

REGIONAL TRAINING &
RESEARCH INSTITUTE
FOR OPEN AND DISTANCE
LEARNING
(RETRIDAL)

EVALUATION REPORT

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EXECUTIVE SUMMARY

Monitoring and Evaluation are an integral part of the program development cycle and so is the use of Results Based Management (RBM) in Commonwealth of Learning (COL). COL plans to evaluate the past phases of the Project - Regional Training & Research Institute for Open and Distance Learning (RETRIDAL) and to monitor the current phase and, for that purpose, retained P. Tota Gangopadhyay, a Performance Measurement Expert, from Mascen Consultants Inc. of Ottawa, Canada. This Report will entail the performance of the past phases and establish the baseline for monitoring the current phase of RETRIDAL.

In response to the proposal of NOUN, COL has established RETRIDAL to undertake and foster research in Open and Distance Learning with special attention to the West African sub-region. RETRIDAL started in August 2003, had two 3-year phases already, with the current phase being from November 2009 to 31 July 2012. The overall objectives of RETRIDAL are to (i) undertake and promote staff training and (ii) engage in and support systematic research activities in open and distance education in order to build for and provide quality distance education in West Africa.

The rationale for establishment of RETRIDAL in the National Open University of Nigeria (NOUN) were that NOUN was the only University in Commonwealth West African Sub-Region which has been established totally to cater to distance education, Nigeria has a population which is about twice the total population of the remaining sixteen countries in West Africa, and NOUN was the only University which thought of the requirement and made the proposal to COL.

RETRIDAL has its Secretariat in the main Lagos campus of NOUN in space provided by NOUN with its staff being NOUN staff. Some of the RETRIDAL stakeholders resent this arrangement, because it seems like there is no difference between RETRIDAL and NOUN and RETRIDAL does not seem to be an independent body issuing the certificates.

Between 2004 and 2009, RETRIDAL has organized about 25 workshops, mostly in Nigeria, but some in Ghana, Cameroon, Sierra Leone, Gambia and Tanzania, to fulfil its objective of Capacity Building of West African universities on Open and Distance Education (ODE). However, to increase its credibility in West Africa, RETRIDAL should hold more workshops outside Nigeria and the number in each country will depend on the number of institutions offering ODE in each country. This will also be possible if it is an independent organization.

According to the people met by the Evaluator in Nigeria and Ghana, RETRIDAL manages all the activities well. Its internal management works well also except the fact that each and every activity has to be approved by NOUN. The overall achievement of RETRIDAL cannot be proven due to lack of baseline and the initial PMF but by talking to the various stakeholders in Ghana and Nigeria it seems it is achieving what it was established for – capacity building of NOUN and other distance learning institutions in West Africa.

The SWOT analysis on RETRIDAL shows that it has the strength in capacity building in the area of ODL, for research work and putting out a publication but the weakness remains in funding as well as the fact that it is too close to NOUN. Therefore, there are opportunities for RETRIDAL to sever its formal ties with NOUN and tie up directly with Commonwealth of Learning (COL) so that it can get direct funding from COL and other sources for workshops and become an autonomous organization with an elected Advisory Board from member ODL institutions. However, the threat always is that COL will not be willing to fund all the activities of RETRIDAL in which case RETRIDAL has to go for other international funding organizations to fund these activities.

The cross-cutting themes are not adhered to fully on this project. There was no gender-specific activity in this Project nor is there a gender strategy that was shown to the Evaluator. The report on the workshops did not indicate that the gender issues were discussed during the workshops. Gender disaggregated list of participants also was not included in the reports - by names, it indicates that out of 33 facilitators and resource persons only 5 are women and out of 722 participants 171 or 24% were women. However, according to the Evaluator and according to the people that the Evaluator has interviewed in Nigeria and

Ghana, the quality of ODL design and delivery have improved because of the interventions by RETRIDAL and the appropriate technology in West Africa is being used by RETRIDAL in support of learning.

Although the overall response rate for the questionnaire which were sent out to 170 individuals was very low (about 5%), according to these respondents the effectiveness of RETRIDAL was excellent in terms of application of the knowledge gained by the participants. It also has a high potential of being considered as the Centre of Excellence in ODE if it becomes independent.

In summary, the project is achieving its objectives, has successfully worked as a part of NOUN for over 8 years and with a few management and design changes it will be a very successful Centre of Excellence in ODE for West Africa. Therefore, it is proposed that, to be recognized as a centre of excellence in West Africa, RETRIDAL now should cut off its ties with NOUN and becomes an independent body with the dual mode or ODL universities as members.

REGIONAL TRAINING & RESEARCH INSTITUTE FOR OPEN AND DISTANCE LEARNING
(RETRIDAL)

Evaluation Report

1. BACKGROUND

1.1 General

Many readers of this document would be familiar with the background information on the National Open University of Nigeria (NOUN), Commonwealth of Learning (COL), the Regional Training and Research Institute for Open and Distance Learning (RETRIDAL) and the COL-NOUN cooperation in establishing RETRIDAL. Therefore, we have decided to skip providing a backgrounder upfront and to directly start with the section that follows immediately below. For readers who are not familiar with the history of RETRIDAL, please see Appendix A.

1.2 Monitoring and Evaluation of RETRIDAL

COL commissioned this evaluation to assess the past phases of RETRIDAL in order to provide a baseline data to facilitate the monitoring of the Institute in the future. COL retained P. Tota Gangopadhyay, a Performance Measurement Expert from Mascen Consultants Inc. of Ottawa, Canada to carry out the evaluation. His work was guided by COL's Handbook on Results-Based Monitoring and Evaluation. This report entails the performance of the past phases of COL's support to RETRIDAL and the establishment of a baseline for monitoring the current phase of RETRIDAL.

1.3 Method

The Consultant initially reviewed the documents that were made available to him by COL and prepared a detailed Evaluation & Monitoring Plan for evaluating RETRIDAL. The Plan included a Work Breakdown Structure (WBS) and a Performance Measurement Framework (PMF) of RETRIDAL as it is now. But later during the field visit, he found out that the scope and activities of RETRIDAL were slightly different in the previous phases (1 & 2) than what it is today (Phase 3). However, the PMF of the current project will serve as the PMF whose data will be used to measure performance of the past phases and for monitoring the current RETRIDAL activities. The Plan was submitted to COL and RETRIDAL and was finalized and approved after all the comments of COL and RETRIDAL were incorporated. A questionnaire was developed and sent to all the stakeholders and participants of workshops. A visit to Lagos (Nigeria) and Accra (Ghana) from February 24 to March 4 2010, was undertaken by the Consultant to meet with a number of stakeholders, finalize the PMF and to collect data for determining the achievements of RETRIDAL to date and establishing a baseline of the current phase.

Focus of the consultancy, generally, was on, the following:

- The rationale for the establishment of RETRIDAL;
- The internal management and functioning of RETRIDAL;
- RETRIDAL's achievements to date (since inception) and future plans (July 2009-June 2012)
- RETRIDAL's strengths, weaknesses, opportunities and threats;
- The significance of RETRIDAL's achievements to date;
- The creation of baseline data to facilitate the future monitoring and evaluation of RETRIDAL as an organization and of its activities;
- Identification of RETRIDAL's stakeholders and the level of their satisfaction with RETRIDAL's work;
- The nature and scope of the partnership between COL and the National Open University of Nigeria (NOUN) with regard to RETRIDAL;

The Consultant evaluated the past two phases of the RETRIDAL project, and created the baseline data for future monitoring of the project. Both of these have been incorporated in a single report which is this Report.

2. THE EVALUATION OF RETRIDAL

2.1 Rationale

COL has been supporting RETRIDAL since August 2003. RETRIDAL had two 3-year phases already, with the current phase being from November 2009 to 31 July 2012. The Rationale to conduct an Evaluation and Longitudinal Study of RETRIDAL, that is consistent with the guidelines set out in COL's Results-Based Monitoring and Evaluation (M&E) Handbook, is to evaluate the first two phases (1 & 2) of RETRIDAL, i.e. to 2009, and create the baseline of the Project, Phase 3 (2009 to 2012).

2.2 Internal Management & Functioning of RETRIDAL

RETRIDAL is an organization established by NOUN and COL, for the primary purpose of meeting the training and capacity building needs of NOUN and open universities, to offer training services and opportunities to other emerging ODL institutions within and across educational sectors of Nigeria and other West African countries, and also to build a regional network of ODL trainers as well as to establish a Centre of Excellence in training and development.

The Management of RETRIDAL is by a 14-member Advisory Board, mostly from Nigeria, with the Vice-Chancellor of NOUN in the Chair and the Acting Director of RETRIDAL, also a staff member of NOUN, as the Secretary. For RETRIDAL, COL is a partner of NOUN. The Advisory Board, therefore, has a representative from COL and, to give it a regional scope, also from Ghana (and also originally from Mauritius and Senegal – but they were never active). The Board takes decision on policies while the day-to-day management of RETRIDAL is done by its Secretariat. The RETRIDAL secretariat is staffed with the Acting Director, one Research Officer, one Training Officer, one Secretary and a clerical staff. Presently only the Acting Director and the Research Fellow are academic staff of NOUN. The Training Officer used to be the executive Assistant of the VC of NOUN. The Secretariat staff is provided by NOUN – they all are NOUN staff. Therefore, no matter whether all the policy decisions are taken by the RETRIDAL Advisory Board, the Management of NOUN has full control of all decision making.

A detailed programme proposal has now been prepared and tabled by RETRIDAL for the following three post-graduate diploma programmes:

- Postgraduate Diploma in Open and Distance Learner Support (PGD DLS)
- Postgraduate Diploma in Instructional Multimedia Design (PGD IMD)
- Postgraduate Diploma in Management of Open & Distance Learning Institutions and Organisations (PGD MODLI)

But it is the Evaluator's opinion that RETRIDAL, by itself, lacks required number of academic staff to support the implementation of the above-mentioned three proposed Postgraduate Diploma programmes, unless the academic staff of NOUN provides the support.

RETRIDAL is physically located in a space provided by NOUN in its Lagos headquarters in Victoria Island, Lagos. NOUN has allocated a building to RETRIDAL. This building for the Institute has been under renovation since 2008. The staff, therefore presently share two open offices in the main NOUN building.

Immediately after the Evaluator's visit, the Acting Director and Pioneer Head of RETRIDAL since 2003, was moved back to his original School of Science & Technology and was promoted to a full-Professorship. Neither the Evaluator nor COL had been informed of this change. No one has replaced him permanently yet at the time when this report was written. The Acting Director was instructed to give his handover notes to the Registrar. The Evaluator felt this to be strange. He even met with the VC who did not tell him anything about this upcoming change. It appeared that the decision was not taken by the RETRIDAL Advisory Board

(RAB), which would normally be the case, - but NOUN was calling the shots. If the VC wanted the Acting Director to take it up permanently, he could have been promoted to full-professorship while with RETRIDAL.

RETRIDAL proposes to publish a Journal – twice a year and, according to the Acting Director, the first issue is just being finalized now.

The Secretariat organizes all the workshops, even the ones that are carried out in the sub-region by RETRIDAL. Records show various workshops were held in Ghana, Gambia, Cameroon, Tanzania and Nigeria. The day-to-day management of these workshops along with all the other RETRIDAL activities are done by the Secretariat.

According to the people met by the Evaluator in Nigeria and Ghana, RETRIDAL manages all the activities well and its internal management works well also. But, according to the Evaluator who did not have the privilege to look at the roles and responsibilities of the Board, it is doubtful whether the internal management works that well if NOUN takes all the major decisions without going through the RAB. In case of removing the Director, acting or permanent, it would always be better if decision is made by the RAB.

Sometimes there are problems of substandard accommodation when the workshops are arranged in some other country. In such situation, RETRIDAL partners with a local university in other countries and it depends on partner's discretion on such issues.

One other problem exists and that is the participants get delayed in coming to the workshops, in their hometown, if they have to commute from home. This problem can be solved by making all the workshops residential only.

Disbursement of funds and approval of activities in time for disbursement are other problems with RETRIDAL. According to COL, the \$100,000 which is earmarked each year for RETRIDAL was hardly spent. Since COL and NOUN are the two partners in RETRIDAL, NOUN has to approve all the RETRIDAL activities including the workshops. One has to remember the fact that NOUN is a Nigerian Government organization and so one can expect some bureaucracy. There is a considerable time lag between the planning of an activity and final approval by the VC of NOUN. Since the beginning of this phase of COL funding, for the 2009/2010, RETRIDAL had budget approved by COL for the following activities which are yet to get approval from the VC of NOUN.

1. Regional Conference on ODL Research (Feb 2010)
2. eLearning Workshop for Sierra Leone (April 2010)
3. International Colloquium on Dual-Mode ODL Delivery Systems (March 2010)
4. National Workshop on Tutoring and Management of Feedbacks in ODL (Nigeria) (June 2010)
5. Course Material Development Workshop for RETRIDAL Postgraduate Programmes (Dec 2009 – Jan 2010)
6. RETRIDAL Research Activities (Ongoing)
7. Regional Leadership Workshop for Female Academics in Tertiary Institutions (date yet to be fixed)
8. Visit of International Expert for NOUN Capacity in Instructional Design (one has arrived in March 2010)

All these activities have been approved by COL but unless otherwise mentioned above, were not implemented by RETRIDAL. The way to resolve this problem of timely approval of activities and funds disbursement is delegation of authority. This delegation should be to someone who is involved in the everyday business of RETRIDAL – such as the Director of RETRIDAL. This delegation will give the VC of NOUN, who now has the only authority, opportunity to do his own work much more effectively.

The stakeholders who attended the First Sub-Regional RETRIDAL Stakeholders' Planning Meeting are in Appendix – B. The Consultant met mostly with the stakeholders in Nigeria and Ghana. The list of meetings is in Appendix – C.

2.3 RETRIDAL's Achievements and Its Significance

RETRIDAL started in August 2003, had two 3-year phases already, with the current phase, which is the third phase, being from November 2009 to 31 July 2012.

During the last two phases (to October 2009) the following are the achievements of RETRIDAL:

- a) By the end of 2003 RETRIDAL was established, jointly by Commonwealth of Learning (COL) and the National Open University of Nigeria (NOUN), in Lagos at the space provided in NOUN;
- b) The First Sub-Regional Stakeholders' Planning Meeting was held in May 2004 in Lagos Nigeria;
- c) In total 22 workshops in Nigeria, Ghana, Cameroon, Gambia, and Tanzania were held between August 2003 and October 2009. Of these workshops 16 were in different locations in Nigeria, 3 in Cameroon, and one each in Ghana, Gambia and Tanzania.
- d) Although there were twenty two (22) Workshops, the records were not kept very well by RETRIDAL and, therefore, they could provide accurate records of the number of attendees of sixteen (16) workshops only. These 16 workshops had 722 participants - an average of a little more than 45 participants per workshop. So if we apply this average to the other six workshops it gives us a total of 270 participants in these six workshops. That means the total number may be as high as 992 i.e. nearly 1000 participants.
- e) With respect to the achievement of the outcomes
 - it appears that in addition to Nigeria, three other countries in West Africa offer ODL services right now – Ghana, Cameroon and Sierra Leone
 - Number of institutions in West Africa offering ODL services are 13But because baseline data do not exist for the first two phases of RETRIDAL we will assume these numbers as the RETRIDAL's achievement in the first two phases and would consider these as the baseline for the current phase.
- f) With respect to achievement of Output 1 which is that the number of NOUN staff are trained in ODL,
 - In 2005, there were 180 NOUN staff that were trained in induction and orientation programmes while between 2005 and 2009 about 50 NOUN staff were trained.
 - Since 2006, more than 200 NOUN staff received advanced orientation in e-learning content development skill etc.
 - Since 2005, about 80 NOUN staff received specialized orientation training in Instructional Design.These numbers are approximate since NOUN does not have very accurate record of these trainings nor does it have any knowledge of what these trained personnel are doing at this time. According to the Evaluator, once trained the knowledge remains with the people who were trained. However, it can be said that this output has been produced and these could serve as the baseline for the current phase.
- g) With respect to achievement of Output 2 which is the trainers and staff of other (than NOUN) institutions involved in Distance Education in Nigeria and the West African sub-region identified trained in ODL
 - 339 Non-NOUN Course Writers from other institutions in Nigeria and other countries trained in ODL

- 248 non-NOUN staff from Cameroon, Ghana, Sierra Leone, Gambia and Tanzania participated in the specialized orientation programmes the number and they are currently involved in the delivery of ODE.
- h) With respect to achievement of Output 3: Certificates, Diploma and Degree programmes in ODE as well as Web or CD-ROM based ODE programs for the staff of NOUN, this has been partially achieved.
- All the participants of workshops, after completing the workshop, get a certificate of successful attendance. This certificate has NOUN, RETRIDAL, and COL logo on it. Therefore, this could be called a Certificate Programme in ODE operational through RETRIDAL workshops.
 - A detailed programme proposal has now been prepared and tabled by RETRIDAL for the following three post-graduate diploma programmes:
 - Postgraduate Diploma in Open and Distance Learner Support (PGD DLS) ✓
 - Postgraduate Diploma in Instructional Multimedia Design (PGD IMD) ✓
 - Postgraduate Diploma in Management of Open & Distance Learning Institutions and Organisations (PGD MODLI) ✓
 - The degree programme in ODE has not been developed
 - The totally Web and CD-ROM based programme in ODE has not been developed
 - As indicated earlier, because of lack of records, we can say as many as over 200 NOUN staff has attended and have gone through the workshops, i.e. the Certificate Programme, and the other three diploma programmes are not operational yet.
- i) With respect to achievement of Output 4 which relates to research and publishing papers, nothing significant has been done except researching on the workshop material and whatever research is required to prepare these materials,.
- ii) With respect to Output 5 - RETRIDAL/NOUN considered a Centre of Excellence in ODL, following are the indicators that proves its achievement:
- Publications on research findings and different views on ODE in West Africa – RETRIDAL plans the publication to be semi-annual and the first issue will be out in a few weeks. Although the Consultant does not know the content, but it is easy to assume that the publication will be used to publish the research findings and different views on ODE in West Africa. *Journal ?*
 - Training and Research Reports – All the activities of RETRIDAL. i.e., the workshops and research work will have reports and the Consultant has validated this with the workshop/training reports. *By end of August*
 - Regular workshops and seminars on ODE related subjects – Since 2007 RETRIDAL had been holding monthly seminars in NOUN in addition to its training programme or workshops.
 - Finally the consultant verified in Ghana the fact that RETRIDAL is considered a Centre of Excellence in ODL.

The overall achievement of RETRIDAL cannot be proven due to lack of the baseline and the initial PMF but by talking to the various stakeholders in Ghana and Nigeria, it seems it is achieving what it was established for – capacity building of NOUN and other distance learning institutions in West Africa.

2.4 SWOT Analysis

A SWOT analysis was done on RETRIDAL and is given in the next page. The SWOT analysis in the next page shows that RETRIDAL has the strength in capacity building in the area of ODL, for research work and

putting out a publication but the weakness remains in funding as well as the fact that it is too close to NOUN. The weakness also is that it takes a long time for approval of activities and budget to the extent that it has difficulty even to spend the COL's funding every year. Therefore, there are opportunities for RETRIDAL to sever its formal ties with NOUN and tie up directly with Commonwealth of Learning (COL) so that it can get direct funding from COL and other sources for workshops and become an autonomous organization with an elected Advisory Board from member ODL institutions. However, the threat always is that COL will not be willing to fund RETRIDAL in all its activities in which case RETRIDAL has to go for other international funding organizations to fund these activities.

SWOT Analysis of Current RETRIDAL (including the last two phases)

Strength	Weakness	Opportunities	Threats
Capacity Building of NOUN Faculty With less cost because it is in NOUN	NOUN takes a long time to approve activities and budget – no delegation of authority from VC of NOUN to RETRIDAL Director	Capacity Building of faculty of other ODL institutions inside and outside of Nigeria	Takes a long time to approve activities and budget. The external funding sometimes may be cancelled or pulled out.
Capacity Building of faculty of other ODL institutions in Nigeria with reasonable cost	Other institutions in Nigeria may not have enough funding and may not want to recognize certificates from NOUN. NOUN Takes a long time to approve RETRIDAL activities and budget	To start RETRIDAL as an autonomous body for open and distance learning granting certificates accredited by COL	Other institutions may not want to consider RETRIDAL as the Centre of Excellence if it does not get a chance to issue certificates to other institutions. Funding is suddenly pulled out.
Capacity Building of faculty of other ODL institutions in West Africa or other parts of Africa with a much higher cost	Other institutions in West Africa or other parts of Africa may not have enough funding and may not want to recognize certificates from NOUN NOUN Takes a long time to approve RETRIDAL activities and budget	To start RETRIDAL as an autonomous body for open and distance learning granting certificates accredited by COL.	- Other institutions in West Africa or other parts of Africa may not want to consider RETRIDAL as the Centre of Excellence if it does not get a chance to issue certificates to other institutions. - Funding is suddenly pulled out.
Research and Publication on ODL	RETRIDAL does not do much research work on ODL currently and so far provided no media to Publish ODL related matters.	To start research work on ODL and a Publication on ODL related matters	No funding for research and publications may be available.
In West Africa RETRIDAL could be considered the Centre of Excellence on ODL as well as an association of institutions offering ODL.	If it does not spread its activities in other West African and African countries, including Nigeria, it may not be considered as the Centre of Excellence on ODL in Africa. If it takes a long time to approve activities and budget then there may be less opportunity to be considered as the Centre of Excellence	To organize RETRIDAL as an autonomous body of ODL institutions in Africa with the membership open to any ODL institution and individuals in Africa.	- Other institutions in West Africa or other parts of Africa may not want to consider RETRIDAL as the Centre of Excellence if it does not get a chance to be a membership driven autonomous body of ODL. - Funding is suddenly pulled out.

2.5 Creation of Baseline Data

The Performance Measurement Framework (PMF) was approved by COL and RETRIDAL prior to this consultancy was undertaken. This is in Appendix E and has been used to create the baseline data.

Given the constraints of a very tight timeline, RETRIDAL was asked to provide the baseline data. Therefore, the baseline has been established on the basis of information received from RETRIDAL.

At the Impact level the result of the project is – “Target Countries improve the accessibility & quality of their formal education systems at all levels through the use of ODL tools and strategies”. This will be indicated by two indicators. (1) Number of persons (men and women) have access to education at any level through ODL and (2) Number of countries using ODL tools and strategies developed by RETRIDAL. The data on these indicators was to be collected only two times – once at the beginning of the project for the creation of baseline and the second time at the end of the project to get the projects impact. However, this data was not available for baseline of the project. The reach for this result are the focus countries.

On completion of the project, i.e. at the Outcome level, the result of the project would be - Emerging ODL institutions within and across educational sectors of Nigeria access ODL training services from RETRIDAL which is established as a Centre of Excellence in training. The beneficiaries are the institutions offering ODL in Nigeria and West African countries. The achievement of this result would be indicated by:

- Number of countries in West Africa offering ODL services = 4 (Ghana, Sierra Leon, Cameroon, Nigeria)
- Number of institutions in West Africa offering ODL services = 13
- Number of institutions in West Africa which considers RETRIDAL as the Centre of Excellence in training of ODL. The data on this indicator was not available.

Outputs are produced as a result of activities and according to the approved PMF, RETRIDAL will have five outputs.

Output 1 is the NOUN staff trained in ODL. The beneficiaries are the NOUN staff. The performance indicators on the basis of which the project will be monitored are:

- Number of NOUN Staff trained in induction and orientation programmes and the number involved in the delivery of ODE currently. Total number as baseline = 230
- Number of NOUN Staff received advanced orientation (skills-based and refresher) training and the number involved in the delivery of ODE currently. Baseline = 200
- Number of NOUN Staff received specialized orientation training the number involved in the delivery of ODE currently, Baseline = 80

Output 2 is “Trainers and staff of other (than NOUN) institutions involved in Distance Education in Nigeria and the West African sub-region identified trained in ODL”. Reach for this output are the ODE trainers and staff of other institutions in Nigeria and the West African sub-region. The performance indicators on the basis of which the project will be monitored are:

- Number of non-NOUN staff (other institutions/ bodies) participated in the initial orientation programmes the number currently involved in the delivery of ODE. Baseline = 339
- Number of non-NOUN staff (other institutions/ bodies) participated in the refresher programmes the number currently involved in the delivery of ODE. Data on this indicator was not available.
- Number of non-NOUN staff (other institutions/ bodies) participated in the specialized orientation programmes the number currently involved in the delivery of ODE. Baseline = Cameroon, Ghana, Sierra Leone, Gambia, Tanzania = 248

Output 3 is the Certificate, Diploma and Degree programmes in ODE as well as Web or CD-ROM based ODE programs for the staff of NOUN. The beneficiaries are the Staff of NOUN. The performance indicators are:

- Certificate Programme in ODE developed and operational. These are the workshops that has been delivered – each participant gets a certificate. We can start counting from the workshop number one in this phase. Baseline = 0
- Diploma Programme in ODE developed and operational. A detailed programme proposal has now been prepared and tabled by RETRIDAL for three post-graduate diploma programmes: Baseline = 3.
- Degree Programme in ODE developed and operational. Nothing has been done on this indicator yet. Baseline= 0
- Web and CD-ROM Based Programme in ODE developed and operational. Baseline = 0
- Number of Staff in NOUN has taken these programmes. No NOUN staff has taken any of the diploma programs offered by RETRIDAL yet. Baseline = 0.

Output 4 is the Research at RETRIDAL and Publications in International Conferences and Journals with the beneficiaries being the participants in research and publication. The performance indicators are:

- Reports from Research at RETRIDAL focusing on:
 - Open and Distance Education (ODE)
 - Educational Communication
 - Information Technology in Distance Education
 - Distance Learning Programme Evaluation
 - Systemic Areas (as dictated by needs from time to time).

No research work has been reported by RETRIDAL and, therefore, the Baseline = 0

Output 5 is that RETRIDAL/NOUN considered a Centre of Excellence in ODL with the beneficiary being RETRIDAL/NOUN itself. The following are the performance indicators:

- Publications on research findings and different views on ODE in West Africa. The publication will be semi-annual and the first issue will be out in a few weeks time. Therefore, the Baseline = None or 0.
- Training and research reports. All the workshops so far has reports but no workshops were done in this phase. Therefore, the Baseline = 0
- Workshops on ODE related subjects. No workshops were done in this phase. Therefore, the Baseline = 0
- Seminars on ODE related subjects. Monthly Seminars by RETRIDAL in NOUN since 2007. Therefore, the Baseline in this year = 5 from October 2009 until March 2010.

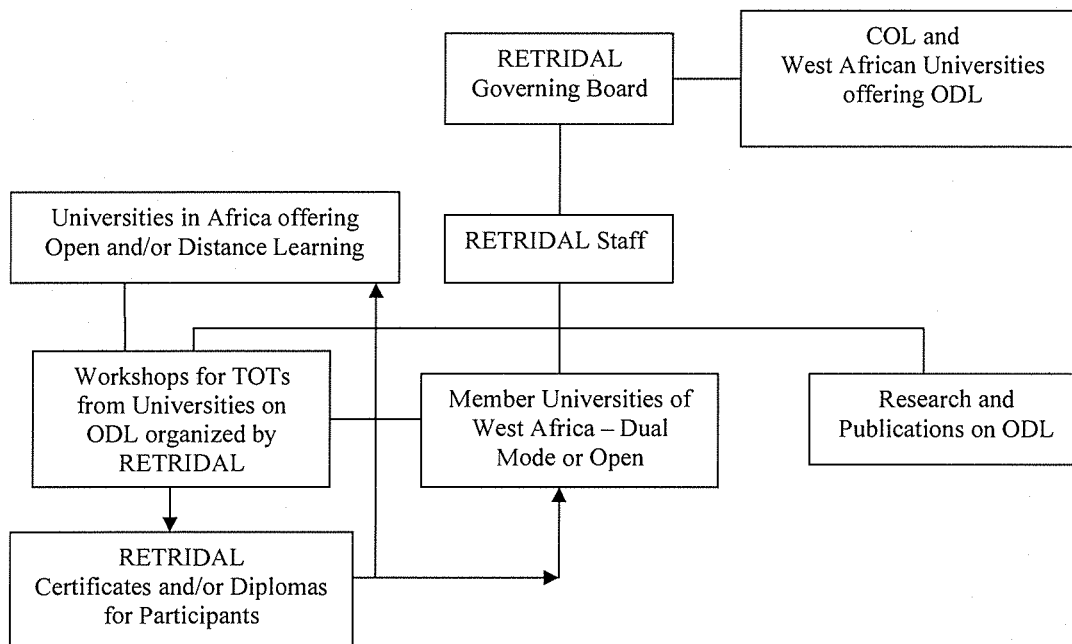
2.6 RETRIDAL in the Future

As mentioned earlier, it has been about 7 years (since 2003) that RETRIDAL has been in existence as a part of NOUN. It is successful enough that it now should be a stand-alone organization. To be a successful stand-alone organization, it must have an Advisory or Governing Board comprising the Vice Chancellors of the member-universities in and around West Africa and COL. All the VCs must be committed and there should be a membership fee which will pay for the staff and the administrative cost. NOUN may release all the staff who are now working in RETRIDAL. They will then be employed by RETRIDAL. RETRIDAL can stay in Lagos and in the space provided by NOUN but will pay a rent for the facility. It will initially need COL funding until it becomes self sustaining. RETRIDAL will provide certificates and diplomas initially endorsed by COL and by the time COL exits it will have enough credibility to issue certificates and diplomas by itself. The institutions sending participants to workshops will pay a nominal fee for attending the workshop which will be different from the annual membership fee. In keeping with the concern of many participants, as mentioned earlier, the workshops will be residential. A proper planning study will have to be done to establish the stakeholders and their roles and responsibilities as well as the roles and responsibilities

of RETRIDAL and its specific positions such as the Director etc.. This study will also identify the various funding requirement from members as well as from outside sources with respect to core funding as well as the funding for various activities. It is anticipated that RETRIDAL will act as an independent Association of Open and Distance Learning Universities of West Africa. This way, RETRIDAL will have more chance to be considered a Centre of Excellence for ODL in West Africa than with the current arrangement with NOUN. By severing its ties with NOUN, RETRIDAL can get rid of the government bureaucracy, get various approvals from its Board of Governors much more easily. Its Director can approve the activities and the funds required for them.

A RETRIDAL Organization Chart, as Proposed, is given in Exhibit 1.

Exhibit 1 : RETRIDAL Organization Chart – Proposed



3. CROSS CUTTING THEMES

3.1 General

Three cross-cutting themes should prevail in all COL initiatives – these are gender, quality of design and appropriate technology. The evaluator assessed the project from these points of view which has been discussed in the following paragraphs.

3.2 Gender

Gender mainstreaming strategy not only requires constant reflection on gender implications of all aspects of the program but it also requires that all data should be gender disaggregated. The review of the workshop reports does reveal the fact that the list of facilitators, resource persons and participants which has been included are not gender disaggregated at all and the consultant had to assume, by name, the gender of the person. This indicates that out of 33 facilitators and resource persons only 5 are women and out of 722 participants 171 or 24% were women. There were no gender specific activities in RETRIDAL during the period this evaluation took place. The reports on the workshops delivered by RETRIDAL did not indicate any articulation of gender issues either.

3.3 Quality of Design

According to the Evaluator and according to the people that the Evaluator has interviewed in Nigeria and Ghana, the quality of ODL design and delivery have improved because of the interventions by RETRIDAL. That is the reason, delivering more workshops, promoting ODL, and carrying out research are important activities of RETRIDAL. There is no doubt that access to education and training has increased through ODL. The topics of the workshops continue to be delivered by RETRIDAL certainly improves the quality of education and training.

3.4 Appropriate Technology

Only one out of the 16 workshops is on “multi-media”. Although internet is not available readily to everyone in West African countries, the participants would be prepared with digital literacy while using the technology. However, discussions with some of the ODL institutions reveal the fact that the institutions mostly produce printed materials to be taken by the local students and they mail these printed material to the students who are not local. This, according to the evaluator, is still the appropriate technology in West Africa and is used by RETRIDAL in support of learning.

4. ANALYSIS OF QUESTIONNAIRE

4.1 General

A questionnaire was sent out by e-mail to approximately 170 e-mail addresses of the workshop participant and stakeholders of RETRIDAL in Nigeria, Ghana, Cameroon, Gambia and Sierra Leone in West Africa and Tanzania in the east because RETRIDAL held one workshop in Tanzania at the request of the Tanzanians. The questionnaire was prepared by the Consultant and approved by COL as well as RETRIDAL and then sent to all the 170 e-mail addresses. The Consultant requested the questionnaires to be returned by 20 March 2010. On that date, out of the 170, only 15 completed questionnaires returned. Therefore, the response rate in this survey was almost 9 percent (8.82 % to be exact). The analysis of these returned completed questionnaires is given in Appendix – E of this report and is discussed below in this chapter.

4.2 Analysis

Of the 15 respondents 7 or almost 50% were from Nigeria, although there are no respondents from RETRIDAL (a major stakeholder), only 2 from Sierra Leone and three each from Ghana and Cameroon. There were no respondent from Tanzania or from Gambia. Nine (9) of the respondents or 60% were from dual-mode university and only two or 13% from the only strictly open university in West Africa – NOUN. Thirteen or 87% of the respondents are the faculty members or teachers of Distance Education. About 70% of the respondents said that RETRIDAL has contributed significantly to their own professional development, while only one said that it did not at all contribute to the professional development of that person.

Seven or 50% of the 14 respondents sent their subordinates to RETRIDAL training or workshops. All of them (who responded) showed improvement in their work while 71% of them have shown significant improvement. To the question of showing improvements, only 7 out of 15 responded and 8 did not.

Between 2004 and 2008, RETRIDAL has organized about 25 workshops, mostly in Nigeria, but some in Ghana, Cameroon, Sierra Leone, Gambia and Tanzania. Most of the respondents have taken at least two of these workshops and about 90% of them said that they have learned significantly from these workshops and also all of them have applied their learning successfully to their work. They said that they have applied the knowledge they acquired from the workshops to course writing, e-learning, quality assurance, learner support systems, and dual mode delivery.

According to about 67% or two-third of the respondents, RETRIDAL is placed well to be rated as the Centre of Excellence in Open and Distance Education in West Africa. However, RETRIDAL must communicate about its workshops and also improve the communications skills for its workshops. The workshops must be organized well. One of the stakeholders indicated that one of the workshops which was held in another country was held in a sub-standard hotel. These are some of the negative comments that the evaluator has received from some of the stakeholders.

About 70% of the 15 respondents have said that the West African countries have somewhat improved the accessibility and quality of their formal education systems at all levels through the use of ODL tools and strategies due to RETRIDAL.

Approximately, 90% of the respondents indicated that emerging ODL institutions within and across educational sectors of Nigeria and West Africa access ODL training services from RETRIDAL.

Among other comments, the most important are the following. “RETRIDAL, as currently constituted, is seen as a baby of NOUN”. “RETRIDAL workshops should be residential with participating institutions contributing financially”. “Accredited courses should be offered for newly emerging ODL institutions”. “ODL is contributing tremendously to widen access to tertiary education in Ghana and any effort to support the process is great”.

5. SUMMARY AND CONCLUSION OF THE EVALUATION

In response to a proposal from NOUN, COL established the Regional Training and Research Institute for Open and Distance Learning (RETRIDAL) with NOUN as a partner to undertake and foster research in Open and Distance Learning with special attention to the West African sub-region. RETRIDAL started in August 2003, had two 3-year phases already, with the current phase being from November 2009 to 31 July 2012. The overall objectives of RETRIDAL are to (i) undertake and promote staff training and (ii) engage in and support systematic research activities in open and distance education in order to build for and provide quality distance education in West Africa.

The rationale for establishing and locating RETRIDAL within NOUN is that NOUN was the only University in the Commonwealth West African Sub-Region which was established to cater solely to distance education, Nigeria has a population which is about twice the total population of the remaining sixteen countries in West Africa, and NOUN was the only University which thought of the requirement and made the proposal to COL.

Although at the time of establishment (2003-2004) of RETRIDAL – it made a lot of sense to establish the organization at NOUN which could contribute significant amounts financially as well as academically to RETRIDAL, it now makes much sense to have RETRIDAL as a regional organization with an autonomous status. It can still be located in Lagos Nigeria

RETRIDAL has its Secretariat in the main Lagos campus of NOUN in a space provided by NOUN with its staff being NOUN staff. Some of the RETRIDAL stakeholders resent this arrangement, because it seems like there is no difference between RETRIDAL and NOUN and RETRIDAL does not seem to be an independent body issuing the certificates. Therefore, it is proposed that RETRIDAL cut off its ties with NOUN and become an independent dual mode body with ODL or dual mode universities as members.

There are many Universities in the sub-region (West Africa) offering distance and dual mode learning today and they will all benefit from the work that RETRIDAL will do. Therefore, they could participate in the RETRIDAL Advisory Board and contribute to its existence by paying a standard annual fee to be a member and an additional fee for each delegate they send to RETRIDAL workshops for training and for other activities. This option was discussed with some Universities in Nigeria as well as in Ghana and the consensus was that depending on the amount of annual fee they have to pay it will be good to have RETRIDAL as an independent organization building capacity in all the universities offering distance education and open learning.

Between 2004 and 2009, RETRIDAL organized about 25 workshops, mostly in Nigeria, but some in Ghana, Cameroon, Sierra Leone, Gambia and Tanzania, to fulfil its objective of Capacity Building of West African universities on Open and Distance Education (ODE). However, to increase its credibility in West Africa, RETRIDAL should hold more workshops outside Nigeria and the number in each country will depend on the number of institutions offering ODE in each country.

According to the people the Evaluator met in Nigeria and Ghana, RETRIDAL manages all of its activities well. Its internal management works well also except the fact that each and every activity has to be approved by NOUN. The overall achievement of RETRIDAL cannot be proven due to lack of baseline and the initial PMF but by talking to the various stakeholders in Ghana and Nigeria, it seems it is achieving what it was established for – capacity building of NOUN and other distance learning institutions in West Africa.

The SWOT analysis on RETRIDAL shows that it has the strength in capacity building in the area of ODL, for research work and putting out a publication but the weakness remains in funding as well as the fact that it is too close to NOUN. Therefore, there are opportunities for RETRIDAL to sever its formal ties with NOUN and tie up directly with Commonwealth of Learning (COL) so that it can get direct funding from COL and

other sources for workshops and become an autonomous organization with an elected Advisory Board from member ODL institutions. However, the threat always is that COL will not be willing to fund all the activities of RETRIDAL in which case RETRIDAL has to go for other international funding organizations to fund these activities.

The cross-cutting themes are not adhered to fully on this project. There was no gender-specific activities in this Project not is there a gender strategy that was shown to the Evaluator. The report on the workshops did not indicate that the gender issues were discussed during the workshops. Gender disaggregated list of participants also was not included in the reports. However, according to the Evaluator and according to the people that the Evaluator has interviewed in Nigeria and Ghana, the quality of ODL design and delivery have improved because of the interventions by RETRIDAL and the appropriate technology in West Africa is being used by RETRIDAL in support of learning.

Although the overall response rate for the questionnaire, which were sent out to 170 individuals, was very low (about 5%), according to these respondents the effectiveness of RETRIDAL was excellent in terms of application of the knowledge gained by the participants. It also has a high potential of being considered as the Centre of Excellence in ODE if it becomes independent.

In summary, the project is achieving its objectives and with a few management and design changes it will be a very successful Centre of Excellence in ODE.

6. RECOMMENDATIONS

- i) To be recognized as a successful Centre of Excellence in West Africa, RETRIDAL must now sever its ties with NOUN and be an independent entity perhaps with some core funding from COL and seek funding from other sources as well.
- ii) They must issue certificates on their own to the participants of the training programs, with the logo of RETRIDAL as well as that of the sponsoring organization.
- iii) RETRIDAL should have a design document identifying all the stakeholders involved and their roles and responsibilities as well as the Management Strategy properly spelled out.
- iv) In that Design Document, there should be a Log Frame and a PMF so that monitoring could be done properly.
- v) If RETRIDAL does not sever its ties with NOUN, it must have a full time Director having the authority for development and approval of RETRIDAL activities as well as for the approval of funding and budget.
- vi) RETRIDAL should now start doing more workshops outside Nigeria, in other places of West Africa, make these workshops residential, even for the participants coming from the location where the workshops will be held.
- vii) It should charge the ODE institutions which are sending the participants a fee which will include the fee for the workshop as well as the charges for accommodation and meals. If a particular institution cannot afford it they can apply for funding from international financial institutions.
- viii) The Gender issues need to be included as a workshop topic and RETRIDAL must carry out some gender-specific activities. It should also collect gender disaggregated data.
- ix) It should carry out more research activities, sponsored by local or international institutions, and publish the results in RETRIDAL Semi-Annual Journal.
- x) The RETRIDAL Semi-Annual Journal is key to making it the Centre of Excellence and the first issue should be published without delay and then on a regular basis.
- xi) RETRIDAL should represent and lobby for all of its membership which should be all the Dual-Mode or Open Universities in West Africa.

APPENDIX – A

BACKGROUND

National Open University of Nigeria (NOUN):

By an Act of the (Nigerian) National Assembly, the National Open University of Nigeria (NOUN) was established in July 1983, but was soon aborted a few months later in 1984 by the military dictatorship before it fully took off. Many years after the closure, due to the compelling needs of the society to educate the huge population of the country, in 2002, the National Open University Act of 1983, which was suspended in 1984, was resuscitated and the National Open University of Nigeria (NOUN) was established. This rebirth of NOUN has renewed the focus to make education available to as many people who have the ability, and are willing and ready to benefit from the quality of education provided through flexible and affordable distance learning. The projections showed that, in Nigeria, by the year 2010, almost 7.5 million applicants will be at the doors of Nigerian Universities which probably would not have a total capacity to take on more than 750,000 students. Therefore, there indeed will be a need for Open and Distance Learning (ODL) which can be partially fulfilled by the open universities which will be in no way competitors of the conventional Universities. In fact a number of universities including the University of Lagos have recently established a Distance Learning Institute.

Commonwealth of Learning (COL):

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development of open learning and distance education, through the fostering and sharing of knowledge, resources and technologies. COL is headquartered in Vancouver, Canada. It has been fully operational since 1989 and is financially supported by the Governments of Commonwealth countries. It is the only official Commonwealth agency located outside Britain and world's only inter-governmental organisation solely concerned with the promotion and development of distance education and open learning. COL helps to increase the capacities of developing nations to meet the demands for improved access to quality education and training. Over the past ten years, due to the efforts of COL, and its Commonwealth-wide network (it has helped Commonwealth's 53 member nations), distance education is now a part of the mainstream of education and training enabling students to learn at the location, time and pace of their choice, for less money and with improved results.

Rationale for a Regional Institute for Training and Research on Open and Distance Learning:

NOUN took it on itself, the responsibility of training and developing the capacity of faculty in the open universities in Nigeria as well as in the whole of West Africa. In January 2003, NOUN proposed to the Commonwealth of Learning (COL), the establishment of a Regional Training and Research Institute for Open and Distance Learning (RETRIDAL) to satisfy the urgent and inevitable need to train the personnel involved in distance education.

The rationale for establishment of RETRIDAL in the National Open University of Nigeria (NOUN) were that NOUN was the only University in Commonwealth West African Sub-Region which has been established totally to cater to distance education, Nigeria has a population which is about twice the total population of the remaining sixteen countries in West Africa, and NOUN was the only University which thought up the requirement and made the proposal to COL. These were the very valid *raison d'être* for the establishment of RETRIDAL and its establishment at NOUN at that time.

Regional Training and Research Institute for Open and Distance Learning (RETRIDAL):

In response to the proposal of NOUN, COL has established the Regional Training and Research Institute for Open and Distance Learning (RETRIDAL) with NOUN to undertake and foster research in Open and Distance Learning with special attention to the West African sub-region. The overall objectives of RETRIDAL are to (i) undertake and promote staff training and development at NOUN and (ii) engage in and support systematic research activities in open and distance education in order to build for and provide quality distance education in West Africa.

RETRIDAL started in August 2003, had two 3-year phases already, with the current phase being from November 2009 to 31 July 2012.

APPENDIX - B

**PARTICIPANTS' LIST
FOR
THE FIRST SUBREGIONAL RETRIDAL STAKEHOLDERS' PLANNING MEETING
LAGOS NIGERIA**

Name	Affiliation	Address
Professor Olugbemiro Jegede,	Vice Chancellor & CEO The National Open University of Nigeria	14/16 Ahmadu Bello Way, PMB 80067, Victoria Island Lagos. NIGERIA email: jegade@ouhk.edu.uk
Professor N. M. GADZAMA	Chairman of Council (NOUN)	C/O Bio-Technology Centre University Of Maiduguri Borno State, Nigeria
Professor Asha Kanwar	(Education Specialist, Higher Education), The Commonwealth of Learning (COL)	Suite 600 – 1285 West Broadway, Vancouver, BC, V6H 3X8, CANADA Email: akanwar@col.org
Dr Kingsley Andoh-Kumi	Director, Institute for Educational Development and Extension. University of Education	Winneba, Ghana Tel: 233 20 6210234, 233 244 657238 e-mail: kowandoh@yahoo.com
Dr. Sunday A. Reju	Acting. Director, RETRIDAL National Open University of Nigeria	14-16 Ahmadu Bello Way PMB 80067, Victoria Island, Lagos, Nigeria Tel: +234-803-313-5420 (Mobile), +234-1-891-0540 (Office) Email: sunday_a_reju@yahoo.co.uk
Mr. Marcus Sokpah,	Focal Point Distance Education, Representing: MINISTER OF EDUCATION	Ministry of Education, Republic of Liberia E-mail: m_sokpah@yahoo.com
Mr. Reuben A. Aggor	Acting Director, Centre for Distance Education,	University of Ghana, Legon, Accra, Ghana Tel 233 21 500391(Office) 233 21 513245 (Home) 233 244 487381 (Mobile) E-mail: raaggor@msn.com
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		Fax: 00232-22-241620 E-mail: edaturay@yahoo.co.uk
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Mrs. M. Onuoha	Assistant Director, Higher Education	Federal Ministry of Education Abuja, Nigeria Tel: 09-3141689
Professor M. Junaid	Representing: National Commission for Nomadic Education	National Commission for Nomadic Education Kaduna, Nigeria
Professor Anthony Ujo	Director Centre for Distance Learning & Continuing Education	University of Abuja Abuja, Nigeria Tel: 0803-7023726, 09-2342932, 0804-6115223 Email: profujo@yahoo.com
Dr. Rashid Aderinoye	Director Department of Adult Education	University of Ibadan Ibadan, Nigeria Tel: 0803-3492011 E-Mail: rasrade@yahoo.com
Mr. Sahr P. Sorrie	Representing: Freetown Teachers College Sierra Leone	Freetown Teachers College Kossoh Town, P. O. Box 1049 Freetown, Sierra Leone Tel: 232-76-608125 Email: ftc@sierratel.sl

APPENDIX – C

Stakeholders in Nigeria and Ghana

Meetings and Contacts in Nigeria

Date	Time	Person	Affiliation & e-mail	Phone No.
Thursday 25 February 2010	9:00 AM	Dr. Sunday Reju	Acting Director, Regional Training & Research Institute for Open & Distance Learning (RETRIDAL), National Open University of Nigeria 14/16 Ahmadu Bello Way, Victoria Island Lagos, NIGERIA	+234-803-313-5420 (Mobile), +234-1-271-2661 (Office); Email: sunnyareju@gmail.com ; sreju@nou.edu.ng
		Felix Olakulehin	Research Officer, RETRIDAL	
		Tayo Olowola	Training Officer, RETRIDAL	
	10:00 AM	Professor Olugbemi Jegede	Vice Chancellor & CEO The National Open University of Nigeria, Lagos, Nigeria Chair, RETRIDAL Advisory Committee	email: jegede@ouhk.edu.uk
	11:00 AM	Met a Group of the faculty at the Distance Learning Institute at the University of Lagos. The group consists of: Mr. Peter Olayiwola - layiwoladli@yahoo.com Mr. Olajide Adelowotan – mikeadelowotan@yahoo.com Mrs. Gloria Alaneme - glorialaneme@yahoo.com ; gcalaneme@gmail.com Ms. Gloria Obiora - g_loriaobira@yahoo.com Mr. A. Okunnuga – c/o vowhotu@yahoo.com Dr Adekunle Adedotun – aaded63@yahoo.com	Distance Education Institute University of Lagos, Lagos, Nigrtia	
	1:00 PM	Met with a Group of the stakeholders of NOUN. The group consists of:	National Open University of Nigeria. (as above)	

		<ul style="list-style-type: none"> - Prof. A. Adebajo - Prof A.R. Yesufu - Prof A.F. Ahmed - Prof Femi Peters - Prof Babatunde Ipaye - Prof G.A. Badmus - Dr. Sunday A. Reju - Dr. U. M. Okonkwo - Dr. Femi A Adeoye - Dr. Godwin I. Oyakhiromen - Dr. Jari Sanusi - Dr. Josephine N. Okoli - Dr. Fidel Okopi - Dr Rotimi Ogidan - Dr Christine I Ofulue - Dr Ibrahim Salawu - Dr Jane-Frances Agbu - Ms. Tayo Olowola - Mr. O. B. Durojaiye - Ms Jumai L. Jibrin - Mr. Matthew A. Gana - Mrs. Caroline Aturu-Aghedo - Ms. Aderenle Afolorunso - Mr. Adeyinka M. Adeboyejo - Mr Adewale Adesina - Mrs. Titilola O. Adisa - Mr. P. A. Laoye - Mr. Abidemi Agunbiade - Mr A.E. Adams - Mr. Felix Kayode Olakulehin 		
Friday 26 Feb 2010	11:00 AM	Dr. Sunday Reju Mr. Felix Olakulehin Ms. Tayo Olowola	RETRIDAL at NOUN (as above)	

Meetings and Contacts in Ghana

Date	Time	Person	Affiliation & e-mail	Phone No.
Monday 01 March 2010	10:00 AM	Abena Agyakoma Kwarteng	Coordinator – President’s Special Initiative on Distance Learning, Accra, Ghana presidlearning@yahoo.co.uk or presidlearning@ghana.com	+2330244912072 +2330284312072
	11:00 AM Spoke to him on Phone	Prof Edward Badu	K, Nkuma University of Science and Technology (KNUST), Kumasi, Ghana edwardbadu@yahoo.com - Sent the questionnaire by E-mail. He promised to complete it and send it back	+2330244986843 +2330208129324
	12:30 PM	Joshua Mallet	ex-COL and Consultant to the Ghana Government, Accra, Ghana jcmallet@gmail.com	+2330264438643
	4:30 PM	Jonathon Wheatcroft	Counsellor (Cooperation) & Deputy Director Operations (CIDA) , Accra, Ghana. Jonathon.Wheatcroft@international.gc.ca	+2330244325063
Tuesday 02 March	Called at 9 AM (he is in Hospital)	Reuben Aggor	University of Ghana, Accra – Distance Education reuben_aggor@yahoo.com - Sent the questionnaire by E-mail. He promised to complete it and send it back	+2330244487581
	Called @ 10:30 AM he will call on his way to Accra Airport	Prof Jophus Anamuah Mensah	Ex-VC, University of Education, Winneba and now a Consultant with the Teachers’ Education in Sub-Saharan Africa (TESA) and a Director for the Centre of School and Colleges for Science and Technology (SACOST) jophusam@gmail.com - Sent the questionnaire and PMF by E-mail. He promised to complete it and send it back on the weekend	+2330206774104
	11:30 AM	Mrs. Olivia Kwapong	University of Ghana, Accra – Distance Learning, Legon, Accra, Ghana okwpong@ug.edu.gh – e-mailed the questionnaire	+2330244769017
	Not Met but Spoke on Phone	Mr. Nathaniel Anibra,	University of Ghana, Legon, Accra, Ghana Olivia will forward the questionnaire which he promised to complete and return ASAP	+233 021-500391, 513498, 501789
Wednesday 03 March	9:00 AM	Mr. Francis Donkor, PSI-DL	President’s Special Initiative on Distance Learning, Accra, Ghana University of Education, Kumasi, Ghana donkorf@yahoo.com	+2339245218456
No Date	Not Met	Hon. Moses Bukari-Mabengba	He has been a student of Open Learning and now a Minister in the Northern Region of Ghana	+2330243404367
No Date	Not Met	Mr. Peter Brown	University of Cape Coast, Ghana	+233-042-38646/7

Appendix – D
Workshops by RETRIDAL between 2004 and 2009

Dates	Workshop on	Location	Country	No. of Parti
26 th August 2004	Online Multimedia Learning Platforms – IGNOU And CEMCA Models With Challenges For NOUN	NOUN, Victoria Island, Lagos	Nigeria	
17 – 22 Jan. 2005	Induction Workshop on ODL	NOUN, Victoria Island, Lagos	Nigeria	180
24-29 Jan. 2005	Workshop on Multimedia Design in ODL	NOUN, Victoria Island, Lagos	Nigeria	47
13 th – 18 th March 2005	Course Writing & Logistics for Distance Education	University of Buea	Cameroon	36
24 th - 27 th April, 2005	Development of RETRIDAL's Strategic Plan Visit, facilitated by COL Consultant (Mr. C. R. Pillai) from India	NOUN, Victoria Island, Lagos	Nigeria	
24 – 28 May 2005	Regional Workshop on Research Methodology in ODL	NOUN, Victoria Island, Lagos	Nigeria	45
3 – 7 May 2005,	Regional Workshop on Instructional Design for Distance Education	NOUN, Victoria Island, Lagos	Nigeria	23
15 – 26 August 2005	Africa Regional Workshop on e-Learning in ODL System	NOUN, Victoria Island, Lagos	Nigeria	57
31 October 2005	Workshop on Copyright	NOUN, Victoria Island, Lagos	Nigeria	
14 Dec. 2005	Special Induction Workshop for NOUN Governing Council Members	NOUN, Victoria Island, Lagos	Nigeria	
16 – 18 Jan. 2006	Induction Workshop on ODL for Staff of Kaduna Campus & Abuja Office	NOUN, Victoria Island, Lagos	Nigeria	
11 th May 2006	Quality Assurance Seminar – presentations by Prof Asha & Dr. S. A. Reju	NOUN, Victoria Island, Lagos	Nigeria	
19 – 23 June, 2006	Train-the Trainers' Workshop on Instructional Design and Instructional Multimedia Design	NOUN, Victoria Island, Lagos	Nigeria	18
3-5 August 2006	Course Writing	University of Buea	Cameroon	49
14-15 February, 2007	Quality Assurance	University of Education, Winneba	Ghana	21
28 June 2007	National Colloquium on Dual Mode Delivery System	NOUN, Victoria Island, Lagos	Nigeria	77
29-30 June 2007	Effective Learner Support System	NOUN, Victoria Island, Lagos	Nigeria	24
13-15 September 2007	e-Learning Strategy & Implementation Model	Printania Hotel, Yaounde	Cameroon	19
19 – 23 May 2008	Strategic Policy & Management of Assessments in Open & Distance Learning	NOUN, Victoria Island, Lagos	Nigeria	36
3 -7 November 2008	e-Content Development for e-Learning Project Implementation	Paradise Resort, Bagamoyo, Dar es Salaam	Tanzania	28
10 – 11 March, 2009	Dual Mode (Induction)	Katsina State University, Katsina	Nigeria	32
8 – 9 April, 2009	Quality Assurance (QA) in Higher Education	Paradise Suites Hotel, Banjul	The Gambia	30

APPENDIX – E

RETRIDAL PERFORMANCE MEASUREMENT FRAMEWORK AND THE BASELINE

Result & Reach	Performance Indicator	Data Source	Collection Method and Frequency of Measurement	Analysis of Data	Baseline & Target
<p>Impact: Target Countries improve the accessibility & quality of their formal education systems at all levels through the use of ODL tools and strategies.</p> <p>Reach: Target Countries</p>	<p>1. Number of persons (men and women) have access to education at any level through ODL</p> <p>2. Number of countries using ODL tools and strategies developed by RETRIDAL</p>	<p>Records from Offices of Statistics.</p> <p>Ministries of Education of West African Countries</p>	<p>Method: Interviews</p> <p>Frequency: Once for Baseline, Once at the end of Project, & once two or three years after the project completion</p>		
<p>Outcomes: Emerging ODL institutions within and across educational sectors of Nigeria access ODL training services from RETRIDAL which is established as a Centre of Excellence in training</p> <p>Reach: Institutions offering ODL in Nigeria and West African countries</p>	<p>* Number of countries in West Africa offering ODL services (existing and new) = 4 (Ghana, Sierra Leon, Cameroon, Nigeria)</p> <p>* Number of institutions in West Africa offering ODL services (existing and new) = 13</p> <p>* Number of institutions in West Africa which considers RETRIDAL as the Centre of Excellence in training of ODL</p>	<p>Records from Offices of Statistics. and Min. of Education of West African Countries</p> <p>RETRIDAL records</p>	<p>Method: E-mail surveys, Interviews</p> <p>Frequency: Once for Baseline Once at the end of Project</p>		
<p>Output 1: NOUN staff trained in ODL</p> <p>Reach: NOUN staff</p>	<p>* Number of NOUN Staff trained in induction and orientation programmes and the number involved in the delivery of ODE currently. On 2005 – 180</p>	<p>RETRIDAL and NOUN Records</p> <p>(No accurate records of</p>	<p>Method: E-mail surveys, Interviews</p> <p>Frequency: Once every year of Project</p>		

	<p>Between 2005 and 2009 = about 50</p> <p>* Number of NOUN Staff received advanced orientation (skills-based and refresher) training and the number involved in the delivery of ODE currently. Since Yr 2006, More than 200 (eLearning content development skills, etc)</p> <p>* Number of NOUN Staff received specialized orientation training the number involved in the delivery of ODE currently Since Yr 2005 = about 80 (on Instructional Design)</p>	<p>induction of additional staff recruited at intervals)</p>			
<p>Output 2: Trainers and staff of other (than NOUN) institutions / Bodies involved in Distance Education in Nigeria and the West African sub-region identified trained in ODL</p> <p>Reach: ODE trainers and staff of other institutions / Bodies in Nigeria and the West African sub-region</p>	<p>* Number of non-NOUN staff (other institutions/ bodies) participated in the initial orientation programmes the number currently involved in the delivery of ODE. Cameroon, Katsina State University, as well as non-NOUN Course Writers from other institutions, etc = 339</p> <p>* Number of non-NOUN staff (other institutions/ bodies) participated in the refresher programmes the number currently involved in the delivery of ODE</p> <p>* Number of non-NOUN staff (other</p>	<p>- Project records - records of the identified institutions and bodies</p>	<p>Method: E-mail surveys, Interviews</p> <p>Frequency: Once every year of Project</p>		

	institutions/ bodies) participated in the specialized orientation programmes the number currently involved in the delivery of ODE. Cameroon, Ghana, Sierra Leone, The Gambia, Tanzania = 248				
<p>Output 3: Certificates, Diploma and Degree programmes in ODE as well as Web or CD-ROM based ODE programs for the staff of NOUN</p> <p>Reach: Staff of NOUN</p>	<ul style="list-style-type: none"> * Certificate Programme in ODE developed and operational * Diploma Programme in ODE developed and operational * Degree Programme in ODE developed and operational * Web and CD-ROM Based Programme in ODE developed and operational * Number of Staff in NOUN has taken these programmes 	<ul style="list-style-type: none"> - Project Records - NOUN Records 	<p>Method: E-mail surveys, Interviews</p> <p>Frequency: Once every year of Project</p>		
<p>Output 4: Research at RETRIDAL and Publications in International Conferences and Journals</p> <p>Reach: Participants in research and publication</p>	<p>Reports from Research at RETRIDAL focusing on:</p> <ul style="list-style-type: none"> - Open and Distance Education (ODE) - Educational Communication - Information Technology in Distance Education - Distance Learning Programme Evaluation - Systemic Areas (as dictated by needs from time to time). 	<ul style="list-style-type: none"> - RETRIDAL Research records - Research participants 	<p>Method: E-mail surveys, Interviews</p> <p>Frequency: Once every year of Project</p>		
<p>Output 5: RETRIDAL/NOUN considered a Centre of Excellence in ODL</p>	<ul style="list-style-type: none"> - Publications on research findings and different views on 	<ul style="list-style-type: none"> - various people involved in 	<p>Method: E-mail surveys, Interviews</p>		

<p>Reach: RETRIDAL/NOUN</p>	<p>ODE in West Africa The publication will be semi-annual and the first issue will be out in a few weeks - Training and research reports All the Workshops - Workshops and Seminars on ODE related subjects. Monthly Seminars by RETRIDAL in NOUN since 2007 (with a break in 2008)</p>	<p>ODE in West Africa - Participants of Workshops & seminars</p>	<p>Frequency: Once every year of Project</p>		
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APPENDIX – F

Analysis of Questionnaire for RETRIDAL Workshop Participants & Stakeholders

		Totals	Percentage of Total
1.	Citizenship		
	<input type="checkbox"/> Nigeria	7	47
	<input type="checkbox"/> Ghana	3	20
	<input type="checkbox"/> Cameroon	3	20
	<input type="checkbox"/> Gambia	0	0
	<input type="checkbox"/> Sierra Leone	2	13
	Totals	15	100
2.	Employer		
	<input type="checkbox"/> Government (Ministry)	2	13
	<input type="checkbox"/> Regular academic institution	2	13
	<input type="checkbox"/> Open University	2	13
	<input type="checkbox"/> Dual Mode University	9	60
	Totals	15	100
4.	If you are with an academic institution or a university, are you a member of the faculty?		
	<input type="checkbox"/> Yes	13	87
	<input type="checkbox"/> No	2	13
	Totals	15	100
5.	How do you think RETRIDAL has contributed to your professional development?		
	<input type="checkbox"/> Very much	10	67
	<input type="checkbox"/> Somewhat	4	27
	<input type="checkbox"/> Not at all	1	7
	<input type="checkbox"/> Do not know	0	0
	Totals	15	100
6.	To what extent will RETRIDAL contribute to your professional development?		
	<input type="checkbox"/> Very much	11	73
	<input type="checkbox"/> Somewhat	4	27
	<input type="checkbox"/> Not at all	0	0
	<input type="checkbox"/> Do not know	0	0
	Totals	15	100
7.	Did you send any of your subordinates (whose work you supervise) to attend any of the workshops or courses offered by RETRIDAL?		
	<input type="checkbox"/> Yes	7	47
	<input type="checkbox"/> No	6	40
	<input type="checkbox"/> Not Applicable	1	7
	<input type="checkbox"/> Did Not Respond	1	7
	Totals	15	100

8.	If you did, could you identify any improvement in their work?		
	<input type="checkbox"/> Very much	5	33
	<input type="checkbox"/> Somewhat	2	13
	<input type="checkbox"/> Not at all	0	0
	<input type="checkbox"/> Do not know	0	0
	<input type="checkbox"/> Did Not Respond	8	53
	Totals	15	100
	Benefits of RETRIDAL Workshops:		
9.	To date, did you participate in any of the following workshops offered by RETRIDAL?		
	<input type="checkbox"/> Course Writing	7	12
	<input type="checkbox"/> Multi-media Design	3	5
	<input type="checkbox"/> e-Learning (Lagos)	4	7
	<input type="checkbox"/> Train-the-Trainer (ID)	3	5
	<input type="checkbox"/> Research Methodology	2	3
	<input type="checkbox"/> Instructional Design	5	8
	<input type="checkbox"/> e-Learning (Cameroon)	6	10
	<input type="checkbox"/> Quality Assurance (Ghana)	3	5
	<input type="checkbox"/> Learner Support Systems	6	10
	<input type="checkbox"/> Dual Mode Delivery	4	7
	<input type="checkbox"/> Dual Mode (Induction, Katsina)	0	0
	<input type="checkbox"/> ODL Assessments	5	8
	<input type="checkbox"/> e-Learning (Tanzania)	0	0
	<input type="checkbox"/> Quality Assurance (The Gambia)	0	0
	<input type="checkbox"/> Copyrights Workshop	2	3
	<input type="checkbox"/> Work Ethics Workshop	3	5
	<input type="checkbox"/> ODL Sensitisation Workshop for Directorate Cadre of Federal Ministry of Education (Abuja)	2	3
	<input type="checkbox"/> Other – please specify	0	0
	Wiki Educator's Workshop in Winnoba, Ghana	1	2
	Computer Application Training	1	2
	Quality assurance workshop (Lagos)	1	2
	Course writing organized by Unilag in which RETRIDAL was invited to anchor	1	2
	e-Learning training organized by World Bank at U of Maryland USA	1	2
	Totals	60	100
10	When did you attend it? Please specify date next to the year.		
	<input type="checkbox"/> 2003 – date:	1	4
	<input type="checkbox"/> 2004 – date:	4	16
	<input type="checkbox"/> 2005 – date:	5	20
	<input type="checkbox"/> 2006 – date:	5	20
	<input type="checkbox"/> 2007 – date:	7	28

	<input type="checkbox"/> 2008 – date:	3	12
	<input type="checkbox"/> 2009 – date:	0	0
	<input type="checkbox"/> 2010 – date:	0	0
	Totals	25	100
11	Did you learn anything?		
	<input type="checkbox"/> Very much	13	87
	<input type="checkbox"/> Somewhat	2	13
	<input type="checkbox"/> Not at all	0	0
	<input type="checkbox"/> Do not know	0	0
	Totals	15	100
12	Did you apply the knowledge you have got from RETRIDAL workshop?		
	<input type="checkbox"/> Yes	14	93
	<input type="checkbox"/> No	0	0
	<input type="checkbox"/> Do not know	0	0
	<input type="checkbox"/> Did not attend any RETRIDAL workshop	1	7
	Totals	15	100
13	You applied your acquired knowledge to		
	<input type="checkbox"/> Course Writing	6	21
	<input type="checkbox"/> e-Learning	4	14
	<input type="checkbox"/> Quality Assurance	7	24
	<input type="checkbox"/> Learner Support Systems	5	17
	<input type="checkbox"/> Dual Mode Delivery	3	10
	<input type="checkbox"/> Dual Mode (Induction)	1	3
	<input type="checkbox"/> Other – please specify	2	7
	Provided DLI Framework	1	3
	Totals	29	100
	RETRIDAL’s Effectiveness in achieving its Project objectives		
14	In the scale of 1 to 5 (1 = very poor 5 = excellent), how would you rate RETRIDAL as the Centre of Excellence in Open and Distance Education in West Africa?		
	<input type="checkbox"/> Very Poor (1)	1	7
	<input type="checkbox"/> Poor (2)	0	0
	<input type="checkbox"/> Fair (3)	4	27
	<input type="checkbox"/> Good (4)	6	40
	<input type="checkbox"/> Excellent (5)	4	27
		15	100
15	If you have rated RETRIDAL as 1, 2 or 3 in the above question, indicate why?		
<input type="checkbox"/>	There are other Universities in West Africa which provide better Open and Distance Education (ODE)	1	17
<input type="checkbox"/>	There are other Universities in West Africa which provide better training in all aspects	0	0

	of ODE		
<input type="checkbox"/>	RETRIDAL's facilitators are not good communicators	1	17
<input type="checkbox"/>	RETRIDAL's facilitators lack expert knowledge of the subject area of interest	0	0
<input type="checkbox"/>	Workshops not well organized	1	17
<input type="checkbox"/>	Do not know	2	33
<input type="checkbox"/>	Workshops are not well communicated	0	
<input type="checkbox"/>	Not enough training organized by RETRIDAL in West Africa	1	17
	Total	6	100
16	Do you understand the role of RETRIDAL?		
<input type="checkbox"/>	Yes	11	73
<input type="checkbox"/>	No	3	20
<input type="checkbox"/>	Did Not Respond	1	7
	Totals	15	100
<input type="checkbox"/>	If "yes", in one sentence or so, please describe the mandate and/or role of RETRIDAL		
	RETRIDAL Trains ODL Practitioners	2	25
	Capacity Building & training	3	38
	Capacity Building of ODL institutions, to train resource persons, and to promote ODL mode of education	1	13
	To assist institutions and individuals build their capacity, skills and competences in the various areas of ODL-provision, delivery, management, evaluation and research.	1	13
	Building capacity on e-learning and Distance Education	1	13
	Totals	8	100
17	If you said "no" to the previous question, please take a chance and hazard a guess. What do you think the mandate and/or role of RETRIDAL is? Hint:		
<input type="checkbox"/>	Capacity	1	7
<input type="checkbox"/>	Excellence	0	0
<input type="checkbox"/>	Expertise	0	0
<input type="checkbox"/>	All of the above	4	27
<input type="checkbox"/>	None of the above	0	0
<input type="checkbox"/>	Other – please specify:	0	0
<input type="checkbox"/>	Did not Respond	10	67
	Totals	15	100
18	Do you think target Countries have improved the accessibility & quality of their formal education systems at all levels through the use of ODL tools and strategies		

	due to RETRIDAL?		
	Yes – a lot	4	27
	Yes – somewhat	5	23
	Yes – a little	3	20
	No – not at all	1	7
	Did not Respond	2	13
	Totals	15	100
19	Do you think that emerging ODL institutions within and across educational sectors of Nigeria and West Africa access ODL training services from RETRIDAL?		
	Yes – a lot	6	40
	Yes – somewhat	5	33
	Yes – a little	2	13
	No - not at all	2	13
	Totals	15	100
20	Your Other Comments, if any:		
		RETRIDAL as currently constituted is seen as a baby of NOUN	
		RETRIDAL workshops should be residential with participating institutions contributing financially	
		Accredited courses should be offered for newly emerging ODL institutions	
		ODL is contributing tremendously to widen access to tertiary education in Ghana and any effort to support the process is great	