial intelligence, youth and girls' education and learners with special abilities. Under the auspices of PCF9, COL hosted a ministerial roundtable with participation from six education ministers.

COL sponsored ten participants from Zambia to attend the forum. As well, one delegate each from Zambia attended the L3F and OIS workshops, and four representatives participated in a TVSD meeting — all organised by COL in Edinburgh ahead of the forum.





PCF9 Edinburgh Statement

Forum *partners* from over 60 countries believe that it is possible to significantly accelerate progress towards the aim and targets of SDG4 by prioritising the following collective actions now:

1. **Accomplishment at scale**

Mobilise an emergency response to ensure that all children in the Commonwealth, including girls, learners with different abilities, and learners from vulnerable and marginalised communities, experience a quality education focused on accomplishment, knowledge exchange and the continued ability to learn.

2. **Skills for productive lives**

Urgently create learning opportunities for marginalised, excluded, vulnerable and out-of-school young people to build skills for leading a productive life, embracing technology to enhance employability, entrepreneurship and confidence, and bridging accessible formal, non-formal and informal education.

3. **Creating new digital dividends**

Develop new, innovative, flexible modes of education to foster creativity, imagination and peer knowledge exchange, increase reach and ensure no one is left behind, through the use of appropriate media and delivery, including blended approaches to digital learning.

4. Teachers as skilled agents of change

Teachers and teacher educators are the main agents of change for quality education and can be supported to catalyse action in their schools, communities and colleges as respected professionals who model lifelong learning. To do this we propose:

Creating **alternative, flexible and technology enabled pathways into teaching** to resolve the shortage of skilled and motivated teachers;

Expanding low-cost, highly effective ways to **support school-based teacher professional development** to build change capacity and capability within regional and national educational systems.

5. Positively disrupt higher education

Support innovation for quality higher education; **strengthen the technology-enabled learning ecosystem** throughout the Commonwealth, including the scope to develop professional skills, recognition, validation and verification of experiential and prior learning through micro-credentialing and blockchain technology; expand the reach of open education for dispersed audiences; and improve barrier-free access to tertiary education.

6. Challenging assessment

Radically relook at assessment models: build a culture of assessment to support employability and micro-entrepreneurship.

Our ambition is to achieve this through:

Bold inclusive collaboration;

Bringing together the diverse groups of critical thinkers, innovators and practitioners who can collaboratively make change happen by delivering quality education and lifelong learning for all;

Making greater use of data, evidence and storytelling to galvanise political will for enabling policies and well-resourced implementation plans;

Sustaining the momentum;

Building an active network of learning, support and action starting now.

Sustaining and building our momentum for change, we aim to bring our key commitments to the fore of the policy agenda through the Conference of Commonwealth



New Publications and Resources

In 2018–2020, COL produced a number of publications and resources, including:

***Knowledge Series: Designing and Implementing Micro-Credentials:
A Guide for Practitioners***

As online learning and MOOCs become mainstream, it is important to explore new forms of credentialing. This publication offers a step-by-step guide to plan, design and implement micro-credentials and badges in diverse contexts and provides greater flexibility in the journey of the new learner-earner through a skills and capability framework.

A Blueprint and Toolkit for School-Based Teacher Development: SECONDARY

This toolkit is for implementing school-based teacher development as a way to improve the performance of schools and raise the achievement of children. This valuable resource includes a detailed framework, which can be adapted to the context of a particular country, region, district or school, and offers practical daily activities for teachers.

Guidelines on the Development of Open Educational Resources Policies

This new publication provides specific tools to analyse current contexts and policy environments, understand issues related to copyright and licensing, and align policy in support of Sustainable Development Goal 4. The guidelines present a systematic process for designing and implementing OER policies and measuring their impact.

A Guide to Integrating Employability in Higher Education Institutions: The Commonwealth of Learning's Employability Model

This publication provides clear guidelines on how to integrate employability pathways into instructional systems. From career counselling to career support, the guide demonstrates how institutions can prepare graduates for employment or entrepreneurship.

Gender Scorecard 2.0: Instructions and Templates

This is a tool to audit the capacity of institutions to mainstream gender. It helps with analysing existing policies and practices and developing clear steps for the effective promotion of gender equity.

All COL publications can be found on its open-access repository at oasis.col.org.



COMMONWEALTH of LEARNING (COL)

4710 Kingsway, Suite 2500
Burnaby, BC V5H 4M2 Canada
Phone + 1 604 775 8200 / Fax + 1 604 775 8210

 info@col.org

 www.col.org

 [@col4d](https://twitter.com/col4d)

 facebook.com/COL4D/

 instagram.com/commonwealthoflearning/

February 2020