COL is applying its expertise in open and distance learning (ODL) and information and communication technology (ICT) to help advance learning for development in the region. The 20 member countries in the region are Botswana, Cameroon, Cyprus, Ghana, Kenya, Lesotho, Malawi, Malta, Mauritius, Mozambique, Namibia, Nigeria, Rwanda, Seychelles, Sierra Leone, South Africa, Swaziland, Tanzania, Uganda and Zambia.

**CONTEXT**

COL reviewed its objectives and plans for the region and agreed to focus on the following priorities:

► Build capacity in the use of ICT in all educational sub-sectors
► Develop skills in technical and vocational education and training (TVET), agriculture and health through ODL
► Develop ODL advocacy and policy
► Establish quality assurance strategies
► Support development of learning materials

**REGIONAL PRIORITIES**

**OUTCOMES ACHIEVED BY COL**

► INVEST Africa Network expanded, including new chapters of Women in Technical and Vocational Education and Training (WITED)
► Lifelong Learning for Farmers (L3F) model scaled up and replicated
► Expansion of the Healthy Communities model through new Community Learning Programmes (CLPs)
► Regional OER Policy drafted
► COL Review and Improvement Model (COL-RIM) implemented in various institutions
► 11 new VUSSC courses including VUSSC Postgraduate Diploma in Education made available
► Commonwealth Executive Master of Business Administration and Public Administration Programme (CEMBA/CEMPA) and Legislative Drafting Programme made available through various institutions

The COL Regional Focal Points Meeting (Africa & the Mediterranean) was held in Mauritius from 21 to 23 May 2014 co-hosted by the Ministry of Tertiary Education, Science, Research and Technology and the Open University of Mauritius (OUM). The meeting is held once every three years and provides an opportunity for the Focal Points to: 1) share information about the status of ODL in their countries; 2) receive the mid-term report of what COL has done in each country; and 3) identify education and training priorities that COL can support in the next Strategic Plan.

The COL Regional Focal Points Meeting (Africa & the Mediterranean) was held in Mauritius from 21 to 23 May 2014 co-hosted by the Ministry of Tertiary Education, Science, Research and Technology and the Open University of Mauritius (OUM). The meeting is held once every three years and provides an opportunity for the Focal Points to: 1) share information about the status of ODL in their countries; 2) receive the mid-term report of what COL has done in each country; and 3) identify education and training priorities that COL can support in the next Strategic Plan.
COL Board:
► Her Excellency Mrs Mariam Yalwaji Katagum (Nigeria)
► Professor Narend Baijnath (South Africa)
► The Honourable Mr Danny Faure (Seychelles)

Honorary Advisors:
► Professor Veronica McKay (South Africa)
► Professor Tolly Mbwette (Tanzania)

COL-UNESCO Chairs:
► National Open University of Nigeria: Professor Vincent Ado Tenebe
► Open University of Tanzania: Professor Tolly Mbwette
► Mzuzu University, Malawi: Dr Fred Gennings Wanyavinkhumbo Msiska

Areas of COL’s Work in the Region:
► Open Schooling
► Higher Education
► Teacher Education
► Virtual University for Small States of the Commonwealth (VUSSC)
► Technical and Vocational Skills Development (TVSD)
► Healthy Communities
► Lifelong Learning for Farmers
► eLearning
► Regional Centres

QUICK NOTES

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.

► Regional Training and Research Institute for Distance and Open Learning (RETRIDOL)
► Southern African Development Community Centre for Distance Education (SADC-CDE)
► African Council for Distance Education (ACDE)
► Innovation in Vocational Education and Skills Training (INVEST) Africa
► Commonwealth Association of Polytechnics in Africa (CAPA)

► Virtual University for the Small States of the Commonwealth (VUSSC)
► Commonwealth Open Schooling Association (COMOSA)

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

► Symposium on Open Education
► Distance Education and Teacher Training in Africa (DETA) Conference 2013
► Regional OER Policy Forum
► African Council of Distance Education (ACDE) regional workshops
► INVEST Africa workshops
► Regional Focal Points Meeting
► Scholarships
At the 2014 Regional Focal Points Meeting, the following priorities were identified:

► Child Friendly Schools
► Supporting greater focus on special needs education
► Improving regional collaboration between countries and between ministries within countries
► Developing methodologies to recognise prior learning
► Promoting the idea that VUSSC become an independent entity that is managed by small states

► Developing and expanding TVSD to better match labour market needs and modernise the economy
► Supporting greater focus on core skills development
► Expanding outcome- and impact-based approaches
► Scaling up COL’s models

HIGHLIGHTS CONTINUED

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.

► 11 new VUSSC courses
► Commonwealth Executive MBA and MPA Programmes
► Legislative Drafting Programme
► Community Learning Programme (CLP) Developer’s Certificate
► Commonwealth Certificate for Technology Integration for Teachers (CCTI)

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 (L3F)
► Healthy Communities
► Open Schooling
► COL Review and Improvement Model (COL-RIM)
► Transnational Qualifications Framework

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.

► Draft Regional OER Policy

LOOKING FORWARD: 2015–2021

AFRICA & MEDITERRANEAN
**BOTSWANA**

**CONTEXT**

Botswana is a nation in Southern Africa with a population of about 2 million. A valued COL partner, Botswana hosts the Southern African Development Community – Centre for Distance Education (SADC-CDE) at Botswana Open University (BOU), formerly known as Botswana College of Distance and Open Learning (BOCODOL). During 2012–2015, COL has been working with partners in Botswana in a number of areas, with a major focus on support for BOCODOL’s transition to an Open University.

**AGREED PRIORITIES**

- Establish an open university
- Finalise the National Open and Distance Learning (ODL) Policy and National Qualifications Framework
- Establish BOCODOL as a centre of specialisation in ODL capacity-building

**OUTCOMES ACHIEVED BY COL**

- Open Educational Resources (OER) Policy drafted for BOCODOL
- Information and Communication Technologies (ICT) Strategy and Policy developed for the new Botswana Open University (formerly BOCODOL)
- National Qualifications Frameworks referenced against the Transnational Qualifications Framework
- Eleven new VUSSC courses made available
- Three VUSSC programmes offered by BOCODOL

**COL’S WORK RELATED TO MDG TARGETS**

**National MDG Targets Addressed by COL**

- Eliminate gender disparity in education
- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on Botswana’s MDG Targets**

- Capacity-building in gender mainstreaming and gender-inclusive content development is underway
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway

**QUICK NOTES**

**COL Focal Point:**

- Mrs Fancy Amey, Botswana College of Distance and Open Learning (BOCODOL)

**Notable Mentions:**

- Dr Daniel Tau, Executive Director of BOCODOL, received an Excellence in Distance Education Award (EDEA)
- Dr Godson Gatsha, former Director of SADC-CDE and COL Focal Point, joined COL as Education Specialist-Higher Education in April 2014

**Areas of COL’s Work in Botswana:**

- Open Schooling
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
- eLearning
- SADC-CDE 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 and Skills Development
► Botswana College of Distance and Open Learning (BOCODOL)/ Botswana Open University (BOU)
► University of Botswana
► Innovation in Vocational Education and Skills Training (INVEST) Africa
► Southern African Development Community – Centre for Distance Education (SADC-CDE)
► Botswana Qualifications Authority (BOQA)

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

► Monitoring and Evaluation for VUSSC
► OER, Copyright, and Instructional Design sessions
► Gender Mainstreaming workshop
► COMOSA Planning and Theory of Change workshop
► Gender-inclusive content development
► ODL/eLearning workshop
► Practitioner Research and Evaluation Skills Training (PREST) Review workshop
► Integrating a Gender Perspective in the Development of Learning Materials workshop

► Capacity-Building for Teacher Educators in Sub-Saharan Africa
► Scholarships to the Open Polytechnic of New Zealand (OPNZ)

**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.

► Empowering Youth training materials
► Modular Curriculum Framework for Prison Inmates
► 11 new VUSSC courses
► OER for Technical and Vocational Education and Training (OER for TVET)
► Commonwealth Executive Master of Business Administration and Public Administration Programme (CEMBA/CEMPA)
► Commonwealth Certificate for Technology Integration for Teachers (CCTI)

**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.

► Transnational Qualifications Framework

**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 policies
► Information and Communication Technologies Strategy Development

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

- Undertaking of BOCODOL’s transformation:
  - Completion of an enabling legislative framework
  - Development of an Interactive Communication Technology Strategy
- Review and remodeling of the current learner support system
- Advising on the operationalisation of “ring-fencing” the open schooling sector within the operations of a university
- Supporting of research and scholarship in ODL
- Development of a National ODL Policy
- Development of gender mainstreaming in the ODL curriculum and service provision

LOOKING FORWARD: 2015–2021
Appendix: COL’s Activities in Botswana

PARTNERSHIPS

COMOSA (Commonwealth Open Schools Association)
Twenty-two partners signed the COMOSA constitution, including Botswana College of Open and Distance Learning (BOCODOL) and the Community Capacity Enhancement and Empowerment Society (CCEES).

VUSSC (Virtual University for Small States of the Commonwealth)
COL is working with BOCODOL in the delivery of VUSSC courses. BOCODOL is offering the Bachelor’s in Business and Entrepreneurship programme. Developed by VUSSC in Lesotho in March 2011, the distance-mode programme offers three completion streams: certificate, diploma and Bachelor’s degree. More than 3,400 students have enrolled in the certificate and degree programmes through BOCODOL.

Southern African Development Community – Centre for Distance Education (SADC-CDE)
COL and the Ministry of Education and Skills Development, Botswana, signed a Memorandum of Understanding to work collaboratively for the period 2012–2015 to promote the work of SADC-CDE. SADC-CDE will continue to serve as a centre of expertise in ODL for Southern Africa.

INVEST Africa Community Learning Network
COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. Three members are from Botswana and are engaged in informal learning and collaboration.

BOCODOL: Transformation into an Open University
COL visited Botswana in November 2014 and facilitated a review of a learner support system for BOCODOL in preparation for the transformation exercise into an open university. COL appointed Professor Alan Tait as the strategic advisor for BOCODOL’s transformation into an open university and Professor Tait started his work with an onsite visit from 10 to 16 January 2015.

Regional Focal Points Meeting
Ms Fancy Amey of BOCODOL represented Botswana at the meeting.

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. Mrs Masego Bagopi, Head of the Department of Education of BOCODOL, and Mr Godson Gatsha, Director of SADC-CDE at the time, attended the meeting.

Regional OER Policy Forum
Mr Thabo Chawapa, Coordinator, Administration of SADC-CDE, attended the forum.

SADC-CDE Meetings
The SADC-CDE Advisory Board Meeting was held in Lesotho on 18 September 2012 and approved the Strategic Plan for 2012–2015. Dr Theophilus Mooko of the Ministry of Education and Skills Development and a member of the Board, and Dr Godson Gatsha, Director of SADC-CDE and Board Secretary at the time, attended the meeting.

SADC-CDE held its Annual Board meeting for 2013, represented by six countries, on 23 May 2013. The Board meets on a rotational basis to review its activities of the past year, approve new activities, and direct the operations of the centre. Mr D. Ratsatsi, Deputy Permanent Secretary, Ministry of Education and Skills Development, attended the meeting.

Mr Mogotsa M. Kewagamang of the Ministry of Education and Skills Development represented Botswana at the SADC-CDE Advisory Committee from 17 to 18 March 2014 in Mauritius.

Board Meeting of Commonwealth Executive Master of Business Administration and Public Administration Programme (CEMBA/CEMPA)
Dr Stanslaus Modesto of BOCODOL represented Botswana at the meeting.

Partnerships: Meetings and Conferences

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to attend the forum: Mrs Joanna Rocke-Collymore of the Ministry of Education and Skills Development, and Dr Daniel Tau of the Botswana College of Distance and Open Learning (BOCODOL).
VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Dr Daniel Tau of BOCODOL represented Botswana at the meeting.

CAPACITY

Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:

► enhance the capacity of Interlocutors and implementers in M&E;
► provide a framework to institutionalise M&E; and
► collect data on VUSSC activities.

Attending the workshop were Dr Daniel Tau and Dr Stanislaus Modesto of BOCODOL.

OER, Copyright and Instructional Design

Thirty BOCODOL staff members from various departments participated in COL-facilitated sessions on OER, copyright and instructional design from 11 to 14 March 2013.

Gender Mainstreaming in Open Schools

To ensure that open schools mainstream gender in their activities, COL organised a COMOSA workshop from 13 to 17 March 2013 in Delhi, India, to discuss the Gender Equality Guidelines developed by a COL consultant. Attending the workshop were 19 representatives from Bangladesh, Belize, Botswana, Canada, Ghana, India, Kenya, Mozambique, Namibia, New Zealand, Pakistan, Sri Lanka, Tanzania and United Kingdom.

COMOSA Planning and Theory of Change for Open Schools

Bangladesh Open University, in collaboration with COL, hosted a COMOSA Planning Meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014.

Gender-Inclusive Content Development for VUSSC

A COL gender consultant facilitated a gender workshop for VUSSC, covering six broad areas to enhance the capacity of educators for the development of gender-inclusive content. Ms Elsa Lesego Tsae, Lecturer in Integrated Early Childhood Development, BOCODOL, attended the workshop.

ODL and Distance Education Delivery Systems

COL held a workshop with the University of Botswana, on 26 May 2014, to help the university senior management gain awareness about the ODL landscape nationally, regionally and globally in order to support the university’s faculties to improve their distance education delivery systems. Participants were also introduced to Aptus as a transformative tool for teaching and learning.

Practitioner Research and Evaluation Skills Training (PREST) Review Workshop

A VUSSC Practitioner Research and Evaluation Skills Training in Open and Distance Learning Materials (PREST) Review Workshop was held at BOCODOL, in Botswana, from 1 to 5 December 2014. Dr Stanislaus Modesto from BOCODOL assisted in the meeting.

Integrating a Gender Perspective in the Development of Learning Materials

In December 2014, COL conducted a dedicated VUSSC session on integrating a gender perspective in the development of learning materials in Botswana.

Capacity-Building for Teacher Educators in Sub-Saharan Africa

BOCODOL has been 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. BOCODOL is sending three participants to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs, Singapore and the Singapore National Institute of Education (NIE) in mounting this training programme.
Scholarships to the Open Polytechnic of New Zealand (OPNZ)

Two participants from Botswana were selected by COL to do a certificate course in eLearning offered by OPNZ.

MATERIALS

Empowerment of Youth: Curriculum Development

Forty out-of-school youth from rural areas of Botswana were trained under the general theme “Empowerment of Youth – Training for Transformation.” A set of training materials, consisting of nine chapters focusing on the empowerment of youth, was developed.

Modular Curriculum Framework for Prison Inmates

COL organised a workshop on “Education Services to Prison Inmates” in Namibia, which ran from 17 to 21 September 2012. The tangible outcome of the workshop included the development of a unique modular curriculum framework for prison inmates that included a core set of four mandatory courses (Practical Math Skills, Practical Language Skills, Practical Computer Skills and Practical Life Skills). Ms Julia Buhuma and Mr Victor B. Maika of BOCODOL attended the workshop.

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

OER for TVET

In March 2014, COL facilitated an OER4TVET Workshop in Botswana to develop a resource toolbox and to find OER with the identification of a subject to be repurposed. COL also attended the BOCODOL launch of NotesMaster in Botswana.

Commonwealth Executive MBA/MPA Programmes

As a CEMBA/CEMPA partner institution, BOCODOL currently offers the Commonwealth Executive Master of Business Administration and Public Administration (CEMBA/CEMPA) Programme. For the current triennium, 4,961 are reported to be enrolled, and thus far, 3,814 have graduated. COL continues to receive updates on enrolment and graduation figures from partner institutions.

MODELS

Transnational Qualifications Framework (TQF)

Botswana has referenced its National Qualifications Framework (NQF) to the Transnational Qualifications Framework (TQF).

POLICIES

OER Policy

With the support of COL, BOCODOL has developed a draft OER policy for its institution.

ICT Policy

Development of the ICT strategy and policy for the new Botswana Open University (BOU, formerly BOCODOL) was completed in August 2014 with the consultancy of Neil Butcher. A new contract for Mr. Butcher was finalised, and he will continue providing the support to BOU to implement the strategy.

OTHER

Contribution to COL Publication

Mr Lekopanye Tladi and Mrs Masego Bagopi from BOCODOL contributed a chapter titled “Developing OER: The Perspective of the Teachers from Botswana” to the book Open Schooling with Open Educational Resources: Opening Doors, Creating Opportunities, published by COL.
CAMEROON

CONTEXT

Cameroon is an African nation of about 22 million people. Known for its geological and cultural diversity, Cameroon is home to more than 200 linguistic groups. Through the Healthy Communities initiative, COL has been working with partners to improve capacity in the design and development of Community Learning Programmes (CLPs). This has resulted in the creation and delivery of multiple health and livelihood-related CLPs.

AGREED PRIORITIES

- Develop capacity and skills of open and distance learning (ODL) tutors
- Develop national policy framework for ODL
- Implement dual-mode provision at universities
- Establish a national distance education body
- Establish a National Open University and open schools

OUTCOMES ACHIEVED BY COL

- Five Community Learning Programmes (CLPs) about maternal and child health planned, designed and delivered, with an estimated 34,000 users of the five programmes
- Two farm radio programmes developed/revised

COL'S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL
- Improve child and maternal health
- Make available the benefits of new technologies, especially for information and communications

COL's Work on Cameroon's MDG Targets
- CLPs on maternal and child health are helping to change behaviours
- Capacity-building, materials development and policy support for sharing of open educational resources (OER) and promotion of ODL are underway

QUICK NOTES

COL Focal Points:
- Professor Ivo Leke Tambo, Ministry of Basic Education
- Dr Daniel Akume Akume, Ministry of Higher Education

Notable Mention:
- Professor Ajaga Nji, PhD Université de Dschang, is a COL Honorary Advisor

Areas of COL's Work in Cameroon:
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
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 Basic Education
- Ministry of Higher Education
- Ministry of Public Health
- Cameroon Link

**CAPACITY**

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

- Community Learning Programme (CLP) Developer’s Certificate

**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.

- Farm Radio Programme Development

**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.

- Healthy Communities model

**LOOKING FORWARD: 2015–2021**

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

- Development of capacity and skills of ODL tutors
- Development of national policy framework for ODL
- Provision of dual-mode at universities

- Establishment of a national distance education body
- Establishment of a National Open University and open schools
PARTNERSHIPS

INVEST Africa Community Learning Network

COL supports an Innovation in Vocational Education and Skills Training (INVEST) online community of practice called the Community Learning Network, which currently has 1,182 members. Two members are from Cameroon and are engaged in informal learning and collaboration.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum: Mr James Achanyi-Fontem of Cameroon Link, Ms Claire Massano Nkehsera of the Educational Research Network for West and Central Africa (ERNWCA), Mr Kinsley Ndenge of the African Centre for ICTs in Education and Development, Mr Michael Nkwenti Ndongfack of the Ministry of Basic Education (MINEDUB), Mr Lucas Nkwetta Afutendem of the Université de Dschang, Mr Hedwig Wirsiy of the Ministry of Education, and Mrs Yeba Judith Sama Mouokuio Meno of ERNWACA.

Review and Planning for Healthy Communities

COL convened a meeting of its Healthy Communities initiative partners in Abuja in December 2013, alongside PCF7. The meeting, held from 1 to 2 December, focused on conducting a mid-term review of the initiative and planning for the balance of the three-year plan. Mr James Achanyi-Fontem of Cameroon Link participated in the meeting.

CAPACITY

Community Learning Programme (CLP) Developer’s Certificate

Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (CAD): Why. How. Now.” e-course were run in 2013/2014. In February to March 2014, five participants from Cameroon were involved in the training.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, three participants from Cameroon received training.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, one participant from Cameroon received training, resulting in a completed CLP plan.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, one participant from Cameroon received training, resulting in a completed CLP design document.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.

MATERIALS

Farm Radio Programme Development

Five broadcasters (four men and one woman) were trained and mentored in radio programme development through two editions of a COL/Farm Radio International distance course run September to December 2012 and September to December 2014. Participation in 2012 resulted in two new/improved regular farmer programme designs, one of which was a competition winner and received seed funding from Farm Radio International (Mr Jean-Armand Bokally Dande, Radio Rurale Lolodorf, Douala).

MODELS

Healthy Communities

Fifty-six individuals (24 male/32 female; 10 youth) from 19 organisations have been engaged in community learning programme (CLP) planning and design though a series of regional and local training/mentoring workshops, led by Cameroon Link (Douala) in partnership with the Ministry of Public Health. As a result of training/mentoring, five CLPs – in Bangangte, Buea, Kumba, Menji, and Moungo – have been planned, designed and delivered about maternal and child health, with a focus on breastfeeding. Cameroon Link estimates approximately 34,000 users of the five programmes.
Cyprus is an island nation in the Eastern Mediterranean. It is a small state of the Commonwealth, with a population of just over one million. Cyprus has contributed to COL's budget since 2006 and is a member of the Virtual Small States for Commonwealth (VUSSC).

Areas of COL's Work in Cyprus:
► Virtual University for Small States of the Commonwealth (VUSSC)
► Develop courses and policies to link vocational training and lifelong learning with the labour market
► Set up digital and Internet-connected schools
► Establish Qualification Frameworks and a National Agency for Qualification Assurance and Accreditation
► Provide educational material, policies and infrastructure for open and distance learning (ODL) and eLearning, informal and non-formal Learning, and post-secondary education programmes
► Train trainers on the use of innovative and information and communication technologies (ICT)

National MDG Targets Addressed by COL
► Make available the benefits of new technologies, especially for information and communications

COL's Work on Cyprus' MDG Targets
► VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of ICTs to broaden access to education

Quick Notes
COL Focal Point:
► Professor George Papadopoulous, University of Cyprus

Areas of COL's Work in Cyprus:
► Virtual University for Small States of the Commonwealth (VUSSC)

Outcomes Achieved by COL
► 11 new VUSSC courses made available
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 and Culture
- University of Cyprus

**CAPACITY**
Capacity development pervades all COL activities and COL focuses primarily on human resource development.
- Monitoring and Evaluation (M&E) for VUSSC

**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.
- 11 new VUSSC courses made available

**HIGHLIGHTS**
In the lead-up to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for Cyprus from the Ministry of Education and Culture’s 2013 Annual Report including:
- Renovation and revision of the syllabi and curricula
- Development of Quality Assurance for higher education

**LOOKING FORWARD: 2015–2021**
In the lead-up to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for Cyprus from the Ministry of Education and Culture’s 2013 Annual Report including:
Appendix: COL’s Activities in Cyprus

PARTNERSHIPS

Virtual University for Small States of the Commonwealth (VUSSC)

Cyprus is a member of VUSSC.

PARTNERSHIPS: MEETINGS AND CONFERENCES

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Cyprus was not represented at the meeting.

CAPACITY

Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:

► enhance the capacity of Interlocutors and implementers in M&E;
► provide a framework to institutionalise M&E; and
► collect data on VUSSC activities.

MATERIALS

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor Degree in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using open education resources (OER).
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

**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)

► PowerPoint Facilitation workshop
► INVEST Africa Gender Mainstreaming
► Farm Radio Programme Development
► Capacity-Building for Teacher Educators in Sub-Saharan Africa

**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 model

**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.

COL held the fifth Annual Partners’ Meeting for the INVEST Africa capacity-building programme in December 2014, in Nairobi, Kenya. The meeting was attended by Principals from 13 partner organisations, plus policy advisors from five countries. Dr Godfred Ayetor, Acting Rector of Koforidua Polytechnic, and Mr Sampson Dempney from COTVET participated. The meeting was led by COL Education Specialist – TVSD and Ms Shafika Isaacs, the TVSD Evaluation Consultant from South Africa.

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 Enezer 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
Accra, in June 2013, to move towards the completion of the seven subjects. As a follow-up to these workshops, in March 2014 COL met with Dr Evelyn Nonyongo, the consultant on the CENDLOS project, to discuss the ongoing development of the TVET curriculum material. Then, in June 2014, COL facilitated a writing and review workshop for the technical and vocational subjects to advance the project.

**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.
Kenya, located in East Africa, has a population of about 44 million. The Government of Kenya introduced free primary education in 2003 and secondary education is now well subsidised. Kenya has a long-standing commitment to open and distance learning (ODL) and the country is a regular contributor to COL’s budget.

National MDG Targets Addressed by COL
- Eradicate extreme poverty and hunger
- Promote gender equality and empower women
- Combat HIV/AIDS, malaria and other diseases
- Eliminate gender disparity in education
- Make available the benefits of new technologies, especially for information and communications

COL’s Work on Kenya’s MDG Targets
- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants
- Community Health programmes on disease prevention are raising awareness about the issues and encouraging positive behaviours
- Gender mainstreaming is taking place with partners, and TVET courses aimed at female learners have been created and launched
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway

Outcomes Achieved by COL
- Cascading training of Open Resources for English Language Teaching reaching over 600 teachers
- Launch of Elimu 24/7 Educational Community Free to Air Digital TV channel and Web portal
- New informal sector courses and ICT-enhanced curriculum components offered by INVEST Africa partners
- 2,785 participants, mainly women, have gone through L3F courses and strengthened their agricultural and livestock enterprises
- L3F helped a savings and credit cooperative (SACCO) make profits
- 10 SACCOs have started implementing L3F through a ‘Learn then Get Loan’ approach
- Ongoing Community Health learning programmes about community health issues, especially HIV/AIDS

Quick Notes
- COL Focal Point: Mr Charles Obiero, Ministry of Education
- Areas of COL’s Work in Kenya:
  - Open Schooling
  - Higher Education
  - Teacher Education
  - Technical and Vocational Skills Development (TVSD)
  - Lifelong Learning for Farmers
  - Healthy Communities
  - eLearning
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
- Kenya Technical Teachers College (KTTC)
- Mombasa Technical Training Institute (MoTTI)
- Masai Technical Training Institute (MaTTI)
- Coast Institute of Technology (CIT)
- Thika Technical Training Institute (TTTI)
- Rift Valley Technical Training Institute (RVTTI)
- Directorate of Technical Education (DTE)
- Directorate of Technical Accreditation and Quality Assurance (DTAQA)
- Kenya Institute for Curriculum Development (KICD)
- African Council for Distance Education (ACDE)
- University of Nairobi
- Kenya AIDS Intervention Prevention Project Group (KAIPPG)
- Ugunja Community Resource Centre (UCRC)
- Kenyatta University
- Network for Non-Formal Education Institutions (NNFEI)
- African Virtual University (AVU)

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

- Open Resources for English Language Teaching (ORELT)
- Accreditation Handbook Review workshop
- Integration of Technology in TVET Teacher Training
- Flexible and Blended Approaches workshop
- INVEST institutional visits
- Gender mainstreaming
- Scholarship to ILO Gender course
- Research Methods workshop
- Monitoring & Evaluation workshops
- Flexible Skills Development courses
- Quality Assurance Frameworks workshops
- Blended Online Teaching and Learning Strategies
- Moodle Administration
- Healthy Communities distance training and mentoring
- Healthy Communities eFacilitation and Instructional Design courses
- COMOSA Planning and Theory of Change
- Professional attachment
- Capacity-building for Teacher Educators in Sub-Saharan Africa

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.

- Courses for Forms 2, 3 and 4
- Audio and video materials for TVET
- Elimu digital TV channel and Web Portal
- Informal sector courses
- Cosmetology curriculum
- Farm Radio Programmes
- Community Learning Programme (CLP) Developer’s Certificate course materials
- Financial and agricultural learning materials for farmers
- OERLT modules as supplementary materials in secondary schools
- MOOC on Using ICTs to Enrich Teaching and Learning
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Kenya was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Kenya. The following areas were identified:

► Assisting in the establishment of a National Open University of Kenya
► Development of a national policy on ODEL
► Integrating of ODEL at all levels of education: early childhood, primary, secondary, TVET and university
Appendix: COL’s Activities in Kenya

PARTNERSHIPS

INVEST Africa

Kenya Technical Teachers College (KTTC), Mombasa Technical Training Institute (MoTTI), Masai Technical Training Institute (MaTTI), Coast Institute of Technology (CIT), Thika Technical Training Institute (TTTI) and Rift Valley Technical Training Institute (RVTTI) are among the 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.

COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. In all, 32 members from CIT, 68 from KTTC, 71 from MoTTI, 42 from MaTTI, 91 from Thika TTI and 54 from RVTTI are engaged in informal learning and collaboration.

African Council for Distance Education (ACDE) Quality Assurance Meeting

COL participated in the International Advisory group meeting of ACDE Quality Assurance and Accreditation Agency (QAAA) held in Dar-es-Salaam from 5 to 7 December 2012 to help finalise the QA toolkit for ODL institutions in Africa. Fifteen people attended the meeting, including representatives from Sri Lanka, Kenya and the United Kingdom.

COL participated in a meeting with the ACDE office bearers to establish a partnership to carry forward COL’s work in quality assurance and capacity-building among ACDE member institutions. A Memorandum of Understanding between COL and ACDE has since been signed, which outlines the following three areas of collaboration:

1. Capacity-building for research in ODL
2. Quality assurance activities including COL’s Review and Improvement Model (COL-RIM)
3. Leadership training for member institutions of the ACDE.

Partnership with Directorate of Technical Education (DTE) and the Directorate of Technical Accreditation and Quality Assurance (DTAQ)

On 28 October 2013, COL met with Mr Samuel Wanyonyi, Deputy Director of the Directorate of TVET, Mr Edward Mburu, Deputy Director, Directorate of Technical Education Accreditation & Quality Assurance of the Ministry of Higher Education, Science and Technology, and Mr Samuel Waweru, Principal Technical Education Officer, ICT Department. A presentation was made on INVEST Africa’s activities and achievements to 20 officers. The concept note for an Open TVET Centre was discussed and recommendations made regarding structure and activities. COL now has a close partnership with the Directorate of Technical Education (DTE) and the Directorate of Technical Accreditation and Quality Assurance (DTAQ) in the Ministry of Higher Education, Science & Technology. As a result of the work COL has done with the Kenyan institutions, there is a plan to promote an Open TVET system in Kenya, and COL has been requested to advise on this.

Lifelong Learning for Farmers Meetings

COL had meetings with University of Nairobi, Global Alliance for Improved Nutrition (GAIN), Nairobi and Ericsson International Kenya in looking at the impact of L3F and developing learning materials in the field of business planning of Savings and Credit Cooperatives (SACCOs) and improved nutrition.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored 20 participants from Kenya to attend the forum.

Regional Focal Points Meeting

Mr Charles Obiero of the Ministry of Education represented Kenya at the meeting.

INVEST Africa Partners Meeting

In December 2012, a total of 24 INVEST Africa institutional Principals and champions from Nigeria, Kenya, The Gambia, Tanzania, Ghana and Zambia attended a five-day Partners’ Meeting in Lusaka, Zambia. The meeting reviewed the capacity-building activities of the past six months and planned for the coming year. Attending the meeting were Mr John Mwawaza and Mr Antony Wanjala of CIT; Mr Charles Imbali and Yona Okidia of KTTC; Mr Abdi Aden and Francis Wambua of MaTTI; Mr Bashir Mursal and Josephine Kyalo of MoTTI; Naftali Kaguongo and Rose Nyambura Kiiru of TTTI; and Edwin Mutai Tarno and Abdi Tiony Kirwa of RVTTI.

COL facilitated the 2013 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 Monitoring and Evaluation (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. At the meeting were Mr John Mwawaza, CIT, Mr Abdi Aden, MaTTI; Mr Bashir Mursal, MoTTI; Mr
Jefferson Kariuki, TTTI; Mr James Chege, RVTTI, and Mr Charles Imbali, KTTC.

COL held the fifth Annual Partners Meeting for the INVEST Africa capacity-building partnership in December 2014 in Nairobi, Kenya. The meeting was attended by Principals from 13 partners plus policy advisors from five countries. At the meeting were Mr John Mwawaza, CIT; Mr Abdi Aden, MaTTI; Mrs Mary Mathonga, MoTTI; Mr Jefferson Kariuki, TTTI; Mr Edwin Tarno, RVTTI, and Mrs Hilda Mwoyo, KTTC. The meeting was led by COL Education Specialist – TVSD and Ms. Shafika Isaacs, the TVSD Evaluation Consultant from South Africa. Mr Bashir Mursal, Director DTE and Mr Norbert Muruki from TVETA also participated. The Guest of Honor at the Partners’ Dinner was Principal Secretary MoHEST, Professor Colette Suda.

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 support 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 plans for institutional OER policy developed. Eighteen participants from Kenya attended the meeting, including Ms Margaret Murage, representing the Permanent Secretary; Mr Jaco du Toit, Advisor for Communication and Information, UNESCO Regional Office, Kenya; Ms Inge Vervloesem, UNESCO Regional Office, Kenya; Ms Jane Murungi from NNFEI; and Ms Shelmith Wanjohi, Directorate of Policy Planning and East African Community.

Distance Education and Teachers’ Training in Africa (DETA) Conference 2013

COL supported the Steering Committee of the Distance Education and Teachers’ Training in Africa (DETA) Conference 2013 on “Teacher Education and Development in Africa: The Need for Access, Equity, Sustainability, Quality and Relevance within the Context of Globalization,” held at the University of Nairobi, Kenya from 30 July to 1 August 2013. Fourteen candidates (seven men and seven women) were supported to attend the conference: 10 people from Kenya, one person from Rwanda, and three people from Tanzania.

Lifelong Learning for Farmers Evaluation Workshop

During July 2013, the Institute of Development Studies of the University of Nairobi presented the results of an evaluation of L3F in a workshop in which 38 participants from various ministries and international agencies participated. The workshop was presided over by Ms Anne Onyango, Agriculture Secretary, Ministry of Agriculture, Livestock and Fisheries. The President and CEO of COL also participated in the workshop. Organisations such as the World Food Programme and Hivos felt that L3F would be a good strategy to strengthen sustainable livelihoods, and requested COL help them in replicating L3F. COL had discussions with the Department of Cooperatives in developing the L3F model as a strategy to strengthen cooperative banking and SACCOs.

Healthy Communities Partners Meeting

COL convened a meeting of its Healthy Communities initiative partners in Abuja in December 2013, on the sidelines of the 7th Pan-Commonwealth Forum on Open Learning. The meeting, held from 1 to 2 December, focused on conducting a mid-term review of the initiative and planning for the balance of the three-year plan. Njuki Githethwa, of the East African Community Media Network, Kenya, participated in the meeting.

Critical Reflections on Community Radio International Conference

COL participated in the “Critical Reflections on Community Radio” International Conference organised by FORCOM and AMARC Africa, which took place from 3 to 5 December 2013 in Maputo and brought together some 200 delegates from across Africa. COL collaborated with Ms Gail White of MTC, South Africa, Ms Florida Banda from MaiMwana Trust in Malawi and Mr Fredrick Mariwa from Sauti FM in Kenya in preparing the presentations. In all, 150 community radio practitioners and 25 decision-makers from development and communication organisations were introduced to COL’s participatory approach and CLP model.

CAPACITY

Open Resources for English Language Teaching (ORELT) Training

COL engaged Mr Nicholas Kimolo of Futuristic Ltd., Kenya, as a facilitator for a four-day Training of Teachers workshop on ORELT in Banjul, The Gambia from 30 July to 2 August 2012.

Accreditation Handbook Review Workshop

In August 2012, a COL consultant facilitated a workshop with 13 officers at DTAQA to assist in the review of the Accreditation Handbook to include clear standards that are required in Kenya to offer TVET ODEL programmes.

Integration of Technology in TVET Teacher Training

In August 2012, COL facilitated INVEST workshops at KTTC to advance their teacher training in the integration of technology.
in TVET teacher training. In all, 30 teacher educators and ICT technicians participated. New ICT-enhanced curriculum components are in use at KTTC and they have also started a programme of skills training and entrepreneurship for 50 “slum dwellers” in their community.

**Flexible and Blended Approaches Workshop**

In September 2012, COL facilitated an introductory INVEST workshop at RVTTI who had just joined the programme. The workshop introduced flexible and blended approaches to 33 teachers and managers at the Institute.

**INVEST Institutional Visits**

In January 2013, an institutional visit was made to the CIT to support the integration of flexible and blended approaches and short course development. The visit involved 23 members of teaching and administration staff. In May 2013, an institutional visit was made to MaTTI to support the development of courses for the informal sector. The visit involved five members of teaching staff. In May 2013, an institutional visit was made to MoTTI to support the development of five eLearning courses for the informal sector. The visit involved 15 members of teaching and administration staff.

**Gender Mainstreaming Workshop**

To ensure that open schools mainstream gender in their activities, COL organised a Commonwealth Open Schools Association (COMOSA) workshop from 13 to 17 March 2013 in Delhi, India, to discuss the Gender Equality Guidelines developed by a COL consultant. Attending the workshop were 19 representatives from Bangladesh, Belize, Botswana, Canada, Ghana, India, Kenya, Mozambique, Namibia, New Zealand, Pakistan, Sri Lanka, Tanzania and United Kingdom.

**African Council of Distance Education (ACDE) Research Methods Workshop**

A workshop was organised by ACDE and supported by COL on research methods and tools in ODL. It ran 17 to 19 June 2013 at Arusha, Tanzania, for ACDE member institutions and had 19 participants from six countries. Three academics from Kenya participated and built capacity in research methods in ODL.

**INVEST Progress and Monitoring & Evaluation (M&E) Workshops**

COL facilitated a workshop at TTTI to present the progress of INVEST Africa partners and introduce results-based M&E in October 2013. The workshop was attended by 34 TTTI academic and management staff. COL also visited various informal sector programmes of TTTI and met with students who have benefitted from the training. COL also facilitated a similar workshop and discussion sessions at KTTC to present the INVEST Africa programme and to explore results-based M&E in October 2013. It is important that KTTC, as the only TVET teacher training institution in Kenya, strengthen its use of educational media and technology to produce teachers with 21st-century skills. COL met with the participants of the informal sector skills and business management programme in the Huruma Village of Nairobi with Heads of Department from KTTC, led by Mrs Margaret Muga, Head of Department, Entrepreneurship Development.

**Flexible Skills Development Courses**

There have been seven presentations of the Flexible Skills Development online course in this programme period. The course introduces the flexible and blended model of TVET and covers ICT in Education, Change Management, Talking Strategy and the Teachers FaB Competency Framework. Teachers from CIT, KTTC, MaTTI, MoTTI, TTTI, and RVTTI have participated in all seven courses.

**OPNZ Scholarships**

COL provided scholarships for staff of INVEST Africa partner institutions to undertake a one-year online certificate course in Designing and Facilitating E-Learning (Level 5) of the Open Polytechnic of New Zealand. This qualification is made up of three 20 credit courses and is delivered online through the Online Campus. Mr Yona Okidia and Mr Robert Okinda from KTTC successfully completed the course and 5 teachers from MaTTI, MoTTI, CIT, RVTTI and KTTC are presently engaged.

**Scholarships for ILO Online Gender Course**

COL sponsored Ms Pauline Chege of TTTI and Ms Anne Polly Kithinji of MoTTI to participate in the ILO online course “Gender in the Global Development Agenda: Tools for Gender-Sensitive Planning and Implementation” in 2013. The learning from this course contributed to the development of WITED chapters in their institutions, aimed at increasing women’s participation in TVET.

**ACDE Quality Assurance Frameworks Workshops**

COL supported a workshop on Quality Assurance Frameworks for trainers from different ACDE member universities who will in turn train their colleagues in their respective institutions. The workshop was held June 2014, with 30 academics attending from seven institutions including Egerton University and Moi University.

**Blended Online Teaching and Learning Strategies**

COL consultant, Nicholas Kimolo, provided support to
strengthen capacity in blended online teaching and learning strategies at Kenya Technical Teachers College, Masai Technical Training Institute and Thika Technical Training Institute. In all, 55 teachers were trained in September and October 2014.

In 2014 and 2015, Johann Fouche, COL consultant from South Africa, facilitated a 5 day workshop on Blended Online Teaching and Learning Strategies at RVTI, and KTTC. 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 e-learning courses.

**PowerPoint Facilitation**

A course for teachers on PowerPoint facilitation was developed on Moodle by COL consultant, Jan Deurwaarder. In September 2014, COL consultant, Sandy Hirtz, began offering the course to 50 teachers across the 13 INVEST Africa partner institutions, which include MoTTI, CIT, MaTTI, TTTI, KTTC, and RVTI. The course was offered to a second cohort in 2015 and included participants from the same institutions.

**Moodle Administration Training**

COL offered online Moodle administration training for nine staff members of various INVEST partner institutions in Kenya: Allen Mwambogha and Felista Mumo from CIT; Yona Okidia and Robert Okinda from KTTC; Francis Wambua from MaTTI; Julius Kasuva from MoTTI; Joseph Karani from TTTI, and Anither Rotich and Ernest Karonei from RVTI.

Another Moodle administration course has also been facilitated by COL for various INVEST partners. Six staff from CIT, two from MaTTI and six from TTTI received training and built their capacity in Moodle administration through this course.

**Open University of Malaysia Scholarship**

COL provided a scholarship to complete the two-year Master’s in Instructional Design Technologies (MIDT) offered through the Open University of Malaysia to one student in Kenya.

**Gender Mainstreaming in TVET**

COL’s gender manager advised INVEST members from TTTI and MoTTI on gender mainstreaming in the proposed work plans for their Women in Technical and Vocational Education and Training (WITED) chapters through the online Community Learning Network.

Additionally, a workshop on gender mainstreaming in TVET was facilitated in Kenya in November 2014 with 29 participants from 13 INVEST Africa partner institutions. The facilitator was COL Consultant Jennifer Mudge from the UK. The workshop aimed to explore concepts and issues in gender and develop strategies for institutional gender mainstreaming. Ministry officials attended from Kenya and Nigeria: 13 participants were from Kenyan institutions.

**Healthy Communities Distance Training and Mentoring**

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, eight participants from Kenya were trained. In February to March 2014, 20 participants from various government departments and civil society organisations in Kenya were involved in the training. Cleopa Otieno from the Kenya Telecentre Network was an e-facilitator for this course. Mentors from Kenya included Amos Ochieng, NJuki Githethwa, Patrick Ochieng, Peter Njuguna and Sylvia Namale of the East African Community Media Network.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, 17 participants from Kenya received training. Cleopa Otieno from the Kenya Telecentre Network was an e-facilitator for this course. Mentors from Kenya included Christian Bernard of the Kenya Telecentre Network, as well as NJuki Githethwa, Patrick Ochieng and Sylvia Namale of the East African Community Media Network.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, nine participants (five women and four men) from Kenya received training resulting in completed CLP plans. Cleopa Otieno from the Kenya Telecentre Network was an e-facilitator for this course. Mentors from Kenya included Christian Bernard of the Kenya Telecentre Network.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, seven participants (four men and three women) from Kenya received training, which will result in a completed CLP design document. Mentors from Kenya included NJuki Githethwa and Patrick Ochieng.

The 5-week “Scriptwriting and Episode Production” (blended) course is being run 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course was run in 2014. In April to June 2014, 17 participants from Kenya received training. Cleopa Otieno from the Kenya Telecentre Network was an e-facilitator for this course. Mentors from Kenya included Christian Bernard of the Kenya Telecentre Network, as well as NJuki Githethwa, Patrick Ochieng and Sylvia Namale of the East African Community Media Network.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, seven participants (four men and three women) from Kenya received training, which will result in a completed CLP design document. Mentors from Kenya included NJuki Githethwa and Patrick Ochieng.

The 6-week “Scriptwriting and Episode Production” (blended) course is being run 2014/2015.

**Healthy Communities eFacilitation and Instructional Design Courses**

In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, of 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery. Two editions of the course in e-facilitation were run in 2013 (March to April 2013).
Developing Audio and Video Learning Materials for TVET

In August 2012, MaTTI in Kajiado, Kenya, hosted an international workshop for 11 INVEST partner institutions on developing audio and video learning materials for TVET. The workshop was facilitated by COL consultants Mr Jack Koumi from the UK and Ms Flora Okuku from Kenya. Participants came from six countries; 15 were from Kenya. Participants have been working on audio, video and audiovisual materials and will continue to develop their skills and share their materials on the INVEST online Community Learning Platform.

Elimu Digital TV Channel and Web Portal

With the support of COL, the Elimu 24/7 Educational Community Free to Air Digital TV channel and Web portal were launched at the Kenyatta International Conference Centre (KICC) on 13 September 2013.

Draft Informal Sector Courses

From 7 to 10 October 2013, Professor Fred Lockwood facilitated a workshop in rapid course development for 30 TVET teachers and curriculum developers from Kenya to learn and test a new model. Six courses for the informal sector were drafted. Four courses have been completed and are available as OER on the COL website www.col.org/coursematerials.

Course Design for the Informal Sector Workshop

In January 2013, COL facilitated a second workshop on course design for the informal sector. This was attended by 22 participants from the 13 INVEST Africa partners. The workshop supported the development of plans for new and existing short courses. Attending the workshop were Douglas Muasya and Rachel Wanjallah Mwarigha of CIT; Joshua Wakaba Ndungi and Muga Margaret Nyagaya Nyakune of KTTT; Chepyeogon K. Hosea and Freda Murugi Kibata of MaTTI; Byrum Wabwoba and Eunice Njeri Miringu of MoTTI; Pauline Njeri Chege and Francis Macharia of TTIT; Hillary Bett and Naomi Chesang Chumo of RVTTI attended the workshop. As a result of this training, informal sector courses, targeting female learners, are being offered from MoTTI, TTIT, CIT and KTTC.

Cosmetology Curriculum Development at MoTTI

As part of their gender mainstreaming activities, MoTTI has introduced a new curriculum in Cosmetology. COL consultant, Joanna Collymore, provided support for training 17 instructors and developing print-based learning materials so this course may be offered more flexibly. Twenty-four girls have been enrolled in the full-time programme.
OERLT Modules as Supplementary Materials in Secondary Schools

The Kenya Institute for Curriculum Development (KICD) vetted and approved the ORELT modules for use as supplementary English educational materials in secondary schools in the rest of the country. In December 2014, COL visited Kenya to meet officials at KICD, the Ministry of Education and Kenyatta University, as well as to travel to Meru to visit ORELT master trainers. The visit gave the opportunity to follow up the ORELT implementation. The teachers reported that the materials had made a difference in the teaching and learning as evidenced by:

► the pre-test and post-test results and the end of term examination results that all showed improvement in performance;
► the fact that more children were now coming up to borrow reading materials indicating greater interest in reading;
► individual children’s writing skills having improved;
► reading aloud tasks now being better performed; and
► confidence in the children having increased, with more of them volunteering to read aloud in class.

MOOC on Using ICTs to Enrich Teaching and Learning

COL is collaborating with the African Virtual University (AVU) to mount a MOOC titled “Using ICTs to Enrich Teaching and Learning.” The course has already been developed and began on 9 March 2015 with 360 participants from across Africa and beyond.

MODELS

Healthy Communities

As a result of COL support and mentorship, learning programmes about community health issues in Kenya, especially HIV/AIDS, have been ongoing in Kibwezi and Rarieda Districts using radio combined with listening/discussion groups.

Lifelong Learning for Farmers (L3F)

In April 2012, COL engaged Dr Rosemary Atieno of the University of Nairobi to identify the trends in L3F in Kenya and Uganda with appropriate statistical tools, and to create a baseline for 2012–2015. The report, received in November 2012, described the statistical survey conducted in Kenya and Uganda, and provided data and tables, which indicated a significant difference among the L3F participants compared with other two control groups in terms of increased household food security, empowerment and social capital.
In Kenya, of the **700 L3F participants** learning about orange-fleshed sweet potato agriculture, about 100 farmers established farms for cultivating sweet potato.

About **700 of 1,200 farmers** from Kakamega County taking part in a course on financial literacy and poultry management skills have initiated table banking schemes and negotiated for bank loans totaling Kshs 2.1 million.

Over the 2012/2013 period, the number of women farmers involved in poultry management in Kenya increased from **500 to 1,640**. A total of **710 women** under L3F received loans to the tune of Kshs 5 million (CAD$55,000).

Partners such as **Kenya AIDS Intervention Prevention Project Group (KAIPPG)** and **Ugunja Community Resource Centre (UCRC)** finalised their action plan for 2013–2014 for replicating L3F with the cooperative sector.

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; and
2. strengthen L3F in Tanzania with training in ODL and value-chain analysis of the sunflower.
3. advance the process of integrating gender in L3F in Africa.

**Mr James Onyango** of KAIPPG and **Mr Charles Ogada** of UCRC participated in the workshop.

UCRC has continued its L3F work in Siaya County and is planning to scale-up its activities in the coming year.

Mr James Onyango of KAIPPG and Mr Charles Ogada of UCRC are both currently working as consultants for COL on the implementation of the L3F initiative in Ghana and Tanzania.

During September 2014, a review undertaken with KAIPPG and UCRC showed some interesting results:

1. **SIYAYA Seed SACCO**, which was showing losses since its inception and was depending on donor support for its establishment cost, showed profit and generated resources for maintaining its establishment costs, after adopting L3F.
2. More than **4,500 participants** are involved in lifelong learning through community radio, mobile phones and CDs.
3. Around **70% of the learners** have obtained a loan from commercial and cooperative banks and microfinance institutions.
4. **Table banking** has been institutionalised in many communities through financial literacy.

### POLICIES

**Draft Institutional OER Policy**

With the support of COL, **NNFEI** has developed an OER policy.

**Review and Development of Institutional ODFL Policy**

During May and June 2013, an online review of institutional ODL policy involving 12 INVEST Africa partners took place, working in a collaborative process to review their policies.

In August 2013, a workshop on ODFL policy development was held in Nairobi, Kenya, for 12 institutional partners of INVEST Africa. Representatives of the **Ministry of Education, Science and Technology** also attended. As a result of this workshop 12 institutional ODFL policies have been developed.

### OTHER

**Speeches and Presentations**

The President and CEO of COL gave a video presentation on “Promoting Open Educational Resources (OER)” at the **Commonwealth Symposium on Education**, 6 June 2013, held in Kenya.

The President and CEO of COL delivered a keynote presentation, prepared jointly with the COL Education Specialist in Teacher Education, on “Quality Assurance in Teacher Education for Africa” at the **Distance Education and Teacher Education in Africa (DETA) Conference** in August 2013, held in Kenya.

COL’s Vice-President gave a presentation entitled “OER Strategy: Taking It to the Next Level” on 19 November 2013 at the **OER Africa (project of the South Africa Institute for Distance Education) Advisory Committee Meeting** in Nairobi.
**LESOTHO**

**CONTEXT**

Lesotho is a small Commonwealth state with a largely rural population of about 2 million. Lesotho faces distinct challenges in economic development and education. The country has become a strong COL partner and has contributed to COL’s budget since 2006.

**AGREED PRIORITIES**

- Build capacity to develop materials
- Build capacity at the technical and vocational levels to develop more flexible skills delivery methods
- Improve livelihoods, especially through the use of cellphones to promote livelihoods in the areas of health, farming and tourism
- Support human resource development in business and entrepreneurship at the tertiary level
- Research capacity-building for teacher education

**COL’S WORK RELATED TO MDG TARGETS**

**National MDG Targets Addressed by COL**

- Make available the benefits of new technologies, especially for information and communications
- Address the special needs of landlocked countries and small island developing states

**COL's Work on Lesotho’s MDG Targets**

- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting open and distance learning (ODL) are underway
- VUSSC is helping to improve accessibility of higher education for small states like Lesotho

**QUICK NOTES**

**COL Focal Point:**

- Dr H. Manthoto Lephoto, National University of Lesotho

**Areas of COL’s Work in Lesotho:**

- Open Schooling
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Healthy Communities
- Technical and Vocational Skills Development (TVSD)
- eLearning
- SADC-CDE Regional Centre

**OUTCOMES ACHIEVED BY COL**

- Print-based content in five subjects adapted for Moodle
- Eleven new VUSSC courses made available
- COL Review and Improvement Model was applied
- Institutional Quality Assurance Policy drafted
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 and Training (MOET)
- Ministry of Health and Social Welfare
- Lesotho College of Education
- Lesotho Distance Teaching Centre (LDTC)
- The National University of Lesotho
- Lerotholi Polytechnic
- St. Elizabeth Training College

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

- Monitoring and Evaluation for VUSSC
- Community Learning Programme Developer’s Certificate
- Capacity-building for teacher educators in Sub-Saharan Africa
- Integrating a Gender Perspective in the Development of Learning Materials

**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.

- Moodle course materials
- 11 new VUSSC courses made available
- Commonwealth Certificate for Technology Integration for Teachers (CCTI)

**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.

- COL Review and Improvement Model

**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.

- Draft Institutional Quality Assurance Policy
- Draft Institutional ODL Dual-Mode Policy

**OTHER**
- Contribution to COL publication

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

- Capacity-building in ICT skills, especially Notes Master training
- Training in the use of cellphone technology to support programmes in learner support
- More capacity-building in use and development of OERs
- Introduction of the programme of Livelihoods and Health, relating to healthy communities, especially with the challenge of HIV
- Use of the accreditation and standardisation tool for all levels of training, not just higher education
- Application of the Monitoring and Evaluation (M&E) system
- Capacity-building at the technical and vocational level to develop more flexible skills delivery methods
- Promotion of human resource development in business and entrepreneurship at the tertiary level

**LOOKING FORWARD: 2015–2021**
PARTNERSHIPS

COMOSA (Commonwealth Open Schools Association)
In March 2014, COL met with Mr Vincent Sechaba Seutloali, Director of Lesotho Distance Teaching Centre (LDTC), and Ms Keratile ‘Matiisetso Thabana, Principal Secretary, to discuss the introduction of the Basic IT Skills Training for Teachers and to follow up on a possible COMOSA activity to introduce online platforms.

VUSSC (Virtual University for Small States of the Commonwealth)
Lesotho is a member of VUSSC. COL is providing ongoing support to Lerolohi Polytechnic, St. Elizabeth Training College and the National University of Lesotho (NUL) to offer VUSSC courses through their institutions.

INVEST Online Community Learning Network
COL supports an INVEST online community of practice called the Community Learning Network (CLN), which currently has 1,182 members. One member is from Lesotho and is engaged in informal learning and collaboration.

Southern African Development Community – Centre for Distance Education (SADC-CDE)
COL and the Ministry of Education and Skills Development, Botswana, signed a Memorandum of Understanding to work collaboratively for the period 2012–2015 to promote the work of SADC-CDE. SADC-CDE will continue to serve as a centre of expertise in ODL for Southern Africa.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to attend the forum: Ms Bothephana Makhakhane and Dr Mamolete Delina Mohapi of the NUL.

Regional Focal Points Meeting
Mr Vincent Sechaba Seutloali, Director of the LDTC, represented Lesotho at the meeting.

Regional OER Policy Forum
From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Bothephana Makhakhane attended the forum.

VUSSC Interlocutors Meeting
The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Dr Mamolete Delina Mohapi of the National University of Lesotho represented Lesotho at the meeting.

SADC-CDE Meetings
The SADC-CDE Advisory Board Meeting was held in Lesotho on 18 September 2012 and approved the Strategic Plan for 2012–2015. Ms Keratile ‘Matiisetso Thabana of the Ministry of Education and Training (MOET) is the current Chair of SADC-CDE. SADC-CDE held its annual Board meeting, represented by six countries on 23 May 2013. The Board meets on a rotational basis to review its activities of the past year, approve new activities, and direct the operations of the Centre. Mrs Mapaseka Kolotsane, Deputy Permanent Secretary, attended the meeting. On 17 to 18 March 2014, COL attended the SADC-CDE Advisory Committee meeting in Mauritius. Ms Keratile ‘MatiisetsoThabana of MOET represented Lesotho at the meeting.
COMOSA Planning and Theory of Change

Bangladesh Open University, in collaboration with COL, hosted a COMOSA Planning Meeting as well as Theory of Change workshops in Dhaka from September 30 - October 3, 2014. **Vincent Seutloali** of LDTC participated in the meeting and workshop.

CAPACITY

Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The workshop was opened by the Hon ‘Makabelo Priscilla Mosothoane, Minister of Education and Training. The objectives of the workshop were to:

► enhance the capacity of Interlocutors and implementers in M&E;
► provide a framework to institutionalise M&E; and
► collect data on VUSSC activities.

Attending the workshop were Dr Mamolete Mohapi and Dr Mpoekaeke Maruping of NUL; Dr H. Manthoto Lephotso of NUL and COL Focal Point; Dr Michael Nkhoboti of the Lesotho College of Education; and Mr Leseme Moreke of the Ministry of Health and Social Welfare.

Community Learning Programme (CLP) Developer’s Certificate

Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, **one participant** from Lesotho was trained. In February to March 2014, **two participants** were involved in the training.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, **one participant** from Lesotho received training.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, **one participant** (a woman) from Lesotho received training, resulting in a completed CLP plan.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, **one participant** (a woman) from Lesotho received training, which will result in a completed CLP design document.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.

Integrating a Gender Perspective in the Development of Learning Materials

In November 2014, COL conducted a dedicated session through VUSSC on integrating a gender perspective in the development of learning materials in Lesotho. The session was attended by 28 representatives of higher education institutions in Lesotho.

Capacity-Building for Teacher Educators in Sub-Saharan Africa

NUL has been 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. NUL is sending **two 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

Moodle Course Materials

In collaboration with the Ministry of Education, Lesotho and COL, **10 teachers and faculty members of LDTC** were trained during a face-to-face workshop in August 2012 to adapt their print-based content in five subjects in Moodle. Participants developed assignments that can be used in online courses, with post-workshop support from a COL consultant. These courses, when completed, will be freely available as OER in the Moodle learning management system.

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor Degree in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.
VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. COL also brought in a Gender Consultant who spent two days facilitating a gender workshop for VUSSC, covering six broad areas to enhance the capacity of educators for the development of gender-inclusive content. Mr Elias Phokojo of Lerotholi Polytechnic attended the workshop.

Commonwealth Certificate for Technology Integration for Teachers (CCTI)

Two modules in the Commonwealth Certificate for Technology Integration for Teachers (CCTI) were completed by 25 educators.

MODELS

COL Review and Improvement Model (RIM)

NUL completed the COL Review and Improvement Model (RIM) implementation to improve the quality of its programmes and systems in June 2013. The institution achieved a threshold level in overall quality assurance rating and is in the process of drafting its institutional quality policy.

POLICIES

Quality Assurance Policies for Open Schools

A Quality Assurance (QA) Workshop was held in Zambia in March 2014. Based on the workshop, participants drafted QA policies. Ms Anna Maieane and the late Mr Mcebisi Tyhali, LDTC, participated in the workshop. A QA Policy was developed for LDTC.

Draft Institutional ODL Dual-Mode Policy

A COL consultant visited Lesotho in February 2015 to facilitate the first roundtable for the development of a draft ODL dual-mode institutional policy for NUL. The next roundtable to validate the ODL dual-mode policy will be conducted in April 2015.

OTHER

Contribution to COL Publication

The late Mr Mcebisi Tyhali of LDTC contributed a chapter titled “Developing OER: The Perspective of the Teachers from Lesotho” to the book Open Schooling with Open Educational Resources: Opening Doors, Creating Opportunities, published by COL.
Malawi

**COL Focal Point:**
Mr Henry Gwede, Malawi College of Distance Education

**Notable Mention:**
Dr Fred Gennings Msiska of Mzuzu University is a COL-UNESCO Chair

**Areas of COL’s Work in Malawi:**
- Open Schooling
- Higher Education
- Healthy Communities
- Technical and Vocational Skills Development (TVSD)
- eLearning

**Outcomes Achieved by COL:**
- Six new/improved farm radio programmes are underway as the result of training
- Community Learning Programme (CLP) Developer’s Certificate has been launched
- Positive changes in health-seeking behaviour have resulted from the Phukusi la Moyo radio programme, which has a listenership of about 33,000 people

**National MDG Targets Addressed by COL:**
- Reduce child mortality and improve maternal health
- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on Malawi’s MDG Targets:**
- Support provided for the Phukusi la Moyo Community Learning Programme on child and maternal health has contributed to changes in health-seeking behaviour
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway

**Quick Notes:**

**Context**
With a largely rural population of about 16 million, Malawi is a land-locked country in southeast Africa. Malawi’s commitment to open and distance learning (ODL) dates back to 1965, when the Malawi College of Distance Education was established. The country faces a growing demand for education through distance learning.

**Agreed Priorities**
- Offer training workshops in open and distance education (ODE) philosophy, management and administration for teachers, course developers and researchers
- Learner-support unit for open and distance learning
- Promote eLearning in ODL institutions
- Improve livelihoods programmes through information dissemination on radio and television

**Quick Notes**

**COL Focal Point:**
Mr Henry Gwede, Malawi College of Distance Education

**Notable Mention:**
Dr Fred Gennings Msiska of Mzuzu University is a COL-UNESCO Chair

**Areas of COL’s Work in Malawi:**
- Open Schooling
- Higher Education
- Healthy Communities
- Technical and Vocational Skills Development (TVSD)
- eLearning

**Outcomes Achieved by COL:**
- Six new/improved farm radio programmes are underway as the result of training
- Community Learning Programme (CLP) Developer’s Certificate has been launched
- Positive changes in health-seeking behaviour have resulted from the Phukusi la Moyo radio programme, which has a listenership of about 33,000 people
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
- Malawi College of Distance Education (MCDE)
- Mzuzu University
- Domasi College of Education
- Technical, Entrepreneurship and Vocational Education and Training Authority (TEVETA) Malawi
- Linlongwe Technical College
- Malawi Polytechnic
- MaiMwana Project
- Centre for Development Communication
- National Health Sciences Research Committee of Malawi
- Parent and Child Health Initiative (PACHI)

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

- eFacilitation and Moodle Design Skills workshop
- Instructional Design workshop
- eFacilitation and Instructional Design training
- Community Learning Programme (CLP) Developer’s Certificate
- Capacity-building for teacher educators in Sub-Saharan Africa

**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.

- Farm Radio Programme Development
- Community Learning Programmes (CLP) materials development
- CLP Developer’s Certificate

**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.

- Audit study on ODL delivery mode
- Healthy Communities model

**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.

- Draft Institutional Quality Assurance Policy

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

► Support for Malawi College of Distance Education (MCDE) through training workshops, the establishment of a learner-support unit for ODL, and promotion of eLearning in ODL.

► Support for Mzuzu University in: linking the university with potential development partners for ICT/ODL infrastructure and equipment; training staff in theory and practice of ODL, including student support services and quality assurance; and repurposing print instructional materials into portable audio and visual versions.

► Support for Domasi College of Education in conducting research on ODL issues; assisting with ICT facilities and software to help in the offering of ODL programmes; training in data management, soft and hardware management, quality assurance, and monitoring and evaluation of ODL programmes; and support for staff to visit other ODL institutions.

► Support for the Ministry of Agriculture to improve livelihoods programmes through information dissemination via radio and television.
PARTNERSHIPS

INVEST Online Community Learning Network

COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. Five members are from Malawi and are engaged in informal learning and collaboration.

Technical, Entrepreneurship and Vocational Education & Training Authority (TEVETA) Malawi

In December 2012, COL met with the senior management of TEVETA Malawi to introduce them to the COL INVEST Africa activities and find out more about their informal sector curriculum. In January 2013, COL visited a Community Skills Training Centre near Kasungu, Malawi, with Mr Victor Luwambala, Central Region Manager, to meet stakeholders and to see the TEVETA provision for informal sector skills training in action.

Lilongwe Technical College: INVEST Africa

COL made an exploratory visit to Lilongwe Technical College and met with Mr Suzgika Mvalo, Deputy Principal, to discuss the possibilities of their joining the COL INVEST Africa partners.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum: Mr Andrew Chimpololo of the Malawi Polytechnic, Ms Florida Malamba Banda and Mr Patrick Mangochi of MaiMwana Project, and Dr Fred Msiska of Mzuzu University.

Regional Focal Points Meeting

Mr Henry Gwede of Malawi College of Distance Education (MCDE) represented Malawi at the Meeting.

Regional OER Policy Forum

From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Mr Henry Gwede, Acting Deputy Director of MCDE, attended the forum.

“Critical Reflections on Community Radio” International Conference

COL participated in the “Critical Reflections on Community Radio” International Conference organised by the National Forum of Community Radio Broadcasters of Mozambique (FORCOM), in collaboration with the World Association of Community Radio Broadcasters (AMARC) Africa, which took place 3 to 5 December 2013 in Maputo, Mozambique, and brought together some 200 delegates from across Africa. COL collaborated with Ms. Gail White of MTC, South Africa, and Ms. Florida Malamba Banda from MaiMwana Trust in Malawi in preparing the presentations. A total of 150 community radio practitioners and 25 decision-makers from development and communication organisations were introduced to COL’s participatory approach and community learning programme model.

CAPACITY

eFacilitation and Moodle Design Skills Workshop

Mr Charles Simbi from the Centre for Development Communication was trained in an eFacilitation and Moodle Design Skills workshop between April and July 2013, resulting in a new 13-week e-workshop entitled Participatory Learning Programme Design.

Course Development for CLPs

A course development workshop was held from 28 April to 5 May 2013 in Kingston, Jamaica, to strengthen the foundations for future training/mentoring materials development in distance mode through the joint efforts of key COL partners in CLP development. The workshop combined skills training in learning design and eLearning course development (using Moodle and related tools) with actual course/programme mapping, planning and materials development. Members of the course team included Mr Charles Simbi, Centre for Development Communication (Malawi). The workshop was facilitated by COL consultant Sandy Hirtz of Canada.
**Instructional Design Capacity-Building Workshop**

Through the COL Chair in Mzuzu University, an Instructional Design Workshop was held in July 2014 to train **29 academic staff of Mzuzu University** on how to design and develop ODL materials. The purpose of the workshop was to familiarise the educators with the theory and practice of ODL in order to begin the process of developing draft ODL study units.

**eFacilitation and Instructional Design Training**

In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, of 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery.

Two editions of the course in e-facilitation were run in 2013 (March to April 2013; September to October 2013). Mr Charles Simbi of the Centre for Development Communication and Ms Florida Malamba Banda of MaiMwana participated in the training.

A course in instructional design was run May–July 2013. Mr Charles Simbi of the Centre for Development Communication participated in the training, which resulted in new distance training and mentoring course, Participatory Learning Design.

**Community Learning Programme (CLP) Developer’s Certificate**

Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, **three participants** from Malawi were trained. In February to March 2014, three participants were involved in the training. Mr Charles Simbi and Mr Gladson Makowa were engaged by COL as mentors for this course.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, **four participants** from Malawi received training.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, **two participants** (one man and one woman) from Malawi received training, resulting in completed CLP plans.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, **two participants** (one man and one woman) from Malawi, which will result in completed CLP design documents.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week Sustainability and Sponsorship e-course is being run in 2015.

**OER4TVET Workshop**

In March 2014, COL facilitated an OER4TVET Workshop in Botswana to develop a resource toolbox and to find OER with the identification of a subject to be repurposed. MDTC attended the workshop.

**Capacity-Building for Teacher Educators in Sub-Saharan Africa**

University of Malawi (UM) has been 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. UM 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**

**Farm Radio Programme Development**

A total of **285 broadcasters** (150 men and 135 women) were trained and mentored in Farm Radio Programme development through two editions of a COL/Farm Radio International distance course run from September to December 2012 and September to December 2014. Participation in 2012 resulted in six new/improved regular farmer programme designs.

**Community Learning Programme (CLP) Developer’s Certificate Materials Development**

In October 2013, COL convened a course materials workshop in Nairobi to design and develop course materials associated with the Community Learning Programme (CLP) Developers’ Certificate, a new distance training and mentor certificate offered in association with national and regional partners of the Healthy Communities initiative in Africa. Mr Charles Simbi of the Centre for Development Communication, Malawi, participated in the workshop, which finalised the first course in the certificate, “Communication for Development (C4D): Why. How. Now.”

As well, in February 2014, COL convened a course materials workshop in Bangalore to design and develop additional course materials.
Malawian Experts Engaged as Professional Resources

COL collaborated with Rupantar (Bangladesh) to run a training of trainers workshop held in Khulna, Bangladesh, in October 2012. Fourteen community media representatives were trained in programme development and design skills. Mr Charles Simbi of the Centre for Development Communication, Malawi, facilitated the workshop.

COL collaborated with the Health and Social Development Association of Sierra Leone to run a training of trainers workshop held in Moyamba, Sierra Leone, in May 2013. Eighteen community media representatives were trained in programme development and design skills. Mr Simbi also facilitated this workshop.

MODELS

Audit Study on Open and Distance Learning (ODL) Delivery Mode

The Research Chair at Mzuzu University completed an Audit Study to determine the effectiveness of the ODL delivery mode in broadening and increasing access to education in Malawi. The Audit Study also determined what ODL technologies have been adopted and are currently being used, the successes achieved and the challenges confronting effective delivery.

Healthy Communities Model

Phukusi la Moyo is an ongoing (est. 2009) CLP about maternal and child health. It reaches about 3,300 active learners among a larger target group and general listenership in Mchinji District, using radio combined with women’s listening/discussion groups. COL contributes to capacity-building and supports outcome-oriented research. Additionally, a sponsorship proposal to support the Phukusi la Moyo CLP was successful, resulting in one year of funding from the Malawi-Liverpool Wellcome Trust, which is currently covering 80% of the programme costs. Phukusi la Moyo engages 13,000 identified users, primarily women, among an estimated listenership of 33,000.

In May 2013, an outcome-oriented research project, “Evaluating the Implementation and Impact of the Radio Programme, Phukusi la Moyo, on Maternal and Child Care and Care-seeking Behaviour in Mchinji District, Malawi” (as approved by the National Health Sciences Research Committee (NHSCR) of Malawi in January 2013), was launched to assess learning and social and behaviour change outcomes of the Phukusi la Moyo CLP. The research was implemented by the Parent and Child Health Initiative (PACHI) and the MaiMwana Trust in association with COL. Research findings show evidence of learning achievements and positive changes in health-seeking behaviour.

POLICIES

Quality Assurance Policies for Open Schools

A Quality Assurance workshop was held in Zambia in March 2014. Based on the workshop, participants drafted QA policies for open schools. Ms Noria Mchingula of MCDE participated in the workshop. A QA policy was developed for MDTC.
A member of the European Union and the Commonwealth, Malta has a population of approximately 423,000. Literacy rates in the country are high; so are enrolment rates for both primary and secondary school. Malta is an active Virtual University for Small States of the Commonwealth (VUSSC) member and has been working with COL on the Transnational Qualifications Framework. Malta has contributed to COL’s budget since 2008/2009.

National MDG Targets Addressed by COL

- Make available the benefits of new technologies, especially for information and communications

COL’s Work on Malta’s MDG Targets

- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education

Train teachers on the use of interactive whiteboards and eLearning

Train teachers in the area of visual and hearing impairment, autism, social, emotional, behavioural difficulties (SEBD) and intellectual disabilities

Offer training in psychosocial services

Share already available modules of ODE among Commonwealth member countries

Develop a policy on open and distance learning (ODL)

Malta’s National Qualifications Framework now referenced to the Transnational Qualifications Framework.

11 new VUSSC courses made available
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, Employment and the Family
- Malta Qualifications Council (MQC)

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

- Monitoring and Evaluation for VUSSC

**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.

- 11 new VUSSC courses made available

**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.

- Transnational Qualifications Framework

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

- Implementation of the National Curriculum Framework for All
- Setting up of a Framework for the Education Strategy for Malta 2014–2024
- Introduction of tablets in schools and provision of training and infrastructure
- Introduction of vocational subjects in the secondary cycle
- Support for the development of a policy on open and distance learning

**LOOKING FORWARD: 2015–2021**

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

- Implementation of the National Curriculum Framework for All
- Setting up of a Framework for the Education Strategy for Malta 2014–2024
- Introduction of tablets in schools and provision of training and infrastructure
- Introduction of vocational subjects in the secondary cycle
- Support for the development of a policy on open and distance learning
Appendix: COL’s Activities in Malta

PARTNERSHIPS

Virtual University for Small States of the Commonwealth (VUSSC)

Malta is a member of VUSSC.

PARTNERSHIPS: MEETINGS AND CONFERENCES

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Malta was not represented at the meeting.

CAPACITY

Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:

► enhance the capacity of Interlocutors and implementers in M&E;
► provide a framework to institutionalise M&E; and
► collect data on VUSSC activities.

MATERIALS

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor Degree in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

MODELS

Referencing of the Transnational Qualifications Framework

Malta has been supporting VUSSC with the development of the Transnational Qualifications Framework (TQF) and it has referenced its National Qualifications Framework to the TQF. Ongoing discussions were held with the Mauritius Qualifications Authority (MQA), Malta Qualifications Council (MQC), and the South Pacific Board for Educational Assessment (SPBEA) regarding the registration of courses on the TQF, pitching and referencing South Pacific courses and qualifications to the TQF and development of a referencing document for VUSSC, respectively.
MAURITIUS

CONTEXT

An island off the southeast coast of Africa in the Indian Ocean, Mauritius is a small state of the Commonwealth, with a population of about 1.26 million. Mauritius’ history with COL dates back to the very early days of COL, when Sir John Daniel (later, COL’s third President) conducted a national consultancy in Mauritius. Also, the first President of COL, the late Professor James Maraj, served as Executive Director of the Mauritius Tertiary Education Commission, 1995–1997. The country is a regular contributor to COL’s budget.

COL’S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL
► Make available the benefits of new technologies, especially for information and communication
► Promote gender equality and empower women
► Eradicate extreme poverty and hunger

COL’s Work on Mauritius’ MDG Targets
► Policy, training and materials development are underway in open educational resources (OER), information and communications technologies (ICTs), open and distance learning (ODL) and eLearning
► The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants

AGREED PRIORITIES

► Support reconfiguring the Mauritius College of the Air into an Open University
► Strengthen the provision of tertiary education
► Continue support through Lifelong Learning for Farmers in the development of entrepreneurship programmes for women
► Provide capacity-building in technical areas of special relevance to small states through VUSSC

QUICK NOTES

COL Focal Point:
► Mrs Nema Devi Goorah, Ministry of Tertiary Education, Science, Research and Technology

Areas of COL’s Work in Mauritius:
► Open Schooling
► Higher Education
► Virtual University for Small States of the Commonwealth (VUSSC)
► Technical and Vocational Skills Development (TVSD)
► Lifelong Learning for Farmers
► eLearning

OUTCOMES ACHIEVED BY COL

► Lifelong Learning for Farmers model scaled up through innovative approaches such as Farmers’ Kiosks
► 11 new VUSSC courses made available
► Open University of Mauritius offered the Bachelor in Business and Entrepreneurship
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 Tertiary Education, Science, Research and Technology
- Ministry of Gender Equality, Child Development and Family Welfare
- Ministry of Education and Human Resources
- Tertiary Education Commission
- South African Development Community – Centre for Distance Education (SADC-CDE)
- Open University of Mauritius (OUM)
- University of Mauritius (UoM)
- Agriculture Research and Extension Unit
- Food and Agricultural Research Council
- Food and Agricultural Research and Extension Institute
- Mauritius Qualifications Authority

**CAPACITY**

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

- Rapid eLearning Techniques training
- Training in capacity-building of women through ODL
- Monitoring and Evaluation for VUSSC
- Online Content Development and Teaching workshop
- Research Skills workshop
- Gender-Based Violence course

**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.

- Legislative Drafting Programme
- 11 new VUSSC courses
- VUSSC BSc in Business and Entrepreneurship
- Women and Development interactive DVDs

**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.

- COL Review and Improvement Model (COL-RIM)
- Transnational Qualifications Framework
- Lifelong Learning for Farmers model

**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.

- National level OER policy development

**OTHER**

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

► Assurance of quality in ODL
► Capacity-building to facilitate effective integration of ICT-pedagogy in higher education
► Training to increase understanding of the use of ICT to improve contents of curriculum
► Development of an ICT policy and strategy for the Higher Education sector
► ODL and ICTs to promote science and technology for formal and non-formal education
► Developing indicators to assess the use of ICT in higher education
► Training of staff in the: pedagogical materials development; conduct of research and publication in impact-factor journals; instructional design; design of eLearning platform; quality assurance; student support and motivation; and assessment and evaluation
Appendix: COL’s Activities in Mauritius

PARTNERSHIPS

**COMOSA (Commonwealth Open Schools Association)**

Dr Kaviraj Sharma Sukon started preliminary discussions with COL during the SADC-CDE Advisory Board meeting held in Lesotho on 18 September 2012 about establishing an open school faculty within **OUM**. In March 2014, COL had a meeting with Dr Kaviraj Sharma Sukon regarding assistance with the establishment of the Open School Faculty.

**VUSSC (Virtual University for Small States of the Commonwealth)**

COL has been providing ongoing support to the **University of Mauritius (UoM)** and the **Open University of Mauritius (OUM)** in the delivery VUSSC courses through their institutions.

**INVEST Africa Community Learning Network**

COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. Four members are from Mauritius and are engaged in informal learning and collaboration.

**Southern African Development Community – Centre for Distance Education (SADC-CDE)**

COL and the Ministry of Education and Skills Development, Botswana, signed a Memorandum of Understanding to work collaboratively for the period 2012–2015 to promote the work of SADC-CDE. SADC-CDE will continue to serve as a centre of expertise in ODL for Southern Africa. **Ms Sushita Gokool-Ramdoo**, Acting Head of Distance Education and Open Learning Tertiary Education Commission (TEC), has been engaged by COL for an evaluation of SADC-CDE, which is currently underway.

PARTNERSHIPS: MEETINGS AND CONFERENCES

**Regional Focal Points Meeting**

**Mrs Nirmala Nababsing**, Permanent Secretary of the Ministry of Tertiary Education, Science, Research and Technology, represented Mauritius at the meeting.

**OER Policy Forum**

From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum were **Ms Nirmala Nababsing**, Permanent Secretary of the Ministry of Tertiary Education, Science, Research and Technology and **Dr Sushita Gokool-Ramdoo**, Acting Head of Distance Education and Open Learning, Tertiary Education Commission.

**eLearning Stakeholders Meetings**

COL visited various stakeholders in June 2013 to explore areas of support for eLearning. Meetings were held with **Dr Rajesh Jeetah**, Minister of Tertiary Education, Science, Research and Technology; **Ms Nirmala Nababsing**, Permanent Secretary, Ministry of Tertiary Education, Science, Research and Technology; **Mr Ricaud Auckbur**, Director of eEducation, Ministry of Education and Human Resources; **Dr Sushita Gokool-Ramdoo**, Acting Head Distance Education and Open Learning, Tertiary Education Commission; **Dr Kaviraj Sharma Sukon**, Director-General, Open University of Mauritius; and **Dr Roshun Dhurbarrylall**, Academic Affairs Division, Open University of Mauritius.

**CEMBA/CEMPA Board Meetings**

COL organised face-to-face meetings of the Academic Board (AB) and the Executive Governing Board of the CEMBA/CEMPA consortium from 26 to 27 October 2013 in **Mauritius** in order to strengthen the network of CEMBA/CEMPA partners and enlarge the consortium by networking with COL partners in the region. The 24th meeting of the Academic Board and the meeting of the Executive Governing Board were held with 12 members, representing nine of the 11 partner institutions. **Dr Roshun Dhurbarrylall**, Dean Academic Affairs, Open University of Mauritius, represented Mauritius at the meeting.

**VUSSC Interlocutors Meeting**

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated...
Training in Capacity-Building of Women through ODL
MGECDFW trained 100 officers in the ministry on capacity-building of women in Mauritius through ODL.

Monitoring and Evaluation for VUSSC
As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:
- enhance the capacity of Interlocutors and implementers in M&E;
- provide a framework to institutionalise M&E; and
- collect data on VUSSC activities.

Attending the workshop were Mr Roshun Dhurbarrylall of OUM and Dr Sushita Gokool-Ramdoo of the Tertiary Education Commission.

Online Content Development and Teaching Workshop
COL organised a five-day workshop for 28 staff on Effective Online Content Development and Teaching and conducted sessions on OER, licencing and learner support at OUM from 30 September to 4 October 2013.

Research Skills Workshop
A five-day workshop on research skills was held from 5 to 9 May 2014 at the UoM. The aim of the workshop was to empower academics to publish in reputable research journals.

Gender-based Violence Course: Training of Trainers
In 2014, MGECDFW in Mauritius launched a course on gender-based violence as a part of its Lifelong Learning for Farmers programme and trained 100 officers of the ministry to integrate the course in building the capacity of women in Mauritius.

CAPACITY

Lifelong Learning for Farmers Rapid eLearning Techniques Training
COL engaged Mr Mohammad Issack Santally of the University of Mauritius to conduct a series of three-day training workshops from 5 May to 21 June 2012 for 60 officials from the Ministry of Gender Equality, Child Development and Family Welfare (MGECDFW) and the Agriculture Research and Extension Unit (AREU) in Rapid eLearning Techniques. Based on the training, the 60 participants developed Interactive Open and Distance Learning packages during July–August 2012, and the materials were reviewed on 24 August 2012. On the same day, Ms Marie-Lise How Fok Cheung, Permanent Secretary of MGECDFW, and Mr J.P. Teeluck, Director of AREU, distributed certificates to the officials who completed the training course.

MATERIALS

Commonwealth Executive MBA/MPA Programmes
The Open University of Mauritius (OUM) is offering the CEMBA/CEMPA programme. Initially launched in 2002, the Commonwealth Executive MBA/MPA 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 are reported to be enrolled, and thus far, 3,814 have graduated. Thirty-eight students from OUM registered for the initial offering of the programme. COL continues to receive
updates on enrolment and graduation figures from partner institutions.

**Legislative Drafting Programme**

OUM has expressed interest in licensing COL’s Legislative Drafting Programme. 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.

**New VUSSC Courses**

During 2013–2014, 11 VUSSC courses were completed: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes. UoM will be offering the VUSSC Master’s in Educational Leadership in 2014. The OUM is offering the Bachelor’s in Business and Entrepreneurship.

**VUSSC Postgraduate Diploma in Education**

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

**Women and Development Interactive DVDs**

MGECDFW produced the first module of an interactive DVD based on the themes of the African Women’s Decade, 2010–2020. The DVD was released by the Prime Minister of Mauritius. The ministry has worked out the contents of the second DVD, entitled “Fam ek sanzman climatik” (the role of women in mitigating the impact of climate change). The DVD is being produced in collaboration with the Virtual Centre for Innovative Learning Technologies.

**MODELS**

**COL’s Review and Improvement Model (COL-RIM)**

COL-RIM is currently being implemented by UoM and the verification phase is expected to conclude in 2015.

**Transnational Qualifications Framework**

The Mauritius Qualifications Authority has been collaborating with VUSSC in implementing the TQF and has also referenced its NQF against the TQF.

**Lifelong Learning for Farmers**

MGECDFW and AREU are undertaking activities to reach 50,000 women and farmers in women’s empowerment and sustainable agriculture through the L3F initiative.

The Mauritius Food and Agricultural Research Council (FARC) and the affiliated AREU have been working with COL to support new L3F learning opportunities for farmers in Mauritius. In September 2013, COL was on hand for the launch of Farmers’ Kiosks that support learning. The kiosks use multimedia to display information on good agricultural practices.

AREU launched ODL as a strategy for strengthening its extension activities. It entered into an agreement with COL to develop its capacity in eLearning using multimedia-based ODL materials and incorporating different delivery methods, including video and audio, and using mobile phone potential as an eLearning interface, given the high mobile phone penetration among the farming community.

In May 2014, COL conducted a workshop in which senior personnel from the Food and Agricultural Research and Extension Institute (FAREI) and from MGECDFW participated and assessed the progress of the projects supported by COL. Strategies to strengthen Lifelong L3F and the role of women in agriculture and other development spheres using ODL were identified.

Based on case studies, an evaluation report of MGECDFW was completed during September 2014, which showed that ODL enhances a person’s capacity to understand, internalise and translate knowledge acquired into concrete actions.

**POLICIES**

**National Level OER Policy Development**

In March 2014, a two-day workshop was held to develop key OER policy positions for Mauritius, formulate proposals for open licensing frameworks to be developed by the State Law Office, and identify technical requirements and a draft plan for an OER platform.
OTHER

Speeches and Presentations

The President and CEO of COL gave a video presentation on “Open University of Mauritius: A University for the 21st Century” at the inauguration of OUM on 22 April 2013, held in Mauritius.

The President and CEO of COL gave a keynote presentation at the COL–Tertiary Education Commission workshop on 20 May 2014, and gave an inaugural speech and presentation on COL at the Focal Points Meeting on 21 May. The President also called on the two ministers and met with key stakeholders during the visit.

In December 2014, COL Education Specialist–Teacher Education attended the Distance Education Association of Southern Africa (DEASA) conference on Open and Distance Learning (ODL): Towards Sustainable Development in the Southern African Development Community (SADC) Region; and also presented a keynote address, “ODL Innovations and Best Practices for Sustainable Development.”
MOZAMBIQUE

CONTEXT
A southeastern African country with a population of just under 26 million, most of whom rely on agriculture for their livelihoods, Mozambique faces many economic and educational challenges. A regular contributor to COL’s budget, Mozambique has worked with COL to expand access to learning for development through open and distance learning (ODL), particularly open schooling.

AGREED PRIORITIES
- Provide training for development and production of multimedia content for ODL programmes
- Provide training and technical assistance for development of short ODL professional courses
- Provide training to develop supportive online materials
- Offer scholarships in ODL
- Support the establishment of ODL for TVET

OUTCOMES ACHIEVED BY COL
- Modular Curriculum Framework developed for prison inmates
- Nine Moodle courses developed for INED
- Two new Community Learning Programme (CLP) plans on child and maternal health developed
- Quality Assurance Policy for Open Schools drafted
- Blended learning national TVET teacher training programme

COL’S WORK RELATED TO MDG TARGETS
National MDG Targets Addressed by COL
- Make available the benefits of new technologies, especially for information and communications
- Reduce child mortality and improve maternal health
- Promote gender equality and empower women

COL’s Work on Mozambique’s MDG Targets
- Policy, training and materials development are underway in open educational resources (OER), information and communications technologies (ICTs), ODL and eLearning
- The Healthy Communities Model has led to CLPs on child and maternal health
- Mainstreaming of gender through Gender Equality Guidelines

QUICK NOTES
COL Focal Point:
- Ms Lurdes Nakala, National Institute of Distance Education (INED)

Areas of COL’s Work in Mozambique:
- Open Schooling
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
- eLearning
MOZAMBIQUE

HIGHLIGHTS

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 and Culture
► National Institute of Distance Education (INED)
► National Directorate for Professional Technical Education
► Polytechnic of Gaza
► Institute for Employment and Training
► Dom Bosco Higher Institute (ISDB)
► UNICEF Mozambique
► Forum of Community Radios of Mozambique (FORCOM)
► Institute of Open and Distance Education (IEDA)

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

► Training of trainers in CLP Development and Design
► COMOSA Gender Mainstreaming
► Online TVET teacher training
► PowerPoint facilitation
► Community Learning Programme (CLP) Development
► INVEST Africa gender mainstreaming

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.

► Modular Curriculum Framework for Prison Inmates
► 9 Moodle courses for INED
► 6 TVET teacher training online courses

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.

► Healthy Communities model

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.

► Draft Quality Assurance Policy for Open Schools

LOOKING FORWARD: 2015–2021

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

► Building of INED capacity in accreditation of eLearning programmes
► Training to develop supportive online materials
► Training for development of multimedia content for ODL programmes
► Training and technical assistance for development of short ODL professional courses
► Establishment of scholarships for training in ODL
► Supporting the establishment of ODL for TVET
PARTNERSHIPS

Commonwealth Open Schools Association (COMOSA)
Twenty-two partners signed the COMOSA constitution, including the National Institute of Distance Education (INED).

Technical and Vocational Skills Partnerships in Mozambique
In November 2012, COL visited various stakeholders in Mozambique to explore areas of support and collaboration. Meetings were held with the National Directorate for Professional Technical Education, the Ministry of Education and Culture, the Polytechnic of Gaza, the Institute for Employment and Training, and the Dom Bosco Higher Institute.

In November 2012, COL made a presentation on COL and the TVSD initiative programme in Africa for the National Directorate for Professional Technical Education (DINET) and a group of TVET stakeholders at the Ministry of Education and Culture. Possible areas for partnership and collaboration were discussed. COL is now working on a collaboration with the Director of DINET to pilot elearning in 5 TVET institutions across the country.

Healthy Communities–UNICEF Mozambique Partnership
COL met with Massimiliano Sani, Communication for Development Specialist and Marie-Consolee Mukangendo, Communication for Development Specialist of UNICEF Mozambique, to discuss future collaboration, arriving at a series of joint programme activities.

INVEST Africa
COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. Five staff members from Dom Bosco Higher Institute are engaged in informal learning and collaboration.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting
Ms Lurdes Nakala of INED represented Mozambique at the meeting.

OER Policy Forum
From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:
1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum was Ms Lurdes Nakala, Director of Accreditation and Training Services of the National Institute for Distance Education and COL Focal Point, Directorate of Accreditation and Training Services.

COMOSA Planning Meeting
Bangladesh Open University, in collaboration with COL, hosted a COMOSA planning meeting, as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Mr Luís Francisco Uamusse of Institute of Open and Distance Education (IEDA) participated in the meeting and workshops.

Critical Reflections on Community Radio International Conference
COL participated in the “Critical Reflections on Community Radio” International Conference organised by the Forum of Community Radios of Mozambique (FORCOM) and the World Association of Community Radio Broadcasters (AMARC) Africa, which took place from 3 to 5 December 2013 in Maputo and brought together some 200 delegates from across Africa. COL collaborated with Ms Gail White of MTC, South Africa, and Ms Florida Banda from MailMwana Trust in Malawi in preparing the presentations. A total of 150 community radio practitioners and 25 decision-makers from development and communication organisations were introduced to COL’s participatory approach and Community Learning Programme model.

INVEST Africa Partners’ Meeting
COL held the fifth Annual Partners’ Meeting for the INVEST Africa capacity-building programme in December 2014, in Nairobi, Kenya. The meeting was attended by Principals from 13 partner organisations, plus policy advisors from five countries. Mr Halenio Nuala from Dom Bosco Higher Institute and Mr Gilberto Botas, Director, DINET attended the meeting.
which was led by a COL Education Specialist – TVSD, and Ms Shafika Isaacs, the TVSD Evaluation Consultant from South Africa.

CAPACITY

Training of Trainers Community Learning Programme Development and Design Workshop

COL collaborated with the FORCOM in two training of trainers workshops held in Maputo, 26–30 November 2012 and 26 February to 2 March 2013 (in February, a joint activity with UNICEF). Eighteen community media trainers were trained in programme development and design skills.

COMOSA Gender Mainstreaming Workshop

To ensure that open schools mainstream gender in their activities, COL organised a COMOSA workshop 13 to 17 March 2013 in Delhi, India, to discuss the Gender Equality Guidelines developed by a COL consultant. Attending the workshop were 19 representatives from Bangladesh, Belize, Botswana, Canada, Ghana, India, Kenya, Mozambique, New Zealand, Namibia, Pakistan, Sri Lanka, Tanzania, and United Kingdom.

Capacity-Building Support to Dom Bosco Higher Institute’s TVET Teacher Training Programme

In June 2013, COL contracted Professor Alex Romiszowski to work with Dom Bosco Higher Institute on a quality review of their distance TVET teacher training programme. The review highlighted strengths and weaknesses and made recommendations for improvement. The report forms the basis of a plan for further capacity-building assistance for Dom Bosco Higher Institute. In September 2014, support to Dom Bosco Higher Institute continued with the consultancy of Professor Romiszowski to build capacity in developing their online TVET teacher education programme.

PowerPoint Facilitation Course

A course for teachers on PowerPoint facilitation was developed on Moodle by COL consultant, Jan Deurwaarder. In September 2014, COL consultant, Sandy Hirtz, began offering the course to 50 teachers across the 13 INVEST Africa partner institutions, which include Dom Bosco Higher Institute.

Community Learning Programme Developer’s Certificate

Regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners:

Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, three participants from Mozambique were trained.

In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery.

Two editions of “eFacilitation” were run in 2013 (March–April and September–October). Mr Amade Ismael, Mr Hortêncio Jeremias and Ms Luisa Banze of FORCOM participated.

INVEST Africa Gender Mainstreaming

A workshop on gender mainstreaming in TVET was facilitated in Kenya in November 2014 with 29 participants from 13 INVEST Africa partner institutions. Ministry officials attended from Kenya and Nigeria, two staff from each of 13 INVEST Africa partner institutions, including 2 people from Dom Bosco Higher Institute.

MATERIALS

Education Services to Prison Inmates Materials Development Workshop

COL organised a workshop on “Education Services to Prison Inmates” in Namibia from 17–21 September 2012. The tangible outcome of the workshop included the development of a unique modular curriculum framework for prison inmates that had a core set of four mandatory courses (Practical Math Skills, Practical Language Skills, Practical Computer Skills and Practical Life Skills). Mr Manuel Adamo Cassamo, Coordinator for Secondary Education by Distance Education, and Mr Amadeu Afonso of IEDA, Mozambique, attended the workshop.

Moodle Courses for INED

COL supported the development of nine Moodle courses for INED.

Online TVET Teacher Training

COL has supported the team at Dom Bosco Higher Institute to develop a new blended learning version of a national recognised TVET teacher training qualification. Six courses have been developed and are currently being quality assured.
MODELS

Healthy Communities Model

As part of COL’s collaboration with FORCOM to build capacities to develop Community Learning Programmes (CLPs) on local health/development priorities, FORCOM conducted a survey of 10 community radio stations concerning programme planning, design and delivery practices, with the findings available in a report (June 2013).

Sixty community media practitioners were reached through COL’s presentation on participatory communication programmes at the FORCOM AGM. Ms Gail White of MTC, South Africa, collaborated in the presentation.

A distance training and mentoring process and face-to-face programme planning/design workshops resulted in two new CLP plans in Chimoio and Macequese (with three other sites planned) concerning maternal and child health.

POLICIES

Quality Assurance Policies for Open Schools

A Quality Assurance (QA) workshop was held in Zambia in March 2014. Based on the workshop, participants drafted QA policies for open schools. Mr Amadeu Afonso and Mr Bernardo Filipe Massolonga from the IEDA participated in the workshop. A QA policy was developed for IEDA.
NAMIBIA

CONTEXT

Namibia is a large country with a population of 2.3 million. It is active in numerous open and distance learning (ODL) initiatives and is a member of the Distance Education Association of Southern Africa (DEASA). Namibia is a regular contributor to COL’s budget.

AGREED PRIORITIES

- Expand vocational education and training for unemployed youth
- Provide e-skills training for educators
- Promote information and communication technologies (ICT) skills (e.g., mobile learning)
- Accelerate access to open educational resources (OER)/the Digital Education Library
- Address misconceptions and prejudices about ODL

OUTCOMES ACHIEVED BY COL

- Modular Curriculum Framework developed for prison inmates
- Eight multimedia Mathematics and English lessons created
- 11 new VUSSC courses made available
- OER Policy for NAMCOL drafted

COL’S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL
- Eliminate gender disparity in education
- Make available the benefits of new technologies, especially for information and communications

COL’s Work on Namibia’s MDG Targets
- Capacity-building in gender mainstreaming and development of gender equality guidelines are underway
- Policy development, training and materials provision in OER, ICTs, ODL and eLearning are underway

QUICK NOTES

COL Focal Point:
- Mr. Beans U. Ngatjizeko, Ministry of Education

Areas of COL’s Work in Namibia:
- Open Schooling
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
- eLearning
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
► Namibian College of Open Learning (NAMCOL)
► Centre for Open and Lifelong Learning (COLL), Polytechnic of Namibia
► University of Namibia
► Media Institute of Southern Africa (Namibia)
► Namibia Qualifications Authority

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

► Community Radio Stakeholders Capacity-Building and Planning
► Monitoring and Evaluation for VUSSC
► Gender Mainstreaming in Open Schools
► Capacity-Building for Educators in TVET
► Community Learning Programme Development
► Planning and Theory of Change for Open Schools

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.

► Modular Curriculum Framework for Prison Inmates
► Multimedia Mathematics and English lessons
► 11 new VUSSC courses made available
► Online course in Early Childhood Development

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.

► Transnational Qualifications Framework

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.

► Draft institutional OER policy

OTHER
► Speeches and presentations
► Contributions to COL publications
► Namibian experts engaged as professional resources

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

► Finalisation of the National ODL policy
► Establishment of an Open University

LOOKING FORWARD: 2015–2021

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

► Finalisation of the National ODL policy
► Establishment of an Open University

► Training of TVET teachers from INVEST Africa partners as eLearning ODL practitioners, in collaboration with Centre for Open and Lifelong Learning (COLL)
► Establishment of executive secondment opportunities
Appendix: COL’s Activities in Namibia

PARTNERSHIPS

COMOSA (Commonwealth Open Schools Association)
Twenty-two partners signed the COMOSA constitution, including Namibian College of Open Learning (NAMCOL).

VUSSC (Virtual University for Small States of the Commonwealth)
COL has been providing ongoing support to NAMCOL for the delivery of VUSSC courses through its institution.

INVEST Africa Community Learning Network
COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. Two members are from Namibia and are engaged in informal learning and collaboration.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to attend the forum: Ms Donne Ferreira of Origo Primary School, Ms Leena Kloppers of the Centre for Open and Lifelong Learning (COLL), Polytechnic of Namibia, and Mr Beans Ngatjizeko of the Ministry of Education. In addition, Ms Margaret Mensah-Williams of the National Council, Parliament of Namibia, was a keynote speaker at the forum, also sponsored by COL to attend.

Regional Focal Points Meeting
Mr Beans Ngatjizeko, Director, Adult Education of the Ministry of Education, represented Namibia at the meeting.

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. Ms Edwig Karipi, Programme Manager for Secondary Education of NAMCOL, attended the meeting.

UNISA–Cambridge International Conference on Open, Distance and eLearning
COL was a co-sponsor of the UNISA–Cambridge International Conference on Open, Distance and eLearning held in Cape Town, South Africa, from 29 September to 2 October 2013.

COL supported five delegates from Malaysia, United Kingdom, Namibia and Nigeria to the conference. Joint applicants Ms Denise du Plessis of the University of Namibia and Ms Lucy Alexander of the University of the Western Cape were supported to present at the conference.

VUSSC Interlocutors Meeting
The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Mr Beans Ngatjizeko of the Ministry of Education represented Namibia at the meeting.

CAPACITY

Community Radio Stakeholders Capacity-Building and Planning Workshop
A national capacity-building planning workshop for community radio stakeholders was carried out in September 2012 by Media Institute of Southern Africa (Namibia) and the World Association of Community Radio Broadcasters (AMARC) with support from COL. The workshop was geared towards the role of community media in developing and delivering participatory communication programming for social impact.

Monitoring and Evaluation for VUSSC
As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:
► enhance the capacity of Interlocutors and implementers in M&E;
► provide a framework to institutionalise M&E; and
► collect data on VUSSC activities.

Attending the workshop were Mr Beans Ngatjizeko of the Ministry of Education and COL Focal Point, and Mr Adam Muheua of NAMCOL.
Gender Mainstreaming in Open Schools
To ensure that open schools mainstream gender in their activities, COL organised a COMOSA workshop from 13 to 17 March 2013 in Delhi, India, to discuss the Gender Equality Guidelines developed by a COL consultant. Attending the workshop were 19 representatives from Bangladesh, Belize, Botswana, Canada, Ghana, India, Kenya, Mozambique, Namibia, New Zealand, Pakistan, Sri Lanka, Tanzania, and United Kingdom.

Capacity-Building for Educators in TVET
COL supported capacity-building of facilitators, moderators and instructors in technical vocational education and training (TVET) for 15 NAMCOL staff involved in TVET, International Computer Driving Licence (ICDL) and Professional Programmes between April and June 2013.

Community Learning Programme Distance Training and Mentoring
Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners.

A second follow-up multimedia workshop was held in a rural part of Namibia from 24 May to June 2013, where 11 teachers (seven women and four men) were trained on how to translate their lessons, in script form, into good videos through recording. Eight lessons in Mathematics and English were recorded.

New VUSSC Courses
During 2013–2014, 19 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education
Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.

Mr Rejoice Quest of the Polytechnic of Namibia attended the workshop.

Online Course for Early Childhood Development
COL is supporting NAMCOL in the development of an online course on early childhood development. At the request of NAMCOL, COL supported the transformation of the print-based Certificate in Early Childhood Development (CECD) into online learning. Three sets of workshops (coordination of a Learning Management System (LMS); administration of an LMS; and training of writers on how to re-purpose study guides) took place in June 2014.

MATERIALS
Modular Curriculum Framework for Prison Inmates
COL organised a workshop on “Education Services to Prison Inmates” in Namibia from 17 to 21 September 2012. The tangible outcome of the workshop included the development of a unique modular curriculum framework for prison inmates that had a core set of four mandatory courses (Practical Math Skills, Practical Language Skills, Practical Computer Skills and Practical Life Skills). Attending the workshop were Mr William Chirenba, DEP Commissioner; Ms Penitha Tjihukununa, Vocational Instructor; Ms Lucia Oarum and Mr Paavo Pea of NAMCOL; and Mr Tomas Shaanika of Oluno Rehabilitation Centre.

Multimedia Mathematics and English Lessons
COL facilitated a workshop in Namibia from 24 to 28 September 2012 during which 11 teachers (seven women and four men) were trained in various aspects of educational media integration in the classroom and copyright to assist them in developing multimedia lessons in Mathematics and English.

A second follow-up multimedia workshop was held in a rural part of Namibia from 24 May to June 2013, where 11 teachers (seven women and four men) were trained on how to translate their lessons, in script form, into good videos through recording. Eight lessons in Mathematics and English were recorded.

COMOSA Planning and Theory of Change Workshops
Bangladesh Open University, in collaboration with COL, hosted a COMOSA Planning Meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Ms Edwig Karipi of NAMCOL participated in the meeting and workshops.

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MODELS

Transnational Qualifications Framework

The Namibia Qualifications Authority has been supporting VUSSC in the implementation of the Transnational Qualifications Framework (TQF).

POLICIES

Institutional OER Policy

With the support of COL, NAMCOL has developed an OER policy.

OTHER

Speeches and Presentations

The COL Education Specialist – Open Schooling made a presentation on OER at the Distance Education Association of Southern Africa (DEASA) 47th Conference in Namibia on 22 September 2012.

Contributions to COL Publications

Ms Edwig Karipi from the Namibian College of Open Learning (NAMCOL) contributed a chapter entitled “Developing OER: The Perspective of the Teachers from Namibia” to the book Open Schooling with Open Educational Resources: Opening Doors, Creating Opportunities, published by COL.

Namibian Experts Engaged as Professional Resources

In February 2013, COL contracted Dr Delvaline Mowes from COLL at the Polytechnic of Namibia to facilitate workshops at the Technical and Vocational Teachers’ College and Zambia Institute of Business Studies and Industrial Practice in Zambia to build their capacity in system design for ODL.

In 2012 and 2013, Dr Sunday Reju from the Polytechnic of Namibia facilitated the TVSD online course in Flexible Skills Development for two cohorts of online learners from the INVEST Africa partnership.
Nigeria is the most populated country in Africa, with about 173 million people. Its education and training needs exceed what existing institutions can provide. Open and distance learning (ODL) is seen as an effective means of expanding access to education and training. As a major donor, Nigeria has strong links with COL and a seat on the Board of Governors.

**Agreed Priorities**
- Provide technical assistance in the establishment of Nigeria’s Open School
- Revitalise and reinvigorate the Regional Training Institute on Distance Learning (RETRIDOL)
- Support capacity-building of ODL staff
- Support capacity-building of Medical and Public Health workers

**Outcomes Achieved by COL**
- Auchi Polytechnic offers three new courses as a result of their work with INVEST
- Manual and Mentors’ Guide for Nomadic Teachers and Schools for the training of 1,200 teachers
- Establishment of a gender desk and gender integration plan at National Board for Technical Education
- Support for the National Open University Nigeria (NOUN) to publish their online materials as open education resources (OER)

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications
- Promote gender equality and empower women
- Achieve universal primary education

**COL’s Work on Nigeria’s MDG Targets**
- Capacity-building, materials development and policy support for sharing OER and promoting ODL are underway
- Support for institutions to mainstream gender and make education more accessible to girls and women
- Working to improve access to quality education through support for nomadic schools

**Agreed Priorities**
- Prof. Olugbemiro Jegede, Secretary to the State Government, Nigeria, is a COL Fellow
- Prof. Vincent Ado Tenebe, of the National Open University of Nigeria, is a COL-UNESCO Chair

**Quick Notes**
- COL Board:
  - Her Excellency Mrs Mariam Yalwaji Katagum, Ambassador/Permanent Delegate, of the Permanent Delegation of Nigeria to UNESCO (Paris)
- COL Focal Point:
  - Mrs Nonyem Gladys Obichukwu, Ministry of Education
- Notable Mentions:
  - Prof. Olugbemiro Jegede, Secretary to the State Government, Nigeria, is a COL Fellow
  - Prof. Vincent Ado Tenebe, of the National Open University of Nigeria, is a COL-UNESCO Chair

**Areas of COL’s Work in Nigeria**
- Higher Education
- Teacher Education
- Healthy Communities
- Technical and Vocational Skills Development (TVSD)
- 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
- National Open University of Nigeria (NOUN)
- Auchi Polytechnic
- African Council of Distance Education (ACDE)
- National Board for Technical Education (NBTE)
- RETRIDOL Regional Centre
- Institute for Media and Society (IMESO)
- National Commission for Colleges of Education (NCCE)

**CAPACITY**

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

- Open Resources for English Language Teaching (ORELT) training
- Gender Integration in TVET
- Workshop on OER Policy Development
- Online Flexible Skills Development
- Integrating ICT in Teaching, Learning and Research
- Dual-Mode Provision training
- Training in research methods and tools
- Quality Assurance in ODL and Dual Mode
- Course materials in ODL
- Development and Re-use of OER
- Developing and Writing Fundable Research Proposals

**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.

- Manual and Mentor’s Guide for Nomadic Teachers and Schools
- Audio and video learning materials for TVET
- Course design for the informal sector
- CLP Development Course Materials
- Farm Radio Programme Development
- Support to NOUN in publishing materials as OER
- Legislative Drafting Programme
- West African Journal of Open and Flexible Learning (WAJOFEL)

**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.

- ODL Policy review
- ODL Policy development support
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Lesotho was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Nigeria. The following areas were identified:

- Provision of technical assistance in the establishment of Nigeria’s Open School
- Increasing of advocacy, sensitisation and communication strategies to enhance open learning
- Mass deployment of qualified ODL teachers and retraining of serving ones
- Strengthening of Quality Assurance and monitoring mechanisms
- Revitalising and reinvigorating RETRIDOL to the level of CEMCA, to be able to cater for the whole of Africa
PARTNERSHIPS

Regional Training and Research Institute for Distance and Open Learning (RETRIDOL)

COL works collaboratively the regional ODL centre for Western Africa- Regional Training and Research Institute for Distance and Open Learning (RETRIDOL), based at the National Open University of Nigeria. Two RETRIDOL-commissioned research studies were completed: “Employers’ perception and expectations of professional competence of distance learning graduates in Nigeria” and “An expository study of QA practices in single- and dual-mode distance learning institutions in Nigeria.”

INVEST Africa

Auchi Polytechnic 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. Auchi Polytechnic currently has 90 students enrolled in three new courses.

COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. A total of 128 members are from Auchi Polytechnic and are engaged in informal learning and collaboration.

African Council for Distance Education (ACDE)

COL participated in a meeting with the ACDE office bearers to establish a partnership to carry forward COL’s work in quality assurance and capacity-building among ACDE member institutions. A Memorandum of Understanding between COL and ACDE has since been signed, which outlines the following three areas of collaboration:

1. Capacity-building for research in ODL
2. Quality assurance activities including COL’s Review and Improvement Model (COL-RIM)
3. Leadership training for member institutions of the ACDE.

COL-UNESCO Research Chair

The Research Chair in ODL at NOUN became functional. The work plan was approved and activities initiated. Research reports are awaited.

Regional Focal Points Meeting

Mrs Nonyem Gladys Obichukwu of the Federal Ministry of Education represented Nigeria at the meeting.

CEMBA/CEMPA Board Meetings

COL organised face-to-face meetings of the Academic Board (AB) and the Executive Governing Board of the CEMBA/CEMPA consortium from 26 to 27 October 2013 in Mauritius in order to strengthen the network of CEMBA/CEMPA partners and enlarge the consortium by networking with COL partners in the region. The 24th meeting of the Academic Board and the meeting of the Executive Governing Board were held with 12 members, representing nine of the 11 partner institutions. Professor Chuks Maduabum, Dean, School of Management Sciences, and Dr Mande Samaila, CEMBA/CEMPA programme, School of Management Sciences, NOUN, represented Nigeria at 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 a five-day partners meeting in Lusaka, Zambia. The meeting reviewed the capacity-building activities of the past six months and planned for the coming year. Dr Joseph E. Imanah and Dr Sunny Eshiotse of Auchi Polytechnic attended the meeting.

COL facilitated the 2013 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 Monitoring and Evaluation (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. Dr Philipa Idogho of Auchi Polytechnic participated in the meeting.

COL held the fifth Annual Partners’ Meeting for the INVEST Africa capacity-building partnership in December 2014 in Nairobi, Kenya. The meeting was attended by Principals from 13 partners plus policy advisors from five countries. The meeting was led by COL Education Specialist – TVSD and Ms. Shafika Isaacs, the TVSD Evaluation Consultant from South Africa. Dr Abubakar from NBTE attended along with Dr Sunny Eshiotse Deputy Rector, Auchi Polytechnic.

SADC-CDE Meetings

On 17 to 18 March, 2014 COL and the SADC-CDE Advisory Committee met in Mauritius. Professor Vincent Babatunde Ogunlela of RETRIDOL represented Nigeria at the meeting.
**RETRIDOL Advisory Board Meetings**

A RETRIDOL Advisory Board meeting was held in May and the work plan for year 2013–2014 was approved. Another Advisory Board Meeting took place in June 2014.

**African Council for Distance Education (ACDE) Conference and AGM**

The 4th ACDE Conference and AGM were held on 6 to 9 June, 2014 in Victoria Falls, Zimbabwe. COL supported the pre-conference workshop on Quality Assurance Frameworks for trainers from different ACDE member universities that will in turn train their colleagues in their respective institutions. The workshop was held from 3 to 4 June 2014.

**UNISA-Cambridge International Conference on Open, Distance and eLearning**

COL was a co-sponsor of the UNISA-Cambridge International Conference on open, distance and eLearning held in Cape Town, South Africa, from 29 September to 2 October 2013. COL is supporting five delegates from Malaysia, United Kingdom, Namibia and Nigeria to the conference. One presenter of joint-applicants Dr Janet Macdonald, Professor Samuel Kafewo, Professor Jenkeri Okwori and Mr Gordon Adam of NOUN was offered support to present at the conference.

**Healthy Communities Partners’ Meeting**

COL convened a meeting of its Healthy Communities initiative partners in Abuja in December 2013, on the sidelines of the 7th Pan-Commonwealth Forum (PCF7). The meeting, which was held 1 to 2 December 2013, focused on conducting a mid-term review of the initiative and planning for the balance of the three-year plan. Akin Akingbulu and Joshua Olufemi, of the Institute for Media and Society (IMESO), Nigeria, participated in the meeting.

**Radio(inter)active**

As part of the 7th Pan-Commonwealth Forum (PCF7) on Open Learning, COL worked with Farm Radio International (Tanzania) and the Institute for Media and Society (Lagos) to run a participatory programme entitled Radio(inter)active, which featured a workshop and a four-day intervention run by a group of 15 Nigerian campus broadcasters and social media activists from across the country. Participants used FM radio, mobiles, online and social media (e.g., Facebook, Twitter, YouTube, SoundCloud) to engage with PCF7 delegates as well as ODL practitioners and citizens more widely in Nigeria and globally. IMESO took a leading role in developing communication for development and community media programming for PCF7.

**CAPACITY**

**Training of Teachers Workshop on Open Resources for English Language Teaching (ORELT)**

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 sensitise the 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. COL engaged Professor Muhammad Junaid of the National Commission of Colleges of Education and Professor Issac Olaofe of the Ahmadu Bello University as facilitators. The following people from Nigeria participated in the workshop: M.S. Aliyu, Dr Alex Maiyanga, Dr Ibrahim Muhammad, Professor Malami Buba, Dr F.E. Oniemayin, Dr O.A. Olajuyigbe, Mr Nuwa Diriyal, M.S. Umar, Dr Kikilomo Adeniyi and Abbah Ikwue.

**ORELT Training for Junior Secondary School Teachers**

COL, in collaboration with National Commission for Colleges of Education (NCCE), Abuja, and the Ministry of Education, Nasarawa State, organised a workshop for rural junior secondary school (JSS) teachers on ORELT. The workshop was held in Lafia from 25 to 30 November 2012. Forty participants attended the workshop. Another workshop was organised for Federal Capacity Territory (FCT) JSS teachers in Abuja from 16 to 22 December 2012. Fifty participants attended the workshop. The purpose of it was to:

1. create awareness of the ORELT materials among rural JSS teachers in Nasarawa State, Nigeria;
2. disseminate practical knowledge and skills on English language teaching through the use of the ORELT modules; and
3. train the JSS teachers to adapt and use the ORELT modules in their lessons and thereby improve the quality of their teaching.

**NBTE Gender Integration in TVET Support**

COL works closely with the NBTE and, as a result of a recommendation made following the COL Policy and Gender workshop at Auchi Polytechnic in February 2012, the NBTE has established a Gender Desk to spearhead activities to promote women and girls in TVET. COL has also been advising the NBTE on their proposed roadmap for gender integration in TVET.
Capacity-Building Workshop on OER Policy Development

A capacity-building workshop on OER policy development was held in Abuja, Nigeria from 29 July to 2 August 2013 for 35 policy-makers from ministries of education and heads of tertiary institutions in Burkina Faso, The Gambia, Ghana, Ivory Coast, Niger, Nigeria, Senegal and Sierra Leone (eight member states of the Economic Community of West African States [ECOWAS]). Each country delegation agreed to:

► organise wide consultations on OER policy development within their respective Ministry of Education and institutions; and

► on the basis of the consultations, prepare and submit a concept note to COL, ECOWAS and UNESCO on the activities they would undertake to develop institutional and national OER policies. The concept note would clearly indicate how COL, UNESCO and ECOWAS would support their policy development initiatives.

The following persons from Nigeria attended the workshop: Mrs Nkiru Josephine Banjoko, Dr Jane-Frances Agbu, Professor Muhammed Junaid, Dr Suleiman Ramon-Yusuf, Dr Aminu Sharehu, Professor James Adebowale Adelabu, Kabir Usman, and representatives from ECOWAS.

Online Flexible Skills Development

There have been seven presentations of the Flexible Skills Development online course in this programme period. The course introduces the flexible and blended model of TVET and covers ICT in Education, Change Management, Talking Strategy and the Teachers FaB Competency Framework. Teachers from Auchi Polytechnic have participated in all seven courses. Staff members of the National Board for Technical Education also participated.

PowerPoint Facilitation Workshop

An online course for teachers on Facilitating with PowerPoint was developed by COL. The course covers design of PowerPoint learning resources and requires teachers to facilitate a session under the observation of a mentor. The course has been offered on the TVSD Moodle platform twice and 4 teachers from Auchi Polytechnic have participated.

Integrating ICT into Teaching, Learning and Research

From 27 November to 1 December 2013, a workshop in Integrating ICT into Teaching, Learning and Research was held in Abuja, Nigeria. A total of 28 teacher educators (23 men and 5 women) from Nigeria participated.

Dual-Mode Provision Training (RETRIDOL)

Twenty-four academics from four conventional universities in Nigeria were trained in dual-mode provision in preparation of their plans to initiate ODL programmes.

Training in Research Methods and Tools (RETRIDOL)

Thirty academics from single- and dual-mode higher education institutions in West Africa developed capacity in research methods and tools.

Quality Assurance in ODL and Dual-Mode Provision (RETRIDOL)

Twenty-seven faculty members from eight institutions in the region were trained in Quality Assurance in ODL and dual-mode provision.

Course Material in ODL Training (RETRIDOL)

Forty-five academics from 11 institutions in five countries in the region were trained in course material development in ODL.

Development and Reuse of OER Training (RETRIDOL)

Thirty-two academics at NOUN were trained in the development and reuse of OER.

Developing and Writing Fundable Research Proposals Workshop (RETRIDOL)

A regional workshop on Developing and Writing Fundable Research Proposals was completed in Accra in March 2014 for 25 participants from 10 institutions in Nigeria and Ghana.

Online Assessment and Evaluation in ODL (RETRIDOL)

A national workshop on online assessment and evaluation in ODL was conducted from 27 to 29 May 2014. A total of 35 participants from six institutions attended.

Open Polytechnic of New Zealand (OPNZ) Scholarships (RETRIDOL)

Scholarships were provided to six women to register for the Certificate in Designing and Facilitating eLearning at OPNZ through RETRIDOL.

Open Polytechnic of New Zealand (OPNZ) Scholarships

To support women in higher education, COL sponsored 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) from the OPNZ. This qualification is made up of three 20-credit courses and is delivered online through the Online Campus. The following people from Nigeria are participating in the programme: Dr Juliet O. Inegbedion, NOUN; Mrs Opeoluwa Afolabi, Obafemi Awolowo University; Mrs Oluwayemisi Olagunju, Obafemi Awolowo University; and
Mrs Gloria C. Alaneme, University of Lagos. As of June 2014, another nine women in higher education from eight different countries, including Nigeria, were sponsored to complete in the OPNZ programme in designing and facilitating online learning/eLearning.

ACDE Workshops
The first activity under the ACDE-COL partnership was a workshop organised by ACDE and supported by COL on research methods and tools in ODL from 17 to 19 June 2013 at Arusha, Tanzania, for ACDE member institutions. Nineteen participants from six countries attended. Four academics from Nigeria participated and built capacity in research methods in ODL.

An ACDE regional Train the Trainers workshop on the QA Framework from ACDE member universities was held in June 2014. Thirty academics from seven institutions, including NOUN, attended.

Scholarships for ILO Online Gender Course
COL is sponsoring Ms Amina Idris and Dr Philipa Idogho to participate in the ILO online course called Gender in the Global Development Agenda: Tools for Gender-Sensitive Planning and Implementation.

Strategic Planning and eLearning Integration Workshop
COL contracted Professor Alex Romiszowski to facilitate a 2-week workshop encompassing strategic planning and eLearning integration at Auchi Polytechnic. The input involved 124 teachers and administration staff in a range of capacity-building and planning activities.

PowerPoint Facilitation
A course for teachers on PowerPoint facilitation was developed on Moodle by COL consultant, Jan Deurwaarder. In September 2014, COL consultant, Sandy Hirtz, began offering the course to 50 teachers across the 13 INVEST Africa partner institutions, which include Auchi Polytechnic.

Training in eFacilitation and Instructional Design
In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, of 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery. Three editions of the course in “e-facilitation” were run in 2013 and 2014 (March to April 2013; September to October 2013; August to September 2014). Joshua Olufemi, Otohwo Rosemary, Akinola Oluwaseun, Adelowore Abiodun, Toyin Akinniyi, and Olalere Oyeniyi of IMESO participated in the course.

Two editions of the course in instructional design were run (May to July 2013 and October to December 2014). Joshua Olufemi of IMESO participated in the course, resulting in a new eight-week e-workshop entitled Participatory Development Communication. Otohwo Rosemary and Toyin Akinniyi participated in 2014.

Community Learning Programme (CLP) Developer’s Certificate
Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, two participants from Nigeria were trained. In February to March 2014, 22 participants from various government departments and civil society organisations in Nigeria were involved in the training. Joshua Olufemi from IMESO was an e-facilitator for this course and Rebecca Ojedele of the African Radio Drama Association was engaged as a mentor.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, 29 participants from Nigeria received training. Joshua Olufemi from IMESO was an e-facilitator for this course, Akin Akingbulu from IMESO attended, and Ms Rebecca Ojedele of the African Radio Drama Association was engaged as a mentor.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, 26 participants from Nigeria received training resulting in completed CLP plans. Mr Joshua Olufemi from IMESO was an e-facilitator for this course, Akin Aakingbulu from IMESO attended, and Ms Rebecca Ojedele of the African Radio Drama Association was engaged as a mentor.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, 22 participants from Nigeria received training, which will result in completed CLP design documents.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.
Gender Mainstreaming in TVET

A workshop on gender mainstreaming in TVET was facilitated in Kenya in November 2014 with 29 participants from 13 INVEST Africa partner institutions. In attendance were ministry officials attended from Kenya and Nigeria, two staff from Auchi Polytechnic, and the gender Focal Point from the National Board of Technical Education.

Capacity-Building for Teacher Educators in Sub-Saharan Africa

NOUN has been 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. NOUN 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

The Commonwealth Executive MBA/MPA Programmes

The Commonwealth Executive MBA/MPA (CEMBA/CEMPA) programmes have been offered by the National Open University of Nigeria (NOUN) since 2004. Initially launched in 2002, the Commonwealth Executive MBA/MPA 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 are reported to be enrolled, and thus far, 3,814 have graduated. COL continues to receive updates on enrolment and graduation figures from the partner institution.

In 2012–2014, NOUN had an enrolment of 141 students.

Manual and Mentor’s Guide for Nomadic Teachers and Schools

A manual for the training of 1,200 Nomadic teachers and a mentor’s guide for nomadic schools were developed. Four hundred nomadic teachers in Adamawa state, Nigeria, were trained in constructivist pedagogy skills.

Developing Audio and Video Learning Materials for TVET

In August 2012, Masai TTI in Kajiado, Kenya, hosted an international workshop for 11 INVEST partner institutions on developing audio and video learning materials for TVET. The workshop was facilitated by COL consultants Jack Koumi from the UK and Flora Okuku from Kenya. Participants came from six countries, and included Imhakhu Ami and Egele Angela Follaw from Auchi Polytechnic, Nigeria, who attended the workshop. Participants have been working on audio, video and audiovisual materials and will continue to develop their skills and share their materials on the INVEST online Community Learning Platform.

Course Design for the Informal Sector

In January 2013, COL facilitated a second workshop on course design for the informal sector. This was attended by 22 participants from the 13 INVEST Africa partners. The workshop supported the development of plans for new and existing short courses. Ms Elizabeth Alimasunya and Dr Joseph E. Imanah attended the workshop. As a result of this training, informal sector courses, targeting female learners, are being offered by Auchi Polytechnic.

Support to NOUN in Publishing Materials as OER

COL supported NOUN to publish its online materials as OER, which was announced at the 7th Pan-Commonwealth Forum on Open Learning held in Abuja, Nigeria, in December 2013.

Community Learning Programme (CLP) Developer’s Certificate Materials Development

In February 2014, COL convened another course materials workshop in Bangalore to design and develop course materials associated with the Community Learning Programme (CLP) Developers’ Certificate, a new distance training and mentor certificate offered in association with national and regional partners of the Healthy Communities initiative in Africa. Mr Joshua Olufemi of the Institute for Media and Society (IMESO), Nigeria, participated in the workshop as a member of the CLP course team, which finalised the course “Research for Planning” during the workshop.

Farm Radio Programme Development

Thirty broadcasters (19 men and 11 women) were trained and mentored in radio programme development through two editions of a COL/Farm Radio International distance course run in September to December 2012 and September to December 2014. Participation in 2012 resulted in seven new/improved regular Farmer Radio Programme designs.

Legislative Drafting Programme

A licence renewal will be explored with NOUN to offer the Legislative Drafting Programme. 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.

**West African Journal of Open and Flexible Learning (WAJOFEL)**

To date, five editions of the journal have been published.

**POLICIES**

**ODL Policy Review at Auchi Polytechnic**

During May and June 2013, an online review of institutional ODL policy took place, with *Auchi Polytechnic Centre for Flexible Skills Development* working in a collaborative process to review its policies.

**ODL Policy Development at Auchi Polytechnic**

In August of 2013, COL supported a workshop in Institutional ODL Policy Development for 12 INVEST partners. *One person from Auchi Polytechnic (AP)* participated in the workshop. The Flexible Skills Development policy is now in place at AP.
An East African country of just under 12 million people, Rwanda joined the Commonwealth in 2009. Rwanda’s success in achieving near universal access to primary education has resulted in a shift in focus towards better quality education and capacity-building to implement and monitor programmes aimed at ensuring equitable access to quality education.

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on Rwanda’s MDG Targets**
- Capacity-building, materials development and policy support in ODL are underway

**AGREED PRIORITIES**
- Develop a national open and distance learning (ODL) policy, strategic plan and implementation framework
- Support capacity-building in development and production of ODL materials
- Support capacity-building in information and communication technologies (ICTs) for the private sector
- Support capacity-building in ICTs for teachers
- Develop in-service teacher training (INSETT)

**OUTCOMES ACHIEVED BY COL**
- Ongoing support for National ODL policy development provided
- Study of TVET teacher training in Rwanda completed
- Training for Extension Officers in ICT/mobile phone and ODL provided

**COL Focal Point:**
- Dr Evode Mukama, College of Education, University of Rwanda

**Areas of COL’s Work in Rwanda:**
- Teacher Education
- Higher Education
- Lifelong Learning for Farmers
- Healthy Communities
- Technical and Vocational Skills Development (TVSD)
- eLearning
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
- Rwanda Education Board
- Ministry of Agriculture
- Integrated Polytechnic Regional Centers (IPRC)
- Workforce Development Agency (WDA)
- University of Rwanda
- African Council for Distance Education (ACDE)

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

- Research Methods and Tools in ODL
- Mobile Phone-based ODL in Agricultural Extension
- Community Learning Programme (CLP) Developer’s Certificate
- Master’s in Public Health Capacity-Building
- Capacity-Building for Teacher Educators in Sub-Saharan Africa

**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.

- Farm Radio Programme Development

**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.

- Support for National ODL policy development

**LOOKING FORWARD: 2015–2021**
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Rwanda was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Rwanda. The following areas were identified:

- Development of a national ODL Policy, Strategic Plan and Implementation Framework
- Capacity-building in the development and production of ODL materials
- Capacity-building in the use of eLearning, mobile learning, MOOCs and OERs in the process of teaching and learning
- A national and organisational strategy for eLearning, mobile learning, MOOCs and OERs (strategy, policy and organisational and technical structure)
- A national digital library institutional framework
PARTNERSHIPS

INVEST Africa Online Community Learning Network
COL supports an INVEST online community of practice called the Community Learning Network (CLN), which currently has 1,182 members. Eighteen members are from Rwanda and are engaged in informal learning and collaboration.

African Council for Distance Education (ACDE)
COL participated in a meeting with the ACDE office bearers to establish a partnership to carry forward COL’s work in quality assurance and capacity-building among ACDE member institutions. A Memorandum of Understanding between COL and ACDE has since been signed, which outlines the following three areas of collaboration:
1. Capacity-building for research in ODL
2. Quality assurance activities including COL’s Review and Improvement Model (COL-RIM)
3. Leadership training for member institutions of the ACDE.

Support for the Establishment of an Open University
From 15 to 16 November 2012, COL met with the officials of the Ministry of Education and discussed how COL could support Rwanda in the establishment of an Open University. Dr Evode Mukama, the Chairman of the Task Force for the establishment of the university, agreed to forward its report to COL for comments and suggestions once it was available.

UNICEF-COL Child Friendly Schools Project
COL met with Dr John Rutayisire, Director General, Rwanda Education Board, to review the status of the UNICEF-COL Child Friendly Schools project. The challenges to the effective implementation of the project and how these could be resolved were discussed, as well as how the project could be fast-tracked. It was agreed that a Project Status Report and a Financial Report should be prepared and sent to COL.

Support for National TVET System
COL has worked with the Workforce Development Agency (WDA) to support the integration of technology and media in flexible and blended approaches as they develop their new national TVET system. In August 2012, COL facilitated an introductory workshop for the senior management teams of four Integrated Polytechnic Regional Centres (IPRC) and WDA policy-makers. There were 20 participants and the IPRC in Kigali has been identified as being ready to join the INVEST Africa activity. COL also facilitated a study of TVET teacher training in Rwanda with a view to assisting with the development of new programmes at the introductory level.

PARTNERSHIPS: MEETINGS AND CONFERENCES

Regional Focal Points Meeting
Dr Evode Mukama of the College of Education, University of Rwanda, attended the meeting.

Distance Education and Teachers’ Training in Africa (DETA) Conference
COL supported the Steering Committee of the Distance Education and Teachers’ Training in Africa (DETA) Conference 2013 on “Teacher Education and Development in Africa: The Need for Access, Equity, Sustainability, Quality and Relevance within the Context of Globalization,” held at the University of Nairobi, Kenya, from 30 July to 1 August 2013. Fourteen candidates (seven men and seven women) were supported to attend the conference: 10 people from Kenya, one from Rwanda, and three from Tanzania. Ms. E. Rudasingwa represented Rwanda at the conference.

ACDE Conference and AGM
The 4th ACDE Conference and AGM were held on 6 to 9 June, 2014 in Victoria Falls, Zimbabwe. COL supported the pre-conference workshop on Quality Assurance Frameworks for trainers from different ACDE member universities that will in turn train their colleagues in their respective institutions. The workshop was held from 3 to 4 June 2014.

CAPACITY

Research Methods and Tools in ODL
The first activity under the ACDE-COL partnership was a workshop organised by ACDE and supported by COL on research methods and tools in ODL at Arusha, Tanzania, for ACDE member institutions. Nineteen participants from six countries participated. One academic from Rwanda participated and built capacity in research methods in ODL.

Mobile Phone-based ODL in Agricultural Extension
Eleven officials from the Ministry of Agriculture, Rwanda, were trained in Mobile Phone-based Open and Distance Learning in Agricultural Extension. The workshop was held from 26 to 28 June 2012, and was facilitated by Titus Nalinda, Daniel Ninsiima and Kaliisa Robert of the Open Distance Learning Network (ODLN) of Makerere University’s Agricultural Innovation System Brokerage Association (AGINSBA) in Uganda. The objectives of the workshop were to:
1. expose the trainees to various technologies used in mobile learning;
equip trainees with the relevant skills for content development and delivery of learning content using mobile learning methods; and

strengthen the capacity of Extension Officers and staff of the Ministry of Agriculture and Animal resources in Rwanda to plan and implement mobile learning within their work.

**POLICIES**

**National ODL Policy Partnership**

A partnership was established in September 2014 with the Rwanda Education Board to develop the National ODL Policy.

**Capacity-Building for Teacher Educators in Sub-Saharan Africa**

University of Rwanda (UR) has been 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. UR is sending two 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.

**Community Learning Programme (CLP) Distance Training and Mentoring**

Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners.


The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, three participants from Rwanda received training.

**Regional Master’s in Public Health Capacity-Building**

A contract is in place to support capacity-building for a regional Master’s in Public Health.

**MATERIALS**

**Farm Radio Programme Development**

One broadcaster (a woman) was trained and mentored in radio programme development through a COL/Farm Radio International distance course. Participation resulted in a new/improved regular farmer programme design at Radio Maria in Kibungo.
SEYCHELLES

**CONTEXT**

A small state of the Commonwealth with a population of about 90,000, Seychelles has played a major role in the establishment and expansion of the Virtual University for Small States of the Commonwealth (VUSSC). A Seychelles national, John Lesperance, is currently COL’s Education Specialist, VUSSC. Seychelles has contributed to COL’s budget since 2008.

**AGREED PRIORITIES**

- Open learning for outer islands
- Build capacity for curriculum developers to create interactive materials for access online
- Provide access to peer-reviewed papers, materials and books
- Provide open and distance learning (ODL) for training in farming/agriculture
- Develop Quality Assurance for tertiary education

**OUTCOMES ACHIEVED BY COL**

- Modular Curriculum Framework for Prison Inmates developed
- Sustainable Tourism course offered by Seychelles Tourism Academy
- Eleven new VUSSC courses made available
- BSc in Environmental Science programme offered by University of Seychelles
- Lifelong Learning for Farmers Model scaled up
- Seychelles National Qualifications Framework referenced against the Transnational Qualifications Framework

**COL’S WORK RELATED TO MDG TARGETS**

**National MDG Targets Addressed by COL**

- Make available the benefits of new technologies, especially for information and communications
- Address the special needs of small island developing states
- Promote gender equality and empower women
- Eradicate extreme poverty and hunger

**COL’s Work on Seychelles MDG Targets**

- Policy, training and materials development in open educational resources (OER), ICTs, ODL and eLearning are underway
- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants

**QUICK NOTES**

**COL Board:**

- The Honourable Mr Danny Faure, Vice-President and Minister of Public Administration and Communication Information Technology of Seychelles, is the appointed Regional Representative for Africa on COL’s Board of Governors.

**COL Focal Point:**

- Ms Marie-Reine Hoareau, Ministry of Education

**Areas of COL’s Work in Seychelles:**

- Open Schooling
- Higher Education
- Virtual University for Small States for Commonwealth (VUSSC)
- Lifelong Learning for Farmers
- eLearning
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
- Ministry of Natural Resources and Industry
- Seychelles Agricultural Authority (SAA)
- University of Seychelles (UniSey)
- National Institute of Health and Social Science, Seychelles (NIHSS)
- Seychelles Tourism Academy (STA)
- Seychelles Qualifications Authority (SQA)
- Adult Learning and Distance Education Centre
- Seychelles Farmer Association
- Seychelles Agricultural and Horticultural Training Centre (SAHTC)
- Airtel
- Development Bank of Seychelles

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

- Monitoring and Evaluation for VUSSC

LOOKING FORWARD: 2015–2021
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Seychelles was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Seychelles. The following areas were identified:

- Training of TVET instructors
- ODL and the L3F Approach in Agricultural Extension
- Mobile Phone-based Learning for L3F

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.

- Modular Curriculum Framework for Prison Inmates
- 11 new VUSSC courses
- VUSSC BSc in Environmental Science
- eLearning Sustainable Tourism Course

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.

- Transnational Qualifications Framework
- Lifelong Learning for Farmers model
- COL Review and Improvement Model (COL-RiM)

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.

- Support for National ICT Policy for Education

OTHER
- Contribution to COL publication

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

- Training of TVET instructors
- Building of capacity in competency-based curriculum design
- Training of health-promoting school leaders
- Building of capacity in assessment techniques for L3F project
- Enhancement of capacity of university lecturers to convert existing programmes, notably local ones, as online materials
Appendix: COL’s Activities in Seychelles

PARTNERSHIPS

Support to National Institute of Health and Social Science, Seychelles (NIHSS)

A meeting with Mr Rodney Philo, Director, National Institute of Health and Social Science, Seychelles (NIHSS), also took place in October 2013, and the institute’s strategic plan was discussed.

Virtual University for Small States of the Commonwealth (VUSSC)

COL has been providing ongoing support to the University of Seychelles and Seychelles Tourism Academy in the delivery of VUSSC courses through their institutions.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored Mr Justin Davis Valentin of the University of Seychelles to attend the meeting.

Regional Focal Points Meeting

Ms Marie-Reine Hoareau of the Ministry of Education, Employment and Human Resources represented Seychelles at the meeting.

OER Policy Forum

From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum were Mr Selby Dora, Special Advisor to the Minister, and Ms Marie-Reine Hoareau, Technical Advisor International Relations, both of the Ministry of Education, Employment, and Human Resources.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully.

Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Mr Justin Valentin of the University of Seychelles represented Seychelles at this meeting.

CAPACITY

Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:

► enhance the capacity of Interlocutors and implementers in M&E;
► provide a framework to institutionalise M&E; and
► collect data on VUSSC activities.

Ms Lucy Athanasius of the University of Seychelles attended the workshop.

Open and Distance Learning and the L3F Approach in Agricultural Extension

Thirty officers of Seychelles Agricultural Authority (SAA) were trained in ODL and the integration of the L3F approach in agricultural extension. SAA proposed a steering committee and implementation committee for L3F in Seychelles and identified 11 types of farmers’ groups for developing appropriate content.

Mobile Phone-based Learning for L3F

During August 2013, COL conducted a three-day training programme on Mobile-Phone based Learning to 18 officers of SAA. In this training programme, a SMS (short messaging service)-based mobile learning platform was installed. In 2014, COL trained more than 25 staff of SAA in ODL and mobile phone-based learning.
MODELS

Transnational Qualifications Framework

The Seychelles National Qualifications Framework has been referenced against the TQF.

Lifelong Learning for Farmers

COL facilitated a meeting between in which it was agreed that Seychelles Agricultural Agency (SAA) and a mobile phone service provider, Airtel, will enter into an agreement to support L3F in Seychelles. The Hon Mr Peter Sinon, Minister of Natural Resources and Industry, Seychelles, hailed COL for its support to launch mobile learning in line with the L3F Model, paving the way for a “perfect marriage between Seychelles Farmer Association, Ministry of Natural Resources and Industry” and felt that linking farmers’ associations with financial capital and mobile phone-based learning would lead to the betterment of agriculture.

On World Food Day, 16 October 2013, telecommunication company Airtel and the SAA signed a Memorandum of Understanding to bring technology to the farming community through COL’s L3F initiative. Airtel will facilitate communication of important messages to farmers, especially those who are remotely scattered, through SMS phone text messages. Immediately after the agreement for the programme was formalised with Airtel, farmers present at the event, held at the Anse Boileau Agricultural Research Station, received their first text message. The Open Day at the Research Station also included an exhibition showcasing the work of the different units within the SAA, the Health Ministry’s Nutrition Unit, the Seychelles Agricultural and Horticultural Training Centre (SAHTC) and the farmers in the district.

In March 2014, the Hon Minister for Natural Resources and Industry, Mr Peter Sinon, formally launched the L3F programme of the SAA. Working in close collaboration with a major mobile phone service company, the L3F programme aims to reach large number of farmers in Seychelles. Farmers seeking information or who have queries can now send a message to a special toll-free number – 9676 – through the SMS provided by telecommunications firm Airtel. Besides getting information, the service will also allow the farmers to interact with the SAA staff and share their ideas.

In May 2014, COL met with the Honourable Minister of Investment, Natural Resources and Industries, CEO and staff of SAA and officials of the Development Bank of Seychelles to discuss the strategies for strengthening L3F in Seychelles, and moving beyond a focus on mobile based learning to include social capital and financial capital.

MATERIALS

Commonwealth Executive MBA/MPA (CEMBA/CEMPA)

In October 2013, COL met Vice Chancellor Mrs Marina Confait and her team at the University of Seychelles (UniSey) and finalised the plans for the launch of ODL programmes at the UniSey through COL’s CEMBA programme.

Modular Curriculum Framework for Prison Inmates

COL organised a workshop on “Education Services to Prison Inmates” in Namibia from 17 to 21 September 2012. The tangible outcome of the workshop included the development of a unique modular curriculum framework for prison inmates that had a core set of four mandatory courses (Practical Math Skills, Practical Language Skills, Practical Computer Skills and Practical Life Skills). Ms Marie Claire Henriette and Ms Jacqueline Louange of the Adult Learning and Distance Education Centre attended the workshop.

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states, as well as the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop in collaboration with the National University of Samoa to develop a Postgraduate Diploma in Education (PGDE) from 17 June to 3 July 2013 in Samoa. Twenty-eight participants from 14 countries participated in the workshop. Much of the course was developed using open educational resources (OER).

eLearning Sustainable Tourism Course

The eLearning Sustainable Tourism Course was officially launched at the Seychelles Tourism Academy on 3 September 2012 by the Minister of Tourism and Culture, the Hon Alain St. Ange. Twenty-six Tourism and Tour Guiding-Advanced Diploma in Hotel Management students from Seychelles have enrolled in the course.
**COL Review and Improvement Model (COL-RIM)**

COL-RIM was implemented by the NIHSS in Seychelles. The evaluation of this implementation was completed in August 2014.

**POLICIES**

**Discussion on National ICT Policy for Education**

In October 2013, COL met with Dr Marie-Reine Hoareau, Technical Advisor, Ministry of Education, Employment and Human Resources and COL Focal Point, to discuss the developments in the education sector in Seychelles and efforts being made at the ministry to develop a National ICT policy for education.

**ICT in Education National Policy Workshop**

COL organised an ICT in Education National Policy workshop from 28 to 30 May 2014, facilitated by Andrew Moore. Participants were from the Ministry of Education, Employment and Human Resources, the Department of ICT (DICT), Plaisance High School and the School of Education. Over the three days, representatives numbered between 13 and 17 at each session. Organised at the behest of the Ministry of Education, the workshop was designed to provide both momentum and expertise in the development of a draft ICT in education policy for Seychelles.

In addition, the following personnel and school communities were consulted ahead of the ICT in Education Policy workshop:

- Ms Odile de Commarmond (Centre for Curriculum Assessment and Teacher Support)
- Mr Selby Dore (Ministry of Education, Employment and Human Resources)
- Mr Benjamin R. Choppy (Department of ICT)
- School visit: Plaisance Secondary School
- Ms Marie-Reine Hoareau (Ministry of Education, Employment and Human Resources)

**Draft National ODL Policy**

COL visited Seychelles in November 2014 and facilitated the development of a draft National ODL policy. The development of the National ODL policy for Seychelles will improve the development and deployment of ODL in Seychelles and ensure Seychelles’ education system through ODL is harmonised with that of other SADC member states, in line with the SADC Protocol on Education and Training.

**OTHER**

**Contribution to COL Publication**

Mrs Rosianna P.C. Jules from the University of Seychelles contributed a chapter on “Developing OER: The Perspective of the Teachers from Seychelles” to the book *Open Schooling with Open Educational Resources: Opening Doors, Creating Opportunities*, published by COL.
There has been a proliferation of open and distance learning (ODL) programmes in Sierra Leone in recent years, particularly in the area of teacher development, resulting in an urgent need for the Ministry of Education to develop appropriate policies and guidelines to ensure Quality Assurance.

National MDG Targets Addressed by COL
- Make available the benefits of new technologies, especially for information and communications
- Halve, by 2015, the proportion of people without sustainable access to safe drinking water

COL's Work on Sierra Leone's MDG Targets
- Capacity-building, materials development and policy support for sharing OER and promoting ODL are underway
- CLPs on water and sanitation are improving people’s knowledge of accessing and maintaining safe drinking water

OUTCOMES ACHIEVED BY COL
- Three Community Learning Programmes (CLPs) on water and sanitation and teenage pregnancy initiated, with approximately 3,000 users
- Two CLPs initiated in response to the Ebola outbreak

COL's Work Related to MDG Targets
- Open Schooling
- Teacher Education
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Healthy Communities
In the lead-up to the 2014 Regional Focal Points Meeting, COL identified relevant national priorities for Sierra Leone from the Sierra Leone Education Sector Plan including:

- Prioritising of the technical and vocational education sector
- Development of a national strategy and framework for integrating ICTs into the education system

**LOOKING FORWARD: 2015–2021**

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, Science and Technology
- Freetown Teachers’ College

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

- Open Resources for English Language Teaching (ORELT)
- Monitoring and Evaluation for VUSSC
- eFacilitation and Moodle Design
- Community Learning Programme Developer’s Certificate
- OER policy development
- Integration of ICT into teaching, learning and research
- Course material development
- Sponsorship to the Open Polytechnic of New Zealand (OPNZ)

**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.

- 11 new VUSSC courses made available

**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.

- Healthy Communities model
Appendix: COL’s Activities in Sierra Leone

PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Sierra Leone is a member of VUSSC.

Support to Freetown Teachers’ College for the Establishment of Open Schooling

Freetown Teacher’s College has requested support from COL for the establishment of open schooling.

COL Education Specialist-Open Schooling visited Sierra Leone to discuss the possibility of Open Schooling with stakeholders including: Mr Mani Kamara, Permanent Secretary; Mr Nabi Kamara, Director Higher Education; Mrs Musu Gorvie, Deputy Director, Higher Education; and Mrs Martyna Foday, Coordinator, Distance Education Unit, Freetown Teachers’ College.

Advocacy for Non-Formal ODL with UNICEF, HASDA and BBC Media Action

In November 2013, COL met with Ms Lynn Morris, Senior Project Manager, BBC Media Action, in Freetown and identified the organisation as a potential partner for Health and Social Development Association (HASDA) of Sierra Leone.

COL also met with Mr Frederick Bobor James, Programme Communication Specialist, and Mr Salieu Jalloh, Communication for Development (C4D) Officer, of UNICEF Sierra Leone in Freetown. As a result of the meeting, a promising partnership between HASDA and UNICEF was outlined. In November 2013, COL visited Sierra Leone to do an informal assessment of the work done by HASDA of Sierra Leone, the COL Healthy Communities country partner, and meet with stakeholders and potential partners.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum: Abdulai Maxim Conjoh of the Milton Margai College of Education and Technology, Martyna Nyagua Cecilia Foday of Freetown Teachers’ College, Haja Fatmata Jawara of Yegezie International Open College of Technology, Emmanuel Konjoh of HASDA, Paul K. Ngaujah of Njala University-Bo Campus, Kenneth Osho and Dr Momodu Turay of Fourah Bay College, University of Sierra Leone, and Fatmata Bundu of the Government Rokel Secondary School participated in the workshop.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors Meeting coincided with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica.

Healthy Communities Partners Meeting

COL convened a meeting of its Healthy Communities initiative partners in Abuja in December 2013, on the sidelines of the 7th Pan-Commonwealth Forum on Open Learning. The meeting, held from 1 to 2 December, focused on conducting a mid-term review of the initiative and planning for the balance of the three-year plan. Mr Emmanuel Konjoh of HASDA, Sierra Leone, participated in the meeting.

CAPACITY

Open Resources for English Language Teaching (ORELT) Workshop

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 sensitise the 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. Bridget Turay of Annie Walsh Memorial Secondary School, Mariama S. Musa of Njala University-Bo Campus, Kenneth Osho and Dr Momodu Turay of Fourah Bay College, University of Sierra Leone, and Fatmata Bundu of the Government Rokel Secondary School participated in the workshop.

Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:

► enhance the capacity of Interlocutors and implementers in M&E;
► provide a framework to institutionalise M&E; and
► collect data on VUSSC activities.

eFacilitation and Moodle Design Training

Mr Emmanuel Konjoh from HASDA of Sierra Leone was
trained in e-facilitation and Moodle design skills between April and July 2013, resulting in a preliminary draft e-workshop entitled “Programme Production for Community Learning Programmes.”

**Community Learning Programme (CLP) Developer’s Certificate**

Regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners. Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, one participant from Sierra Leone was trained.

**Capacity-Building Workshop on OER Policy Development**

A capacity-building workshop on OER policy development was held in Abuja, Nigeria from 29 July to 2 August 2013 for 35 policy-makers from ministries of education and heads of tertiary institutions in Burkina Faso, The Gambia, Ghana, Ivory Coast, Niger, Nigeria, Senegal and Sierra Leone (eight member states of the Economic Community of West African States [ECOWAS]). Each country delegation agreed to:

► organise wide consultations on OER policy development within their respective Ministry of Education and institutions; and

► on the basis of the consultations, prepare and submit a concept note to COL, ECOWAS and UNESCO on the activities they would undertake to develop institutional and national OER policies. The concept note would clearly indicate how COL, UNESCO and ECOWAS would support their policy development initiatives.

**Mrs Musu Gorvie** of the Ministry of Education, Science and Technology, and **Mr Sahr Pimbi Sorrie** of Freetown Teachers’ College attended the workshop.

**Integrating ICT into Teaching, Learning and Research**

From 27 November to 1 December 2013, a workshop in Integrating ICT into Teaching, Learning and Research was held in Abuja, Nigeria. A total of three teacher educators from Sierra Leone participated.

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. Two academics from Sierra Leone were trained at the workshop.

**Course Material Development Workshop**

Under the aegis of RETRIDOL, COL supported a regional workshop on course material development in ODL. Forty-five academics from 11 institutions in five countries in the region were trained in course material development in ODL. One academic from Sierra Leone participated and built capacity in course material development.

**Sponsorship to the Open Polytechnic of New Zealand (OPNZ)**

To support women in higher education, COL sponsored 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) from the OPNZ. This qualification is made up of three 20-credit courses and is delivered online through the Online Campus. The following person from Sierra Leone is participating in the programme: **Ms Agnes J.S. Pessima**, Fourah Bay College.

As of June 2014, another nine women in higher education from eight different countries, including Sierra Leone, were sponsored to complete in the Open OPNZ programme in designing and facilitating online learning/eLearning.

**MATERIALS**

**New VUSSC Courses**

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

**VUSSC Postgraduate Diploma in Education**

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER.
MODELS

Healthy Communities

Thirty-two individuals (21 men and 11 women) from 14 organisations (community networks and associations, public and community offices and non-governmental organisations, working health and development bodies, and community, public and private media) have been engaged in Community Learning Programme (CLP) planning and design though a series of regional and local training/mentoring workshops, led by HASDA (Freetown). A training session involving key stakeholders from three districts was organised in May 2013, led by Mr Charles Simbi of the Centre for Development Communication (Malawi). As a result of the training, three CLPs have been designed and delivered.

Through Health and Social Development Association (HASDA), COL’s Healthy Communities Initiative has CLPs in three districts: Bo, Kailahun and Moyamba on issues of water and sanitation and teenage pregnancy. HASDA reports a total of 3,000 identified users and estimated listenership of 10,000.

In response to the Ebola outbreak in Sierra Leone, HASDA began development of two CLPs on related issues for delivery in 2015 with technical and financial assistance from COL.
South Africa is an acknowledged leader in open and distance learning (ODL). It contributes to capacity development in the continent and beyond through its experts. South Africa is a key partner to COL that participates in a number of COL activities, and is also a major donor.

**National MDG Targets Addressed by COL**
- Reduce child mortality and improve maternal health
- Make available the benefits of new technologies, especially for information and communications

**COL's Work on South Africa's MDG Targets**
- Community Learning Programmes on child and maternal health are supported
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway

**COL Board:**
- The Government of South Africa is represented on COL's Board of Governors as a major donor by Professor Narend Baijnath, Pro Vice Chancellor of the University of South Africa (UNISA).

**COL Focal Point:**
- Ms Trudi van Wyk, Department of Higher Education and Training

**Notable Mentions:**
- UNISA received an Award of Excellence for Distance Education Materials at COL's 7th Pan-Commonwealth Forum on Open Learning (PCF7) in Abuja, Nigeria, in December 2013
- Professor Veronica McKay, College of Education, University of South Africa, is a COL Honorary Advisor

**Areas of COL’s Work in South Africa:**
- Open Schooling
- Higher Education
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
- eLearning

**Outcomes Achieved by COL**
- Fourteen Community Learning Programmes (CLPs) about community health have been developed and run with 14,500 identified users and an estimated usership of 48,900
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 (DBE and DHET)
- South African Qualifications Authorities (SAQA)
- South African Institute for Distance Education
- African Centre for Distance Education (ACDE)
- University of South Africa (UNISA)
- University of Pretoria
- University of Cape Town
- University of the Western Cape
- Media and Training Centre for Health
- Radio Riverside

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

- Support for Community Radio Capacity-Building workshop
- Community Learning Programme Course Development workshop
- ACDE Research Methods and Tools in ODL workshops

- ACDE Quality Assurance Framework workshop
- Scholarship to the Open University of Malaysia
- Community Learning Programme (CLP) Training – Media and Training Centre for Health
- eFacilitation and Instructional Design
- Community Learning Programme Developer’s Certificate
- Capacity-building for teacher educators in Sub-Saharan Africa

**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.

- CLP Developer’s Certificate materials
- Farm Radio Programme Development

**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.

- Transnational Qualifications Framework
- Healthy Communities model

**OTHER**
- Speeches and presentations
- Contribution to COL publication
- South African experts engaged as professional resources
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for South Africa was asked to identify the country’s top priorities and what COL can do to further support the national agenda of South Africa. The following areas were identified:

► Development of an enabling environment, including an open learning advocacy strategy, policy on OER, and institutional mechanism to take forward open learning, facilitate distributed learning, and develop a network of ICT-enabled centres and providers

► Collaboration between different departments to build a coherent open learning system based on enabling technology infrastructure

► Development of a National Open Learning System that cuts across institutional types and sectors

► Development of open learning opportunities for the education and training system, including skills development in different sectors

► Establishing of partnerships in delivering courses and programmes, especially at the TVET college level and including livelihoods and health programmes
Appendix: COL’s Activities in South Africa

PARTNERSHIPS

African Centre for Distance Education (ACDE)
COL participated in a meeting with the ACDE office bearers to establish a partnership to carry forward COL’s work in quality assurance and capacity-building among ACDE member institutions. A Memorandum of Understanding between COL and ACDE has since been signed, which outlines the following three areas of collaboration:

1. Capacity-building for research in ODL
2. Quality assurance activities including COL’s Review and Improvement Model (COL-RIM)
3. Leadership training for member institutions of the ACDE.

INVEST Africa
COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. Four members are from South Africa and are engaged in informal learning and collaboration.

Support for Open Schooling in South Africa
COL engaged the South African Institute for Distance Education (SAIDE) to develop a Concept Framework for an Open Learning System in Post School Education and Training in South Africa as the first phase of a larger initiative of the Department of Higher Education and Training (DHET) in South Africa.

In March 2014, COL met with Ms Trudi van Wyk, COL Focal Point and Director at DHET, to discuss possible COL support to her department in implementing a Concept Framework that had previously been submitted by COL.

Microsoft4Afrika
In May 2014, the Vice-President of COL met with Fernando de Sousa, Managing Director of Microsoft4Afrika (MS4A), to discuss working together in support of teacher training institutions in West Africa.

Dimension Data
Dimension Data (DD) has been in discussion with COL and DHET on an eLearning initiative for the development of a course to support university students, thus testing the use of open online learning courses that university students can take in addition to their degree and diploma courses. COL met with both DD and DHET in May 2014 to discuss this collaboration

Department of Higher Education and Training
COL is in discussions with DHET about an eLearning for University Students project. In May 2014, COL met with Ms Trudi van Wyk, Director, Career Development and ODL, and Dr Engela van Staden, Chief Director, Academic, Planning and Management Support, to review the progress and the current status with respect to funding and possible partners.

COL-UNESCO Chair at University of South Africa (UNISA)
The establishment of a COL Chair at UNISA has been approved in principle. Nomination and a work plan from UNISA are awaited.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)
COL sponsored the following people to attend the forum: Dr Ruth Aluko of the University of Pretoria, Dr Margaret Funke Omidire of the University of Pretoria, Ms Gail White of the Media and Training Centre for Health (MTCH), Mr Lutz Ziob of the Microsoft 4Afrika Academy also attended.

Ms Jenny Glennie of the South African Institute for Distance Education (SAIDE) was also sponsored by COL to attend the forum as a keynote speaker.

Regional Focal Points Meeting
Ms Trudi van Wyk, DHET, represented South Africa at the meeting.

ACDE Meetings
The 4th ACDE Conference and AGM were held on 6–9 June, 2014 in Victoria Falls, Zimbabwe. COL supported the pre-conference workshop on Quality Assurance Frameworks for trainers from different ACDE member universities that will in turn train their colleagues in their respective institutions. The workshop was held from 3 to 4 June 2014.

UNISA–Cambridge International Conference on Open, Distance and eLearning
COL was a co-sponsor of the UNISA–Cambridge International Conference on Open, Distance and eLearning held in Cape Town, South Africa from 29 September to 2 October 2013. Joint applicants Ms Denise du Plessis of the University of Namibia and Ms Lucy Alexander of the University of the Western Cape were supported to present at the conference.

Distance Education and Teachers’ Training in Africa (DETA) Conference 2013
COL supported the Steering Committee of the Distance Education and Teachers’ Training in Africa (DETA) Conference 2013 on “Teacher Education and Development in Africa: The Need for Access, Equity, Sustainability, Quality
and Relevance within the Context of Globalization,” held at the University of Nairobi, Kenya, from 30 July to 1 August 2013. Fourteen candidates (seven men and seven women) were supported to attend the conference.

**International Development Research Centre (IDRC) Principal Researchers’ Workshop**

In December 2013, COL’s regional agency, the Commonwealth Education Media Centre for Asia (CEMCA) attended the International Development Research Centre (IDRC) principal researchers’ workshop in Cape Town, South Africa, to undertake research on OER for Development. CEMCA also met with Dr Reggio Raju, Director of Library IT and Communications, and Dr Jaya Raju, Associate Professor of the University of Cape Town, to discuss potential collaboration on OER development in the region.

**Mozambique Community Radio Forum (FORCOM) AGM 2012**

Sixty community media practitioners were reached through COL’s presentation on participatory communication programmes at the Mozambique Community Radio Forum (FORCOM) AGM in December 2012. Ms Gail White of MTCH, South Africa collaborated in the presentation.

**Critical Reflections on Community Radio International Conference**

COL participated in the “Critical Reflections on Community Radio” International Conference organised by FORCOM and AMARC Africa, which took place 3 to 5 December 2013 in Maputo and brought together some 200 delegates from across Africa. COL collaborated with Ms Gail White of MTCH, South Africa and Ms Florida Banda from MaiMwana Trust in Malawi in preparing the presentations. In all, 150 community radio practitioners and 25 decision-makers from development and communication organisations were introduced to COL’s participatory approach and community learning programme model and approaches.

**Healthy Communities Partners Meeting**

COL convened a meeting of its Healthy Communities initiative partners in Abuja in December 2013, on the sidelines of the 7th Pan-Commonwealth Forum on Open Learning. The meeting, held from 1 to 2 December, focused on conducting a mid-term review of the initiative and planning for the balance of the three-year plan. Ms Gail White of MTCH participated in the meeting.

**OER Policy Forum**

From 22 to 24 May 2013, COL, UNESCO, and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum was Ms Heather Wilson, Deputy Director, LTS, Policy Development and Implementation of the Department of Basic Education, Ms Trudi van Wyk, Director, Career Development and Open and Distance Learning of DHET, and Ms Jenny Glennie, Director of SAIDE. Neil Butcher of Neil Butcher and Associates facilitated the forum.

**CAPACITY**

**Support for Community Radio Capacity-Building Workshop**

COL partners MTCH Cape Town, Radio Riverside (Upington) and the National Federation of Community Radio (NCRF) were supported by COL to attend a capacity-building workshop in Namibia in September 2012 as resource persons.

**Community Learning Programme (CLP) Materials Development**

A course development workshop was held from 28 April to 5 May 2013 in Kingston, Jamaica, to strengthen the foundations for future training/mentoring materials development in distance mode through the joint efforts of key COL partners in “participatory change communication programme” development. The workshop combined skills training in learning design and eLearning course development (using Moodle and related tools) with actual course/programme mapping, planning and materials development. Participating in the workshop were: Rosamond Brown, Transformative Communication Partners (Jamaica); Monica James, Maraa (India); Ms Busisiwe Ngebebetsha, MTCH (South Africa); Patrick Prendergast, Transformative Communication Partners (Jamaica); and Charles Simbi, Centre for Development Communication (Malawi). The workshop was facilitated by Sandy Hirtz of Canada.
ACDE Research Methods and Tools in ODL Workshops

The first activity under this partnership was a workshop organised by ACDE and supported by COL on research methods and tools in ODL. It ran from 17 to 19 June 2013 at Arusha, Tanzania, for ACDE member institutions and had 19 participants from six countries. Three academics from South Africa participated and built capacity in research methods in ODL.

ACDE Quality Assurance Framework Workshop

An ACDE Regional Train the Trainers workshop on QA Framework from ACDE member universities was held in June 2014. Thirty academics from seven institutions, including SAIDE and UNISA, attended.

Scholarship to the Open University of Malaysia

COL sponsored one scholar in 2014, nominated by DHET, South Africa, to complete the two-year Master’s in Instructional Design and Technology (MIDT) offered by the Open University of Malaysia.

CLP Training through MTCH

Thirteen communities, represented by over 70 organisations (community networks and associations, public and community offices and non-governmental organisations, working health and development bodies, and community, public and private media) have been engaged in CLP planning and design through a series of training and mentoring workshops, both distance and face-to-face, led by the Media and Training Centre for Health (Cape Town) in partnership with a range of local and provincial organisations.

eFacilitation and Instructional Design

In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, of 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery. Two editions of the course in e-facilitation were run in 2013 (March to April 2013; September to October 2013. The following people from South Africa received training: Busisiwe Ngcebetsha, Erna Curry, Jean Luc Tshiamala, Dieu Merci Mawidi Matala, and Pitchou Ilunga Tshimanga.

The course in instructional design was run May-July 2013. Busisiwe Ngcebetsha of MTCH participated in the course, resulting in a new 7-week e-course entitled “Participatory Communication Media Forms.”

Community Learning Programme (CLP) Developer’s Certificate

Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, 13 participants from South Africa were trained. Ms Busisiwe Ngcebetsha of MTCH, South Africa, was an e-facilitator for this course; and Ms Gail White, also of MTCH, was engaged as a mentor. In February to March 2014, 32 participants from various government departments and civil society organisations in South Africa were involved in the training. Busisiwe Ngcebetsha and Erna Curry of MTCH were engaged as e-facilitators for the course. Gail White, Lesley Boardman and Lorna Mulder (all from MTCH), along with Thabang Pusoyabone (of Radio Riverside, MTCH), were engaged by COL as mentors for the course.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, seven participants from South Africa received training. Busisiwe Ngcebetsha of MTCH was an e-facilitator for this course; Gail White and Marike Kramper, also of MTCH, were engaged as mentors.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, three participants from South Africa received training resulting in completed CLP plans. Busisiwe Ngcebetsha of MTCH was an e-facilitator for this course; Gail White and Marike Kramper, also of MTCH, were engaged as mentors.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, four participants from South Africa received training resulting in completed CLP plans. Busisiwe Ngcebetsha of MTCH was an e-facilitator for this course; Gail White and Marike Kramper, also of MTCH, were engaged as mentors.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.

Capacity-Building for Teacher Educators in Sub-Saharan Africa

University of Free State (UFS) has been 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. UFS is sending two 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

Community Learning Programme (CLP) Developer’s Certificate Materials Development

In October 2013, COL convened a course materials workshop in Nairobi to design and develop course materials associated with the Community Learning Programme (CLP) Developer’s Certificate, a new distance training and mentor certificate offered in association with national and regional partners of the Healthy Communities initiative in Africa. Ms Busisiwe Ngcebetsha, MTCH South Africa, participated in the workshop, which finalised the first course in the certificate “Communication for Development (C4D): Why. How. Now.”

As well, in February 2014, COL convened a course materials workshop in Bangalore to design and develop additional course materials associated with Community Learning Programme (CLP) Developer’s Certificate. Ms Busisiwe Ngcebetsha and Ms Gail White, both of MTCH, South Africa, participated in the workshop as members of the CLP course team, which finalised the course, “Research for Planning”, during the workshop.

Farm Radio Programme Development

Four broadcasters (two women and two men) were trained and mentored in Farm Radio Programme development two editions of a COL/Farm Radio International distance course run from September to December 2012 and September to December 2014. Participation in 2012 resulted in six new/improved regular farmer programme designs.

MODELS

Transnational Qualifications Framework

COL met with the South African Qualifications Authorities (SAQA) in September 2012 to seek SAQA’s support to develop guidelines and procedures for the registration of courses on the TQF portal.

Healthy Communities Model

As a result of training/mentoring, 14 CLPs – in Kumuman, Springbok and Upington in the Northern Cape; Atlantis, Beaufort West, Cape Town, Khayelitsha, Paarl and Worcester in the Western Cape; Taung in the North West; and Aliwal North, Burgersdorp, Cala and Umtata in the Eastern Cape – have been run or are in operation, involving a total of 90 hours of content designed and over 80 hours of content delivered, April to Jun3 2014, about community health, including maternal and child health, women’s sexual health, and HIV/AIDS. There were 14,500 identified users between April and June 2014 with estimated usership at 48,900 for the same period.

In December 2013, COL met with staff of MTCH to review and plan activities associated with the Healthy Communities initiative. A framework for 2014/2015 activities across several key areas was planned with national/regional partners. Ms. Gail White, Executive Director, Ms Busisiwe Ngcebetsha, Programmes Manager and Ms Francoise Dujardin, Finance Manager, all of MTCH, participated in the meeting. COL also visited Zibonele FM in Khayelitsha to review their CLP and Radio KC in Paarl to discuss a new CLP and outcome research. COL also met with Mr Franklin Huizies of the World Association of Community Radio Broadcasters (AMARC) to discuss future advocacy work in South Africa and Africa regionally, as well as with Ms Tanja Bosch of the University of Cape Town to discuss outcome-oriented research and COL’s CLP work more generally. This meeting helped to establish a link to the research community in South Africa.

In 2014, MTCH initiated research on the outcomes of CLPs delivered in two key locations in South Africa (Upington, Northern Cape, and Paarl, Western Cape). The study is assessing learning achievements and changes in health-seeking behaviour as a result of engagement in CLPs.

OTHER

Speeches and Presentations

COL presented a paper at the inaugural Commonwealth Youth Work conference held at the University of South Africa (UNISA) from 18 to 20 March 2013. The theme of the conference was “Educating and Training of Youth Workers: Towards the Professionalization of Youth Work.”

Contributions to COL Publications

Professor Brenda Gourley, former Vice-Chancellor of the University of KwaZulu-Natal, South Africa, contributed a chapter titled “Helping Other Women Become Leaders in Open and Distance Higher Education” to the book Women and Leadership in Open and Distance Learning and Development, published by COL.

Dr Evelyn Pulane Nonyongo contributed a chapter titled...
"Training the Course Team Members and Supporting OER Development: The Instructional Designer’s Perspective" to the book *Open Schooling with Open Educational Resources: Opening Doors, Creating Opportunities*, published by COL.

**South African Experts Engaged as Professional Resources**

**Dr Evelyn Nonyongo** of South Africa is working with COL as a consultant on an open schooling project with CENDLOS in Ghana.

**Mr Tony Mays** of SAIDE carried out a quality review of the distance education programme at Makerere University Business School (MUBS).

COL consultant **Ms Shafika Isaacs** of South Africa was engaged to collect and review the monitoring data for the TVSD initiative and the INVEST Africa activity as part of the Hewlett Foundation Evaluation Project.

COL collaborated with the Forum of Community Radios of Mozambique (FORCOM) in two Training of Trainers workshops held in Maputo, 26–30 November 2012 and 26 February to 2 March 2013 (the latter a joint activity with UNICEF). Eighteen community media trainers were trained in programme development and design skills. **Ms Gail White**, Executive Director of MTCH South Africa, facilitated the workshop.

COL collaborated with Farm Radio International to run a 13-week distance training and mentoring course in Farm Radio Programme development (September to December 2012). Over 150 farm radio broadcasters participated. **Ms Busisiwe Ngcebetsha** of MTCH, South Africa was one of three e-facilitators for the workshop.
Swaziland is a small state of the Commonwealth with a population of about 1.2 million people. One of the country’s key education challenges is the recruitment and training of teachers to meet the demands of free primary education. Swaziland is a regular contributor to COL’s budget.

**National MDG Targets Addressed by COL**
- Make available the benefits of new technologies, especially for information and communications

**COL’s Work on Swaziland’s MDG Targets**
- VUSSC is committed to the collaborative development of open content resources for education, training and capacity-building, and the use of information and communications technologies (ICTs) to broaden access to education

**Agreed Priorities**
- Mainstream the Child Friendly School Models to all primary schools and then high schools
- Finalise the National ODL Policy and implement it by first capacitating the four teacher training institutions to use ODL methodologies to train and upgrade larger numbers of teachers
- Capacitate the pre-service teacher training colleges to the level that they can successfully handle both full-time and distance education programmes
- Offer capacity-building workshops on material and curriculum development for use in distance teacher education mode
- Establish Departments of Distance Education in Ngwane Teacher Training College and Nazarene Teacher Training College

**Outcomes Achieved by COL**
- 11 new VUSSC courses, including the Postgraduate Diploma in Education made available

**Quick Notes**

**COL Focal Point:**
- Mr Peterson S. Dlamini, Ministry of Education and Training

**Areas of COL’s Work in Swaziland:**
- Virtual University for Small States of the Commonwealth (VUSSC)
- eLearning
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 and Training
- University of Swaziland (UNISWA)
- Emlalatini Development Centre
- Institute of Distance Education

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

- Monitoring and Evaluation for VUSSC
- Practitioner Research and Evaluation Skills Training (PREST) review workshop

**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.

- 11 new VUSSC courses made available

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

- Scaling and extending of the Child Friendly School (CFS) programme to cover all high schools, with a particular focus on capacity-building workshops for stakeholders (high school teachers)
- Provision of technical assistance in implementing the VUSSC Transnational Qualifications Framework (TQF)
- Support of capacity-building for key partners
- Support for collaborative initiatives with different partners where issues pertaining to the advancement of COL are concerned (e.g., sponsoring clients to participate in COL conferences/meetings)

**LOOKING FORWARD: 2015–2021**
PARTNERSHIPS

VUSSC (Virtual University for Small States of the Commonwealth)

Swaziland is a member of VUSSC. COL has been supporting University of Swaziland (UNISWA) to offer the VUSSC Master’s degree in Educational Leadership.

In March 2013, COL met with the Hon Wilson Ntshangase, Minister of Education and Training, Professor Cisco M. Magagula, Vice-Chancellor of the University of Swaziland (UNISWA), and senior staff and lecturers. COL also met with the management and staff of Emlalatini Development Centre to discuss ODL and learner support. Possible areas of collaboration were discussed with senior staff of the Institute of Distance Education. A lecture was presented on the “Emergence of Open and Distance Learning in an Era of ICT and OER,” which focused on current trends and the future of ODL.

Southern African Development Community – Centre for Distance Education (SADC-CDE)

COL and the Ministry of Education and Skills Development, Botswana, signed a Memorandum of Understanding to work collaboratively for the period 2012–2015 to promote the work of SADC-CDE. SADC-CDE will continue to serve as a centre of expertise in ODL for Southern Africa.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum: Dr C. Walter Sukati and Professor Satish Rastogi, both of the University of Swaziland.

VUSSC Interlocutors Meeting

The VUSSC Interlocutors meet every three years to review developments, achievements and lessons learned. The VUSSC Interlocutors Meeting coincides with the Pan-Commonwealth Forum (PCF). PCF7 was held in Abuja, Nigeria, from 2 to 6 December 2013. At this meeting, Interlocutors participated in a half-day impact evaluation workshop with COL’s impact evaluators, Dr Stephen Murgatroyd and Ms Janet Tully. Highlights of the Interlocutors Meeting included a discussion of the post-MDGs (Millennium Development Goals), current VUSSC resources, and the importance of gender in the VUSSC initiative. At the close of the meeting, the following countries expressed interest in offering VUSSC courses: Barbados, Vanuatu, Namibia, St. Lucia, Antigua & Barbuda, Maldives, Grenada and Dominica. Dr C. Walter Sukati of the University of Swaziland represented Swaziland at the meeting.

Regional OER Policy Forum

From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum were Ms Nokuthula Vilakati, Coordinator, Instructional Materials, University of Swaziland, and Dr Peterson S. Dlamini, Chief Inspector, Teacher Education, Ministry of Education and Training.

SADC-CDE Meetings

The SADC-CDE Advisory Board Meeting was held in Lesotho on 18 September 2012 and approved the Strategic Plan for 2012–2015. Mr Patrick N. Muir, of the Ministry of Education and Training Swaziland, attended the meeting as a member of the board.

SADC-CDE held its Annual Board meeting, represented by six countries on 23 May 2013. The Board meets on a rotational basis to review its activities of the past year, approve new activities, and direct the operations of the Centre. As Swaziland was absent from the meeting, Board members were not comfortable that Swaziland should take over from Lesotho, especially as there are specific tasks for the Chair. The Board voted that Zambia become the next Chair and that Swaziland be informed of the decision.

On 17 to 18 March 2014, COL attended the SADC-CDE Advisory Committee meeting in Mauritius. Mr Peterson S. Dlamini represented Swaziland at the meeting.
CAPACITY

Monitoring and Evaluation for VUSSC

As part of the Monitoring and Evaluation (M&E) strategy for VUSSC, COL organised an M&E Workshop in Lesotho from 10 to 14 December 2012. The objectives of the workshop were to:

- enhance the capacity of Interlocutors and implementers in M&E;
- provide a framework to institutionalise M&E; and
- collect data on VUSSC activities.

Dr C. Walter Sukati and Ms Nokuthula Vilakati of the University of Swaziland attended the workshop.

Practitioner Research and Evaluation Skills Training (PREST) Review Workshop

A VUSSC Practitioner Research and Evaluation Skills Training in Open and Distance Learning Materials (PREST) Review Workshop was held at BOCODOL, in Botswana, from 1 to 5 December, 2014. Participating in the meeting were Dr C. Walter Sukati, Director, Institute of Distance Education, University of Swaziland, and Ms Nokuthula Vilakati, Coordinator, Instructional Design and Development, Institute of Distance Education, University of Swaziland.

MATERIALS

New VUSSC Courses

During 2013–2014, 11 VUSSC courses were completed including: Master’s in Educational Leadership, Bachelor’s in Business and Entrepreneurship, Diploma in Agriculture, Linux for IT Managers, Facilitating Online Instruction, and Sustainable Tourism. Courses are available to all VUSSC member states on the VUSSC website. Approximately 49,000 people have been reached or trained, including senior officials, educators and over 1,300 learners enrolled in VUSSC-developed courses and programmes.

VUSSC Postgraduate Diploma in Education

Senior officials of the small states identified a need to develop a teacher education programme, especially at the postgraduate level, to help address the acute shortage of teachers in most of the small states and the lack of training programmes in most teacher training institutions. COL therefore facilitated a workshop, in collaboration with the National University of Samoa, to develop a Postgraduate Diploma in Education (PGDE). It ran from 17 June to 3 July 2013 in Samoa, with 28 participants from 14 countries. Much of the course was developed using OER. Mr Terence Sikhondze, Lecturer at Swaziland College of Technology, attended the workshop.
TANZANIA

A country of about 49 million people in East Africa, Tanzania has made significant progress towards achieving universal primary education in recent years. Tanzania has a long association with COL, particularly through the Open University of Tanzania, and is a regular contributor to COL’s budget.

Context

National MDG Targets Addressed by COL
- Make available the benefits of new technologies, especially for information and communications
- Promote gender equality and empower women
- Eradicate extreme poverty and hunger

COL’s Work on Tanzania’s MDG Targets
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway
- At Mbeya University of Science and Technology (MUST), female enrolment has been increased by 100% through access programmes targeting women
- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway.

Agreed Priorities

- Provide eLearning for Open School practitioners who develop ODL study materials and curriculum
- Offer teacher professional development in Science and language subjects (SE) through ODL upgrading
- Offer training in eLearning and use of ICTs
- Establish a National ODL Quality Assurance System
- Strengthen the UNESCO–COL chair
- Support collaborative Open Schooling research in use of mobile phones and vocationalisation of secondary education

Outcomes Achieved by COL

- 42 courses added to the Learning Management System at the Open University of Tanzania
- Quality Assurance Framework developed
- Capacity-building and networking developed through the UNESCO–COL chair
- Replication of Lifelong Learning for Farmers Model

Quick Notes

COL Focal Point:
- Dr Fidelice M.S. Mafumiko, Institute of Adult Education

Notable Mention:
- Professor Tolly Mbwette, Vice Chancellor of the Open University of Tanzania is a COL Honorary Advisor and a COL-UNESCO Chair in Open and Distance Learning (ODL)

Areas of COL’s Work in Tanzania:
- Open Schooling
- Higher Education
- Virtual University for Small States of the Commonwealth (VUSSC)
- Technical and Vocational Skills Development (TVSD)
- Lifelong Learning for Farmers
- eLearning
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 Communications, Science and Technology
- Open University of Tanzania
- African Council for Distance Education (ACDE)
- Mbeya University of Science and Technology (MUST)
- Tanzania Institute of Adult Education (IAE)
- Matumaini Mapya
- Tanzania Federation of Cooperatives
- Kagera Farmers’ Cooperative Bank
- Mtandao wa Vikundi vya Wakulima Wadogo Tanzania (MVIWATA)
- Africa Enterprise Challenge Fund
- Tigo Mobile

**CAPACITY**

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

- OER Trends in Use and Reuse
- ACDE workshops
- Course Design for the Informal Sector
- Flexible Skills Development
- Flexible Learning Approaches and Results-based Monitoring and Evaluation
- Moodle Administration
- Blended Online Teaching and Learning Strategies

**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.

- Audio and Video Learning Materials for TVET
- Multimedia Video Development
- Farm Radio Programme Development

**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 model

**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.

- Institutional ODL Policy development
- Open Schools Quality Assurance Policy development

**OTHER**

- Speeches and presentations
- Contribution to COL publication

- Sponsorship for ILO online gender course
- UNESCO-COL Chair workshops
- Community Learning Programme Developer’s Certificate
- PowerPoint facilitation
- INVEST Africa Gender Mainstreaming
- Capacity-building for teacher educators in Sub-Saharan Africa

**HIGHLIGHTS**

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

► Developing of OER materials
► Developing of National Quality Assurance policy to support delivery of quality distance education programmes
► Supporting of collaborative Open Schooling Research in use of mobile phones and vocationalisation of secondary education
► Developing and delivering of online courses, including programmes for attracting out-of-school children into distance learning institutions
► Monitoring and evaluation of learning progress/learners achievement in Open Schools, including tracer studies of ODL graduates to determine quality and credibility of programmes in the market
Appendix: COL’s Activities in Tanzania

PARTNERSHIPS

African Council for Distance Education (ACDE) Memorandum of Understanding

COL participated in a meeting with the ACDE office bearers to establish a partnership to carry forward COL’s work in quality assurance and capacity-building among ACDE member institutions. A Memorandum of Understanding between COL and ACDE has since been signed, which outlines the following three areas of collaboration:

1. Capacity-building for research in ODL
2. Quality assurance activities including COL’s Review and Improvement Model (COL-RIM)
3. Leadership training for member institutions of the ACDE.

INVEST Africa

Mbeya University of Science & Technology (MUST) 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.

Through INVEST Africa, COL has been working with 13 institutional partners to take active steps to bring more girls into TVET and to support them in male-dominated vocational areas. Institutions have been establishing Women in Technical Education (WITED) chapters and encouraging more girls to enrol for TVET. At MUST, the access programme has recruited 185 girls to study a special bridging course and have a chance to be rewarded with a place in the diploma programme if they are successful.

COL met with Professor Evelyn Mbede, Director of Science and Technology at the Ministry of Communications, Science and Technology in Tanzania, in November 2013 to discuss COL’s work with INVEST Partner MUST and how the ministry can support them. COL also gave a presentation on INVEST Africa at the Commonwealth Association of Polytechnics in Africa (CAPA) Conference in Arusha, Tanzania from 25 to 26 November 2013.

COL supports an INVEST online community of practice called the Community Learning Network (CLN) which currently has 1,182 members. In all, 90 members are from MUST and are engaged in informal learning and collaboration.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

Mr Gosbert Kaserwa of Matumaini Mapya, Mr Belingtone Mariki of the Tanzania Institute of Adult Education, Mr Willigis Mbogoro of the Tanzania Federation of Cooperatives, Professor Tolly S.A. Mbwette of the Open University of Tanzania (OUT), and Professor Joseph Msambichaka of MUST attended the forum.

Regional Focal Points Meeting

Dr Wilberforce Meena, Acting Deputy Director, Institute of Adult Education, represented Tanzania at the meeting.

ACDE Meetings

COL participated in the International Advisory group meeting of the African Council for Distance Education – Quality Assurance and Accreditation Agency (ACDE-QAAA) held in Dar es Salaam from 5–7 December 2012 to help finalise the QA toolkit for ODL institutions in Africa. Fifteen people attended the meeting, including representatives from Sri Lanka and the United Kingdom. The meeting enabled participants to validate the contextualisation of COL’s QA toolkit for Africa. The contextualised toolkit was later adopted by ACDE and endorsed for adoption by all member institutions.

The fourth ACDE Conference and AGM was held on 6 to 9 June 2014 in Victoria Falls, Zimbabwe. COL supported the pre-conference workshop on Quality Assurance Frameworks for trainers from different ACDE member universities who will in turn train their colleagues in their respective institutions. The workshop was held from 3 to 4 June 2014.

OER Policy Forum

From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy Forum in Johannesburg, South Africa, which had two main objectives:

1. to provide a forum to share ideas about the challenges being faced in enhancing access to and quality of education in Southern Africa and about how OER may be used to tackle some of these challenges; and
2. to identify and discuss national and regional educational policies that can support OER use, as well as factors that promote or impede development and implementation of sustainable OER policies.

It is part of COL’s OER policy agenda and commitment to support the implementation of the Paris OER declaration. The intention is to follow up this regional meeting with country-level consultations and workshops aimed at supporting the development of country-level OER policies. Attending the forum were Professor Honoratha Michael Kisenge Mushi, Dean, Faculty of Education, Adult and Distance Education of OUT and Dr Fidelice Mafumiko, Acting Director of the Institute of Adult Education.
Regional Symposium on Open Education

COL, in collaboration with the Kenyan Ministry of Education, convened a national and regional symposium on open education on 6 to 7 June 2013 in Nairobi with funding support 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 plans for institutional OER policy developed. Baraka Kionywaki, Head of the Distance Education Department of the Institute of Adult Education, attended the meeting.

Distance Education and Teachers’ Training in Africa (DETA) Conference 2013

COL supported the Steering Committee of the Distance Education and Teachers’ Training in Africa (DETA) Conference 2013 on “Teacher Education and Development in Africa: The Need for Access, Equity, Sustainability, Quality and Relevance within the Context of Globalization,” held at the University of Nairobi, Kenya, from 30 July to 1 August 2013. Fourteen candidates (seven men and seven women) were supported to attend the conference: 10 people from Kenya, one from Rwanda, and three from Tanzania. Ms M. Nkabu, Mr J. Antunes and Mr E.J.W. Chakwera of Tanzania attended the conference.

INVEST Partners Meeting

In December 2012, a total of 24 INVEST Africa institutional Principals and champions from Nigeria, Kenya, The Gambia, Tanzania, Ghana and Zambia attended a five-day Partners’ Meeting in Lusaka, Zambia. The meeting reviewed the capacity-building activities of the past six months and planned for the coming year. Noel Mbonde and Erick Mapunda of MUST attended the meeting.

COL facilitated the 2013 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 Joseph Msambichaka, Mbeya University of Science and Technology, participated in the meeting.

COL held the fifth Annual Partners’ Meeting for the INVEST Africa capacity-building programme in December 2014, in Nairobi, Kenya. The meeting was attended by Principals from 13 partner organisations, plus policy advisors from five countries. The meeting was led by COL Education Specialist – TVSD, and Ms Shafika Isaacs, the TVSD Evaluation Consultant.

CAPACITY

OER Trends in Use and Reuse

COL conducted a one-day seminar on OER Trends in Use and Reuse at the Kinondoni Regional Centre on 4 December 2012 to help build faculty capacity in OER usage. Twenty-seven faculty members from the Open University of Tanzania attended the seminar.

ACDE Workshops

The first activity under this partnership was a workshop organised by ACDE and supported by COL on research methods and tools in ODL. It ran from 17 to 19 June 2013 at Arusha, Tanzania, for ACDE member institutions and had 19 participants from six countries.

An ACDE Regional Train the Trainers workshop on QA Framework from ACDE member universities was held in June 2014. Thirty academics from seven institutions, including OUT attended.

Course Design for the Informal Sector

In January 2013, COL facilitated a workshop on course design for the informal sector. This was attended by 22 participants from the 13 INVEST Africa partners. This workshop supported the development of plans for new and existing short courses. Mr Joel Mbwiga and Mr Watson Yotham from MUST participated in the workshop.

Flexible Skills Development

There have been seven presentations of the Flexible Skills Development online course in this programme period. The course introduces the flexible and blended model of TVET and covers ICT in Education, Change Management, Talking Strategy and the Teachers FaB Competency Framework. Teachers from MUST have participated in all seven courses.

Flexible Learning Approaches and Results-based Monitoring and Evaluation

In November 2013, COL facilitated a two-day workshop for 42 staff members of MUST to strengthen flexible learning approaches and introduce results-based monitoring and evaluation. MUST is strengthening their ODFL approaches and increasing access, especially for girls.
Moodle Administration

Two staff members from MUST, Imani Mwalumbwe and Marco Songela, participated in online Moodle administration training in 2013. This was followed up by a review of the MUST Moodle platform in October 2014.

Blended Online Teaching and Learning Strategies

In September 2014, Johann Fouche, COL consultant from South Africa, facilitated a 5 day workshop on Blended Online Teaching and Learning Strategies at Mbeya University of Science & Technology for 25 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.

Sponsorship for ILO Online Gender Course

COL sponsored Ms Albertina Leonard to participate in the ILO online course Gender in the Global Development Agenda: Tools for Gender-Sensitive Planning and Implementation. Ms Leonard subsequently established a WITED Chapter (Women in TVET and Development) at MUST to bring together staff wanting to advocate for increased access to TVET for girls.

UNESCO–COL Chair Workshops

The COL Chair at OUT carried out three capacity-building workshops on Online Course Design and Development and Learning Management Systems (LMS). Academics from all eight regional centres of the university participated (45 academics, 15 heads of departments and three staff from the library). A total of 42 courses were added to the OUT LMS as an output of these workshops. The participants developed skills in eLearning practices, online learner facilitation, development of online courses, use of OER and digital editing and multimedia.

The Open University of Tanzania’s COL Chair programme conducted an additional two workshops: ODL writing skills workshop from 31 March to 2 April (attended by 11 staff members) and OER capacity-building workshop on 21 March 2014 (attended by seven staff members).

Through the COL-UNESCO Chair, additional capacity-building workshops on ODL, online course development, multimedia development and integration, ICT, and mobile application systems are underway.

Community Learning Programme (CLP) Developer’s Certificate

Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the Community Learning Programme (CLP) Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, two participants from Tanzania were trained. In February to March 2014, eight participants received training.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, two participants from Tanzania received training, resulting in research reports and CLP plans.

PowerPoint Facilitation

A course for teachers on PowerPoint facilitation was developed on Moodle by COL consultant, Jan Deurwaarder. In September 2014, COL consultant, Sandy Hirtz, began offering the course to 50 teachers across the 13 INVEST Africa partner institutions, which include MUST.

INVEST Africa Gender Mainstreaming

A workshop on gender mainstreaming in TVET was facilitated in Kenya in November 2014 with 29 participants from 13 INVEST Africa partner institutions. The facilitator was COL Consultant Jennifer Mudge from the UK. The workshop aimed to explore concepts and issues in gender and develop strategies for institutional gender mainstreaming. Two people attended from MUST.

Capacity-Building for Teacher Educators in Sub-Saharan Africa

The Open University of Tanzania has been 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. OUT 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

Developing Audio and Video Learning Materials for TVET

In August 2012, Masai TTI in Kajiado, Kenya, hosted an international workshop for 11 INVEST partner institutions on developing audio and video learning materials for TVET. The workshop was facilitated by COL consultants Jack Koumi from the UK and Flora Okuku from Kenya. Participants came...
from six countries and two were from Mbeya University of Science & Technology. Participants have been working on audio, video and audiovisual materials and will continue to develop their skills and share their materials on the INVEST online Community Learning Platform.

Multimedia Video Development
A multimedia workshop was held in a rural part of Namibia from 24 May to 3 June 2013, where 11 teachers were trained on how to translate their lessons, in script form, into good videos through recording. Eight lessons in Mathematics and English were recorded. Mr Belingtone Mariki, faculty member at the Institute of Adult Education, Tanzania, joined the team’s online work sessions through BaseCamp, BlackBoard and Skype.

Farm Radio Programme Development
Twenty-four broadcasters were trained and mentored in radio programme development through two editions of a COL/Farm Radio International distance course run from September to December 2012 and September to December 2014. Participation in 2012 resulted in six new/improved regular farmer programme designs, one of which was a competition winner and received seed funding from Farm Radio International (Susuma Msikula, Mtandao wa Vikundi vya Wakulima Wadogo Tanzania [MVIWATA], Morogoro).

MODELS
Lifelong Learning for Farmers
The L3F programme, supported by the Department of Foreign Affairs Trade and Development (DFATD) Canada, began consultations with stakeholders in Ghana and Tanzania.

Two participants from the Tanzania Federation of Cooperatives Ltd (TFC) and Matumaini Mapya Savings and Credit Cooperative (MM SACCO) of Bukoba participated in a L3F workshop held in Nairobi during July 2013.

In August 2013, COL visited Tanzania and met with TFC in Dar es Salaam, and Matumaini Mapya SACCO and Kagera Farmers’ Cooperative Bank (KFCB) in Bukoba to launch the L3F activities.

In Bukoba, two workshops were conducted to familiarise the organisations with the concept and practice of L3F and to develop log-frame-based action plans. The initiative has identified specific target groups such as widowed women from poorer communities.

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; and
2. strengthen L3F in Tanzania with training in ODL and value-chain analysis of the sunflower.
3. advance the process of integrating gender in L3F in Africa.

Mr Gosbert Kasera of MM, Mrs Alden Kilaja of KFCB and Mr Willigis Mbogoro of TFC participated in the workshop.

A training programme was conducted for 25 participants from KFCB, TFC and Matumaini Mapya in ODL and in mobile phone-based learning. A course on financial literacy in Swahili has been finalised.

A value-chain survey for sunflower has been completed in Bukoba by COL consultants. A report outlining conclusions and recommendations has been submitted.

The following progress was reported by local partners in 2014:

- TFC observed that an increasing number of SACCO members are listening to the community radio programme on financial literacy and L3F.
- According to TFC, there is an increase in the saving habits of SACCO members after the introduction of L3F.
- TFC has developed their own mobile SMS system, “Bongo Live,” for disseminating materials and monitoring purposes.

- 25 SACCOs of Njombe District have agreed and now are in the process of forming a SACCO Union which will be a platform for SACCOs as well as way of replicating the L3F/ODL in other SACCOs within district.

- MM has observed an increase of radio and mobile phones in sharing agriculture and banking information as well as in transacting business among women.
- MM has signed Partnership Agreements with selected radio stations and local TV channels and aired over 140 L3F programmes.

- MM reports 1,560 telephone calls were made to MM and ICT service providers seeking clarifications on what was aired.
- Through negotiations with a local mobile phone company (TIGO), 415 L3F participating farmers (286 women and 129 men) were issued with free TIGO SIM Cards and 243 members (165 women and 78 men) previously with no mobile phone sets received discounted sets.
- KFCB has mobilised 76 SACCOs with 3,000 members and has introduced community saving schemes.

Also in September 2014, COL had review meetings in Dar es Salaam and Bukoba with L3F partners such as the Tanzanian Federation of Cooperatives (TFC), Kagera Farmers’
Cooperative Bank (KFCB), Bukoba, and Matumaini Mapya (MM), Bukoba. The meetings helped identify the strategies for 2014/2015. The field visits revealed that there is strong horizontal learning using mobile phones, radios and CDs in the L3F communities and the role of L3F in influencing financial literacy and table banking among the rural communities is becoming evident. Matumaini Mapya has mobilised more than 2,500 members in its SACCO after joining L3F. It has introduced table banking in many groups. The group members using credit from SACCO as well as from table banking have started agricultural enterprises such as a banana-bean cultivation, apiary, etc. A case study shows that the income from these enterprises is helping women members to invest in household food security as well as in education.

**POLICIES**

**Review and Development of Institutional ODFL Policy**

During May and June 2013, an online review of institutional ODL policy involving 12 INVEST Africa partners took place, working in a collaborative process to review their policies.

In August 2013, a workshop on ODFL policy development was held in Nairobi, Kenya, for 12 institutional partners of INVEST Africa. As a result of this workshop 12 institutional ODFL policies have been developed including one from MUST. The process and workshop were facilitated by COL Consultant Ed Du Vivier from Lesotho.

**Quality Assurance Policies for Open Schools**

A Quality Assurance Workshop was held in Mozambique in March 2014. Based on the workshop, participants drafted QA policies. **Ms Leonia Kassamia** and **Mr Rashid Chuachua**, Institute of Adult Education, Tanzania, participated in the workshop.

**OTHER**

**Speeches and Presentations**

The President and CEO of COL gave a public lecture on 5 August 2013 at OUT on “New Trends and Developments in ODL.”

The Education Specialist TVSD gave a keynote speech at the conference of the Commonwealth Association of Polytechnics in Africa in Arusha, in November 2013. The presentation was entitled ‘COL & CAPA – INVESTING in Africa’. She attended a dinner with **His Excellency, Vice President of the United Republic of Tanzania**, and the **Honourable Minister of Education**.

**Contribution to COL Publication**

**Mrs Lambertha Mahai**, former Director of the Institute of Adult Education in Tanzania, contributed a chapter titled “Helping Other Women to Become Leaders in Open Schooling” to the book *Women and Leadership in Open and Distance Learning and Development*, published by COL.
UGANDA

CONTEXT

Uganda is a country of about 37 million people in East Africa. The country’s higher education system is one of the oldest in the region. Makerere University pioneered formal open and distance learning (ODL) in higher education. There remains significant potential for the growth and expansion of ODL, particularly in the use of information and communication technology (ICT). Uganda is a regular contributor to COL’s budget.

AGREED PRIORITIES

- Prepare for launch of the Open University
- Reactivate the National and Regional Associations of ODL Practitioners
- Strengthen ODL supervisory desks at the Ministry of Education and Sports and the National Council for Higher Education
- Promote use of ODL methods in continuing professional development of medical personnel, agricultural extension workers and farmers, teachers at all education levels, and other professional groups
- Encourage innovative use of ICTs in ODL provision

OUTCOMES ACHIEVED BY COL

- Lifelong Learning for Farmers model scaled up
- Health Communities model replicated through design and delivery of a community-based health programme
- Two new/revised farm radio programmes granted seed funding

COL’S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL
- Make available the benefits of new technologies, especially for information and communications
- Promote gender equality and empower women
- Eradicate extreme poverty and hunger

COL’s Work on Uganda’s MDG Targets
- Capacity-building, materials development and policy support for sharing open educational resources (OER) and promoting ODL are underway
- The Lifelong Learning for Farmers model aims to empower women and improve the livelihoods and food security of participants

QUICK NOTES

COL Focal Point:
- Mrs Elizabeth (Betty) K.M. Gabona, Ministry of Education and Sports

Notable Mention:
- Dr Jessica Aguti, formerly of the Department of Open and Distance Learning, School of Distance and Lifelong Learning at Makerere University, joined COL as Education Specialist – Teacher Education in April 2014.

Areas of COL’s Work in Uganda:
- Lifelong Learning for Farmers
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
- eLearning
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 and Sports (MOES)
- Ministry of Agriculture, Animal Industries and Fisheries (MAAIF)
- Makerere University
- Radio Apac
- Nakaseke Community Media Centre
- The East African Community Media Network
- Uganda Management Institute (UMI)
- Uganda Broadcasting Corporation
- National Agricultural Advisory Services (NAADS)
- Agricultural Innovation System Brokerage Association (AGINSBA)
- Women in Technology Uganda (WITU)

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

- Material development
- eFacilitation and Instructional Design workshop
- Flexible Skills Development
- PowerPoint facilitation
- INVEST Africa Gender Mainstreaming

**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.

- Lifelong Learning for Farmers agricultural modules
- Farm Radio Programme Development

**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.

- Institutional ODL policy development

**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 model
- Healthy Communities model

**OTHER**

- Contribution to COL publication
- Ugandan experts engaged as professional resources
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Uganda was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Uganda. The following areas were identified:

► Launching of the Open University of Uganda
► Strengthening of ODL supervisory desks at the Ministry of Education and Sports and the National Council for Higher Education

► Promoting the use of ODL methods in continuing professional development of medical personnel, agricultural extension workers and farmers, teachers at all education levels, and other professional groups
► Encouraging innovative use of ICTs in ODL provision
Appendix: COL’s Activities in Uganda

PARTNERSHIPS

INVEST Africa

Makerere University Business School (MUBS) joined the COL INVEST Africa partnership as the 13th institutional member. A quality review of their distance training programme was carried out by the Quality Assurance (QA) team at MUBS and COL consultant Tony Mays from South African Institute for Distance Education (SAIDE) in November 2012. Seventeen MUBS staff members were involved in the review, which included the Principal. The review reported on strengths and weaknesses of the programme and identified training needs within the newly formed Directorate for Distance Learning and throughout the academic departments in MUBS. Their initial intake on Distance Education programmes was less than 200, but they set a target of reaching 7,000 in five years through the strengthening of four new regional centres.

COL visited MUBS on 8 December 2014 to learn more about their general programmes and distance learning programme. COL also met with Brian Ndyaguma to discuss the recent COL support to Women in Technology Uganda (WITU). WITU is currently carrying out a tracer study of the trainees to see how their businesses are faring and it would like COL support to build its capacity in materials development with a view to possibly developing the materials for mobile delivery.

COL supports an INVEST online community of practice called the Community Learning Network (CLN), which currently has 1,182 members. Fourteen members are from MUBS and are engaged in informal learning and collaboration.

Support for the Delivery of the Commonwealth Certificate for Teacher ICT Integration (CCTI)

COL met with focal point Mrs Elizabeth Gabona and Dr Jane Okou from the Ministry of Education to provide information on the Commonwealth Certificate for Teacher ICT Integration (CCTI). A formal offer of support to deliver the CCTI in Uganda was sent to the Permanent Secretary in April 2014.

Open Resources for English Language Teaching (ORELT)

COL visited Uganda and held meetings with officials of the Ministry of Education and Sports, Kyambogo University and with staff of the Department of Languages and Communication to discuss the introduction and implementation of ORELT in Uganda.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum: Professor Waswa Balunywa of MUBS Mr Jimmy Okello of Radio Apac, and Mr James Senabulya of Nakaseke Community Multimedia Centre.

Regional Focal Points Meeting

Mrs Elizabeth (Betty) K.M. Gabona, Ministry of Education and Sports represented Uganda at the meeting.

INVEST Africa Partners’ Meeting

COL facilitated the 2013 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 Monitoring and Evaluation (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.

COL held the fifth Annual Partners’ Meeting for the INVEST Africa capacity-building partnership in December 2014 in Nairobi, Kenya. The meeting was attended by Principals from 13 partners plus policy advisors from five countries. Dr Moses Muhwezi represented the Principal from Makerere University Business School. The meeting was led by COL Education Specialist – TVSD and Ms. Shafika Isaacs, the TVSD Evaluation Consultant.

Women’s Entrepreneurship Training

COL partnered with Women in Technology Uganda (WITU) an NGO working in ICT literacy for school push-outs and working women. In 2013 WITU trained 40 women working in the informal sector in the use of ICT for business management. They continued to mentor the women to ensure that improvements were made in their business operations.

CAPACITY

Materials Development

In September 2013, COL held a Materials Development workshop for 15 staff members of MUBS who built their capacity in material development.
eFacilitation and Instructional Design Distance Training and Mentoring
In its efforts to build the capacity of its national and regional partners to offer distance training and mentoring, COL has supported training in e-facilitation and instructional design through distance courses, of 5 and 10 weeks, respectively. Following training, e-facilitators and course designers are engaged in course design and delivery. Two editions of the course in e-facilitation were run in 2013 (March to April 2013; September to October 2013). Mr Jimmy Okello of Radio Apac received training.

Flexible Skills Development
Ms Massy Nabasirye participated in the online course in Flexible Skills Development and has been appointed as the Flexible Skills development champion at MUBS. In the ninth offering of the course, which concluded in November 2013, five staff from MUBS participated. The 10th cohort of the course currently includes two staff members from MUBS.

PowerPoint Facilitation
A course for teachers on PowerPoint facilitation was developed on Moodle by COL consultant, Jan Deurwaarder. In September 2014, COL consultant, Sandy Hirtz, began offering the course to 50 teachers across the 13 INVEST Africa partner institutions, which include MUBS.

INVEST Africa Gender Mainstreaming
A workshop on gender mainstreaming in TVET was facilitated in Kenya in November 2014 with 29 participants from 13 INVEST Africa partner institutions. In attendance were ministry officials attended from Kenya and Nigeria, two staff from each of 13 INVEST Africa partner institutions, one gender Focal Point from the National Board of Technical Education in Nigeria; and staff from the Directorate of Technical Education, MoHEST Kenya.

Blended Online Teaching and Learning Strategies
In May 2015, Johann Fouche, COL consultant from South Africa, facilitated a 5 day workshop on Blended Online Teaching and Learning Strategies at Makerere University Business School 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.

Community Learning Programme (CLP) Developer’s Certificate
Two regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, 22 participants from Uganda were trained.

In February to March 2014, nine participants were involved in the training. Jimmy Okello of Radio Apac was engaged as an e-facilitator; Akiiso Joseph of the East African Community Media Network, and Peter Balaba of Nakaseke Radio were engaged as mentors.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, 11 participants from Uganda received training.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, five participants (three women and two men) from Uganda received training resulting in completed CLP plans.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, six participants (four women and two men) from Uganda received training, which will result in completed CLP design documents.

The 6-week “Scriptwriting and Episode Production” (blended) e-course is being run in 2014/2015.

The 5-week “Sustainability and Sponsorship” e-course is being run in 2015.

Online Course Development and Teaching
A two-day workshop was held from 17 to 19 February 2014 at the Uganda Management Institute (UMI) to introduce staff to the principles of online course development and teaching. The workshop was formally opened by the Director-General of UMI, Dr James Nkata. Mrs Gladys Bwoch, the Acting Head of the Distance Learning Department, and Dr Kasozi Mulwinda, the Caretaker Dean, School of Distance Learning and Information Technology, were also present. Following the workshop, COL met with the senior administration of UMI to brief them on the workshop and discuss future COL support for the institute.

The face-to-face workshop was followed by an 8-week online course for 25 participants from UMI and other Uganda higher education institutions. Upon completion of the online training, a two-day face-to-face workshop was organised by COL and held at UMI in May 2014.

Capacity-Building for Teacher Educators in Sub-Saharan Africa
Kyambogo University (KYU) has been 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. KYU 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**

**Lifelong Learning for Farmers Agricultural Modules**

The Ministry of Agriculture and L3F partner Makerere University developed two modules on banana and coffee which are being translated in the languages of Runyakitara and Luganda.

**Farm Radio Programme Development**

Thirty-two broadcasters were trained and mentored in radio programme development two editions of a COL/Farm Radio International distance course run from September to December 2012 and September to December 2014. Participation in 2012 resulted in eight new/improved regular farmer programme designs, two of which were competition winners and received seed funding from Farm Radio International (Ms Rehema Ndagire, Ms Sarah Mawerere, and Mr Richard Bwayo Katami, Uganda Broadcasting Corporation; Mr Peter Balaba and Mr James Senabulya, Nakaseke FM, Nakaseke).

**MODELS**

**Lifelong Learning for Farmers**

In April 2012, COL engaged Dr Rosemary Atieno of the University of Nairobi to identify the trends in L3F in Kenya and Uganda with appropriate statistical tools and to create a baseline for 2012–2015. The report, received in November 2012, described the statistical survey conducted in Kenya and Uganda and provided data and tables which indicated that there was a significant difference among the L3F participants compared with other two control groups in terms of improved household food security, empowerment and social capital. During July 2013, the Institute of Development Studies of the University of Nairobi presented the results of the survey conducted in Uganda in a workshop in which participants from various ministries and international agencies participated. Organisations such as the World Food Programme and Hivos felt that L3F would be a good strategy to strengthen sustainable livelihoods and requested COL to help them in replicating L3F. Mr Sunday Mutabazi, Commissioner in the Ministry of Agriculture, Animal Industries and Fisheries (MAAIF), and Rogers Akatwijuka, Zonal NAADS Coordinator, participated in the workshop.

In the 2012/2013 period, the number of learners in L3F increased to 4,135, of which 55% were women. Approximately 45% of these farmers were in five districts of the World Bank-supported ATAAS extension system project. Eleven self-help groups, including the forest-dwelling Batwas, obtained CAD$4,500-worth of loans for agricultural activities, and Makerere University pilot-tested a SMS/text-message-based FAQ/feedback system of mobile phones, with 150 farmers participating.

In preparation for 2013/2014 activities, Dr Moses Tenywa and Mr Daniel Ninsiima of Makerere University participated in a three-day project-design workshop in Nairobi and evolved an action plan for L3F in 2013/2014.

In 2013–2014, Makerere helped strengthen the capacity of ODLN-AGINSBA SACCO (AGINSBA), which in turn supported self-help groups and Savings and Credit Cooperatives (SACCOs) to mature into Community Banks. AGINSBA undertook M&E activities to assess learner needs, trained staff in ODL, and built the capacity of community banks in financial literacy through workshops and training sessions. Makerere University and AGINSBA also worked with Batwa groups in Uganda to build their capacity in modern beekeeping. In 2014, a team from AGINSBA, along with Makerere University staff, carried out an M&E in Rwamahano Batwa and facilitated the launch of modern beehive construction with approximately 80 people in a Batwa community.

During September 2014, Makerere University and AGINSBA reported that they were reaching 10,167 participants through ODL all over Uganda. Around 2,000 learners have obtained credit from cooperative and microfinance institutions. AGINSBA’s role in L3F has been recognised by FARA and it has started supporting AGINSBA in encouraging the participation of private industries. The workshop also looked into the draft (preliminary) Six-Year Plan of COL and agreed that the focus should be on evolving self-sustaining L3F.

During 2014, AGINSBA entered into an MOU with the National Organic Agricultural Movement of Uganda (NOGAMU) for strengthening organic farming through L3F.

**Healthy Communities Model**

COL is supporting the design and delivery of a community-based health programme in Apac District, Uganda. Through the programme, local health mobilisers work with authorities
and citizens to bring information and dialogue about local health issues to local town hall meetings and more widely using the FM radio in a variety of formats, for three to five hours per week. The programme’s first phase started in September 2013 with extensive training and sensitisation, continuing with local content creation and broadcasting from October 2013 to June 2014.

**POLICIES**

**Institutional ODL Policy Development**

In August 2013, COL supported a workshop in Institutional ODL Policy Development for 12 INVEST partners. One person from MUBS participated in the workshop. Two roundtables for institutional ODL policy formulation were conducted in November 2014 and February 2015 and the draft institutional policy is expected in 2015.

**OTHER**

**Contribution to COL Publication**

Ms Nodumo Dhlamini, Programme Manager (ICT) of the Regional Universities Forum for Capacity-Building in Agriculture (RUFORUM) at Makerere University, contributed a chapter titled “Becoming a Leader in Non-formal Education” to the book *Women and Leadership in Open and Distance Learning and Development*, published by COL in 2013.

**Ugandans Experts Engaged as Professional Resources in**

Mr Daniel Ninsiima was engaged by COL as a consultant for the L3F initiative in Seychelles, and trained officers of Seychelles Agricultural Agency in mobile phone-based learning, using examples from Uganda. Mr Ninsiima also worked as a consultant for COL on the L3F project in Tanzania.

AGINSBA and Dr Moses Tenywa of Makerere University also worked as consultants on the development of a sunflower value-chain study for the L3F project in Tanzania.

**Speeches and Presentations**

The Education Specialist TVSD gave a keynote speech at the conference of the Commonwealth Association of Polytechnics in Africa in Entebbe, in December 2014. The presentation was entitled “Innovation in TVET for Lifelong Learning and Sustainable Development”.
**Zambia**

**Context**

Zambia makes considerable use of distance education to extend access to formal education, because most public institutions are constrained by lack of finance and human resources. There is potential for open and distance learning (ODL) to be used to strengthen formal education by training primary teachers, to extend access to secondary education and tertiary access, and to contribute to skills development. Zambia is a regular contributor to COL’s budget.

**Agreed Priorities**

- Establish Quality Assurance standards
- Support teacher development
- Promote open and alternate schooling
- Develop eLearning for education sector development
- Increase access to basic and functional literacy
- Vocationalise the school curriculum to enable learners to acquire academic and vocational certificates simultaneously

**Outcomes Achieved by COL**

- Institutional Quality Assurance Policies drafted
- Substantial increase by Technical and Vocational Teachers’ College of their ODL enrolment since joining INVEST Africa
- New non-formal course offerings from Zambia Institute of Business and Industrial Practice (ZIBSIP) and Technical and Vocational Teachers’ College (TVTC)
- Adaptation by Zambia College of Distance Education of print-based content in Moodle

**COL’s Work Related to MDG Targets**

**National MDG Targets Addressed by COL**

- Make available the benefits of new technologies, especially for information and communications
- Promote gender equality and empower women

**COL’s Work on Zambia’s MDG Targets**

- Capacity-building, materials development and policy support for sharing OER and promoting ODL are underway
- COL has advised TVTC & ZIBSIP on gender mainstreaming and the activities of their Women in Technical Education (WITED) chapter

**Quick Notes**

**COL Focal Point:**

Mrs Rodah N. Mweetwa, Ministry of Education, Science, Vocational Training and Early Education

**Areas of COL’s Work in Zambia:**

- Open Schooling
- Higher Education
- Technical and Vocational Skills Development (TVSD)
- Healthy Communities
- eLearning
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, Science, Vocational Training and Early Education
► Directorate Open and Distance Education (DOED)
► Zambia Institute of Business and Industrial Practice (ZIBSIP)
► Technical and Vocational Teachers’ College (TVTC)
► Technical and Vocational Education and Training Authority (TEVETA)
► Chalimbana University
► Media and Training Centre for Health
► Zambia College of Open and Distance Education (ZACODE)

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

► Scholarship to the Open University of Malaysia
► Course design for the informal sector
► System Design for Open and Distance Learning
► Gender mainstreaming
► ACDE Research Methods and Tools workshop
► Flexible Skills Development course
► Sponsorship to ILO online gender course
► Moodle Administration

**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.

► Print-based content for Moodle
► Audio and video material for TVET
► Modular Curriculum Framework for Prison Inmates
► Farm Radio Programme Development

**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.

► Institutional ODL Policy Development
► Institutional ODL Policy Review
► Draft Institutional Quality Assurance Policies
In the lead-up to the 2014 Regional Focal Points Meeting, COL’s Focal Point for Zambia was asked to identify the country’s top priorities and what COL can do to further support the national agenda of Zambia. The following areas were identified:

- Provision of financial assistance
- Training of ODL providers
- Provision of equipment – such as ICT infrastructure (server), computers, studio and broadcasting equipment, teleconferencing facilities and printing equipment for ZACODE
- Supply of educational materials
PARTNERSHIPS

Southern African Development Community – Centre for Distance Education (SADC-CDE)

COL and the Ministry of Education and Skills Development, Botswana, signed a Memorandum of Understanding to work collaboratively for the period 2012–2015 to promote the work of SADC-CDE. SADC-CDE will continue to serve as a centre of expertise in ODL for Southern Africa.

African Centre for Distance Education (ACDE)

COL participated in a meeting with the ACDE office bearers to establish a partnership to carry forward COL's work in quality assurance and capacity-building among ACDE member institutions. A Memorandum of Understanding between COL and ACDE has since been signed, which outlines the following three areas of collaboration:
1. Capacity-building for research in ODL
2. Quality assurance activities including COL's Review and Improvement Model (COL-RIM)
3. Leadership training for member institutions of the ACDE

INVEST Africa

Zambia Institute of Business and Industrial Practice (ZIBSIP) and Technical and Vocational Teachers' College (TVTC) are members of the 13 key institutions in the COL INVEST Africa activity that aims to improve quality and efficiency and increase access in TVET, particularly for women and informal sector workers.

COL visited ZIBSIP and TVTC in December 2012 to meet the Principal and staff and make a presentation on COL and INVEST Africa. Discussions were held on some of the challenges facing each institution in its expansion of ODL and introduction of eLearning. ZIBSIP has made important advancements in integrating ODL into its programmes, and increasing access to TVET; and TVTC has substantially increased its ODL enrolment since joining INVEST Africa.

COL supports an INVEST online community of practice called the Community Learning Network (CLN), which currently has 1,182 members. 20 members from ZIBSIP and 38 from TVTC are engaged in informal learning and collaboration.

Support for TVET in Zambia

In December 2012, COL met with Dr Patrick Nkanza, the Permanent Secretary of the Ministry of Education Science, Technical and Vocational Training and Early Childhood, to discuss the progress of the national open distance and flexible learning (ODFL) policy, the INVEST Africa partner institutions, and the possibility of establishing an open polytechnic. Additionally, COL met with members of the Technical and Vocational Education and Training Authority (TEVETA) senior management team to discuss the need for support to the Zambian partners of INVEST Africa and possibilities for future capacity-building for TVET institutions in flexible and blended approaches to programme delivery.

COL met with the Director General and Departmental Managers of TEVETA in October 2013 to discuss COL's results-based Monitoring and Evaluation (M&E) system and strategies for strengthening capacity to expand access to TVET through ODFL, especially for the informal sector.

In October 2013, COL met with Dr Patrick Nkanza, the Permanent Secretary of the Ministry of Education, Science, Technical and Vocational Training and Early Childhood Education in Zambia, to discuss ODFL approaches to TVET and the vocationalisation of secondary education.

Support to Chalimbana University through the Commonwealth Certificate for Technology Integration for Teachers (CCTI)

In May 2013, COL met with key faculty and staff of Chalimbana University to examine possible options for COL support for ICT in education capacity development for teacher trainees and university faculty through the CCTI.

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored the following people to attend the forum: Francis Bwalya of ZIBSIP, Sangster Muleya Jere and Misheck Kalungulungu of TVTC, and Dines Phiri of TEVETA.

Regional Focal Points Meeting

Mr Athanasius Mulenga, Acting Director of the Directorate of Open and Distance Education from the Ministry of Education, Science, Vocational Training and Early Education, represented Zambia at the Meeting.

SADC-CDE Meetings

The SADC-CDE Advisory Board Meeting was held in Lesotho on 18 September 2012 and approved the Strategic Plan for 2012–2015. Ms Christine Msuku Mayondi of Zambia represented the Permanent Secretary, Zambia, at the meeting.

SADC-CDE held its Annual Board meeting, represented by six countries on 23 May 2013. The Board meets on a rotational basis to review its activities of the past year, approve new activities, and direct the operations of the Centre. Ms Christine Mayondi, Deputy Permanent Secretary, and Mr Victor Muyatwa, Director, Directorate Open and Distance Education
ACDE Meetings

The fourth ACDE Conference and AGM was held on 6 to 9 June 2014 in Victoria Falls, Zimbabwe. COL supported the pre-conference workshop on Quality Assurance Frameworks for trainers from different ACDE member universities who will in turn train their colleagues in their respective institutions. The workshop was held from 3 to 4 June 2014.

INVEST Africa Partners’ Meeting

In December 2012, a total of 24 INVEST Africa institutional Principals and champions from Nigeria, Kenya, The Gambia, Tanzania, Ghana and Zambia attended a five-day Partners’ Meeting in Lusaka, Zambia. The meeting reviewed the capacity-building activities of the past six months and planned for the coming year. Pascal Chewe and Sangster Muleya Jere of TVTC and Francis Bwalya of ZIBSIP attended the meeting.

COL facilitated the 2013 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. Mrs Sangster Muleya Jere of TVTC and Francis Bwalya of ZIBSIP participated in the meeting.

COL held the fifth Annual Partners’ Meeting for the INVEST Africa capacity-building programme in December 2014, in Nairobi, Kenya. The meeting was attended by Principals from 13 partner organisations, plus policy advisors from five countries. Mrs Sangster Muleya Jere, TVTC, Mr Kendrick Lungwe, ZIBSIP and Mrs Catherine Kanyensha, TEVETA attended. The meeting was led by a COL Education Specialist – TVSD, and Ms Shafika Isaacs, the TVSD Evaluation Consultant.

CAPACITY

Scholarship to the Open University of Malaysia

COL provided a scholarship for the Master’s in Instructional Design Technologies (MIDT) offered through the Open University of Malaysia to one student in Zambia.

Course Design for the Informal Sector

In January 2013, COL facilitated a workshop on course design for the informal sector. This was attended by 22 participants from the 13 INVEST Africa partners. Four staff members from TVTC and ZIBSIP participated. This workshop supported the development of plans for new and existing short courses.
System Design for Open and Distance Learning
In January 2013, COL contracted Dr Delvaline Mowes from the Polytechnic of Namibia to facilitate workshops at TVTC and ZIBSIP to build their capacity in system design for ODL.

Gender Mainstreaming
COL has advised INVEST member ZIBSIP on gender mainstreaming in the proposed work plan for their WITED chapter.

ACDE Research Methods and Tools Workshop
The first activity under this partnership was a workshop organised by ACDE and supported by COL on research methods and tools in ODL. It ran from 17 to 19 June 2013 at Arusha, Tanzania, for ACDE member institutions and had 19 participants from six countries. Two academics from Zambia participated and built capacity in research methods in ODL.

Flexible Skills Development Course
There have been seven presentations of the Flexible Skills Development online course in this programme period. The course introduces the flexible and blended model of TVET and covers ICT in Education, Change Management, Talking Strategy and the Teachers FaB Competency Framework. Teachers from TVTC and ZIBSIP have participated in all seven courses. Staff members of TEVETA also participated.

Sponsorship to ILO Online Gender Course
COL sponsored Ms Beauty Mulenga from ZIBSIP to participate in the ILO online course “Gender in the Global Development Agenda: Tools for Gender-Sensitive Planning and Implementation.”

Moodle Administration
In 2013, a total of 15 staff members from ZIBSIP received training in Moodle administration. This was followed up by a review of the TVTC and ZIBSIP Moodle platforms in March 2015.

Results-Based Monitoring and Evaluation (M&E)
COL facilitated a workshop at TVTC in Zambia, in November 2013, to present the progress of INVEST Africa partners and introduce results-based M&E. The progress and developments at TVTC were discussed. The workshop was attended by 18 TVTC academic and management staff. TVTC is now starting to develop an informal sector programme with its first pilot course for 30 students, funded from the national Training Fund via TEVETA.

PowerPoint Facilitation
A course for teachers on PowerPoint facilitation was developed on Moodle by COL consultant, Jan Deurwaarder. In September 2014, COL consultant, Sandy Hirtz, began offering the course to 50 teachers across the 13 INVEST Africa partner institutions, which include TVTC and ZIBSIP.

Blended Online Teaching and Learning Strategies
In March 2015, Johann Fouche, COL consultant from South Africa, facilitated a 5 day workshop on Blended Online Teaching and Learning Strategies at both TVTC and ZIBSIP for 40 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.

COMOSA Planning Meeting and Theory of Change Workshop
Bangladesh Open University, in collaboration with COL, hosted a COMOSA Planning Meeting as well as Theory of Change workshops in Dhaka from 30 September to 3 October 2014. Mrs Rodah Mweetwa of DODE participated in the meeting and workshops.

Community Learning Programme (CLP) Developer’s Certificate
Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, one participant from Zambia was trained. In February to March 2014, two participants from Zambia received training.

Ms Roberta Muchangwe of Media & Training Centre for Health, Zambia, was engaged by COL as an e-facilitator for this course.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, one participant from Zambia received training.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, one participant from Zambia received training, resulting in a completed CLP plan.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, one participant from Zambia received training, which will result in a completed CLP design document.

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Community Learning Programme (CLP) Developer’s Certificate
Four regional distance training and mentoring courses have been developed and delivered through a partnership between COL and its Healthy Communities partners as part of the CLP Developer’s Certificate, which will result in new CLP design and delivery.

Two editions of the 5-week “Communication for Development (C4D): Why. How. Now.” e-course were run in 2013/2014. In October to November 2013, one participant from Zambia was trained. In February to March 2014, two participants from Zambia received training.

Ms Roberta Muchangwe of Media & Training Centre for Health, Zambia, was engaged by COL as an e-facilitator for this course.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, one participant from Zambia received training.

The 5-week “Communication Channels and Media Forms” e-course was run in 2014. In August 2014, one participant from Zambia received training, resulting in a completed CLP plan.

The 6-week “Participatory Learning Design” (blended) e-course was run in 2014. In September to October 2014, one participant from Zambia received training, which will result in a completed CLP design document.
when completed, will be freely available as OER in the Moodle learning management system.

Audio and Video Material Development for TVET
In August 2012, Masai TTI in Kajiado, Kenya, hosted an international workshop for 11 INVEST partner institutions on developing audio and video learning materials for TVET. The workshop was facilitated by COL consultants Jack Koumi from the UK and Flora Okuku from Kenya. Participants came from six countries, four from Zambia. Participants have been working on audio, video and audiovisual materials and will continue to develop their skills and share their materials on the INVEST online Community Learning Platform.

Modular Curriculum Framework for Prison Inmates
COL organised a workshop on “Education Services to Prison Inmates” in Namibia from 17–21 September 2012. The tangible outcome of the workshop included the development of a unique modular curriculum framework for prison inmates that had a core set of four mandatory courses (Practical Math Skills, Practical Language Skills, Practical Computer Skills and Practical Life Skills). Mr Athanasius Mulenga of the Directorate of Open and Distance Education attended the workshop.

Farm Radio Programme Development
Ten broadcasters (nine men and one woman) were trained and mentored in radio programme development through two editions of a COL/Farm Radio International distance course run from September to December 2012 and September to December 2014. Participation in 2012 resulted in five new/improved regular farmer programme designs, three of which were competition winners and received seed funding from Farm Radio International (Peter Frank Banda, Filius Jere and Martin Mwape, Breeze FM, Chipata; Mabel Phiri and Thomas Zulu, Petauke Explorers Radio, Petauke; and Darlington Kahilu, National Agricultural Information Services).

POLICIES
Institutional ODL Policy Review
During May and June 2013, an online review of institutional ODL policy took place with TVTC and ZIBSIP, working in a collaborative process to review their policies.

Institutional ODL Policy Development
In August 2013, COL supported a workshop in Institutional ODL Policy Development for 12 INVEST partners. One person from TVTC participated in the workshop.
Draft Quality Assurance Policies

A Quality Assurance workshop was held in Mozambique in March 2014. Based on the workshop, participants drafted QA policies. Participating in the workshop were: Mrs Rhoda Mweetwa, Directorate of Open and Distance Education (DODE), Ing’utu Kalumiana, Ministry of Education; Christine Mayondi, Deputy Permanent Secretary; Foster Lubinda, Controller-EBS; Yotum Mutepuka, Executive Producer; George Nahonge, Senior Education Officer- Skills; Brenda Mudenda, Senior Education Officer- Open Learning; Chola Mtonga, Principal- ZACODE; Bernstein Chibinga, Vice Principal; Gladys Phiri, Senior Producer- EBS; and Linda Chisanga, Lecturer.