COL in the Commonwealth

2012–2015

Ghana
Acknowledgements

All COL Education Specialists and their Programme Assistants as well as CEMCA colleagues have contributed to the development of the country reports which make up the volume *COL in the Commonwealth: 2012-2015 Country Reports*. This country report is an excerpt from the volume. The following people are thanked in particular for their role in the design and publication of these reports.

Alena Kovar, Receptionist/Secretary
Alex Hennig, Consultant
Alicia Swinamer, Stakeholder Relations Manager
Denise Tremblay, Design/Production Coordinator
Georgina Montgomery, Consultant

Compilation and Coordination
Alexis Carr, Project Assistant

Direction and Editing
Professor Asha S. Kanwar, President and Chief Executive Officer
Foreword

COL in the Commonwealth: 2012-2015 Country Reports summarises COL’s activities over the last three years (2012-2015) and captures what we have achieved in each Member State and across the Commonwealth.

This volume is the result of a collaborative process that began in 2011 with extensive partner consultations. Following these consultations, a Country Action Plan was developed to guide COL’s work in each country. The reports contained in this volume describe the implementation of these plans and highlight COL’s achievements during this three year plan.

The reports cover all Member States of the Commonwealth, showing not only what COL has done in developing countries but also how its work aligns with the international development priorities of Australia, Canada, New Zealand and the United Kingdom. The reports are grouped under four regions: Africa and the Mediterranean, Asia, the Caribbean and the Pacific. Each regional section contains a brief regional report as well as the reports for each country within that region. The Pan-Commonwealth section describes COL’s Initiatives, under the two sectors: ‘Education’ and ‘Livelihoods and Health’. The reports for this triennium categorise COL activities according to our five core strategies: partnerships, capacity, materials, models and policy, in order to better present how our work contributes to outcomes. ‘COL in Action’ highlights real life examples to illustrate how COL’s work impacts on people, groups and institutions in developing countries.

Most of the initiatives that COL pursued during this triennium are showing demonstrable results in expanding and improving opportunities for education and training, building healthier communities, helping rural communities achieve greater prosperity, and contributing to skills development. As the external Impact Evaluation report states: ‘COL has had a major impact on individuals including farmers…faculty members, institutional leaders in formal and non-formal learning, selected policy makers and educational administrators’ (S. Murgatroyd with J. Tully, 2015). The external Outcome Evaluation concludes that ‘all the Initiatives moved successfully forward, on time and within budget’ (N. Kemp and G. Farrell, 2015). Both evaluations confirm that COL is highly respected and well regarded in the field.

The production of COL in the Commonwealth: 2012-2015 Country Reports was made possible through collective effort and collaboration. Partners on the ground have diligently provided updates to COL. COL staff have tracked and assessed results obtained from partners through a thorough monitoring and evaluation process. COL’s advanced knowledge management systems have enabled us to capture information from numerous sources and synthesise this into the reports that make up this volume. I must particularly commend Alexis Carr for her diligent work in filtering the masses of raw data and converting them into a coherent and meaningful narrative.

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

CONTEXT

Ghana, a West African nation with a population of about 24 million, is a regular contributor to COL's budget. COL has been working with a number of partners in Ghana, including the Centre for National Distance Learning and Open Schools (CENDLOS) and higher education institutes in developing open and distance learning (ODL). COL's Livelihoods and Health Sector is very active in Ghana.

AGREED PRIORITIES

- Assist in creating an open school
- Upgrade pupil teachers in basic schools
- Offer the Agricultural Enterprises Training Programme
- Offer community health nurses training by ODL
- Develop dual mode at Koforidua Polytechnic (KP)
- Training on sanitation in markets through mobile technology

OUTCOMES ACHIEVED BY COL

- Replication of Lifelong Learning for Farmers
- New informal sector courses, targeting female learners, being offered from KP (300 new learners)
- As reported by KP, 3,500 learners now using new eLearning course materials
- With dual-mode provision support, seven colleges now offering blended programmes
- Institutional ODL policies developed for University of Professional Studies Accra (UPSA) and KP

COL'S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL

- Promote gender equality and empower women
- Eradicate extreme poverty and hunger
- Eliminate gender disparity in primary and secondary education, and at all levels of education by 2015
- Make available the benefits of new technologies, especially for information and communications.

COL's Work on Ghana’s MDG Targets

- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants
- Courses targeting female learners aim to increase women’s participation in technical and vocational education and training (TVET)
- Capacity-building, materials development and policy support are provided for sharing open educational resources (OER) and promoting ODL

QUICK NOTES

COL Focal Point:
- Professor Jophus Anamuah-Mensah, University of Education, Winneba

Areas of COL's Work in Ghana:

- Open Schooling
- Higher Education
- Technical and Vocational Skills Development (TVSD)
- Lifelong Learning for Farmers
- Healthy Communities
- eLearning
- RETRIDOL Regional Centre
COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

**PARTNERSHIPS**
COL partners with government agencies, public institutions, civil society and other organisations to improve and extend teaching and learning services to people in the developing Commonwealth.

- Ministry of Education
- Centre for National Distance Learning and Open Schooling (CENDLOS)
- Koforidua Polytechnic (KP)
- Council for Technical and Vocational Education and Training
- University of Professional Studies Accra (UPSA)
- University of Education, Winneba
- Kwame Nkrumah University of Science and Technology (KNUST)

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.

- Research Methods and Tools in ODL training
- Teacher training in OER for ELT
- Dual-mode provision
- Moodle Administration training
- eLearning course design
- Open Polytechnic New Zealand (OPNZ) scholarships
- OER for Course Revision training
- Flexible Skills Development online course
- Flexible learning, OER and results-based Monitoring and Evaluation (M&E)

**MATERIALS**
Materials refer to learning and teaching resources including course materials, toolkits and frameworks. Materials are produced through collaboration with partners, or by partners themselves with COL support.

- Commonwealth Executive MBA/MPA Programmes
- Construction and Hospitality Course Development
- TVET/Informal Sector Course Development
- Modular Curriculum Framework for Prison Inmates
- Print-Based Materials Development
- Legislative Drafting Programme

**MODELS**
A model is a coherent set of structures and processes that has been shown to work in more than one context to achieve specific results. Models can range from broad approaches to more specific instruments.

- Lifelong Learning for Farmers

**POLICIES**
A policy is a high-level statement of ambition that specifies the outcomes to be achieved and that guides decision-making through a defined course of action. COL supports the development of policy for organisations and institutions as well as for governments.

- 2 institutional ODL policies

**OTHER**
- Speeches and presentations
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Ghana was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Ghana. The following areas were identified:

► Building of capacity of teachers in Instructional Design
► Establishment of Classroom Without Walls for junior high schools
► Digitising of OER video lessons for senior high schools
► Strengthening of policy development for ODL and ICT in education
► Support for the restructuring of polytechnics into Technical Universities
► Capacity development for universities in management and delivery of eLearning
► Capacity-building in the set-up and management of Open University of Ghana
Appendix: COL’s Activities in Ghana

PARTNERSHIPS

INVEST Africa

Koforidua Polytechnic (KP) is one of 13 key institutions in the COL INVEST Africa activity, which aims to improve quality and efficiency and increase access in TVSD, particularly for women and informal sector workers. There has been an overwhelming response to the invitation to informal sector skills training at Koforidua Polytechnic. COL supports an INVEST online community of practice called the Community Learning Network (CLN), which currently has 1,182 members. In total, 55 members from Koforidua Polytechnic are engaged in informal learning and collaboration. A new Women in Technical and Vocational Education and Training (WITED) Chapter was also launched, which brings together polytechnic staff who will work collaboratively to increase girls’ enrolment and other gender issues in the institution.

Memorandum of Understanding (MOU) with the Association of African Universities (AAU)

COL signed an MOU with the AAU in November 2012 to collaborate on leadership development, Quality Assurance, promotion of ODL and women’s participation in higher education institutes in Africa. A meeting was held in June 2013 with Professor Etienne Ehouan Ehile, Secretary General, AAU, and Professor Jonathan Mba, Director of Quality Assurance, AAU, to identify the activities to be undertaken. A draft work plan for 2013/2014 was developed.

Support for Dual-Mode Provision at University of Professional Studies Accra (UPSA)

COL held a meeting in June 2013 with Professor Goski B. Alabi, Dean of the School of Research and Graduate Studies, and Dr Ebenezer Malcalm, Coordinator, Distance Learning, of the University of Professional Studies Accra (UPSA). COL agreed to support UPSA in its distance learning initiative as it moves towards dual-mode provision.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum: Mr Joshua C. Mallet of the Centre for National Distance Learning and Open Schooling (CENDLOS), and Mr Samuel Okae-Adjei, Professor Reynolds Okai and Mr Buckman Akuffo of Koforidua Polytechnic.

Regional Symposium on Open Education

COL, in collaboration with the Kenyan Ministry of Education, convened a national and regional symposium on open education from 6 to 7 June 2013 in Nairobi with funding from the William and Flora Hewlett Foundation. The symposium included representatives from 10 countries, covering both post-secondary and secondary levels of education, with special emphasis on open policy development and adoption at open schools in Africa and South Asia. The symposium concluded with draft institutional plans for OER policy developed. Mr Joshua C. Mallet, Director of CENDLOS, attended the meeting.

INVEST Partners’ Meetings

In December 2012, 24 INVEST Africa institutional Principals and champions from Nigeria, Kenya, The Gambia, Tanzania, Ghana and Zambia attended the third annual partners’ meeting in Lusaka, Zambia. The meeting reviewed the capacity-building activities of the past six months and planned for the coming year. Professor Reynolds Okai and Mr Samuel Okae-Adjei of Koforidua Polytechnic attended the meeting.

COL facilitated the fourth Annual INVEST Africa Partners’ Meeting hosted by Auchi Polytechnic from 28 to 30 November 2013. The Annual Partners’ Meeting is an important part of the M&E for INVEST Africa. It enables Principals to meet and engage with the change process in their institutions, benchmark their progress, and add input to future activity planning. The meeting was attended by 12 Institutional Heads and served to review activities and achievements in 2013 and plan for 2014. Professor Reynolds Okai of Koforidua Polytechnic participated in the meeting.

Higher Education (HE) Stakeholders Meetings

COL visited higher education stakeholders in Ghana in July 2014 to gain first-hand impressions on the progress and challenges being encountered and so render improved and appropriate targeted support. The Director of the Centre for National Distance Learning and Open Schooling (CENDLOS) coordinated the meetings with various stakeholders where COL’s HE initiative had interventions in progress, including the Centre for Continuing Education (CCE) and Distance Learning...
at the University of Ghana, CENDLOS, University of Professional Studies Accra (UPSA), and Kwame Nkrumah University of Science and Technology (KNUST).

CAPACITY

Research Methods and Tools in ODL
Under the aegis of the Regional Training and Research Institute for Distance and Open Learning (RETRIDOL), COL supported a regional workshop on Research Methods and Tools in ODL at the University of Ghana in April 2012. Thirty-two academics from single- and dual-mode higher education institutions in West Africa developed capacity in research methods and tools. Eighteen academics from Ghana were trained at the workshop.

Teacher Training Workshop in Open Resources for English Language Teaching
COL facilitated a four-day Training of Teachers workshop on Open Resources for English Language Teaching (ORELT) in Banjul, The Gambia, from 30 July to 2 August 2012. The aim of the workshop was to sensitize participants on the objectives of the ORELT project, the nature of its modules and the website; and to train junior secondary school teachers and teacher educators on how to use the modules in the classroom. Attending the workshop were Mr Joseph H. Barnor of Ebenezer Senior High School, Mrs Mabel Andoh of Achimota School, Rev William Garr of Wesley Grammar School, Mrs Gladys Edjah of Our Lady of Apostles (OLA) College of Education, and Mr Richard Bampoh-Addo of the University of Education, Winneba. The Ghanaian team that was trained in The Gambia served as facilitators for follow-up workshops held from 21 to 23 November 2012 and 3 to 4 January 2013. Fifty-nine participants (32 women and 27 men) from various junior high schools undertook the training.

Dual-Mode Provision Workshops and Meetings
Heads and representatives of all public colleges of education in Ghana participated in a workshop supported by COL and organised by CENDLOS in November 2012 to prepare them for dual-mode provision.

A half-day meeting of principals of colleges of education was organised in Accra for 3 June 2013, in collaboration with CENDLOS, to take stock of the progress made towards dual-mode provision and to share the framework for institutional ODL policy to guide their ODL offer in times to come. Since all the Principals were unable to join the face-to-face meeting in June, a one-hour Skype meeting was also organised by CENDLOS with Principals of all 38 colleges of education prior to the meeting on 30 May 2013. The Principals participated from Kumasi, where they had assembled for a ministry-sponsored meeting.

A total of 13 college Principals and Vice Principals who had attended the earlier workshop participated in the face-to-face meeting. Seven of the 13 colleges have formally applied for ministry approval to offer ODL programmes. Three colleges — Teresa College of Education, Hohoe; Holy Child College of Education, Tarkodi; and Mt. Mary College of Education, Somanya — have started offering at least one of their face-to-face programmes as blended programmes. Formal approval from the ministry to enable the colleges to offer fully online or ODL programmes is awaited.

Thirty faculty members from five institutions were trained in ODL and dual-mode provision 16–19 December 2013 at the University of Professional Studies Accra (UPSA).

Moodle Administration Training
In 2012, COL provided online Moodle administration training for two staff members of Koforidua Polytechnic (KP): Mr Bernard Ifaar Sundiata and Mr Charles Karikari Asamoah. This was followed up with a review of the KP Moodle platform in January 2015 by COL Consultant Johann Fouche when he facilitated a workshop in blended online teaching and learning strategies.

Open Polytechnic of New Zealand (OPNZ) Scholarships
To support women in higher education, COL supported 20 women faculty from higher education institutions in Africa and Asia by providing scholarships to undertake a one-year online certificate course in designing and facilitating eLearning (Level 5) through the OPNZ. This qualification is made up of three 20-credit courses and is delivered online through the Online Campus. The following people from Ghana are participating in the programme: Dr Salome Essuman, University of Education-Winneba; Mrs Ruby Hanson, University of Education-Winneba; Ms Valentina aba Arkorful, University of Cape Coast; Dr Rosemond Boohene, University of Cape Coast; Mrs Eunice A. Adu-Darko, Central University College; Mrs Ruby Agbola, Central University College; Dr Ellen Mabel Osei-Tutu, University of Ghana-Legon; and Mrs Cecilia Eliason, University of Ghana-Legon. As of June 2014, another nine women in higher education from eight different countries, including Ghana, were sponsored to complete the Open OPNZ programme in designing and facilitating online learning/ eLearning. Mr Buckman Akuffo from Koforidua Polytechnic also participated in the course.

OER for Course Revision Training (CEMBA/CEMPA)
COL facilitated a workshop on 5 June 2013, at KNUST in Kumasi, to build the capacity of faculty to undertake OER-based revision
selected to participate in the project “Capacity-Building for Teacher Educators in Sub-Saharan Africa: Using Information Communication Technologies (ICTs) and Pedagogical Development,” which will kick off with a workshop in Singapore from 4 to 8 May 2015. UEW is sending three participants to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs in Singapore, and the Singapore National Institute of Education (NIE) in mounting this training programme.

MATERIALS

Commonwealth Executive MBA/MPA Programmes
The Commonwealth Executive MBA/MPA programmes have been offered by the Kwame Nkrumah University of Science and Technology (KNUST) in Ghana since 2007. Initially launched in 2002, the programmes were completely updated in 2013, with 12 courses revised and 10 courses rewritten. One new elective on Business Ethics was added, taking the total number of courses available to 23. Eleven partner institutions are currently offering the CEMBA/CEMPA programme. To date, 24,299 students have enrolled, 11,515 of whom have graduated. For the current triennium, 4,961 have been reported to enrol and 3,814 have graduated so far. COL continues to receive updates on enrolment and graduation figures from partner institutions. In the 2012–2014 period 2,275 people were enrolled in the programme through KNUST.

Legislative Drafting Programme
KNUST has formally applied for licensing of COL’s Legislative Drafting Programme, and the licensing process is currently underway. The Legislative Drafting Programme, developed jointly with the Commonwealth Secretariat, London, is offered by COL through partner universities in the Commonwealth. The courses were revised in 2002 and then revised and completely updated again in 2013. The student version of the programme has been converted to OER and is freely downloadable from the COL website for use by institutions, academics, learners and professionals who want to develop competencies in legislative drafting.

Instructional Design for Construction and Hospitality Subjects
COL sponsored a workshop in Instructional Design in Accra from 30 July to 11 August 2012. Twenty-eight faculty members of CENDLOS and school teachers attended the workshop to initiate the development of four subjects for Construction (plumbing/concrete laying/carpentry/electrical) and three subjects for Hospitality (front desk/kitchen/housekeeping operations). A second instructional workshop was held in
Distance and Flexible Learning Material Development

Antoinette Wentworth, COL Consultant from the Polytechnic of Namibia, facilitated a capacity-building workshop on the development of print-based distance learning materials for 27 teaching staff at Koforidua Polytechnic (KP), Ghana. This five-day Writers Training Workshop in course design and development for print-based learning material aimed at building staff capacity in course development, to develop new flexible courses for working people and to increase the quality of their courses. KP carried out cascade training and other lecturers were trained. As a result, more than 50 distance eLearning courses are in development.

In January 2015, Johann Fouche, COL consultant from South Africa, facilitated a five-day workshop on Blended Online Teaching and Learning Strategies at KP for 24 teachers. The aim of the course was to explore contemporary teaching and learning strategies and incorporate them into new online course content for blended delivery. Participants all started developing eLearning courses. The outcome of this is more than 3,500 online learners at KP.

MODELS

Lifelong Learning for Farmers

COL met with key stakeholders from 21 May to 3 June 2013, including the Ministry of Agriculture, Agricultural Development Bank (ADB), General Agricultural Workers’ Union (GAWU) and Advanced Information Technology Institute of Ghana-India Kofi Annan Centre for Excellence in ICT (AITI-KACE) to discuss the roadmap for the Lifelong Learning for Farmers (L3F) initiative, which is supported by the Canadian Department of Foreign Affairs, Trade and Development (DFATD). Through a series of meetings and a workshop, a concept note for implementing L3F in Ghana was developed.

COL held a four-day workshop from 26 to 30 November 2013 in Accra to define and identify ways to: 1. launch L3F in the paddy belt of Central Ghana, beginning with a study; 2. strengthen L3F in Tanzania with training in ODL and value-chain analysis of the sunflower; and 3. advance the process of integrating gender in L3F in Africa.

Mr Karim Saagbul of GAWU and Mrs Sylvia Nyante of the ADB Ghana participated in the workshop.

GAWU has partnered with SAS capital Ltd. in promoting microfinance in the L3F communities. Mr Karim Saagbul of GAWU and Mr Mohammad Bataglia of SASA Capital Pvt Ltd
participated in the Kampala L3F workshop during September 2014 and helped in developing a concept note for Africa Enterprise Challenge Fund.

In March 2014, COL engaged GAWU to assess the scope for empowering smallholder farmers in the Northern and Volta regions of Ghana through L3F. Baseline studies and initial assessments were completed. COL finalised an agreement with GAWU to implement L3F within the Northern and Volta regions of Ghana, targeting 500 men and women farmers in 15 GAWU self-help groups in the first year.

POLICIES

Joint Institutional ODL Policy Document

A half-day meeting of Principals of colleges of education was organised in Accra on 3 June 2013 in collaboration with CENDLOS. The purpose was to take stock of the progress made towards dual-mode provision and to share the framework for institutional ODL policy to guide ODL offerings in times to come (as none of the colleges had put in place an institutional ODL policy to give direction to their dual-mode provision or to standardise ODL provision across colleges). Inputs on an institutional ODL policy were shared at the meeting. Principals agreed to collaborate in developing a joint draft ODL policy document.

UPSA Institutional ODL Policy

The final institutional ODL policy document for UPSA was developed and has been approved by the statutory bodies of the university. UPSA has plans to offer two courses through ODL (one on leadership and the other on project management) in the 2014/2015 fiscal year.

Koforidua Polytechnic Institutional ODL Policy

In August 2013, COL supported a workshop on ODL Institutional Policy Development for 12 participants, including 1 from Koforidua Polytechnic (KP).

KP has a draft ODFL policy, and there is a growing number of staff introducing technology into teaching. They have made substantial organisational changes to support open and distance flexible learning (ODFL) and they have a growing informal sector programme.

OTHER

Speeches and Presentations

The Vice-President of COL gave a guest lecture at the University of Education, Winneba, on 9 December 2013. The Vice President also met with Mr Joshua C. Mallet of CENDLOS and Mr Enoch H. Cobbinah, Chief Director, Ministry of Education.

Dr Alison Mead Richardson, COL Education Specialist for Technical and Vocational Skills Development, attended the launch of the WITED Chapter (Women in Technology and Development) at Koforidua Polytechnic in December 2013. The event was attended by staff and students from the polytechnic and from eight local secondary schools. Dr Mead Richardson gave the keynote speech on gender in TVET and the progress of Ghana in gender in education.
LEARNING FOR DEVELOPMENT

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

VISION: To be the foremost global agency that promotes learning for development

MISSION: To help governments and institutions to expand the scale, efficiency and quality of learning by using open, distance and technology-based approaches

CORE STRATEGIES: Partnerships, capacity, materials, models and policies

COMMONWEALTH of LEARNING (COL)

4710 Kingsway, Suite 2500
Burnaby, BC V5H 4M2 Canada
Phone + 604 775 8200 / Fax + 604 775 8210
info@col.org / www.col.org