Report on the Regional Meeting of Focal Points

(Africa and the Mediterranean)

Lilongwe, Malawi

May 22-23, 2008
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A. SUMMARY

In order to make its relationship with each Commonwealth Member State more systematic and interactive, the Commonwealth of Learning (COL) introduced a network of Focal Points in 2006. The Focal Point is COL’s primary contact in a particular country.

COL is organising a series of two day Meetings with the Focal Points in the various regions. The first Regional Meeting for the Caribbean was held in Ocho Rios, Jamaica on March 10-11, 2008. The second meeting for the African and the Mediterranean regions was convened in Lilongwe, Malawi on May 22-23, 2008. The third meeting of the Focal Points for the Asia-Pacific region will be held later this year.

At the Lilongwe Meeting, which was held from May 22-23, 2008, sixteen representatives (seven of whom were women) of the 18 Commonwealth countries in Africa participated. The Focal Points from Nigeria and Zambia were unable to attend. Malta and Cyprus had already sent their regrets.

The specific objectives of the meeting were:

1. To review the mid-term progress on COL’s Country Action Plans 2006-2009
2. To obtain feedback on COL’s planning process and concrete inputs for the 2009-2012 TYP
3. To provide a platform for networking and future collaboration among Focal Points and COL staff; and
4. To provide an important professional development opportunity for the Focal Points and COL staff.

The Ministry of Education had been very generous with their support for the meeting: Mrs. Bethel Masauli, the Focal Point from Malawi, worked with COL on the local arrangements, organised airport transfers and the Hon. Deputy Minister of Education hosted a grand reception complete with folk dances and local cuisine.

The meeting went well and provided powerful vindication of the success of COL’s Focal Points strategy.
Key Observations of the Meeting

The Focal Points are mostly either from Ministries of Education or from agencies directly related to them. This means that they are more comfortable discussing the programme of the Education Sector than the programmes in the other two sectors, namely Learning for Livelihoods (L4L) and Human Environment (HE).

The Focal Points had been requested to prepare two page reports around the following dimensions:

- Status of ODL in your country
- Five key priorities
- What COL can do to further your agenda

The Focal Points made an effort to update themselves on COL activities in their respective countries and the reports provided a good basis for further discussion.

The discussions on the Education programme strongly reinforced COL’s focus on higher education, teacher training, open schooling, quality assurance, OERs, and eLearning. In his vision paper for the June Board meeting, the President of COL wrote that the “movement to create open universities has about run its course”. However, we were surprised to learn that at least seven countries are planning to set up open universities - Ghana, Malawi, Kenya, Uganda, Namibia, Sierra Leone and Cameroon. These, of course, will be rather different from Open Universities (OUs) created earlier since they must have good synergies with existing networks of tertiary institutions and focus on a skills-oriented curriculum. However, COL can do some generic work that will be useful to a number of countries.

At the final valedictory session the Vice President requested participants to respond to three questions:

1. What is the best thing that COL has done?
2. What future would they dream for COL? and
3. What would COL need to do in order to get there?

In general participants were very appreciative of COL’s work in countries and these were some of the responses: COL

- worked well with governments but didn’t block out the private sector
- had helped communities in the Gambia to deal with HIV/AIDS stigma
- produced great publications, handbooks and templates
• encouraged south-south collaboration
• focused on small island states
• helped start up distance education through advocacy and advice
• encouraged national and regional networks.

In general there was an endorsement of COL’s current direction and need for continuing in the same vein. There was a call for greater support to research, more capacity building and support for implementing open universities.

COL materials are very highly regarded and COL must continue to develop materials or provide links to other sites where materials are available to its stakeholders.

Some Conclusions:

• Focal Points requested that an online space for interaction and coordination be provided and that COL establish a BaseCamp for this purpose.
• The Focal Points meeting is a critical input in the TYP and such meetings should be continued in the future.
• It was good to ship the Quality Assurance Toolkits for distribution at the meeting. COL has excellent resources and participants are not always in a position to access the online version. In preparation of the next FP meeting it would be good to bring a CD-Rom of COL resources for distribution to the Focal Points.
• The Country Action Plans (CAPs) document is an excellent briefing document which is sent to Focal Points. However, it seems Focal Points are not always reading the documents sent to them. The BaseCamp facility as well as the Listserv can be utilised in such a fashion that we ensure Focal Points keep abreast of activities in country and in COL.
B. PROCEEDINGS

1. Opening

The Deputy Minister for Education the Hon. Richard Msowoya, MP, officially opened the meeting with a speech stressing the need for human resource development in Malawi and how ODL can fast track the process. Both the Deputy Minister and the Permanent Secretary, Mr. Anthony Livuza, spoke of COL's contribution in glowing terms. Sir John gave a short speech on how COL supports Higher Education, Teacher Training, Open Schooling and TVET using ODL. The session ended with a group photo.
2. **Introductions, COL, its current Three-Year Plan, role of Focal Points - (Sir John Daniel and Professor Asha Kanwar)**

The President of COL made a presentation on the current Three-Year Plan (TYP) which gave a clear context for the discussions. He also outlined the process for developing the next TYP and the fact that this meeting is presenting an opportunity for countries to highlight their priorities which COL will match with its capabilities and expertise. The Focal Points were also advised on their role of providing continuous feedback during the process. The Vice President outlined the need for education in Africa and how COL could potentially respond. She also highlighted the role and importance of Focal Points, while she raised questions such as:

- What is the relevance of ODL today?/of COL?
- ODL an option or THE option for Africa?

These questions were answered in the Country Reports.

This was indeed a very informative session and Focal Points appreciated the fact that they could engage at this high level with COL to advance their priorities.

3. **Reports by Africa Focal Points**

The sixteen country presentations followed the same format which was an update of what the current state of play in ODL was and how they expect COL to support them within the next TYP. These country reports are appended to this report. The following are key areas which were identified by almost all the countries.

**Capacity Building**

- Student Support
- Management of Student Records
- System Development (Model Building)
- Mass Media for Education
- Education Management Information System (EMIS) Orientation and Training
- Auditing, Financial Management
- Administration of ODL
- Open School for Non-formal Education
• eLearning
• Quality of Education
• Open Schooling
• Making better use of Media
• Integration of ICT into Teaching and Learning
• Research.
• Professional Development in ODL
• Assist to establish National Open Universities
• Teacher Education
• Attachments.

Materials Development
• Courseware, Curriculum Development; OERs
• Learner-Centered Teaching and Learning Resources
• Development and Quality Assurance of OERs.

Policy
• Quality Assurance and Accreditation
• Quality Assurance Frameworks (Higher Education, Open Schools and OERs)
• ODL Policy formulation
• Dual mode structure and systems.

Teacher Education
• Continuing Professional Development (CPD) of Teachers and Educational Managers
• Training for Remedial Education
• in-service and pre-service teacher training.

Human Environment
• Good Governance
• Environmental Education
• Gender and Development
• Health and Welfare
• Gender Mainstreaming in Education - Male Under Achievement
• Mass Media and ICTs.

Learning for Livelihoods

• Learning and Skills for Livelihood
• TVET in Secondary School (Monitoring and Evaluation)
• Support Rural and Peri-urban Community Development
• Employment Creation (how can COL play a role?)
• Special Needs Education.

Virtual University for Small States of the Commonwealth (VUSSC)

• The countries involved with VUSSC gave their full endorsement of COL’s work.

The country papers confirmed that there was a role for ODL in Africa and indeed a very critical role for COL. The country reports endorsed the current TYP and that it creates a wealth of information for the next TYP, and yes, there is a MARKET for the COL brand!

4. COL Sectoral Sessions

Virtual University for Small States of the Commonwealth (VUSSC)

The President gave a presentation on VUSSC - there were eight countries around the table that participated in VUSSC (seven small states and Sierra Leone).

Learning for Livelihoods

Joshua Mallet led in this session with a presentation, which was followed by contributions on the current TYP and proposals for 2009-2012. The conclusions are summed up as follows:

Learning and Skills for Livelihoods

• Harmonise functional literacy programmes in the countries and develop recognition of prior learning in skills
• Provide programmes for re-skilling of cadres who have lost their livelihoods.

Rural and Peri-Urban Community Development
• Support small-scale farming communities with programmes in food security and cross-border security
• Expand the use of radio for agricultural programmes.

The Focal Points were also willing to share their expertise with other countries in the spirit of South-South collaboration. Kenya indicated it has materials to share for radio in agriculture while Mozambique would welcome translations into Portuguese for any L4L activities. There was also a request for policy to support ODL in L4L.

**Human Environment**

Professor Asha Kanwar made the presentation, which was followed by group discussions in four groups.
They discussed the most important development issues in their countries relating to our initiatives in health, governance and environment. They believed that the following were the most important:

**Health:** HIV/AIDS and how this affects youth and women; infant mortality; nutrition. There was a need to train CBO's and use education to empower communities.

**Governance:** Use mass media and NGO's for whistle-blowing in cases of corruption; need to redress the gender balance at the policy level.

**Climate Change:** mobilise mass media, work in local languages and specific contexts; encourage recycling and waste management and work with municipalities, health and agriculture ministries and civil society.

**Gender:** Empower women through micro-credit schemes; provision of mobile phones; access to higher education and awareness regarding HIV/AIDS and other health issues.
Since the Focal Points were mostly Education Ministry people, we received a more impressionistic response to the initiatives in this sector. However, they did agree that we need all these interventions to ensure the effective delivery of “learning for development”.

**Education Sector**

This sector was presented by Frances Ferreira. After the presentation there were group discussions around the following three areas:

The following priority activities for COL cooperation during the new plan period (2009-12) were identified during the group discussion.

- TVET for job creation, E-learning and ODL Policy - it was suggested that the drafts ODL policies (Namibia and Lesotho) which exist could be shared and strengthened for political advocacy and operationalisation.
- Capacity Building, Material Development and Networking.
- Developing a Blueprint for the establishment of an Open University.
- ICT integration in teaching and learning.
The following activities were identified which could be carried out during the plan period (3 years) jointly involving institutions from two or more countries.

- TVET, eLearning and ODL.
- Modalities and establishing instruments to facilitate operationalisation in the countries, i.e. memorandum of understanding/agreement to facilitate, exchange programmes, joint workshops for material development, sharing through conferences, panel meetings at DEASA and through SADC-CDE, complementary funding and capacity building through joint training using local, regional and international experts.
- Quality Assurance Mechanism through face-to-face workshops supported by exchange at a distance.
- Exchange of facilitators and a common quality assurance policy within the same country.

Areas in which there is possibility of adapting models/materials developed in other countries:

- Materials adaptation and sharing of existing materials for open schooling and teacher education. It was also suggested to give incentives for effective adaptation, regionally recognised, through awards
- Adopting science based course materials because they are culture free
- Model in Quality Assurance in ODL with benchmarks and guidelines
- Policy Development in ODL, at both institution and national level.

5. Discussions on Networking

Joshua led the discussions by asking the participants what they think we need to do to keep abreast with issues and to keep the network together.

As a Focal Point Group, it was suggested to:

1. Utilise the email system to share on any highlights and news items. The group confirmed that everyone does have access to email facilities.
2. Create a BaseCamp for the Focal Points.
3. Continue to use the Listserv. The group was advised that the Listserv is an open mechanism for communication and might not be regarded as a private platform.
4. Divide the Focal Points into Regional Associations.
5. Communication via the telephone and mobile phone should continue.

With regard to the Country Focal Point within COL, it was asked:

1. How should Country Focal Points communicate with the Focal Points within COL?
2. What can COL do to communicate with their countries?
3. Do we have the focal points CVs?

It was agreed that the same communication mechanism should be used and that we will sensitize COL staff regarding continuous communication with Focal Points.

**WHAT about communication within the country and what is the role of the Focal Point?**

Focal Points shared their experiences with regard to sharing of information within their countries and how they see their role.

In Mauritius, there is an international office where they are communicating with all partners.

Sierra Leone has Focal Point meetings within the country which serves as a platform to share information amongst different stakeholders.

Malawi makes use of a website for communicating and sharing of information.

Finally it was concluded that communication is important for:

Motivating, reminding, sharing of information and best practices, supporting Focal Points and that COL needs to strengthen the Focal Point agenda with different countries. In conclusion, the Vice President advised that Focal Points can refer to the President’s Quarterly Report when updating/briefing their Ministers of Education on the activities of COL.

**Role of the Focal Points**

The meeting was useful in clarifying the role of Focal Points, namely the following points:

- Be a one-window stop in each country for COL;
- Coordinate with other ministries and stakeholders;
• Disseminate COL-related information and useful examples and practices from other countries in the Commonwealth to relevant constituencies;
• Meeting with visiting COL staff and to arrange appointments with ministry officials and others as necessary;
• Keep the Minister of Education briefed;
• Follow-up on the timely release of contributions to COL;
• Be advocates for ODL and COL in their countries, generally in terms of awareness and in specific areas of budgeting and resource allocation; and
• Provide advice and guidance to COL from time to time.

6. Valedictory Remarks

This session was led by the Vice President who asked two questions:

1. Mention one of the best things COL has ever done; and
2. Mention one important thing you want COL to do.

The following comments were made by the Focal Points:

Almost all the countries expressed appreciation for the work COL has done in their country and Malawi was specifically pleased with COL’s decision to hold the Focal Points Meeting in Lilongwe. COL was praised for having increased access to education for those who were denied access in the past. It was commended for its flexibility and for the fact that it treats countries as equals. COL has done great things in Africa and this trend should be continued, and South-South cooperation should be encouraged, to enhance the skills of the Region’s own people.

Appreciation was expressed for bringing the Focal Points together and it was said that this initiative has lots of potential as long as we work as a team. It was nice to meet with other countries and to know that everyone is dealing with the same problems.

In the Gambia COL has helped to implement HIV/AIDS programmes and, in so doing, people are more free to deal with the HIV/AIDS stigma.

COL was commended for having produced great publications and handbooks for materials development which are all very good and useful.

COL should complete initiatives as per the CAPs document and suggestions from countries should be considered to update the activities.
The meeting was an eye opener with regard to other ways in which ODL can be done, L4L and Higher Education. One Focal Point also remarked that he would like to see the “future COL” as one where (Africa?) every country was represented at the top management. The President in his response gave a breakdown of the different regions represented in COL (Africa being dominant amongst Education Specialists).

The President concluded by summarising that we have achieved our objectives for the meeting and that he (COL) was touched by the testimonials. The comment that “COL deals with them (countries) at a level of equality” was mostly appreciated. It is important to COL that we are experienced as such, because we were set up by the Ministries of Education and we work for them. He also said that we have learnt a few things which we can use for future meetings. Then he raised the question: **What can we do?**

His message was that we should continue strengthening, consolidating, collaborating.
C. LIST OF ANNEXES

I. Agenda

II. List of Participants

III. Country Presentations

- Botswana by Mr. Godson Gatsha
- Cameroon by Dr. Daniel Akume Akume
- Cyprus by Professor George Papadopoulos
- The Gambia by Mr. Anthony G. Mendy
- Ghana by Mr. Paul Ackom
- Kenya by Mr. Jeckoniah Odumbe
- Lesotho by Dr. Mokopane Moshabesha
- Malawi by Mrs. Bethel Masauli
- Mauritius by Dr. Ricard Auckbur
- Mozambique by Ms. Zaida Paz Helena Baule and Ms. Lurdes Nakala
- Namibia by Ms. Norah Bennett
- Nigeria by Dr. Maria Uko
- Seychelles by Mr. Selby Dora
- Sierra Leone by Mrs. Musu Gorvie
- South Africa by Ms. Trudi van Wyk
- Swaziland by Mr. Glen Mazibuko
- Tanzania by Mrs. Lambertha Mahai
- Uganda by Mrs. Elizabeth Gabona
- Zambia by Mr. Victor Muyatwa
IV. Presentations by COL staff

- Commonwealth of Learning – Learning for Development by Sir John Daniel
- Proposed Three-Year Plan, 2009-2012 by Professor Asha Kanwar
- Education by Mrs. Frances Ferreira
- Learning and Livelihood by Mr. Joshua Mallet
- Virtual University for Small States of the Commonwealth by Sir John Daniel
- Human Environment by Professor Asha Kanwar
REGIONAL MEETING OF THE FOCAL POINTS – AFRICA AND THE MEDITERRANEAN
MAY 22-23, 2008

VIPHYA ROOM
SUNBIRD CAPITAL HOTEL
LILONGWE, MALAWI

AGENDA

Thursday, May 22, 2008

9 – 10 a.m. Inaugural Session: (Introductions, COL, its present Three-Year Plan and the role of Focal Points): Sir John Daniel

10 – 11 a.m. Proposed Three-Year Plan, 2009-2012: Professor Asha Kanwar

11 – 11:15 a.m. Coffee break

11:15 a.m. – 1:00 p.m. Country presentations (overview of needs and priorities): Focal Points (Each Focal Point will have 10 minutes to make the presentation)

1. Mr. Godson Gatsha – Botswana
2. Mr. Daniel Akume Akume – Cameroon
3. Mr. Anthony Mendy – The Gambia
4. Mr. Paul Ackom – Ghana
5. Dr. Jeckoniah Odumbe – Kenya
6. Dr. Mokopane Moshabesha – Lesotho

1:00 – 2:00 p.m. Lunch

2:00 – 3:15 p.m. Country presentations (overview of needs and priorities) (cont’d)

7. Ms. Bethel Masuali – Malawi
8. Mr. Norah Bennett – Namibia
9. Mr. Selby Dora – Seychelles
10. Mrs. Musu Gorvie – Sierra Leone
11. Ms. Trudi van Wyk – South Africa
12. Mr. Glen Mazibuko – Swaziland

3:15 – 3:30 p.m. Coffee break

3:30 – 5:30 p.m. Country presentations (overview of needs and priorities) (cont’d)

13. Mr. Ricaud Auckbur – Mauritius
14. Ms. Lurdes Nakala – Mozambique
15. Mrs. Lambertha Mahai – Tanzania
16. Ms. Elizabeth Gabona – Uganda

6:00 p.m. Reception (hosted by the Ministry of Education, Malawi)
REGIONAL MEETING OF THE FOCAL POINTS – AFRICA AND THE MEDITERRANEAN
MAY 22-23, 2008

VIPHYA ROOM
SUNBIRD CAPITAL HOTEL
LILONGWE, MALAWI

AGENDA

Friday, May 23, 2008

8:30 – 10 a.m.  Education:  Frances Ferreira

10:00 – 11:00  Learning for Livelihoods (review and planning): Joshua Mallet

11:00 – 11:15 a.m.  Coffee break

11:15 a.m. – 12 noon  Virtual University for Small States of the Commonwealth (VUSSC): Sir John Daniel

12 noon. – 1 p.m.  Human Environment (review and planning): Professor Asha Kanwar

1 – 2 p.m.  Lunch

2 – 2:45 p.m.  Networking: Joshua Mallet

2:45 – 3:00 p.m.  Coffee break

3:00 – 4:30 p.m.  Valedictory: Comments from around the Table and summing Up: Sir John Daniel and all participants

7:00 p.m.  Dinner (hosted by the Commonwealth of Learning)

May 9, 2008
# REGIONAL FOCAL POINTS MEETING  
(AFRICA & THE MEDITERRANEAN)  
MAY 22-23, 2008  
SUNBIRD CAPITAL HOTEL  
LILONGWE, MALAWI

## LIST OF PARTICIPANTS & CONTACT DETAILS

### FOCAL POINTS

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Contact Details</th>
</tr>
</thead>
</table>
| 1.  | Mr. Godson Gatsha  
Acting Director SADC-CDE  
BOCODOL  
P/Bag BO 187  
Bontleng  
Gaborone  
BOTSWANA  | Tel: 267 318 0094  
Cell: 267 72 163 697/  
267 71 509 510  
Fax: 267 319 1089  
Email: ggatsha@bocodol.ac.bw  
godsongatsha@yahoo.co.uk |
| 2.  | Dr. Daniel Akume Akume  
Head of the Computerised System for the Management of Staff and Salaries  
Ministry of Higher Education  
B.P. 1739  
Yaoundé  
CAMEROON  | Tel: 237 7768 1647  
Cell: 237 2222 1912  
Email: d_akume@yahoo.ca |
| 3.  | Mr. Anthony G. Mendy  
Senior Higher Education Officer  
c/o Department of State for Higher Education, Research, Science and Technology  
Futurelec Building  
Kotu  
KMC  
THE GAMBIA  | Tel: 220 446 5406 (Office)  
Cell: 220 994 8166  
Fax: 220 446 5408  
Email: mendyag@yahoo.com |
| 4.  | Mr. Paul E. Ackom  
Deputy Director  
Institute for Educational Development and Extension (I.E.D.E.)  
University of Education, Winneba  
P.O. Box 25  
Winneba  
GHANA  | Cell: 233 208 424 187  
233 246 777 774  
Email: peackom@msn.com |
### Regional Focal Points Meeting
(Africa & the Mediterranean)

**List of Participants and Contact Details**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Contact Details</th>
</tr>
</thead>
</table>
| 5.  | Mr. Jeckoniah Odumbe  
Director, Centre for Open & Distance Learning  
University of Nairobi  
P.O. Box 30197  
Nairobi  00100  
KENYA | Tel:  254 20 445 2308  
Cell : 254 720 714 346  
Fax: +254 20 444 9902  
Email: odumbejo@yahoo.com  
jeckoniah.odumbe@uonbi.ac.ke | |
| 6.  | Dr. Mokopane Moshabesha  
Director  
Institute of Extra-Mural Studies (IEMS)  
National University of Lesotho (NUL)  
Private Bag A47  
Maseru  LESOTHO | Tel:  266 22 322 038  
Tel: 266 27 005 037 (Home)  
Fax: 266 22 310 433  
Email: m.moshabesha@nul.ls | |
| 7.  | Ms. Bethel Sandra Masauli  
Acting Principal  
Malawi College of Distance Education (MCDE)  
Private Bag 302  
Chichiri  
Blantyre  3  
MALAWI | Cell : 265 8860 924  
Tel 265 1 870 034  
Fax: 265 1 870 034  
Email: bethmasauli@yahoo.com  
mcdedpl@globemw.net | |
| 8.  | Mr. Ricaud G. Auckbur  
Director  
Ministry of Education and Human Resources  
2nd Floor, IVTB House  
Pont Fer  
Phoenix  MAURITIUS | Tel:  230 601 5229  
Cell: 230 259 0683  
Email: rauckbur@mail.gov.mu | |
| 9.  | Mrs Lurdes Patrocínia Matavela Nakala  
National Institute of Distance Education  
Maputo  MOZAMBIQUE | Tel:  258 21 486 908  
Cell: 258 82 723 1050  
Email: lnakala@yahoo.com | |
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Contact Details</th>
</tr>
</thead>
</table>
| 10. | Ms. Norah Bennett  
Executive Secretary  
Namibian Open Learning Network Trust (NOLNet)  
NAMCOL Head Office, Independence Avenue  
Private Bag 15008  
Katutura  
NAMIBIA | Tel: 264 61 320 5219  
Cell: 264 81 241 4719  
Fax: 264 61 216 987  
Email: bennett@namcol.com.na |
| 11. | Mr. Selby Dora  
Special Adviser to the Minister  
Ministry of Education  
PO Box 48  
Mont Fleuri  
Mahé  
SEYCHELLES | Tel: 248 283 042  
Cell: 248 722 632  
Fax: 248 224 859  
Email: selbydora@gmail.com  
sa@eduhq.edu.sc |
| 12. | Mrs. Musu Gorvie  
Assistant Director, Tertiary Education  
Ministry of Education, Youth and Sports  
New England  
Freetown  
SIERRA LEONE | Tel: 232 30 251 048  
Email: musuvigor@yahoo.com |
| 13. | Ms. Trudi van Wyk  
Director: Curriculum Innovation (Information and Communication Technologies)  
Department of Education  
Private Bag X895  
Pretoria 0001  
SOUTH AFRICA | Tel: 27 12 312 5067  
Cell: 27 824 418 697  
Fax: 27 12 321 2490  
Email: vwyk.t@doe.gov.za |
| 14. | Mr. Glen Mazibuko  
Principal  
Emlalatini Development Centre  
PO Box 547  
Mbabane H100  
SWAZILAND | Tel: 268 416 1171  
Cell: 268 627 4021  
Fax: 268 416 1983  
Email: emlalatini@africaonline.co.sz |
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Contact Details</th>
</tr>
</thead>
</table>
| 15. | Mrs. Lambertha Hyasint Mahai | Tel: 255 22 215 0838  
       Director  
       Institute of Adult Education  
       P.O. Box 20679  
       Bibi Titi Mohamed Street  
       Dar es Salaam  
       TANZANIA  
       Cell: 255 754 222 290  
       Fax: 255 22 215 0836  
       Email: teww_2004@yahoo.co.uk  
       lhmahai@yahoo.com |
| 16. | Ms. Elizabeth K.M. Gabona | Tel: 256 41 233 391  
       Commissioner for Higher Education  
       Ministry of Education and Sports  
       Embassy House  
       PO Box 7063  
       Kampala  
       UGANDA  
       Cell: 256 772 491 153  
       Fax: 256 41 230 658  
       Email: besig@hotmail.com |
## COL STAFF

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Contact Details</th>
</tr>
</thead>
</table>
| 1.  | Sir John Daniel  
    President & Chief Executive Officer  
    Commonwealth of Learning  
    Suite 1200, 1055 West Hastings Street  
    Vancouver, BC V6E 2E9  
    CANADA | Tel: 1 604 775 8215  
       1 604 775 8264  
       (Assistant’s Direct Line)  
    Fax: 1 604 775 8210  
    Email: jdaniel@col.org or abacchus@col.org |
| 2.  | Professor Asha Kanwar  
    Vice President & Programme Director | Tel: 1 604 775 8226  
       1 604 775 8230  
       (Jasmine’s Direct Line)  
    Email: akanwar@col.org or jlee@col.org |
| 3.  | Ms. Frances Ferreira  
    Education Specialist, Basic Education & Open Schooling | Tel: 1 604 775 8225  
       1 604 775 8232  
       (Assistant’s Direct Line)  
    Email: fferreira@col.org or cwalker@col.org |
| 4.  | Mr. Joshua Mallet  
    Education Specialist, Learning & Livelihoods | Tel: 1 604 775 8256  
       1 604 775 8227  
       (Assistant’s Direct Line)  
    Email: jmallet@col.org or pschlicht@col.org |
FOCAL POINTS WHO WERE UNABLE TO ATTEND THE MEETING

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<th>No.</th>
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<tr>
<td>1.</td>
<td>Professor Ivo Leke Tambo</td>
<td>Tel: 237 2223 2831</td>
</tr>
<tr>
<td></td>
<td>Permanent Secretary</td>
<td>Email: <a href="mailto:leketambo@yahoo.com">leketambo@yahoo.com</a></td>
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<td>Ministry of Secondary Education</td>
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<td>Email: <a href="mailto:leketambo@yahoo.com">leketambo@yahoo.com</a></td>
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<tr>
<td>2.</td>
<td>Professor George Papadopoulos</td>
<td>Tel: 357-22-892693</td>
</tr>
<tr>
<td></td>
<td>Department of Computer Science</td>
<td>Fax: 357-22-892701</td>
</tr>
<tr>
<td></td>
<td>University of Cyprus</td>
<td>Cell: 357-99-433817</td>
</tr>
<tr>
<td></td>
<td>75 Kallipoleos Street</td>
<td>Email: <a href="mailto:george@cs.ucy.ac.cy">george@cs.ucy.ac.cy</a></td>
</tr>
<tr>
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<td>P.O. Box 20537, CY-1678</td>
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<td>3.</td>
<td>Mr. Musa Touray</td>
<td>Tel: 220 990 8421</td>
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<tr>
<td></td>
<td>Principal Higher Education Officer</td>
<td>220 774 0141</td>
</tr>
<tr>
<td></td>
<td>Department of State for Higher Education, Research, Science &amp; Technology (DOSHERT)</td>
<td>220 437 8775</td>
</tr>
<tr>
<td></td>
<td>Future Lec Building</td>
<td>Email: <a href="mailto:musatouray_i@yahoo.com">musatouray_i@yahoo.com</a></td>
</tr>
<tr>
<td></td>
<td>Bertil Herding Highway</td>
<td>(Mr. Anthony Mendy represented Mr. Touray at the Meeting.)</td>
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<td>Kotu East, KMC</td>
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<td>THE GAMBIA</td>
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<tr>
<td>4.</td>
<td>Professor Jophus Anamuah-Mensah</td>
<td>Cell: 233 244 323186</td>
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<tr>
<td></td>
<td>EDUIT Consortium</td>
<td>Fax: 233 42 33682</td>
</tr>
<tr>
<td></td>
<td>P. O. Box 25</td>
<td>Email: <a href="mailto:jophusam@gmail.com">jophusam@gmail.com</a></td>
</tr>
<tr>
<td></td>
<td>Cape Coast</td>
<td>(Mr. Paul E. Ackom presented Professor Anamuah-Mensah at the Meeting.)</td>
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<td>GHANA</td>
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<td>5.</td>
<td>Ms. Louisa Cutajar Davis</td>
<td>Tel: 356 2598 2709</td>
</tr>
<tr>
<td></td>
<td>Education Officer – International Relations</td>
<td>Email: <a href="mailto:louise.cutajar-davis@gov.mt">louise.cutajar-davis@gov.mt</a></td>
</tr>
<tr>
<td></td>
<td>Directorate for Educational Services</td>
<td></td>
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<td>Room 333</td>
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</tr>
</tbody>
</table>
| 6.  | Mr. H.B. Dansinghani  
Director, Educational Reforms & International Education  
Ministry of Education and Human Resources  
2nd Floor, IVTB House  
Pont Fer  
Phoenix  
MAURITIUS | Tel: 230 601 5214  
Cell: 230 258 1772  
Email: hdansinghani@mail.gov.mu  
(Mr. Ricaud G. Auckbur represented Mr. Dansinghani at the Meeting.) |
| 7.  | Ms. Zaida Paz Helena Baúle  
Education Officer  
Department of International Cooperation  
Directorate of Planning and Cooperation  
Ministry of Education and Culture  
10th Floor, Av.24 de Julho 167  
Maputo  
MOZAMBIQUE | Tel: 258 214 90892  
Cell: 258 82 011 6920  
Email: zbaule@mec.gov.mz  
(Ms. Lurdes Nakala represented Ms. Baúle at the Meeting) |
| 8.  | Dr. Marie E. Uko  
Assistant Director, Bilateral Agreements, Commonwealth & African Affairs Branch Division  
Federal Ministry of Education  
Federal Secretariat Phase III, 8th Floor  
Maitama District, PMB 146  
Abuja  
NIGERIA | Tel: 234 805 777 6654  
Email: marieuko2007@yahoo.co.uk |
| 9.  | Ms. Marie-Reine Hoareau  
Technical Advisor, Technical Cooperation & International Relations  
Ministry of Education  
PO Box 48  
Mont Fleuri  
Mahé  
SEYCHELLES | Tel: 248 225 520 (DL)  
248 283 123  
Cell: 248 525 578  
Fax: 248 224 859  
Email: mrlouisehoareau@yahoo.fr  
(Mr. Selby Dora represented Ms. Hoareau at the Meeting.) |
## List of Participants and Contact Details

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Contact Details</th>
</tr>
</thead>
</table>
| 10. | Mr. Sibusiso S. Mkhonta                   | Tel: 268 404 2495  
Fax: 268 404 3880  
Email: ssmkhonta@africaonline.co.sz  
*(Mr. Glen Mazibuko represented Mr. Mkhonta at the Meeting.)* |
|     | Director of Education                     |                                                      |
|     | Ministry of Education                     |                                                      |
|     | PO Box 39                                 |                                                      |
|     | Mbabane                                   |                                                      |
|     | SWAZILAND                                 |                                                      |
| 11. | Mr. Victor Muyatwa                        | Tel: 260 1 252 319  
Email: vmuyatwa@moe.gov.zm |
|     | Director, Open and Distance Education     |                                                      |
|     | Directorate of Open and Distance Education|                                                      |
|     | (DODE)                                    |                                                      |
|     | Ministry of Education                     |                                                      |
|     | Box 50093                                 |                                                      |
|     | Lusaka                                    |                                                      |
|     | ZAMBIA                                    |                                                      |

*May 2008*
COUNTRY PRESENTATION: BOTSWANA

By: Mr. Godson Gatsha

Introduction

Botswana in economic terms is a mid-level income country, however it still faces great challenges in the provision of secondary and tertiary education. It has however, over the years, deployed Open and Distance Learning as a delivery mode to address the educational needs of the nation. Whilst ODL has made a significant contribution in the development of Botswana, its associated technologies still need to be explored further in order to diversify the range of programmes and services on offer and to reach those potential learners in special circumstances.

Map of Botswana

![Map of Botswana](image)

Use of ODL in Botswana

Open and Distance Learning (ODL) mode is now a common feature of the education system in Botswana. All educational planning, development and evaluation takes cognisance of the value and potential contribution of ODL.
ODL is used mainly in two sectors of our education system, namely secondary schooling and tertiary education. ODL in the secondary sector is mainly driven by a semi-autonomous institution, Botswana College of Distance and Open Learning (BOCODOL). The College has strategically located regional centres that operate a network of 92 learning centres. The network of such centres is meant to deliver ODL programmes right up to the door step of the learners in all parts of Botswana.

Given the nature of our conventional secondary schooling and its challenges, we have currently a 65.73% transition rate from Junior secondary schools to senior secondary schools. The pass rate at Senior School whilst satisfactory, we still have many learners at that level who are usually not happy with their grades and others who have inadequate points for tertiary level courses of their choice and end up enrolling for ODL programmes for up grading purposes. The limited number of public senior secondary schools make most learners who are not successful in getting places opt for ODL as a first choice instead of going to private schools or evening schools that operate throughout the country.

The political will in the country and the advocacy carried out by the semi-autonomous ODL lead institution (BOCODOL) has seen a major paradigm shift amongst the population. ODL is now a highly respected and much sought after mode of delivery by those who can not access conventional schooling. The current challenge is to meet the demand for the secondary education given the limited resources. The demand tends to outstrip the supply in terms of study materials due to limited financial resources.

ODL has equally become popular when it comes to the tertiary education needs of our citizens. The level of continuous learning far surpasses the capacity of both ODL and conventional institutions in the country. Management, vocational and professional programmes are much sought after just like Diplomas and Degree programmes. Whilst efforts have been made to address the tertiary needs through ODL programmes the demand has not been met yet.

ODL provides a learning opportunity for all classes of our society. The less privileged who are unable to access conventional institutions due to location and financial challenges benefit from the same quality education programmes the government provides. The curriculum for secondary school courses delivered through ODL is exactly the same curriculum that is delivered in conventional schools and so is the curriculum at the tertiary level. For example at the University of Botswana, the programmes delivered through ODL are the same programmes delivered through full time study using face to face lectures and learners from the two modes of delivery sit for the same semester examinations and get the same awards once they have fulfilled the programme requirements. The quality of assessment is not compromised, hence recognition and certification does not discriminate, as no indication is
made whether one studied through ODL or conventional. ODL in this case has created a cadre of scholars that are self driven, confident and able to compete with other graduates from other educational systems of delivery and are able to engage in lifelong learning.

**Top priorities**

1. Technical and vocational programmes that are blended with entrepreneurship skills are critical in increasing the capacity of people in the rural areas and in special circumstances to meet their livelihoods.

2. Transforming current ODL programmes to meet the needs of those in special circumstances (e.g. those with visual impairment).

3. Consolidation of Open Schooling and becoming a regional leading centre of excellence in the same.

4. Developing and producing alternative systems through the use of multi media technologies and deliver ODL programmes and attempt to close the digital gap and bring on board those in special circumstances and disadvantaged.

5. Capacity building in the delivery of diverse Tertiary education programmes in order to build a strong national human resource base.

**What can COL do to further our agenda?**

In order to further our agenda, we believe a partner like COL could assist with capacity building in special skills that empower ODL role players including policy developers and ODL facilitators/practitioners. The range of areas for further training include special needs education, development of capacity and expertise in the delivery of technical and vocational ODL programmes, deployment of e-learning/on-line learning, online-support, ODL research capacity building/knowledge creation and management, Audio and video material production skills training and development, capacity building in the delivery of Tertiary Level programmes and in Quality assurance at the same level, etc.
COUNTRY PRESENTATION - CAMEROON

By Daniel Akume Akume, PhD

The use of ODL in Cameroon

ODL use in Cameroon is steadily on the rise, notably in tertiary education. With the drive to achieve universal primary education, open schooling could eventually help check surging enrolment at the primary and secondary levels as well. ODL use in other social sectors like health and agriculture is still timid. This document will mostly dwell on ODL in higher education.

A national committee was constituted in 2007 to oversee the drawing up of a national ODL policy framework for Cameroon. Later on however, COL decided to assign the task of crafting this policy framework to Professor Ajaga Nji, a Cameroonian Scholar and COL Regional Consultant for West Africa. Work on the document is still underway.

The most efficient distance education programme in Cameroon is that of University of Dschang, in its Faculty of Agronomy. For several years now, this institution has been running a Diploma programme in Agriculture by distance.

University of Dschang also has a Media Unit and a Campus FM radio station which addresses the training of farmers and extension officers, as well as information dissemination concerning HIV/AIDS prevention in rural communities.

The Fotso Victor University Institute of Technology (IUT-FV) in Bandjoun is a polytechnic attached to the University of Dschang. IUT-FV combines ODL and ICT through a series of online degree and Higher National Diploma (HND) programmes supported by the Agence Universitaire de la Francophonie (AUF) under the accreditation and quality assurance of a university in Quebec.

The University Institute of Technology (IUT) of the University of Douala has a programme very similar to that operated by IUT-FV.

The National Advanced School of Agro and Industrial Sciences of the University of Ngaoundere runs a distance education programme in Quality Control and Management, with off-campus resource centres at about four locations for access to remote students.
The other reference of ODL use in Cameroon after the University of Dschang is the University of Buea which recently started a pilot distance education programme in Education. The programme recruits students into a Bachelor in Education (BEd.) programme. This programme is meant to train primary school teachers. Course writing is facilitated through cooperation with the National Open University of Nigeria under the RETRIDAL initiative.

Top priorities

1. Follow-up on dual-mode provision at the universities where this already exists and expansion to dual-mode provision elsewhere.
2. Development of a national policy framework for ODL in Cameroon.
3. Setting up of a national technical committee to draw up an Action Plan that should decide on the subjects to be covered, cost of the programmes and budget for it, decide on equipment requirements and acquisition and draw-up implementation programme.
4. Establishment of a national body to manage the distance education programme in Cameroon.

What can COL do to further our agenda?

1. Continue supporting the development of our national ODL policy.
2. Continue supporting dual-mode provision.
4. Support teacher development.
5. Support higher education.
6. Support rural and peri-urban community development.
COUNTRY PRESENTATION - CYPRUS

By George A. Papadopoulos

ODL and Cyprus

The e-Learning initiative in Cyprus started effectively with the commencing of the activities of the University of Cyprus in 1992. Some of the University’s Departments, notably the Department of Computer Science and the Department of Education started using at an early stage various content management environments, such as WebCT, Moodle, etc. These activities however were focusing mainly on the use of e-Learning as an auxiliary means to supplement traditional face to face teaching and did not go all the way to achieving Open and Distance Learning. These activities are still in progress and many more University Departments are now using ICT as a supplementary way to pursue their teaching activities.

In parallel, some of the academics started being involved in international projects, typically funded by the European Union, in promoting and exploring e-Learning and ODL techniques. These projects fell into a number of European Union (E.U.) initiatives, such as the Framework Programmes (for members of the E.U. and Associated States), EUMEDIS (for the Mediterranean and North African States, Leonardo da Vinci (mainly for vocational training), etc. All in all, the University of Cyprus was involved in tens of such projects with a total budget at the level of hundreds of EUR. As a result of this participation, the academics were trained in numerous modern techniques in e-Learning and ODL.

Aside from the activities of the University of Cyprus, the Ministry of Education introduced the use of ICT in primary and secondary education. In secondary education schools, there exist now more than 300 labs (in respective schools). In particular, there are 12.4 computers per 100 students, with the European average at 11.3 computers per 100 students, thus ranking Cyprus 11th out of 25 European countries. However, only 31% of the above mentioned labs have broadband connection, which ranks Cyprus 25th out of 27 E.U. member states. Furthermore, the subject of ICT has been upgraded to meet the standards of the E.U. and is being taught typically 4 hours per week. Interestingly enough, almost 99% of the Cypriot students are computer literate but this is also true for only 25% of their teachers!
At the same time, the Ministry of Education has started examining the influence of e-Learning in primary education. A pilot project called “ODYSSEUS” ran for 2 years between 2000-2001, with the objective to examine the combination of traditional classroom techniques with novel e-Learning ones. This initiative led to the setting up of a virtual classroom between a number of schools and the studying of the pupils’ behavior in using e-Learning techniques.

Over the last 10 years the need for ODL has increased in Cyprus, due to the increased need of people living in remote locations, people with exceptionally busy schedules and/or scarce financial resources to upgrade their academic and/or professional knowledge. Most of the public education courses and in general lifelong education are offered mostly in the capital of Cyprus, Nicosia. This centralisation of such services makes it impossible for rural residents to access them.

Thus, in 2003 the Open University of Cyprus started its operation. The OUC uses exclusively ODL techniques in the offered courses. It currently runs 4 postgraduate courses, which are all very popular (each course receives typically 1500 applications for just over 100 available places). In parallel, the Cyprus Council for the Recognition of Higher Education Qualifications, a government organisation that accredits all tertiary level degrees earned outside Cyprus, has established concrete procedures for accrediting qualifications earned by means of ODL techniques.

Due to the increased job competition and influx of new labor from the E.U., people in Cyprus need to constantly upgrade their academic and professional skills. And in combination with the recent accreditation of many Distance Learning Programmes, Cypriots are becoming more interested in Distance Learning Programmes with an exceptionally high pace.

The top priorities in Cyprus, related to E-Learning and ODL, include the following ones:

1. Expand the programs of study, at both the undergraduate and postgraduate level, using ODL techniques.
2. Educators are taught the use of ODL and how it can be used to support their teaching activities.
3. Enhance the use of ODL in vocational training and lifelong learning.
4. Expand collaborations with other countries in the development and dissemination of common programs of study using ODL.
5. Develop a National Qualification Framework which will take into account ODL and e-Learning.
COL’s initiative regarding the setting up of a Virtual University for the Small Commonwealth Countries (VUSCC) can be a driving force for all the above priorities. It is therefore expected that Cyprus will continue to be actively involved in the VUSCC initiative.
COUNTRY PRESENTATION – THE GAMBIA

By: Mr. Anthony Mendy

Background

The Department of State for Higher Education, Research, Science and Technology was created in January 2007 by H.E. the President of the Republic of The Gambia. The rationale behind its creation was to address issues of national concern especially in realising the country's vision 2020, PRSP and Silicon Alley Initiative. As such it is crucial for the Department and its agencies to collaborate with partners like COL in actualising the aspiration of the people and the relevance of this Focal Points meeting organised by COL cannot be over-emphasised. With regards to the presentation issues highlighted include use of ODL, overview of needs and priorities, and how this agenda can be supported by COL.

Use of ODL in The Gambia

ODL is an alternative means of providing services and primarily use by the education sector in teacher education in The Gambia. According to the country's Education Policy 2004-2015, the training of teachers for the basic level will continue to use a mix: one or two years of face-to-face (college based training), one or two years apprenticeship with a combined ODL.

Basically, The Gambia College School of Education and the University of the Gambia use ODL in the provision of teacher education and training of school administrators. This is administered as follows:

1. Students after spending sometime at both the College and University go on field experience or apprenticeship (Distance Education).
2. Distance learning materials based on their modules are prepared and given to them as resource material.
3. Mentors are provided to help in mentoring the students especially by lecturers, school heads, Regional Education Directorates, Regional Training Officers, etc.
4. At regular intervals in the term, students are observed by their lecturers in order to assess their performance and receive their assignments from them.
5. At the end of the apprenticeship students attend a face-to-face session prior to sitting to their exams.

**Overview of needs and priorities of the Department of State for Higher Education and Tertiary Institutions**

1. As the Department of State responsible for policy guidance and development, capacity building in policy development is highly needed.
2. Support in developing a quality assurance system in the higher education sector in The Gambia.
3. Capacity building in the administration of ODL programs in the Gambia.

**The Gambia College**

1. Capacity building in the development of distance education curriculum, modules and materials for teacher training and ODL.
2. Capacity building for the School of Education Admin staff.
3. Training in the development of quality assurance framework and the use and implementation of the quality assurance toolkit. (Participated in a joint workshop on quality assurance in Abuja).

**University of The Gambia**

1. Support in training of administrative staff in management.
2. Capacity building in auditing and financial management.
3. Support for Research for academic staff.
4. Provision of material resources in the form of relevant textbooks and learning materials and support in e-library in order to access relevant information and research work.

**National Training Authority**

The needs of the institution include:

2. Capacity building in monitoring and evaluation, and quality assurance.
3. Support in the upgrading of the management information system and policy development.

The Top Priorities for The Gambia

1. Capacity building in policy development for the Department of State.
3. Training of staff in instructional and curriculum design, material development in teacher training and ODL.
4. Support in capacity building in auditing, financial management and research for the University of The Gambia.

What can COL do to further our Agenda?

The Department of State for Higher Education, Research, Science and Technology being established recently would appreciate if COL could support its staff development programme. Basically, capacity is lacking in formulation of policy frameworks and, to strengthen its ability to fulfill its mandate of monitoring institutions under it.

Furthermore, we would welcome the support of COL in providing expertise in the area of ODL administration, quality assurance, e-learning and the provisions of basic equipment such as computers in order to enhance the delivery of ODL activities.

To better facilitate the delivery process in both the Department and Tertiary Institutions, COL is urged to consider soliciting support from donor partners in availing to us material resources. We hope if these issues highlighted are addressed it will go a long way in meeting some of our basic needs.
COUNTRY PRESENTATION – GHANA

By: Paul E. Ackom

Introduction

COL has been very instrumental in ODL programmes in Ghana. The organisation has also supported Ghana’s ODL programmes in a great measure. COL’s support is hereby acknowledged and appreciated. Four out of the five public universities are currently running ODL programmes.

Below is the report on the various Logic models:

Use of ODL in Ghana

1. Teacher Education

COL, in collaboration with Teacher Education in Sub-Saharan Africa (TESSA), supported a workshop by the West Africa Consortium for Teacher Education Development (WACTED) in Ghana from 19th to 22nd February, 2007. Twenty teacher educators from Benin, Ivory Coast, The Gambia, Ghana, Nigeria, Sierra Leone and Togo attended the workshop. Professor Menon of COL attended. The workshop introduced new teacher educators to TESSA and WACTED and their activities. There was a quality assurance session in teacher education.

TESSA – Claire Hedges, TESSA Programme Administrator at the Open University, UK paid an implementation visit from 4th to 8th February, 2008. Meetings with the Implementation Teams of the University of Education, Winneba (UEW), University of Cape Coast (UCC) and Teacher Education Division (TED) led to the drawing of Action Plans for the implementation of TESSA resources by each institution.

2. Open Distance Learning

The University of Education, Winneba Distance Education programme is making steady progress. There are three sets, that is, Level 100 to Level 300, students currently pursuing the three-year Diploma in Basic Education programme. In addition, the first batch of the Post Diploma,
BEd. students have completed their programme while the second batch students have been admitted in April 2008.

COL provided technical and financial support for a two-year Post Diploma (BEd.) programme in Technical Education. Piloting started with admission of 39 students (but 37 enrolled) in September 2006. No dropout. They are expected to graduate at end of 2007/2008 academic year. Fifty-two were admitted in September 2007 and completed 1st semester.

The University of Cape Coast runs different courses at the Diploma and Post-Diploma, BEd. levels. It has advertised for applications for admission into the 2008/2009 academic year programmes.

The University of Ghana (UG), Legon and Kwame Nkrumah University of Science and Technology (KNUST), Kumasi have also placed their first advertisement for applications for admission into degree programmes, starting in the 2008/2009 Academic Year.

UG is offering programmes in Bachelor of Arts (BA) and Bachelor of Science in Administration.

KNUST is offering:

- Four-year programmes in BSc. Actuarial Sciences, BSc. Computer Science, BSc. Quantity Surveying and Construction Economics (Building Technology), BSc. Construction Technology (Building Technology), and
- Two-year Masters’ programme in MSc. Industrial Mathematics, Executive Masters in Business Administration (EMBA) and Executive Masters in Public Administration (EMPA). The EMBA and EMPA programmes are designed by COL and are being offered under Licence Agreement with COL.

3. **Open/Alternate Schooling: President’s Special Initiative (PSI) on Pre-tertiary Distance Education**

The following are the programmes under this initiative:

- TV programmes in English Language, Mathematics and Science for Senior High School students, launched in July 2005.
- Open School in Technical and Vocational Education and Training for Post-Junior High School graduates was launched in September 2007.
4. Higher Education

National Open University – A series of meetings have either taken place or are ongoing to prepare for take-off by the end of November, 2008.

As part of the preparation for the start of the Open University, a team of five, comprising Professor Jophus Anamuah-Mensah (Chairman), Mr. Paul Effah, Executive Secretary of National Council for Tertiary Education (NCTE), Professor Ben Gوردor, Dr. Francis Owusu-Mensah and Mr. Abraham (Secretary) visited Tamil Nadu Open University in India and the UK Open University from 23rd March to 5th April, 2008. COL was instrumental in arranging the visits.

After the visits, an Interim Report has been presented to the Government of Ghana.

Top Priorities

The top priorities are:

1. The establishment of the Open University, and
2. Capacity Building in ODL.

What can COL do to further Ghana’s Agenda?

COL can assist Ghana in the areas of:

1. Capacity building
2. Material Development
3. Student Support, and
4. The management of student records.
COUNTRY PRESENTATION – KENYA

By: Mr. Jeckoniah Odumbe

PRACTICE CHALLENGES AND PROSPECTS OF ODL IN KENYA

Background of ODL in Kenya

Since independence various commissions have highlighted ODL as an alternative strategy of delivering education. Ominde Education Commission at independence in 1964/05 recommended the establishment of advisory commission on ODL in 1976 the Gachathi Report recommended that solution to access of education should involve ODL. This was further recommended by subsequent reports such as the MacKay report of 1981 and the Kamunge Report of 1988.

Though no specific national policy was set up to guide the use of ODL in the country, individual institutions used it to address education needs.

ODL Providers

Some of the major providers of ODL programmes include the following:

1. Kenya Institute of Education running Radio programmes support to both primary and secondary schools.
2. School-based Teacher Development has used ODL to improve teaching and learning in the primary schools.
3. Kenya Institute Special Education is providing in service of primary school teachers on special education by ODL in addition to their regular residential students.
4. University of Nairobi is offering B.Ed(Arts), B.Ed(Sc), B.Sc, B.Com and BA using print materials supported by e-learning materials.
5. Kenyatta University is offering degree programmes using print, video-conferencing and has a centre for Virtual University.
6. Egerton University is offering programmes in collaboration with Open University of Tanzania and Unisa.
7. African Medical Research Foundation (AMREF) is offering diploma programmes to practicing doctors.

8. Strathmore University is offering business programmes.

9. Kenya Methodist University is offering Bachelor degree in Agricultural Management.

10. There are also programmes offered by Ministry of Agriculture – Information Centre for the farmer through radio broadcasts.

These programmes have been governed by the policies of individual institutions without any National policy to coordinate and guide them.

However with the collaboration between COL and Ministry of education a Draft policy has been developed which will guide the provision of ODL and there by ensure quality.

The Objectives of the Draft Policy 2006

The stated objectives are to:

1. Increase access to learning and training opportunities.
2. Eliminate education disparities between age groups, gender and geographical areas.
3. Provide opportunity for the empowerment of the society and economically disadvantage.
4. Increase and enhance human capacity development
5. Ensure the maintenance of quality and standards in ODL.
6. Encourage collaboration in the development of and uterlization of resources between institutions in order to maximize the use of existing resources.
7. Establish an appropriate administration structure to coordinate and oversee the implementation of ODL.
8. Encourage collaboration between the media houses and ODL providers.
9. Solicit internal and external financial resources.
10. Establish a frame work for periodic monitoring and evaluation of ODL institutions and programmes.
11. Support and encourage the development of required infrastructure.
12. Encourage and support research on ODL and the production of database system on ODL.
13. Encourage the establishment for dissemination of information on ODL.
14. Ensure that intellectual property rights are protected.
15. Establish and encourage the use of Libraries including digital components.

**Challenges of expanding Access, Equity and improving Quality**

The current Sessional Paper No 1 of 2005 which gives policy direction in the provision of education and training has noted the major challenges.

The Free Primary Education declared in 2003 for primary to enable the country attain Universal Primary Education resulted in:

1. High Teacher – Pupil ratio in urban and high density areas that need to be addressed by having more teachers.
2. The two years primary teacher training has been found to be inadequate to equip teachers with skills and knowledge in all seven subjects taught in the primary schools.

At Secondary level there are a great number students qualifying for secondary education due to Free Primary Education:

1. This reduces transition to less than 70% expected in the plan projection.
2. The government intends to upgrade secondary education as part of basic education.

At Adult and Continuing Education (ACE) and Non Formal Education (NFE) there is low participation due to lack of learning facilities and facilitators.

At Tertiary level more people qualify than can be accommodated in middle level training institutions.

At University level less than ½ of those who qualify do get admitted to public and private universities leaving the rest un provided for.

In general government has recognised that it is only with ICT literate workforce the country would acquire status of knowledge economy.
Prospects of ODL in Addressing Challenges of Education Access in Kenya

The Sessional Paper No 1 of 2005 has therefore identified ODL option to be used in addressing challenges of Access, Equity and quality improvement. The specific suggested strategies are as follows:

1. Enhancing the use of open and distance learning in primary education.
2. In-servicing of teachers in targeted subject areas using open and distance learning.
3. Develop policy framework to guide the provision of ODL programmes.
4. Establish distance education programmes for ACE and NFE learners to reach more people not currently covered by existing conventional programmes.
5. Use of solar power to facilitate the application of ICT even in areas not served by National power grids.
6. Promote Open universities and distance learning institutions to increase learning opportunities particularly in higher education and training.
7. Use of ODL, ICT and e-learning to provide quality life long education in Technical, Industrial, Vocational and Entrepreneurship Training (TIVET).
8. Integrate ICT education and training into education and training system.
9. Equip schools with computers that would serve the community as well.

Conclusion

The implementation of these strategies of expanding access, equity and quality has emphasised collaboration of the ministry with development partners, international organizations and the private sector.

In the diversification of delivery of education and training to meet the challenges, ODL has been identified to serve a major role of improving and increasing human resource through in-service and pre-service.
A Brief Presentation of
The Practice, Challenges and Prospects of Open and Distance Learning in Kenya
At
The Commonwealth of Learning

Held in
Lilongwe - Malawi,
22nd - 23rd May, 2008
By:

Jeckoniah O.Odumbe
Director
Centre for Open and Distance Learning
University of Nairobi

Background of ODL in Kenya
Since independence various commissions have highlighted odl as an alternative strategy of delivering education:
- Ominde Education Commission at independence in 1964/05 recommended the establishment of advisory commission on odl.
- In 1976 the Gachathi Report recommended that solution to access of education should involve odl.
- This was further recommended by subsequent reports such as the MacKay report of 1981 and the Kamunge Report of 1988.

Background of ODL in Kenya
Since independence various commissions have highlighted odl as an alternative strategy of delivering education:
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- This was further recommended by subsequent reports such as the MacKay report of 1981 and the Kamunge Report of 1988.

Odl Providers
Some of the major providers of odl programmes include the following:-
- Kenya Institute of Education running Radio programmes support to both primary and secondary schools.
- School-based Teacher Development has used odl to improve teaching and learning in the primary schools.
- Kenya Institute Special Education is providing in service of primary school teachers on special education by odl in addition to their regular residential students.

• Though no specific National policy was set up to guide the use of odl in the country, individual institutions used it to address education needs.
Odl Providers…

• University of Nairobi is offering B Ed(Arts), Bed(Sc), BSc, B Com and BA using print materials supported by e-learning materials.
• Kenyatta University offering degree programmes using print, video-conferencing and has a centre for Virtual University.
• Egerton University offering programmes in collaboration with Open University of Tanzania and Unisa.
• African Medical Research Foundation (AMREF) offering diploma programmes to practicing doctors.

Odl Providers…

• Strathmore University offering business programmes.
• Kenya Methodist University offering Bachelor degree in Agricultural Management.
• There are also programmes offered by Ministry of Agriculture – information Centre for the farmer through radio broadcasts.

The objectives of the Draft Policy 2006

The stated objectives are to:-
• Increase access to learning and training opportunities.
• Eliminate education disparities between age groups, gender and geographical areas.
• Provide opportunity for the empowerment of the society and economically disadvantaged.
• Increase and enhance human capacity development
• Ensure the maintenance of quality and standards in odl.
• Encourage collaboration in the development of and utilization of resources between institutions in order to maximize the use of existing resources.

• Establish an appropriate administration structure to coordinate and oversee the implementation of Odl.
• Encourage collaboration between the media houses and Odl providers.
• Solicit internal and external financial resources.
• Establish a framework for periodic monitoring and evaluation of odl institutions and programmes.
• Support and encourage the development of required infrastructure.
• Encourage and support research on ODL and the production of database system on ODL.
• Encourage the establishment of for a for dissemination of information on ODL.
• Ensure that intellectual properties rights are protected.
• Establish and encourage the use of Libraries including digital components.

Challenges of expanding Access, Equity and improving Quality.
The current Sessional Paper No 1 of 2005 which gives policy direction in the provision of education and training has noted the major challenges.
• The Free Primary Education declared in 2003 for primary to enable the country attain Universal Primary Education resulted in High Teacher –Pupil ratio in urban and high density areas that need to be addressed by having more teachers.
• The two years primary teacher training has been found to be inadequate to equip teachers with skills and knowledge in all seven subjects taught in the primary schools.

• At Secondary level there is a great number students qualifying for secondary education due to Free Primary Education.
• This reduces transition to less than 70% expected in the plan projection.
• The government intends to upgrade secondary education as part of basic education.
• At Adult and Continuing Education (ACE) and Non Formal Education(NFE) there is low participation due to lack of learning facilities and facilitators.

• At Tertiary level more people qualify than can be accommodated in middle level training institutions.
• At University level less than ½ of those who qualify do get admitted to public and private universities leaving the rest un provided for.
• In general government has recognized that it is only with ICT literate workforce the country would acquire status of knowledge economy.
COUNTRY PRESENTATION – LESOTHO

By Dr. Mokopane Moshabesha

Background

Pursuant to the National Vision 2020 which, inter alia, commits the country to the following objectives; Education as central to national development and provision of an adequate basic Education to all Basotho as a key development goal, Lesotho, like most developing countries has embraced open and distance learning (ODL) as a strategy to extend education access to all levels of Education and Training.

Following the establishment of the Lesotho Distance Teaching Centre in 1974 as a pioneer in the provision of open and distance learning, there has been a steady increase in the number of ODL providers and a widened range of programmes on offer in the country. A collaborative network of ODL institutions exists through the National Association of Open and Distance Education of Lesotho (NAODEL). At the regional level the Distance Education Association of Southern Africa (DEASA) provides a framework for cooperation and collaboration in terms of material development, programme development, sharing of resources and general capacity building for national associations and membership.

At the Apex of these developments is the Government initiative through the Ministry of Education and Training, to develop policy for ODL in Lesotho. Accordingly, the first draft of the Lesotho Open and Distance Learning Policy was completed in January 2008. In a nutshell, the draft is intended to guide and support the planning, development, delivery and evaluation of ODL programmes in Lesotho. It is hoped that the draft document will undergo all the necessary steps within a reasonable period before the final stage of enactment this year.

Top Priorities

Within the context of COL commitment to focus on Education, learning for livelihood and the Human Environment, Lesotho has identified the following areas as top priorities for COL support.

1. **Capacity Building for ODL**
• Instructional Materials development
• Training of Writers and Editors
• Capacity building in research and how to use Open Educational Resources (OERs) e.g. Wiki Educator and others
• Management of ODL Institutions
  Modalities for implementing these listed items could include training workshops, staff attachments, educational visits, seminars and any other appropriate means.

2. Increased Access to ODL Websites and Applicable terms and conditions for such Accessibility
   • COL is specifically requested to give guidelines as to ways and means of accessing such websites, including a full list, subject areas covered and institutions concerned.


4. Teacher Development (Item 3 under Education)
   • Provision of materials development by Teacher Education in Sub-Saharan Africa TESSA is considered crucial for policy support and capacity building for teachers; hence our high expectation for it.

5. Learning for Livelihoods Skills Development
   • COL’s expertise in this area will be most welcome as we explore the use of ODL in the promotion of indigenous knowledge, technical and vocational education and training for learning and livelihoods.

**COL’s Role in Furthering Lesotho’s Agenda**

As Lesotho’s involvement in ODL initiatives is at a critical stage of resource mobilisation, infrastructural development and capacity building, COL should play a helping hand in terms of financial provisions, personnel exchanges, sharing of materials and general capacity building. Local initiatives on staff development should be supported as strongly as possible to enhance their impact.
ODL IN MALAWI

- Began before independence in 1964 by external and private institutions
- Government introduced correspondence education in 1965-MCDE
- Growth from 1000 learners in 1965 to 150,000 by 1998
- The Government used distance learning for primary, secondary and tertiary education

USE OF ODL IN MALAWI

- To:
  - Provide education and training to Malawi citizens at all levels
  - Increase access to education and training
  - Respond to educational and training needs of various sectors of the Malawi economy
  - Promote lifelong learning
  - Ensure quality in instructional design and delivery
  - Educational support to conventional systems

CURRENT MAIN AREAS WHERE ODL IS USED

- **PCAR** (Standard 1- Tikwere radio programmes)
- **Secondary** education-open schooling, distance learning and support to conventional learning
- **Tertiary** education-primary by DTED and secondary school teacher education by DCE
- Orientation of conventional school teachers to ODL practices by MCDE
- Other courses: Mzuzu University is developing some courses
- Training of frontline workers (e.g., HIV/AIDS, gender and sexual reproductive health), by Ministry of Information
**MEDIA USED IN COURSE DELIVERY**

- PCAR programmes: radio with some print for teachers
- Secondary education: print and face-to-face instructions (where available audio and video materials supplement the two main media)
- Tertiary education: print and face-to-face
- Non-formal education: radio, print, face-to-face

**CHALLENGES**

- Inadequate instructional designers for ODL materials for print and electronic
- Negative attitude to ODE by some members of the community
- Inadequate human and material resources
- Inadequate knowledge, skills and competences in ODL practices
- Unstable economic conditions that threaten budgetary allocations
- The scourge of HIV/AIDS that reduces staff in the education and other economic sectors

**FIVE PRIORITY AREAS FOR MALAWI**

1. Quality assurance
2. Teacher development
3. Open/alternative schooling
4. E-learning
5. Educational use of mass media and ICTs

**QUALITY ASSURANCE**

- To meet Malawi’s development needs through:
  - effective planning of Malawi’s educational needs
  - provision of the desired and relevant educational products
  - adequate training of staff in education sector at all levels
  - Provision of adequate supervisory methods
  - Research and evaluation of educational products
**TEACHER DEVELOPMENT**

- The teacher is the basis of education. Knowledge, skills and competences are changing on a daily basis, especially with modern ICTs. The teacher will constantly need to acquire new skills and competences to provide the required education for social, economic, technological and political development.

**OPEN/ALTERNATIVE SCHOOLING**

- Conventional education is unable to provide equal opportunities for all. ODL will respect the right to education for everyone by:
  - Increasing access to education and training
  - Providing alternative means for those unable to access conventional education because of various reasons
  - Providing quality education and equal opportunity to education and training
  - Reduce teacher-centred learning and provide the learner with independence, which is good for personal development.

**E-LEARNING FOR EDUCATION SECTOR**

- Despite that Malawi has not yet developed its capability to use the WWW, many people today, especially those in urban areas have access to the internet. These people, if they want to learn, can use the system to enhance learning through reading, hearing, and watching at the same time interacting with fellow learners and teachers to make learning more meaningful and effective. The e-learning will increase the opportunity to access education and training, especially for lifelong learning, which the nation needs for development purposes.

**EDUCATIONAL USE OF MEDIA AND ICTS**

- Mass media is a powerful tool for communication. The newspaper, radio and television are respected for reporting correct information, facts and truth. Use of the mass media can help deliver content more effectively as people are already motivated by it. Examples in Malawi: Ministry of Information’s Distance Learning Project for frontline workers, and the *Nation on Sunday* paper which has a column for distance learning for Senior Secondary School subjects. ICTs, that is, internet, computer, with CD-ROMs and other media are becoming cost effective and popular. Malawi opts for this area to promote the use of mass media for education and training, having experienced positive results from Ministry of Information’s project and the *Nation on Sunday* paper.
COL’S ROLE IN MALAWI’S AGENDA

PROVISION of:
• Technical support
• Opportunities for capacity building through human resource training in ODL practices
• Educational resources in relevant areas
• Equipment for course development, production and delivery
• Grants and other financial support
• Orienting to staff in ODE through visits to centres of excellence within the region, Africa and outside Africa
• Etc.

Thank you for watching and listening
COUNTRY PRESENTATION – MAURITIUS

By: Mr. Ricaud Auckbur

The Use of ODL in Mauritius

Mauritius is presently at crossroads in the provision of Higher Education. With universal primary education achieved in the seventies and a substantial growth in Secondary education since the nineties, the country is facing a strong pressure on the post secondary and tertiary education. There are only two Universities operating mainly on face to face basis, and new strategies in place for expansion of access to tertiary education. Without these, the country will find it hard to meet the growing demand for qualified professionals at mid and senior managerial and technical levels in the years to come.

The importance of an increased use of ODL in Mauritius is therefore three-fold:

- **First**, ODL can enhance the provision of a pathway to all youngsters completing secondary education. These students have a growing need of academic post secondary qualification in areas of need, in particular in a context of a shift in the national economy from a low skilled textile and tourism industry to a high skilled economy based on the IT and knowledge sectors, along with other specialised fields which the country is opening up such as the medical and financial fields.

- **Secondly**, not only does the country need experts at the top level it also equally importantly needs more semi-professionals at diploma level to meet the new sectors’ demand in middle experts to support the needs of industry. ODL will therefore not only provide a supply of academics and top experts, but also provide skills training, at certificate and diploma levels, in the TVET sector.

- **Finally**, ODL is also required in the re-skilling of those already in employment where, with the existing shifts in the economy from a low-skilled labour to a professional services oriented economy, there is a need to retrain workers in all sectors. This life long learning through ODL can certainly assist Mauritius in expanding the existing workforce to be adapted to new economic nice areas yet where Mauritius may have a comparative advantage.
Private providers in ODL

There is presently limited provision by the public education and training sector in Open and Distance Learning. On the other hand, several private providers in Mauritius have already developed linkages with international distance education institutions for the delivery of Post Secondary qualifications, such as UNISA, TAFE Australia and IGNOU. Yet, it is believed that the country can still benefit from ODL in key areas where there is a need for skilled human resource.

The way forward in ODL: Setting up of an Open University in Mauritius

Mauritius, as a small island state where access to tertiary education is restricted by virtue of limited resources at both human and infrastructural level, is presently working on strategies to remove barriers for access to post secondary and tertiary education, through the emergence of a flexible, accessible and cost effective educational system that will tap on the existing resources at technical, vocational and university education levels.

It is expected that this should impact should significantly enhance the quality and provision of post secondary education both locally, and for this sub region.

In this context, the Ministry is presently working on the setting up of an Open University of Mauritius (OUM), and is in the process of recruiting an expert to drive the project.

The proposed OUM will work with Governmental, international and local inter-governmental institutions and relevant sectoral ministries as well as the private sector to support an enabling environment that will encourage the emergence of a culture of life long learning in all sectors and highly qualified human resource at diploma, graduate and post-graduate levels. Such an intensive human resource development and upgrading is an essential prerequisite for the implementation of the targets set for the smooth operationalisation of the new economic trajectory of the country.

Priority Areas for Mauritius

These are:

1. Recruitment of an international expert in ODL to drive Open University project.
2. Expansions of TVET education through ODL in key areas.
3. Expansion of higher education in areas where the two local universities cannot presently meet the demand.
4. Foster LLL and the re-training of the present workforce into new sectors.

**What COL can do to further the Agenda?**

1. **Teacher and Heads of Schools Training**
   - COL can assist Mauritius to link up with other international ODL stakeholders to develop programmes for Heads of Schools and teacher training.

2. **Training programmes through mixed mode for Vocational courses**
   - With the current shortage in vocational and middle level technical skills prevailing in Mauritius, COL can assist Mauritius to develop training and re-skilling programmes in this sector.

3. **Development of RPL in Mauritius**
   - COL can consolidate its present collaboration in the ODL sector in further developing and expanding Recognition of Prior Learning which is presently in a pilot phase locally, in particular to include new areas where a pool of locally informally skilled labour exists.
Country Presentation

Mauritius

R. Auckbur
Director (Post Secondary and Tertiary)
Ministry of Education and HR

COL focal points meeting – Lilongwe, Malawi, 22-23 May 2008

In a nutshell

• Country Population : 1.3 million
• Country Size : 2000 sq km
• 2 public universities
• Population 20-24 years : 98,000
• Current GTER : 36 % – Tertiary Enrolment : 36,000
• Little provision through DE in public institutions
• Several private providers through foreign DE agencies (IGNOU, TAFE, UNISA, USQ…) – Small market so fees relatively high

Niche Areas

• Textile
• Tourism
• Sugar Products
• BPO and related services
• Medical tourism
• Financial Services
• Marine Resources (Physical and Biological)
• Knowledge Oriented services

Human Resource Requirements

Gap in HR at technical, TVET and middle professional levels

• Need for graduates in areas of high demand (Mgmt, Law, IT, Finance, engineering…) and targeted GTER is 40% in 2010 and 45 % in 2015
• Teacher training
• Training and reskilling to meet demand of industry and public service
ODL to assist HRD

- Expand access to post secondary education
- Upgrade quality of HR base
- Reskill existing workforce in areas of key need

Setting up an Open University

- Project coordinator being recruited
- Work out implementation plan for DE
- Complement face to face provision with DE
- Establish int’l linkages for course development
- Lead training local institutions in DE provision
- Set up a national DE coordination unit
- Start new programmes

Challenges in ODL

- Cost of connectivity – cost factor needs to be considered
- Small local market – Would also serve needs of the sub region. Framework developed for Mauritius as a hub for export of educational services and DE can assist.
- Lack of local expertise in ODL
- Brain drain
- Secondary level feeder base needs to grow – Foundation and top up courses required

Top priorities

- Operationalize the Open University to federate provision in DE in areas of high demand
- Expand provision of TVET through DE
- Enhance teacher development at postgrad (secondary) and undergrad (primary)
- Train heads of educational institutions
- Retrain unskilled labour through DE and with the use of RPL
Conclusion

• Major HRD requirements in the years to come

• ODL can contribute – if used in a locally harmonised and rational context bringing together local partners

• Need for DE to contribute to needs of the region through a knowledge hub strategy in both academic and corporate fields

• Thank you!

  • rauckbur@mail.gov.mu
  • http://ministry-education.gov.mu
COUNTRY PRESENTATION: MOZAMBIQUE

By: Ms. Zaida Baúle and
Ms. Lurdes Patrocínia Matavela Nakala

Introduction

The Government of Mozambique recognises the role of Open and Distance Education (ODL) in expanding learning opportunities to its citizens. As such, in 2001 the policy and strategy for ODL in Mozambique was approved by the Council of Ministers and a set of guidelines principles were established:

1. the guidelines refer to the crucial role of the government in defining policy, strategy, development and financing of ODL
2. the contribution of ODL for regional, social and gender equity in accessing education and knowledge
3. the need for ODL to be implemented in the whole country
4. the need for coordination among different institutions involved in order to rationalise the use of resources, particularly infrastructures, training, reproduction and distribution of learning materials, thus avoiding dispersion and duplication of efforts and resources, and
5. assure support for learners involved in this modality through a national network centre of ODL, at provincial, district and local level, providing tutorial, supervision, physical and virtual libraries

Therefore, the Council of Ministers approved the creation of the National Institute for Distance Education – INED.

The role and responsibilities given to INED is to coordinate and regulate distance education, including policies, regulations, strategies and implementation of a national system of distance education, to oversee the network of provincial distance education centres, create a system of accreditation of distance education, promote professional development and training for specialists in distance education, identify priority research areas and educational needs and quality assurance (INED decree).

The Use of ODL in Mozambique

ODL in Mozambique is provided by both public and private institutions. The main ODL institutions that deliver courses are as follows:
1. The Institute of Open and Distance Education (IEDA) whose main role is to implement programmes at all levels of the National System of Education (SNE). Currently is running a programme for in service primary school teachers and a programme for Secondary Education.

2. The Pedagogical University (UP), which is a public institution, has been since 1990 offering training, using distance education, for in-service secondary school teachers teaching French. And from 2003 UP has also been using distance education for the in service training of secondary school teachers teaching English and Physics.

3. In the private sector the Banking has been using distance education to upgrade staff both academically and professionally since the 90’s.

4. From earlier 2000, the Catholic Church together with the Catholic University is running an in-service training programme for secondary school teachers in general using distance education.

More recently higher education institutions public and private, such as Universidade Eduardo Mondlane (Eduardo Mondlane University), Academia de Ciências Policiais (Police Academy) and A Politécnica (The Polytechnic Institute) are engaged in a number of open and distance education initiatives as part of the Government’s strategy of Open and Distance Learning. *(Franque, Country Report)*

**Five Top Priorities in ODL in Mozambique**

The Strategic Plan for Education and Culture 2006 – 2011 (PEEC) gives priority to the following areas:

1. **In Service Teacher Training** – The educational system still employs under qualified teachers in both primary and post primary education.

2. **Secondary Education** – There is an insufficient network of schools to address the increasing demand for secondary education particularly in rural communities.

3. **Technical and Vocational Education** – There is an ongoing Technical and Vocational Education curriculum reform that require training of teachers to support the implementation of new curriculum.

4. **Higher Education** – There is a need to strengthen the already existing ODL programmes and expand this modality to new areas.

5. **Learning and Skills and Livelihoods** – Mozambique is developing provincial centres to provide technical and vocational training mainly for youth and adults who need to acquire professional skills.
**What COL can do to further Mozambique’s Agenda?**

More recently COL has commissioned a work on Mozambique in order to assess ODL country needs. Above there are the main identified areas:

1. In–service training of teachers
2. Assisting in developing short courses in such areas as gender equity, HIV and AIDS (especially for teachers) school health and nutrition and specific subjects requirements e.g. training of mathematics and science teachers
3. Training needs assessment
4. Training in all areas of ODL
5. Training of teachers in the TVET system
6. Training in the development of ICT based materials, and
7. Training of educational managers such as principals and school directors, providing professional continuing education. (*Siaciwena, 2008*)

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Mozambique Country Report
Regional Focal Points Meeting

22 – 23, May 2008

Lilongwe, Malawi

Contents

- Political Decisions
- Use of ODL in Mozambique
- Priorities in ODL in Mozambique
- Possible Areas for COL Action

Political Decisions

- 2001- approval of the policy and strategy for ODL in Mozambique by the Council of Ministers

Recommendations for its Implementation

- crucial role of the government in defining policy, strategy, development and funding of ODL
- ODL must contribute for regional, social and gender equity in accessing education and knowledge

Political Decisions

- ODL must be implemented in the whole country
- coordination among different institutions involved in order to rationalize the use of resources, avoiding dispersion and duplication of efforts and resources
- assure support for learners through a national network of resource centres, at provincial, district and local level.
Political Decisions

- 2006- Approval of the creation of the National Institute for Distance Education – INED- by the Council of Ministers

INED’s Role and Responsibilities:

- coordinate and regulate distance education, including policies, regulations, strategies and implementation of a national system of distance education
- oversee the network of provincial distance education centres
- create a system of accreditation of distance education.

Use of ODL in Mozambique

Public Institutions:

- Institute of Open and Distance Education (IEDA) - main role is to implement programmes at all levels of the National System of Education (SNE)
- Currently is running programmes for in service primary school teachers and a programme for Secondary Education

Use of ODL in Mozambique

Pedagogical University (UP)

- 1990 - French teaching for in-service secondary school teachers.
- 2003 - English teaching and Physics for in service secondary school teachers
Use of ODL in Mozambique

Universidade Eduardo Mondlane/UEM
(Eduardo Mondlane University)
- developed an online course in Business Management at the Baccalaureate level

Academia de Ciências Policiais/ACIPOL
(Police Academy)
- 2 year distance learning executive course for police officers integrated with face-to-face instruction at the Academy

Private Institutions

A Politécnica (The Polytechnic Institute)
- developed a “bridging course” in 5 modules aimed at preparing graduates from high school to enter into higher education

Instituto de Formação Bancária (Institute for Bank Training)
- since the 90’s - the Banking has been using distance education to upgrade staff both academically and professionally

Other Providers:
- From earlier 2000, the Catholic Church together with the Catholic University is running an in-service training programme for secondary school teachers in general using distance education.
Top Priorities in ODL in Mozambique

- **In Service Teacher Training** – The educational system still employs underqualified teachers in both primary and post primary education.
- **Secondary Education** – There is an insufficient network of schools to address the increasing demand for secondary education particularly in rural communities.
- **Technical and Vocational Education** – There is an ongoing Technical and Vocational Education Curriculum Reform that requires training of teachers to support the implementation of the new curriculum.
- **Higher Education** – There is a need to strengthen the already existing ODL programmes and expand this modality to new areas.
- **Learning and Skills for Livelihoods** – Mozambique is developing provincial centres to provide technical and vocational training mainly for youth and adults who need to acquire professional skills.

Possible Areas for COL Action

- In – service training of teachers
- Assisting in developing short courses in such areas as gender equity, HIV and AIDS (especially for teachers) school health and nutrition and specific subjects requirements e.g. training of mathematics and science teachers
- Training needs assessment
- Training in all areas of ODL

- Training of teachers in the TVET system
- Training in the development of ICT based materials
- Training of educational managers such as principals and school directors, providing professional continuing education.
End of Presentation

OBRIGADO
COUNTRY PRESENTATION: NAMIBIA

By: Ms. Norah Bennett

Background and Context

Namibia is a large country with great distances between towns. It has one of the greatest income disparities between rich and poor in the world. Windhoek, the capital, and a handful of other places in the country enjoy all of the privileges and advantages found in the so-called developed countries. In particular, Namibia is noted for its good infrastructure with excellent roads and telecommunications systems. However, the majority of the population of Namibia live in traditional African homesteads in rural areas, making their livelihood through subsistence living.

At Independence in 1990, Namibia made rapid changes in the formal education system in order to provide access and education for all. There were few qualified teachers and of these, even fewer who had mastered the newly adopted official language of English. It is against this background, that we find Open and Distance Learning (ODL) has become vital so that the potential of all Namibians can be realised to enable them to make a meaningful contribution economically to their families, their communities and the nation, as well as to assist Namibia in meeting its Vision 2030 and the UN’s MDGs.

Use of ODL in Namibia

Currently, Namibia uses ODL in the provision of tertiary level degrees, diplomas and certificates at the University of Namibia (UNAM) Centre for External Studies (CES) and the Polytechnic of Namibia (PoN) Centre for Open and Lifelong Learning (COLL). Opportunities to upgrade results for the majority of school leavers, who are not successful in achieving sufficiently high enough results in grade 10 and grade 12 for admission to tertiary institutions, are provided by NAMCOL. NAMCOL also has developed and is in the process of developing relevant tertiary level certificates in such fields as Local Government Studies and Small Business. The National Institute for Educational Development (NIED) offers the Basic Education Teacher’s Diploma to enable unqualified teachers to upgrade their qualifications to teach from Grades 1 to 10. Various private institutions operate providing secondary and tertiary certificates, diplomas and degrees.
The government funded institutions come under an umbrella organisation called Namibian Open Learning Network Trust (NOLNet), which was formed on request of the government in order to share scarce expertise and resources in ODL. Two committees of NOLNet that are particularly innovative are the e-Learning Committee and Education Radio. The e-Learning Committee has developed the concept of an e-Learning Centre which supports educational institutions in e-Learning but reduces duplication of effort and start-up investment. The concept is now being replicated in Kenya, Cambodia and the Philippines. The e-Learning Committee of NOLNet is now recognised as being leader trainers in e-Learning throughout West, East and Southern Africa. However, within Namibia itself, we are still grappling with implementation of e-Learning within our institutions. Education Radio is a multi-sectoral endeavor in which radio programs on topical issues in health, agriculture, education, etc are produced on CDs and played on the national radio station and community radio stations.

National Priorities related to ODL/Areas where COL can assist

1. **Employment Creation**
   
   A national priority is finding ways to provide skills leading to employment. There is a major problem with large numbers of school drop-outs and school-leavers having few, if any skills to offer prospective employers. Most school leavers who complete grade 12 have lower results than required for admission to tertiary education for further training. Appropriate and cost effective use of ODL in providing skills would play an invaluable role in reducing unemployment and furthering development within Namibia.

2. **Quality of Education in General**
   
   Although Namibia gives priority to basic “education for all” in policy and government expenditures, the reality is, outputs and returns are poor. Teacher training is another area that requires great improvement and is undoubtedly a major factor contributing to the overall poor returns in education. There is a great demand for basic, secondary and tertiary education provided by ODL, however in most outlying areas learner support could be improved.

3. **Making Better Use Of Media**
   
   Although education radio has been developed and is expanding in its use, ways need to be identified to put it to more and better use. The population of Namibia is very small, just over 2 million, yet, there are approximately 800,000 cell phones. How can we make use of SMSs
and cell phones more? Mindset is currently working on innovative ways to use cell phones to improve Mathematics education through games. We need to find creative and innovative ways of using media technology more effectively.

4. ODL Policy

NOLNet is in the process of developing and institutionalising an ODL policy upon request of the government. COL has provided consultant expertise to assist in the development of this policy. Options have been examined and stakeholders have decided upon the preferred model, but a costing of the options must now be completed in order to justify the best option and finalise the way forward. COL’s support to complete the costing would be greatly appreciated.

5. VUSSC

Namibia is struggling at this point in time to institutionalise course materials produced by COL boot camps to maximise their use. We must link up with industry and the National Training Authority.

Conclusion

Namibia has benefited greatly from being part of the COL family. COL has broadened our vision about ODL and opened new doors. We are looking forward with anticipation to ways in which our collaboration with COL and other member countries will further our endeavors in ODL in Namibia. We are also hoping that perhaps some of our innovations, such as the concept of the e-Learning centre will be useful to other COL members.
OPEN & DISTANCE LEARNING IN NAMIBIA

CHARACTERISTICS OF NAMIBIA

• Great distance between towns
• Great disparity between rich and poor
• Good infrastructure
• Majority of population live in rural areas making livelihood through subsistence living
• At Independence in 1990, few qualified teachers, and very few who could speak English

USE OF ODL IN NAMIBIA

• UNAM CES & PoN COLL provide various tertiary level certificates, degrees and diplomas
• NAMCOL provides grade 10 and grade 12 diplomas and other tertiary level certificates
• NIED offers BETD for unqualified teachers to teach from grade 1 to 10
• Private institutions
Namibian Open Learning Network (NOLNet)

- Includes all government funded ODL organizations
- Share scarce expertise & resources
- E-Learning Centre being duplicated in Kenya, Cambodia and the Philippines and recognized as being leader trainers in Africa
- Education radio has developed radio programs on topical issues in health, agriculture and education, broadcasted on national radio

NATIONAL PRIORITIES/WHERE COL CAN ASSIST

- Employment creation
- Quality of education in general
- Making better use of media
- ODL Policy – Costing the options to move forward
- VUSSC

THANK YOU TO COL
COUNTRY PRESENTATION: NIGERIA

By: Dr. Marie Uko

Use of ODL in Nigeria

Open and Distance Learning (ODL) has been a veritable tool for increasing access to education by many social categories in Nigeria. The main international support has been achieved through the Commonwealth of Learning (COL). In its broadest application and deployment, ODL use in Nigeria has allowed for the training and capability acquisition of human resources in the application of the ODL approach to learning.

ODL in Nigeria is used to:

1. reach people in remote areas.
2. bring about mass education and greater non formal learning.
3. improve the learning culture of Nigerians.
4. incorporate multi media approaches to learning which otherwise have been restricted to a portion of the populace.
5. increase the internet accessibility of Nigerians.
6. provide an impetus for improvement of non-formal education as an integral component of the development of education.
7. provide an avenue for international cooperation with countries of similar demographic populations.
8. provide best practices and a veritable vehicle for international networking and intra-governmental collaboration within the country.
9. increase opportunities for out-of school education for working learners.

Specifically, it has created regional networks for mutual cooperation in research into pedagogies. ODL in Nigeria provides instructional resources via an intensive use of information and communications technologies. It is further used to provide flexible but qualitative education which reduces cost, inconveniences, hassles of and access to education and its delivery.
Country Presentation – Nigeria

Five Top Priorities

The following are Nigeria’s top priorities:

1. **Capacity Development in human professional expertise and in Quality Assurance protocols**
   - Development of quality ODL personnel in various areas including quality assurance and technology mediated instructional delivery. This will enhance the acquisition of knowledge for development through participation by institutions and international personnel exchanges or formal induction courses for and exposure of personnel.

2. **ODL For Open Polytechnic and Open School**
   - Strengthening ongoing approaches and initiatives in the deployment of ODL to Polytechnic and Basic Education through Open Polytechnic and Open School. COL had actually supported initial seminars, workshops and proposals in this area. This is to assist in the widening of access to education at all levels and support global goals e.g. Education For All (EFA), Millennium Development Goals (MDGs), etc.

3. **Learner Support Services**
   - Promoting the development and use of Learner Study Centres in each state of the federation in line with the deployment of such facilities by NOUN, NTI and NCNE to be used in conjunction with all levels of education that deploy ODL as a pedagogical approach.

4. **Teacher Education and Development**
   - Expanding teacher education through combinations of ODL and classroom focused training (facilitation) to serve all levels of education i.e. Basic and Secondary, Higher Education, TVET, Adult and Non-formal Education. Increasing opportunities and capacity building for professional development of teachers and other education sector personnel especially at the non-formal and pre-basic levels.

5. **Higher Education**
   - Developing and strengthening systems, models and materials for higher education through the National Universities Commission and dual mode institutional operators (e.g.}

80
University of Ibadan, University of Lagos and University of Abuja).

**What COL can do to further Nigeria’s Agenda**

1. COL can further Nigeria’s agenda by raising the status of RETRIDAL (Regional Training and Research Institute for Open and Distance Learning) into a COL Regional Centre similar to its regional Commonwealth Educational Media Centre for Asia (CEMCA) located in India.

2. COL should ensure faithful implementation of the identified priority projects, in close consultation and collaboration with stakeholders.
COUNTRY PRESENTATION – SEYCHELLES

By: Mr. Selby Dora

Open Distance Learning in Seychelles

Seychelles has experienced a variety of teaching/learning modes, and those of ‘open’ learning have been widely used, particularly, in the form of in-service, part-time, training/employment schemes, adult/evening classes, literacy programmes and other social/support services.

Additionally, there has been from the last 1990’s isolated initiatives which have begun to harness the potential which open distance learning holds as a cost-saving mode particularly at the level of higher education and training.

The scope and nature of these initiatives has been summarised in a related consultancy report by Walker and Murphy (1998) as follows;

"Programmes offered by distance education have been available (usually successful) from time to time in the Seychelles, but the concept have never really taken root, largely because ownership has always rested with the overseas host country. A condition for distance education to become an integral part of Seychelles education system is that at least part of the system of distance education should be ‘owned’ locally.”

Open Distance Learning received formal recognition with the development and launching of The National/Open Learning Policy on 4th November 2003.

More recently with the national engagement to set up the University of Seychelles, ODL is receiving greater attention.

At the National Consultative Forum held on 29th -30th April organised in collaboration with the Commonwealth of Learning, the potential role of ODL in the provision of higher education and training was an agenda item.

It is worth highlighting at this stage that in considering ODL in the provision of higher education and training, organisational and financial consideration are not the only issues that need to be taken into account if Seychelles is to capitalise fully on the opportunities offered by ODL.
It will be just as important to change public perception of the value of qualifications achieved through ODL and to initiate the public into a learning culture which is to be learned-centered. This paradigm shift may take a while to achieve given the public’s accustomisation to face-to-face mode.

**Top Priorities in Education**

1. Provision of Higher Education.
2. Improvement in Primary and secondary education.
4. Improvement in technical/vocational education dimension of national curriculum.
5. Development of Learner-Centered Teaching & Learning Resources and Teacher Training programmes.

**Assistance from COL**

The following dimensions of the COL’s Programme are of relevance to the priority areas.

1. **Education**
   - Quality Assurance
   - Teacher Development
   - Higher Education
   - E-Learning for Education Sector

2. **Learning & Skills for livelihoods**
   - Learning & Skills for livelihoods
   - VUSSC
   - Trans-National Programmes

3. **Human Environment**
   - Gender and Development
   - Health & Welfare
   - Environment Education
   - Good Governance
   - Education use of Mass Media & ICTS.
COUNTRY PRESENTATION: SIERRA LEONE

By: Mrs. Musu Gorvie

Introduction

Sierra Leone is a small country located on the West Coast of Africa with a population of five million.

Although the Country’s recent history was marred by a civil war that devastated most of its social, economic and physical infrastructure, remarkable progress had been made by 2006 in all key sectors of the country which is more evident in the education sector.

Consistent with this progress, the Ministry of Education, Youth and Sports (MEYS) developed a comprehensive ten-year Education Sector Plan (ESP) based on the objectives of the Sierra Leone Poverty Reduction Strategy Paper (PRSP) and Millennium Development Goals (MDG). This plan has been endorsed by development partners who also made commitments in financial and technical support for a successful implementation.

Several key areas of focus in this plan are stated below:

1. Achieving universal primary education and completion of quality education for all.
2. Expanding and improving post primary schooling.
3. Providing more and improved literacy and skills training possibilities.
4. Meeting the teacher needs of an expanding schooling system.
5. Meeting our human resource needs through Higher/Tertiary Education.
6. Providing improved government, planning and management.
7. Providing pre-school opportunities for more children.
8. Monitoring for quality improvement and accountability.

Cutting across all of the areas of focus are issues of HIV/AIDS, gender equality, efficiency and capacity building.
The Ministry of Education will continue to partner with COL to implement the areas of this plan that fall within its logic model framework.


Sierra Leone’s action Plan 2006-2009 has been focussed on policy development in open and distance learning in education, teacher development and other personnel of the education sector, the human environment and developing learning and skills for livelihoods. These programmes have been implemented by the MEYS, Freetown Teachers College (FTC), Njala University (NU), University of Sierra Leone (USL), and Nova Scotia Sierra Leone Programme (NSSLP). Progress on some of the activities is outlined below:

1. Policy Development

- Joint workshop organised by (COL/UNESCO-UBEC) held in Abuja, Nigeria on “Quality Assurance in Teacher Education”, provided toolkits to the two participants from Sierra Leone. This will be utilised in the development of a National Quality Assurance Policy in Teacher Education. It is expected that a draft policy will be ready by August 2008.

2. Teacher Development

- Three-year Teacher Certificate (TC) by distance education (DE) has been extended to all twelve districts in the country, with a total of 3033 teachers now on the programme. Many untrained and unqualified teachers in remote areas are taking advantage of this opportunity to improve their professional status.
- One-year distance education for lower primary and adult education teachers commenced in 2007 with a total of 755 who will complete the programme at the end of may 2008.

3. Personnel Development of the Education Sector

- Twenty personnel (5 from MEYS, 15 from Teacher Colleges, Polytechnics and Universities) were supported by COL /UNESCO to pursue a one year diploma leading to a Master’s degree in distance education offered by the Indira Ghandi National Open University (IGNOU). Thirteen have completed the diploma and five have registered for the Master’s degree programme.
- Beneficiaries of RETRIDAL and TISSA workshops have been engaged in training others in skills they have learned. For
example, the expertise of FTC is used in developing distance education modules for teacher training programmes.

4. **Nova Scotia Sierra Leone Programme (NSSLP)**
   - This organisation has been engaged in organising workshops/seminars for schools on HIV/AIDS and other STDs resulting in the creation of peer health clubs in schools.

5. **Peri-Urban Development**
   - Several training models for sustained improvement on food production have been developed and disseminated to farmers by Njala University.

6. **Support to MEYS FM Radio for School Broadcast Programme**
   - Two transmitters were received from COL but could not be fully utilised due to technical and compatibility problems.

**Input for Country Action Plan 2009-2012**

Consistent with the National Implementation Plan of the ESP and the COL’s Country Action Plan 2006 -2009 the major areas of concern are:

1. Expanding existing distance education programmes and introducing new ones to meet the needs of increasing numbers of students. 8542 teachers are estimated to be trained for the primary and junior secondary in 2008 to 2010.
2. Providing more and improved literacy and skills training possibilities, including support to 500 literacy and community centres and the review of training materials.
3. Establishing teacher resources and in-service training centres in every district of the country.
4. Provide mobile resource and ICT centres.
5. Creating school ICT rooms for 108 schools and equipped with solar panels, television and DVD/VCD players. Train teachers on the use of these equipments.
6. Expanding access to Technical/Vocational and Science Education.
7. Establish a distance learning college.
8. Provide virtual education or e-learning.
9. Support policy formulation and implementation
10. Support curriculum review and development
11. Continue to support FM radio station of MEYS, and

Recommendations

1. Provide support to Focal Points to enhance efficient service delivery.
2. Develop a template for reporting on supported activities including timeframe.
COUNTRY PRESENTATION: SOUTH AFRICA

By: Ms. Trudi van Wyk

Adapted article from DEASA Book 2006 – written by the South African Institute for Distance Education (Jennifer Glennie with Maryla Bialobrzeska)

Overview of Distance Education in South Africa

Distance education plays a significant role in South Africa, particularly in teacher and higher education. It affords access to a large and diverse student population, of both mature students and school leavers, whose education needs might otherwise go unmet.

Students studying through distance education constituted some 36% of all higher education students in the country. Most, but increasingly not all, of these students were studying part-time. About 80% were over 23 years of age, more than half were women, and 76% were black.

By far the most significant distance education provision in South Africa has been in the public higher education field with the key provider being the dedicated distance education institution, UNISA, the University of South Africa. As a result of the incorporation over several years of the various dedicated distance teacher education institutions, and the merger in 2004 with Technikon Southern Africa, UNISA is now the only dedicated distance education public provider in higher education.

There is limited provision of higher distance education by private providers.

The Further Education and Training (FET) band includes all post- compulsory education and training below tertiary education. It is equivalent to grades 10, 11 and 12 in the schooling stream. Although distance education can be found in this band, in the public education sector it is not currently a significant form of provision.

Distance Education at schooling level is, in the main, provided by private institutions such as Intec, Damelin Correspondence College and Lyceum, for students in grades 10 to 12 who don’t want to or are unable to study at a face-to-face school.
There is however a move in public schooling to support schooling using different media and information and communication technologies. For example, Mindset supports teachers and learners through the extensive provision of digital video and text materials, especially in English, Mathematics and Physical Science. Mindset is pioneering advanced satellite technology to deliver the resources to schools equipped with receiving storage devices.

Supplementary education aimed at learners in both public and private schooling is also offered through the Learning Channel, which flights educational television programmes with supporting newspaper supplements.

In 2008, the SABC in collaboration with the Department of Education started broadcasting FREE Matric (Gr 12) revision lessons via satellite to SABC-Department of Education Matric 2nd Chance centres across the country. An SMS/e-mail/fax help facility was established where Matric 2nd Chance tutors get back to learners to help them with their problems. Lessons, summaries, past exam papers, model answers and extra activities are available on a dedicated website.

In addition, the Open Learning Systems Education Trust (OLSET) works closely with Provincial Departments of Education to produce and deliver high quality audio and integrated print support materials which are consistent with the pedagogy of the new constructivist curriculum. OLSET targets poorly resourced primary schools located in disadvantaged urban and remote rural communities.

The Department of Education has developed a national educational portal called Thutong in 2003 (www.thutong.org.za). The portal assists teachers and learners to:

1. find useful and relevant resources for teaching and learning.
2. get the opportunity to share resources that have been locally developed.
3. collaborate with other teachers, learners and experts through learning spaces.
4. communicate with other teachers, learners and experts through the communication tools available.

Thutong provides access to the following communication tools:

1. newsletters
2. notice boards
3. discussion lists
4. weblogs or blogs
5. online forums
6. RSS feeds
7. wikis.

Thutong is a free and open resource for anyone who is interested in the South African curriculum, including parents/guardians, education specialists and the wider community.

A significant example of training adult educators using distance education to roll-out Adult Basic Education and Training (ABET) programmes is the ABET Institute at the University of South Africa (UNISA), which has trained over 37 000 ABET educators.

**Quality Assurance**

The Department of Education released a document *Criteria for Quality Distance Education in South Africa* in May 1998. Criteria for Quality Distance Education are needed both to assist in the improvement of the quality of existing distance education provision, and to inform new initiatives in distance education and resource-based learning in South Africa. In 2005 NADEOSA has adapted and reworked these criteria and published it as *Designing and Delivering Distance Education: Quality Criteria and Case Studies from South Africa*. These criteria are extensively being used in South Africa.

Since 2004, the Higher Education Quality Committee (HEQC), drawing on the report from the Council for Higher Education in 2004, has developed an approach to the quality assurance of distance education that incorporates most of the CHE proposals.

**Support to Distance Education**

The South African Institute for Distance Education (SAIDE) plays a pivotal role in supporting institutions to deliver distance education programmes of high quality. It has the following aims:

1. To successfully promote open learning and quality distance education in key policy areas and in different educational sectors
2. To support programmes in adopting sound distance education practices in course design, materials development, learner support, the use of technology and in management, and
3. To build knowledge about distance education through research, the development of resources and the dissemination of information.

SAIDE works closely with policy makers and providers of educational programmes to translate these approaches into practice.

**E-Learning**

E-Learning in South African higher education is represented by a wide range of scenarios from large and sophisticated implementations of learning management systems to a complete absence of technology in learning. In between these extremes is an exciting and active bricolage of initiatives of varying sizes and complexity that are experimenting with innovative applications of technology to specific learning contexts.

The use of e-Learning or as referred to in South Africa, ICT in schools and FET Colleges are guided by the White Paper on e-Education. The declaration of the White Paper on e-Education (August 2004) initiated a structured process in each province to supply schools and public FET Colleges with ICT infrastructure in order to implement ICTs in education.

The goal of the White Paper on e-Education is that all teachers, learners, managers and administrators will be ICT-capable by 2013. That means that they use ICT confidently and creatively, have the skills and knowledge to achieve personal goals and be full participants in the global information society.

The strategic objectives of the White Paper are:

1. **Infrastructure**: Every teacher and learner in general and further education and training must have access to ICT infrastructure.

2. **Connectivity**: Every teacher and learner in general and further education and training must have access to an educational network and the Internet.

3. **ICT Professional development**: Every teacher, manager and administrator in general and further education and training must have the skills, training and support they need to integrate ICT in teaching and learning.

4. **Electronic content resources**: The school curriculum in general and further education and training is supported through effective and engaging software, electronic content and online learning resources and teachers, content developers and administrators contribute effectively to these resources.
5. **Community Engagement**: Communities must support and use e-Schools.

6. **Research and Development**: Deployment of ICT in Education must be informed and supported by a research and development agenda.

**Open Education Resources**

The Department is keen to see rapid expansion of its functionality to facilitate the creation and maintenance of online communities of practice focused on educational resource development, adaptation, use and re-use, and sharing with quality assurance mechanisms built in to assure that content is aligned with the curriculum needs.

The Department of Education is working with the Shuttleworth Foundation to:

1. Source and/or develop a community platform for collaborative open LTSM development via Thutong
2. Model and manage open collaborative communities online to develop high quality educational content
3. Develop high quality content specific for each identified learning area/subject that includes:
   - Printable text for learners
   - Teacher’s guide to teaching and learning
   - Assessment tasks
   - Enhanced resources for classroom use
   - Open content assets; and
   - Enhanced electronic resources.
4. Introduce rigorous quality assurance processes to manage the migration of content from the collaborative content development platform into Thutong’s databases.

**Conclusion**

The above analysis makes clear that while distance education plays an important role in South African education, especially in providing access and redress to hundreds of thousands of South Africans, its potential is still to be fully realised. In particular two key issues need to be addressed: the first is ensuring quality in distance education across the system, and the second is the rigorous development of the role that distance education can play in expanding further education in South Africa. However, it also focuses on the
broaden dimension of e-learning in South Africa and the new dimension it brings to education in South Africa.

**Educational Priorities**

The Minister has set five broad priorities at the beginning of the current term of government to focus the work of the Department on its mandate. The first priority addresses poverty in schools; the second priority addresses skills shortages, the third deals with quality improvement, the fourth deals with the issue of health in education, and the last priority deals with institutional development.

**In what areas can COL assist South Africa?**

1. Teacher development, especially in the integration of ICT into teaching and learning; and
2. E-learning for education sector development especially the development of OER.
Distance Education and Open Learning in South Africa

Presentation at the COL Focal Point Meeting
22 – 23 May 2008
Lilongwe, Malawi

Trudi van Wyk
Director: Curriculum Innovation
Department of Education
South Africa

South Africa
• Area 1,219,912 sq.km
• 2,798 km coastline
• 44 million people
• GDP – per capita: $9,400
• HIV/AIDS: 19.94% of adults
11.6 million learners
365,965 teachers
27,148 schools

The South African Education System
• Department of Education
  – National – policy, monitoring, evaluation, support
  – 9 Provinces – Implementation
• Academic, vocational, occupational
• Education and Training Bands
  – General Education and Training – Grades 0 – 9
  – Further Education and Training – Grades 10 – 12 Schools
    - FET Colleges
  – Higher Education
**Distance Education in South Africa**

- Access to a large and diverse student population, of both mature students and school leavers, whose education needs might otherwise go unmet.
- 36% of all higher education students
- Traditionally part-time – currently a huge shift to full-time
- Profile = 80% over 23 years of age, more than 50% women, 76% black
- Key provider in public higher education – UNISA - now the only dedicated distance education public provider in higher education
- Limited provision of higher distance education by private providers

**School/FET College Education**

- Distance Education in the main provided by private institutions
- Move to support schooling using different distance education methodologies, media and information and communication technologies
  - Support to teachers and learners
  - Supplementary education
  - Matric 2nd Chance Learners
  - National Educational Portal - Thutong
- Teacher in-service development and support – using ICT

**Higher Education**

- Case Studies from South Africa
- Department of Education – Schooling and FET Colleges
- Higher Education Quality Committee

**Quality Assurance**

- Quality Criteria in Designing and Delivering Distance Education
Support to Distance Education

South African Institute for Distance Education (SAIDE)

- promotes open learning and quality distance education in key policy areas and in different educational sectors
- supports programmes in adopting sound distance education practices in course design, materials development, learner support, the use of technology and in management
- builds knowledge about distance education through research, the development of resources and the dissemination of information

SAIDE works closely with policy makers and providers of educational programmes to translate these approaches into practice.

ICT in Education

Developments in ICTs:
- improve systemic efficiency
- create better access to information and learning opportunities
- redress inequalities
- improve the quality of learning and teaching
- support lifelong learning

Every South African teacher, manager, learner and administrator in the GET & FET training bands will be ICT capable.

That is:
- Use ICT confidently and creatively
- to help develop the skills and knowledge they need to achieve personal goals and
- to be full participants in the global information society.

Goals of e-Education in South Africa

- **ICT Professional development**: Every teacher, manager and administrator in general and further education and training must have the skills, training and support they need to integrate ICT in teaching and learning.
- **Electronic content resources**: The school curriculum in general and further education and training is supported through effective and engaging software, electronic content and online learning resources and teachers, content developers and administrators contribute effectively to these resources.
- **Infrastructure**: Every teacher and learner in general and further education and training must have access to ICT infrastructure.
- **Connectivity**: Every teacher and learner in general and further education and training must have access to an educational network and the Internet.
- **Community Engagement**: Communities must support and use e-Schools.
- **Research and Development**: Deployment of ICT in Education must be informed and supported by a research and development agenda.

Open Education Resources

The Department is keen to see rapid expansion of its functionality to facilitate the creation and maintenance of online communities of practice focused on educational resource development, adaptation, use and re-use, and sharing with quality assurance mechanisms built in to assure that content is aligned with the curriculum needs.
Open Education Resources

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Education Priorities

The Minister of Education sets broad priorities that focus the work of the Department. The priorities are:

- Poverty in schools
- Skills shortages
- Quality improvement
- Health in education
- Institutional development

In what areas can COL assist South Africa?

- Teacher development, especially through the integration of ICT into teaching and learning
- e-learning for education sector development, especially the development of OER

Thank You
COUNTRY PRESENTATION: SWAZILAND

By: Mr. Glen Mazibuko

The Use of ODL

The use of ODL in Swaziland started in 1970 through a project known as Ephesus House. This was a project for assisting South African refugees living in Swaziland with secondary education. The mode of instruction was mainly face to face residential sessions and a bit of correspondence. In 1983 the government of Swaziland took over the project and changed its name to Emlalatini Development Centre (EDC).

Emlalatini Development Centre catered for Swaziland citizens who needed to continue with their secondary education. The mode of delivery changed to being mainly correspondence and some occasional face to face residential sessions. The centre offers its programmes through use of modules (print), tutorials, radio and telephone. The programmes offered at EDC are based on the same curriculum as for the conventional schools and EDC students and the conventional students write the same examinations. Some of the students who register with EDC are those that did not finish their secondary education, due to various reasons and others are those who want to upgrade their results to qualify for higher education. A large number of the drop-outs use ODL to then return to the conventional system of schooling.

The University of Swaziland can not register all the high school graduates who qualify for university education. Therefore in 1994 the University established the Institute of Distance Education (IDE). This Institute offers university programmes through ODL. The IDE offers Certificate in French, Diploma in Law, Diploma in Commerce, Bachelor of Arts and Bachelor of Commerce. These are the same programmes as offered by the conventional wing of the university. IDE uses the print (modules) as the main medium of instruction. To support the print media occasional face to face sessions (tutorials) are held through the year.

Priorities

1. Training of the ODL practitioners/ or capacity building for both institutions i.e. EDC and IDE. Most of the professional staff in these institutions is recruited from the conventional system of education hence they need to be trained on the ODL system. Staff exchange and attachment programmes. EDC and IDE need to learn from some of the
institutions (regional and international) that have made significant
developments in the ODL system with emphasis on the development of
practical based subjects, like Sciences and vocational education.

2. Resources. The success of ODL highly depends on a well developed
learner support service. EDC and IDE are still depending largely on
the print medium of instruction. Therefore these institutions need to
be capacitated in ICTs for course development and delivery.

3. Attendance / participation to regional and international conferences,
seminars and workshops. These forums go a long way in the
development of ODL

4. To widen the access of secondary education to the marginalised and
vulnerable people

**Assistance from COL**

1. In the use of ICTs for course production and delivery COL’s assistance
would be in the area of Educational use of mass media and ICTs. There
is a rise of ICT kiosks and internet cafes in the country and we think
they can be used for supporting students. The assistance from COL
would be in the area of capacity building and models for the
educational use of mass media. Also in the area of e-learning for
education sector development.

2. In the area of staff development and capacity building: COL’s
assistance would be in sponsorship for the professional development of
personnel on ODL and technology mediated courses.

3. We seek COL’s assistance in developing EDC and IDE to be centres of
specialisation for secondary and university education respectively.

4. Staff exchange and attachment programmes: COL’s assistance would
be in facilitating the exchange of professional staff from the advanced
institutions to EDC and IDE or visa versa. COLs assistance would also
be in sponsoring the attendance to key regional and international
conferences.

5. In the area of widening access to secondary education: COL’s
assistance would be in establishing and improving in the development
of open/alternative schooling.
COUNTRY PRESENTATION - TANZANIA

By: Mrs. Lambertha Mahai

Introduction

The United Republic of Tanzania is a union of two states Tanzania Mainland and Zanzibar founded in 1964 with a population of approximately 36 million and area coverage of 1945.090 square kilometres. Its geographical features constitute lowlands along the coast and highlands in the hinterland with a number of game reserves, rift valley and three East African great lakes.

Education as a cornerstone for socio-economic transformation is given a high priority in Tanzania. However, the physical infrastructures and human resources required are limited or not available for the country to meet the growing demand especially for Secondary and higher education. The existing formal education structures and systems are not adequate as they exclude young people and vulnerable groups, those living in difficult situations and the physically impaired. The Net enrolment for primary education in Standard I – VII is 8,316,925 (97.3%) in (2007), while secondary education enrolment is only 1,020,510 students 976,087 junior level and 87,511 at senior level (2007) about 1/8 of the primary education enrolment. Tertiary education enrolment is hardly 3%. Education expansion limiting factor in the country is teaching staff shortage both in numbers and qualifications. The need for Open and Distance Learning to expand equitable access to both secondary and tertiary education is imperative.

The purpose of this report is to highlight the significance of Open and Distance Learning and its use in Tanzania, indicate ODL priorities for future and what Commonwealth of Learning (COL) can do to support implementation of the identified ODL priorities in Tanzania.

Use of ODL in Tanzania

Open and Distance Learning in Tanzania has been practised since 1940’s by British Tutorial college (BTC), Rapid Results College (RRC) and International Correspondence Schools (ICS) offering Vocational and academic courses in urban areas. Currently, several institutions provide distance education in Tanzania, these include:
**Country Presentation – Tanzania**

| 1. | Open University of Tanzania (OUT) | Non degree, Graduate and Post Graduate courses including Certificate and MAS in DE, Diploma in Primary Education (TESSA) programme and Secondary Education licensed teachers and paraprofessionals. |
| 2. | Institute of Adult Education (IAE) Tanzania | Open Schooling – Secondary Education and Vocational skills. |
| 3. | Sokoine Agricultural University (SUA) | In-services extension services training for agricultural extension officers in rural areas. |
| 4. | Moshi University of Cooperative Business Studies | Cooperative Education (Marketing). |
| 5. | Teacher Education by Ministry of Education and Vocational training in collaboration with OUT. | Upgrading Primary and Secondary Education licensed teachers to Diploma in Education. |
| 7. | South African Extension Unit (SAEU) | Vocational Skills and Distance education Certificate course (in collaboration with OUT). |
| 8. | Tanzania Global Development learning centre (TGDLC) government World Bank initiative. | Global dialogues, Video conferencing, Online courses, Face to face and Blended courses on ODL, Management etc. |

**Five (5) Priorities of ODL in Tanzania**

The focus of ODL will be on:

1. **Open/Alternative Schooling**

   Application of ODL as a flexible learning approach for increased access and equity to basic and secondary education, especially for the
marginalised groups and those whose access to education is restricted e.g. pastoralists, fishermen, womengirls and the physically impaired.

2. **Teacher Education/Development**

Expanding teacher education at all levels through blended model using ODL and classroom training to increase learning opportunities for pre and in-service teacher training and building capacity for developing and delivering quality professional teacher education and other education staff.

3. **Quality Assurance**

Developing national ODL quality assurance systems, qualification frameworks, policy and guidelines including professional development of related personnel at all levels with emphasis on ICT application.

4. **E-Learning for Education sector Development**

Creating awareness, building capacity and developing content for e-learning in education and facilitating use of Open Education Resources (OER) and TESSA programme.

5. **Education use of Mass Media and ICTs**

Developing of Policy and strategies for Capacity Building and models for the education use of mass media and ICTs through broadcast, cable, satellite channels, community radio, village cinema, telecentres, community media centres, ICT kiosk and internet for gender, health, environmental education and good governance including livelihoods skills.

**Commonwealth of Learning’s Support**

COL’s assistance in 2006 – 2009 to Tanzania focused on quality assurance, teacher development and open schooling expansion in support of Secondary Education Development Plan. It involved advocacy, curriculum development and capacity building. In collaboration with Open University, Tanzania Universities Commission and other Universities, COL provided scholarships for OUT staff development, supported quality assurance systems development workshops and TESSA programme. Also, COL in association with Ministry of Education and Vocational Training (MoEVT) and IAE through Kyambogo University technical assistance organised training on ODL Capacity building for Tutors and Facilitators. It also supported Wikieducator Workshops online and in Johannesburg, South Africa.
**COL’s future support to Tanzania**

Future assistance to Tanzania in ODL should focus on National Policy Development and quality assistance systems including building capacity for curriculum and material development; e-learning skills and use of open education resources. Advocacy on ODL is also important to create community awareness.

The Ministry of Education and Vocational Training (MoEVT) together with Institute of Adult Education, Open University of Tanzania (OUT) and Tanzania Commission for Universities and other institutions appreciate COL’s support and hope to continue collaborating with COL to ensure that ODL as an alternative learning and training approach is strengthened and promoted at levels for equitable access to education in Tanzania.

**Conclusion**

For Tanzania to achieve Education for All and Millennium Goals the need for alternative learning initiatives such as ODL is inevitable. ODL is practiced in the country, but needs improvement in materials development and delivery modes. Technical support is critical in all areas to ensure quality.
COUNTRY PRESENTATION – UGANDA

By: Mrs. Elizabeth Gabona

Quality Assurance

Dr. Mohon Menon visited Uganda in March 2007 and held discussions with Makerere University Senate on quality assurance indicators. This was connected to the support to quality assurance which started with capacity building in e-learning. Senate recommended that the quality indicators be incorporated in the university-wide framework for quality assurance. The Senators wanted Dr. Menon to come back to discuss quality assurance, but this has not been effected yet.

The Pan-Commonwealth Quality Indicators for teacher education were made available to Uganda in the Ministry of Education and at Makerere University.

The National Council of Higher Education (NCHE) is also developing a quality assurance framework for all institutions of higher learning. A sensitization workshop was organised bringing together universities offering or wishing to offer distance education programmes. This workshop covered what distance education is and what institutions should put in place to run distance education programmes. In addition, the NCHE is developing minimum requirements for institutions wishing to run distance education programmes.

Teacher Development

Materials developed by TESSA are being piloted in Makerere and Kyambogo Universities. Uganda participated in the review of the web-based materials and in the development of local versions. The piloting of final versions was planned for the new academic year at both universities. The results will be disseminated through the TESSA network. TESSA materials are also being considered for use in capacity building in the development of study materials. Makerere University is in the process of identifying activities in the TESSA materials that can be adapted to the materials developed at the Makerere University.

Uganda is one of the beneficiaries of the African Virtual University Teacher Education programmes funded by the African Development Bank (AfDB) and the UNDP. This is a programme where learning materials for Mathematics, Science and Basic ICT Skills are being developed for the training of
secondary school teachers in 10 countries in Sub-Saharan Africa. Kyambogo University is the main learning centre in Uganda although academic staff from Makerere University along with the Kyambogo academics participated in the development of the learning materials. Most of the modules are ready for use and plans are underway to begin to integrate these materials in the B.Ed programmes in the new academic year 2008/09.

COL did sponsor nine delegates to the DETA 2007 conference which took place at Makerere University in August 2007. The conference attracted 200 participants from 16 countries in Africa, Asia and Europe.

Open/Alternate Schooling

Kyambogo University requested a consultancy visit to study the feasibility of setting up an Open School and to make recommendations, but this has not yet taken place.

Support was provided for the implementation of the IEC-developed programme “Introduction to Distance Education” for staff training at ODL institutions. The staff from Kyambogo University did run orientation workshops and assisted with the adaptation of the materials for the local context in Malawi and Tanzania.

Higher Education

Support for the post-National Forum on ODL activities leading to the development of a national ODL policy framework and implementation action plan is yet to be carried out to its fullest extent. The committee set up to draft a national policy on Open and Distance Learning in Uganda is up and running, and is working towards completing the draft policy document and disseminating the findings at a national forum expected to take place in June 2008. It is hoped that the policy will be in place before the close of the year.

The National Council for Higher Education (NCHE) did a post-Forum workshop on the development of Open and Distance Learning, drawing participants from different universities, both public and private. As a result, the NCHE is in the process of developing evaluation tools for distance education study materials.

E-learning for Education Sector Development

Various institutions and individuals are continuing to benefit from the COL website (www.col.org/resources). The WikiEducator is also actively utilised
by individuals who are aware of its existence. We hope to increase awareness
of it when the FLOSS4Edu workshop is held in Uganda later in the year.
E-learning projects are being piloted in various universities around the
country. The majority of projects aim at using e-learning resources to
enhance campus-based delivery. E-learning for distance education delivery
is still hampered by a weak national infrastructure. The extent of utilisation
is limited to international programmes accessed by Ugandans through the
Internet. Regional efforts at setting up an undersea fibre link and a national
fibre backbone are expected to reverse this trend and to make broadband
Internet access a reality. This should help boost the fledgling use of e-
learning in distance education programmes in Uganda.

Mobile learning is increasingly seeing wide adoption in the distance learning
student support at Makerere University in through the use of SMS. Research
is underway at Makerere University to see the possibility of pedagogically
delivering modularised content and assessment on mobile phones.

Rural and Peri-urban Community Development

Radio Apac has continued to benefit from COL through use of mass media
and ICT.

Trans-national Programmes

The COL-developed e-learning on “Writing effectively for WHO” and “Writing
effectively for UNHCR” are running in both organisations. Four participants
are currently registered on the WHO course. Former participants observed
that the training programme was “very good”.

Pending activities will hopefully be completed before the close of this
planning period.
### Overview of plans and priorities for 2010-2012

<table>
<thead>
<tr>
<th>COL Logic Model</th>
<th>Proposed activity in Uganda</th>
</tr>
</thead>
</table>
| 1. QUALITY ASSURANCE             | Follow-up on institutionalisation of Pan-Commonwealth Quality Indicators for quality assurance in teacher education  
Conduct study to assess feasibility of rolling out Quality Indicators for teacher education to cater to non-teacher education disciplines |
| 2. TEACHER DEVELOPMENT           | Develop materials based on approved National Council for Higher Education (NCHE) minimum curriculum requirements as open educational resources (OER) for use in-service distance education undergraduate teacher training programmes. Partnership will be sought with sister programmes and institutions interested in OERs for teacher training  
Continue to work with International Institute for Educational Planning (IIEP), Teacher Training Institute for Sub-Saharan Africa (TTISSA), and UNESCO in policy support and capacity building for teacher development in Sub-Saharan Africa |
| 3. OPEN/ALTERNATIVE SCHOOLING    | Conduct study to assess feasibility of setting up an Open School in Uganda  
Conduct a study visit to the Namibia College of Open Learning as part of the feasibility study for the establishment of an Open School in Uganda |
| 4. HIGHER EDUCATION              | Continue support for post-National Forum on ODL activities  
Hold forum to discuss the formation of the Open University of Uganda to chart a way forward  
Work with the National Council for Higher Education (NCHE) to establish a quality assurance framework for distance education programmes in Uganda  
Carry out a survey of all institutions offering distance education programmes in the country and produce a directory. |
<p>| 5. E-LEARNING FOR                | Continue developing quality assurance |</p>
<table>
<thead>
<tr>
<th><strong>COL Logic Model</strong></th>
<th><strong>Proposed activity in Uganda</strong></th>
</tr>
</thead>
</table>
| **EDUCATION SECTOR DEVELOPMENT** | procedures for e-learning programmes  
Train distance education practitioners in migrating resources, management and services from traditional print-based mode to e-learning platforms  
Support development of e-learning units in all universities  
Support research in mobile and e-learning in all universities  
Develop e-learning capacities in all universities |
| **6. LEARNING AND SKILLS FOR LIVELIHOODS** | Conduct a study in the training needs of persons in formerly war-ravaged districts of northern Uganda with a view to identify the role distance education can play in addressing these needs (Makerere University)  
Develop and pilot training materials to address needs identified in the study |
| **7. TRANS-NATIONAL PROGRAMMES** | 7.1 Joint study with Open University Tanzania, Egerton University Kenya, Kyambogo University and Makerere University on the impact of TESSA materials on the teacher education programmes |
| **8. EDUCATIONAL USE OF MASS MEDIA AND ICTs** | Popularise the use of mass media and ICTs among students and staff of all universities  
Develop capacity of academic staff and students in using mass media and ICTs for teaching and learning |
Presentation overview

Introduction
Review of progress on country plans
- Quality assurance
- Teacher Development
- Open/Alternate schooling
- Higher Education
- E-Learning for Education sector development
- Rural and Peri-urban community development

Finally
An overview of plans and priorities for 2010-2012

INTRODUCTION

- Uganda continues to place development of education on its top priority agenda. It is set to address the challenges of the need to increase access, quality assurance & relevance in education.
- Uganda government recognizes that open & distance learning is a vital option at all levels of education and is a cost effective mode of teaching & learning.
- Government is to reposition its programs so as to support the strengthening & development of ODL in Uganda.

Quality assurance

- NCHE has developed quality assurance framework for all institutions of Higher learning, a sensitization workshop was held bringing together universities offering Distance Education programmes.
  - In March 2007, Dr Mahon Menon visited Uganda. He discussed with Makerere University on the subject of quality assurance indicators. The university senate approved the incorporation of quality assurance indicators in the university-wide framework. Makerere University is the oldest & largest university in Uganda.
  - A copy of Pan common wealth quality indicators for teacher education availed to MOE&S.
TEACHER DEVELOPMENT

- Materials developed by Teacher education sub-Saharan Africa (TESSA) are being piloted in Makerere & Kyambogo Universities. Uganda participated in the review of the web based materials and in the development of local versions.
- TESSA materials are being considered for use in capacity building in the development of study materials.
- Uganda is one of the beneficiaries of AVU funded by AFDB & UNDP. Kyambogo university is the main learning centre in Uganda although staff from other Universities participated in the development of the learning materials. Modules to be integrated in the Bachelor of Education programmes in the new academic year 2008/2009.

Teacher Development Continued

- COL did sponsor nine delegates to the Distance education and teachers training in Africa (DETA) August 2007 conference which took place at Makerere University.
- The workshop attracted 200 participants from 16 countries in Africa, Asia and Europe.

OPEN/ALTERNATE SCHOOLING

- Kyambogo university requested a consultancy visit to study the feasibility of setting up an open school and to make recommendations, this is yet to be done.
- Support was provided for the implementation of the "Introduction to Distance Education" (IEC) development programme for staff training at ODL institutions. Staff from Kyambogo university run orientation workshops, they were assisted with the adaptation of the materials for the local context in Malawi and Tanzania.

HIGHER EDUCATION

- NCHE did a post forum workshop on the development of open & Distance learning, drawing participants from different universities both private & government.
- Support for the post- National Forum on ODL activities leading to the development of a National ODL policy framework and implementation action plan is yet to be accomplished.
- The process of developing evaluation tools for Distance Education study materials is in progress.
E-LEARNING FOR EDUCATION SECTOR DEVELOPMENT

- Various institutions & individuals are continuing to benefit from Col website (www.col.org/resources). We hope to increase awareness when FLOSS4Edu workshop is held in Uganda later in the year.
- E-Learning projects are being piloted in various institutions around the country.
- However, the country's national infrastructure still needs strengthening so as to support e-learning adequately.
- Mobile learning is increasingly seeing wide adoption in the distance learning student support at Makerere University through the use of SMS.
- Research is underway to see the possibility of pedagogically delivering modularized content & assessment on mobile phones.

Rural & Peri-urban community development

- A local Radio Apac has continued to benefit from COL through use of mass media and ICT.
- **NOTE:** Pending activities will hopefully be completed before the close of this planning period (2006-2009).

OVERVIEW OF PLANS & ACTIVITIES OF 2010-2012

- Quality Assurance: Follow up institutionalization of Pan-Commonwealth quality indicators for quality assurance in teacher education, then conduct a study to assess the feasibility of rolling out quality indicators for teacher education to cater for non-teacher education disciplines.
- Teacher education: Develop materials based on approved NCHE minimum curriculum requirements, continue to work with International Institute for Educational Planning (IIEP), Teacher Training Institute for Sub-Saharan Africa (TTISSA) & UNESCO in policy support & capacity building for teacher development in sub-Saharan Africa.

Plans continued

- Open learning: Conduct study to assess feasibility of setting up an open school, visit Namibia college of open learning as part of the feasibility study.
- Higher Education: continue support for Post-National forum on ODL activities, hold forum to discuss formation of an open university in Uganda, work with NCHE to establish quality assurance framework for DE, produce a directory after surveying all institutions offering DE in the country.
Plans continued

• E-Learning for education sector dev’t:
  Continue developing quality assurance procedures for e-learning programmes, train DE education practitioners in migrating resources, management & services from traditionally print based mode to e-learning platforms, support development of e-learning units in all universities, support research in mobile & e-learning in all universities, & develop e-learning capacity in all universities.

• Learning & skills for livelihoods: conduct a study in the training needs of persons in the formerly war-ravaged districts in Northern Uganda with a view to identify the role distance education can play in addressing these needs, develop and pilot training materials to address needs identified in the study.

• Mass media: popularize the use of mass media & ICTs, develop capacity of academic staff & students in using mass media & ICTs for teaching and learning.

• Trans-National programs: Joint study with open university Tanzania, Egerton university Kenya, Kyambogo university and Makerere University on the impact of TESSA materials on the teacher development programs.

THANK YOU FOR LISTENING
The Use of ODL in Zambia

At the World Education Forum held in Dakar, April 2000, the international community including Zambia, adopted the EFA goals and, later in the same year, the MDGs. EFA called for and aimed at expanding and improving early childhood education and care, providing access to and completion of free and compulsory basic (primary) education of good quality, meeting education and training needs of all children, youths and adults as may be appropriate to their level and needs (adult literacy included), eliminating gender disparities and improving quality of education and training at all levels. The latter (MDGs) aimed at eliminating extreme poverty and hunger, reducing child mortality, improving maternal health, combating HIV/AIDS, malaria and other diseases; ensuring environmental sustainability, developing a global partnership for development and, like for EFA goals, achieving universal primary education and promoting gender equality.

There are many private institutions that are offering various courses through distance learning. Distance education is one of the prominent strategies proposed to assist Africa escape from educational crisis. As such, Africa and in particular, Zambia is making considerable use of distance education to extend access to formal education though most public institutions have been severely constrained by lack of finance and manpower. It is probable that distance education will continue to be used to strengthen formal education by training primary teachers, extending access to secondary education and by providing tertiary education although, so far, few African countries are offering degree level studies at a distance, Zambia included.

Since independence, distance education has played an important role in the nation’s quest to increase access to education including use of a variety of alternative teaching and learning modes and materials. Many private and public institutions offer distance education programmes from basic to university level. The University of Zambia offers distance courses contributing to six degree programmes (five in Education and one in the Humanities and Social Sciences) and a certificate and diploma programme in Adult Education. The Copper belt University has been offering a certificate course and has developed distance learning courses at degree level. The
Zambian Open University, a private institution registered by the Ministry of Education, was established in 2004 and is already offering a wide range of programmes through distance learning.

The Ministry of Education is the leading provider of distance education programmes in the country. Its most notable of these are the Interactive Radio Instruction (IRI) and the secondary distance education programmes, and the primary Teachers’ Diploma by Distance Learning (PTDDL). Nkrumah College of Education also offers some courses by distance learning, as well as Copper belt Secondary Teachers’ College.

The Directorate of Open and Distance Education (DODE), is mandated to provide quality education, to all, using alternative methodologies and technologies. The Directorate developed a customized Strategic Plan based on the objectives and goals outlined in the overall MoE 2003 – 2007 Strategic Plan. The government has supported establishment of community schools through community initiatives over the years.

The Directorate is offering Basic Education Radio Programmes (Grades 1 – 7) through one of the units called the Educational Broadcasting Services. This unit also offers lessons to learners using the Interactive Radio Instruction (IRI) methodology. Presently the number of such schools is 3,200. The Directorate has in addition to this, been offering lessons to learners in grades 8-11 through print based self study materials around the country.

The Five Top Priorities

1. **Quality Assurance**
   - Development of Quality Assurance systems, implementation of relevant guidelines.
   - Development of appropriate ODL and technology mediated approaches.
   - Continuous monitoring of outputs and impact for learning and improvement.

2. **Teacher Development**
   - Facilitate Teacher Training; through ICT and related training of educators and managers,
   - Distance Education; selection and development of delivery modes.
3. **Open and Alternate Schooling**
   - Selection and development of appropriate materials for the curriculum
   - Development of appropriate Learner support and delivery systems
   - Continuous update of content, training and technical support

4. **E-Learning for Education Sector Development**
   - Finance; start-up funding and integration in regular budget
   - Needs assessment and Awareness creation; Development of implementation plan
   - Content and Curriculum; development of ICT curriculum and digital education content
   - Infrastructure; procurement and installation of hardware and software including connectivity
   - Actual integration of ICT in the classroom and administration.

5. **Learning and Skills for Livelihoods**
   - Increasing access to basic literacy through the development of strategies to curb illiteracy
   - Provision of technical assistance and development of appropriate ODL methods for low technology environments.
The Commonwealth of Learning

Learning for Development

Meeting of African Focal Points
22-23 May 2008
Lilongwe, Malawi

The Planning Schedule

Focal Point Meetings:
* Caribbean (Jamaica) March 2008
* Africa (Malawi) May 2008
* Asia/Pacific Autumn 2008
* ComSec, etc. Autumn 2008

COL Board:
* Planning session June 2008
* Approval June 2009

17th Conference of Commonwealth Education Ministers, Malaysia, June 2009

SERVING YOU BETTER
Preparing COL’s Plan for 2009-12
COUNTRY ACTION PROPOSALS

COUNTRY ACTION PLANS
2006-09

MID-TERM UPDATES

WHAT IS IT?
• Intergovernmental
• CHOGM 1987 - Vancouver
• Voluntary $$$ C’w countries (up from 27 to 37)

WHO IS IT?
• Commonwealth-wide Board
• 40 staff in Vancouver and New Delhi
• Networks across Commonwealth
• Country focal points

PURPOSE
To help Commonwealth governments and institutions use various technologies to improve and expand education, training and learning in support of development
The Commonwealth of Learning

WHY LEARNING TECHNOLOGY?
• Economies of scale
• Geographical reach
• Flexible and cost-effective

FUNDING?
Major donors (Board Members ex officio)
Canada
India
New Zealand
Nigeria
South Africa
United Kingdom

FUNDING?
Contributions in 2006-09 from 32 other Commonwealth Governments
THANK YOU!
The Commonwealth of Learning
Three-year Plan 2006-09

The Commonwealth of Learning
CONTEXT
2006-09

The Commonwealth of Learning

- a young world
- a diverse developing world
- spreading technology
- an unfinished agenda

The Commonwealth of Learning
FEEDBACK FROM THE COMMONWEALTH
Sustainable livelihoods = key development challenge

HIV/AIDS = development disaster

Education/training of women = governments’ priority

Digital divide = concern at CHOGM

EVALUATION

Fewer programmes for longer

Link to government priorities

Programme focus: not projects

Partnerships
Education for All (The Dakar Goals)

Policy
Systems
Models
Materials

Quality Assurance
Teacher Development
Open/Alternative Schooling
Higher Education
eLearning for Education
Sector Development
The Commonwealth of Learning

STAKEHOLDER ENGAGEMENT

• Focal points in countries
• Country Reports (2003-06)
• Country Action Plans (2006-09)

The Commonwealth of Learning

FOCAL POINTS

• Feedback to COL
• Align with national priorities
• Coordinate between Ministries
• Information exchange
WHAT YOU GET FROM COL:
• COL works for you
• Expertise in learning + technology
• South-south collaboration
• Development without donors
• Successful and transferable models

WHAT COL ASKS OF YOU:
• Dialogue about your priorities
• Identify common regional issues
• Get involved (e.g. in VUSSC)

THANK YOU
COL THREE YEAR PLAN 2009-12
Focal Points Meeting

Lilongwe, Malawi
May 22 & 23, 2008

Objectives

• Mid-term review of COL TYP for the region
• Inputs for COL TYP 2009-12
• Platform for networking and collaboration

Role of FPs in Planning process

• Carry forward from current TYP
• Feedback from M&E
• Feedback from Focal points
• Feedback from partners and other stakeholders
• Global trends
13 FPs from 12 countries

Antigua & Barbuda
The Bahamas
Barbados
Belize
Dominica
Grenada
Guyana
Jamaica
St. Kitts & Nevis
St. Lucia
St. Vincent & the Grenadines
Trinidad & Tobago

This Presentation

• Vision and Mission?
• Our niche?
• Which development goals?
• The context
• How will COL respond?
The purpose of COL is....

‘...to create and widen access to opportunities for learning, making use of the potential offered by distance education and by the application of communication technologies to education. COL’s activities will...strengthen member countries’ capacities to develop the human resources ....’

MOU, 1988, amended 1995

COL’s Vision statements

- Mid-1990’s: “Access to education means access to a better future.”
- 2001: “Access to education - Access to a better future”
- 2006: “Access to learning is the key to development”

Still appropriate? New statement?

The evolution of DE

- Correspondence edn
- Distance edn
- Open Learning
- Blended and flexible learning
- Convergence of f2f and ODL

What is the relevance of ODL/COL today?
ODL: the evolving situation

1988: 600 publicly funded DE facilities globally: 1 million students
2000: 1,133 DE ventures globally; 3 million students
2008: 140 publicly funded institutions serving 6.6 million students in India alone

ODL an option/the option for Africa?
Which Millennium Development Goals (MDGs)?

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

Which EFA Goals?

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.

EFA Goals

4. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes
5. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

EFA Goals

5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.
Which Commonwealth priorities?

• Peace
• Democracy
• Good governance

_Develop our own Pgm/bring ODL expertise to partners?

The context

The global context

• 1 billion people live on less than $1 a day
• 2 billion teenagers in developing world (65 million in the CW)
• By 2020, 40% of the global workforce will be knowledge workers, with a need for tertiary qualifications

The African Context

• 4 million additional teachers needed in SSA
• Only 30% who complete primary get to secondary schools
• 1990’s: 20,000 African professionals emigrate annually (ECA, 1999)
Percentage of Total Tertiary Enrolment in Private Institutions

<table>
<thead>
<tr>
<th>Country</th>
<th>% in Private Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>29.8</td>
</tr>
<tr>
<td>India</td>
<td>75.0</td>
</tr>
</tbody>
</table>


Regional averages for Gross Enrolment Ratios at ISCED 5B programmes, 2002

<table>
<thead>
<tr>
<th>Region</th>
<th>Mean Gross Enrolment Ratio at ISCED 5B</th>
</tr>
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<tbody>
<tr>
<td>Africa</td>
<td>7</td>
</tr>
<tr>
<td>Asia</td>
<td>10</td>
</tr>
<tr>
<td>Oceania</td>
<td>25</td>
</tr>
</tbody>
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Emerging Hosts & Sources

- UAE, Qatar, Bahrain, Oman: major hosts
- China & India: emerging sources
- Hong Kong, Malaysia: major hosts, emerging sources
- Australia (NZ): major source
- South Africa: declining host, emerging source
- Caribbean: emerging host

Source: OBHE, UK
Guide for policy-makers

Gross Enrollment Ratios in Secondary Education (2004 or latest)

Source: UIS Global Education Digest, 2006 / AFTHD, Secondary Education in Africa

NAMCOL Centres in Namibia
Lessons

- Political will necessary
- An enabling policy and implementation plan required
- Adequate resources critical: human, financial and technical
- Training
- Partnerships essential

Emerging trends

Access to ICTs grows fastest in the mobile sector.

Number of telephone subscriptions and internet connections per 100 population, 1990-2005 (Percentage)

DE Unit, Univ of Pretoria

- 14,000 teachers
- 1% internet; 99% phones
- Administrative
- Academic
- By 2010, 2.5 billion users of mobile phones

Survey of ICT for Education in Africa: Infodev & COL

Table 1: Development of National ICT policies 2000-2007

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</thead>
<tbody>
<tr>
<td>Policy in place</td>
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<td>28</td>
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<tr>
<td>Policy under development</td>
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<tr>
<td>No development under way</td>
<td>30</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>53</td>
<td>51</td>
</tr>
</tbody>
</table>

* Source: UN Economic Commission for Africa (UNECA), http://www.uneca.org/education
**Source: ICT in Education in Africa Survey Reports

ICT in Education Policy

The study indicates that

- ICT policies are a catalyst for ICT policy development in education.
- Most ICT/education policies are comprehensive
- Policies show differential implementation progress
- Public-private partnerships seen as critical
- All policies stress enhancing access to ICT tools and connectivity
How will COL respond?

Education Sector: Outcomes

- Increasing access to learning, improving learning quality, and increasing ODL capacity in the formal education systems.

Education Sector

- Teacher Development
- Open/Alternative Schooling
- Higher Education
- OER’s?

Learning for Livelihoods: Outcomes

- Enabling access to education and skills development opportunities for target communities to increase their level of livelihood.
Learning for Livelihoods
• Learning and Skills for Livelihoods
• Rural and Peri-Urban Community Development
• Virtual University for Small States of the Commonwealth (VUSSC)

Human Environment: Outcomes
• Enable access to training and information for communities to improve the health of individuals, address issues of climate change and to promote good governance.

Human Environment
• Health and Community Development
• Environmental Education
• Good Governance

Special Initiatives: Outcomes
• To strengthen regional and international partnerships and to develop individual and institutional capacity by using ODL and ICT enhanced methods.
COL Special Initiatives

- Commonwealth Educational Media Centre for Asia
- RETRIDOL (West Africa) and SADC-CDE (Southern Africa)
- eLearning for International Organisations

Crosscutting Themes: outcomes

- The achievement of gender equality across all activities.
- Closing the digital divide
- The development of Open Education Resources (OER’s).

Cross Cutting Themes

- eLearning for formal and non-formal learning
- Educational use of mass media and ICTs
- Gender

2009-12: Focus on

- Clusters of countries based on shared development priorities
- Innovations
- Scalable models
- South-south and north-south collaborations
• What is the best thing you know about COL?
• If you were to dream a future for COL what would it be?
• How would you expect COL to get there?
The Commonwealth of Learning

Meeting of the COL Focal Points
22-23 May 2008
Lilongwe, Malawi

Frances Ferreira
Education Sector

Learning for Development

Education Sector

- Quality Assurance
- Teacher Development
- Open/Alternative Schooling
- Higher Education
- eLearning for Education Sector Development

Sub-sectors:
- School /Teacher Development
- Open/Alternative Schooling
- Higher Education

Cross-cutting areas:
- Quality Assurance
- E-Learning
School and Teacher Development

**School/Teacher Development**

<table>
<thead>
<tr>
<th>COL's Work Outcomes</th>
<th>Policy Support</th>
<th>Capacity Building</th>
<th>Network/Consortia</th>
<th>Materials Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Access &amp; Equity/Opportunities</td>
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<td></td>
<td></td>
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<tr>
<td>Enhanced Quality</td>
<td></td>
<td></td>
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</tbody>
</table>

What is Open Schooling?

The physical separation of learner from the teacher
The use of unconventional teaching methodologies, and information and communications technologies (ICTs)
Flexible approach

**OPEN and ALTERNATIVE SCHOOLING**
Open Schooling: Whom does it reach out to?

- Out of school children
- Working adults
- Women and girls with responsibilities at home
- Individuals with physical disabilities
- Vulnerable children and youth
- Refugees
- Rural and urban poor
- Those that live where there are not enough places in conventional schools

Quality Education through Open Schooling

- Quality self-learning materials
- A learner support system which facilitates communications between learners and the OS system (including prompt return of marked assignments, tutorial support, counseling/guidance, etc.).
- Reliable, accessible delivery and management systems.
- Personnel trained in O/DL management.
- Well trained course tutors and facilitators at study centres.
- Use of appropriate technology Radio/Multi-media)

Higher Education

- National Policy Forums
- Building capacity for HE by ODL
- Strengthening ODL systems
- Supporting open universities and dual mode institutions
- Partnerships and training materials
- Auditing and Quality Assurance
- E-learning for HE and OER

Education Sector: Specific Areas of work
### Policy Support
- Advocacy
- Orienting policy makers/administrators
- Advice for Policy formulation
- Facilitating Strategy Development

### Capacity Building
- Self-learning material development
- Institutional restructuring towards dual-mode
- Improve the learner support system
- Augment the audio-video production facility
- Training for developing e-content

### Partnerships/Consortia
- Networking of countries/institutions
- Facilitating and participating in consortia
- Pan-Commonwealth networking
- Regional Consortia
- Twinning and institutional partnerships

### Materials Development
- Course materials
- Resource Materials
- Joint course development
- Sharing of materials
Cross-cutting areas:
Quality Assurance

Higher Education
- To assess the state of quality assurance mechanisms in universities with a view to preparing for external institutional audit and undertaking specific and general institutional reforms/improvements.
- To investigate the state of cross-border education and country-specific policy and educational choices

School Education
- Explore the concept of Gender Friendly Schooling and School Environment
- Developing Quality Assurance Frameworks for Open Schools
Quality Assurance

Teacher Education
- Quality Assurance Tool-kit for Teacher Education Institutions (QATTEI) comprising:
  - Introductory Module to Quality Assurance
  - QA Indicators
  - Best Practices
- Orienting Policy Makers and Senior Administrators in QA for Teacher Education

Cross-cutting areas: E-Learning

WikiEducator's mission

A free curriculum by 2015 - for all sectors

Working collaboratively with educators around the world we aim to develop free content resources in support of all national curricula

Observations
- does not replace closed content
- there are motivated resource producers who work in both closed and open curriculum projects
- quality is equally important for closed and free content

e-Learning in Education sector

- Building e-learning capacity
- WikiEducator Platform where anyone can use or edit content online, international collaboration, and a mechanism to expand free learning content and improve access to education
- e-content development through community participation from anywhere in the world.
- Requires minimal technical knowledge
- Open Education Resources
How is WikiEducator used?

Planning  
planning of education projects linked with the development of free content.

Developing Free content  
development of free content on Wikieducator

Howtos  
work on building open education resources (OERs) on how to create OERs

Funding proposals  
etworking on funding proposals developed as free content

Daily visitors to WikiEducator

Education Sector Needs in Africa

Looking Forward

Issues raised

- Process to develop the next TYP
- Access to learning is the key to development
- What is the relevance of ODL today? of COL?
- ODL an option or THE option for Africa?
- Which MDGs?
- Which EFA Goals? Should we go into these goals? Or leave it to UNESCO? Should we only focus on Teacher Education?
- Which Commonwealth Priorities?
- Should we cluster countries?
### Issues Raised
- Cross border Education
- Need for Open Schools
- ICTs

### What can COL do? 1
- Capacity Building
- Monitoring and Evaluation
- Courseware, Curriculum development
- Student Support
- Management of Student Records
- Quality Assurance (Higher Education & Open Schools)
- VUSSC
- Learner-Centered Teaching & Learning Resources
- System development (Model Building)

### What can COL do? 2
- Auditing, Financial Management and Research
- Expertise Administration of ODL
- Policy frameworks
- Support in Teacher Education and Open schooling
- TVET in Secondary School (M&E)
- Environment Education
- Good Governance
- Mass Media & ICTs
- Learning & Skills for Livelihood

### What can COL do? 3
- Support Rural and Peri-urban Community development.
- Assist to establish National Open Universities.
- Open School address NFE level
- Teacher Education.
- Capacity Building in OERs
- Attachments
- Employment creation (how can COL play a role?)
- Quality of education (student support?)
- Making better use of media
- ODL Policy
What can COL do?

- Development & Quality Assurance of OERs.
- Integration of ICT into teaching and learning
- Research
- Professional Development
- Gender and Development
- Health and Welfare
- E-Learning
- TVET in Secondary School

Policy

- Establishing Open Universities
- Policy development

Capacity building /Materials development

- Quality Assurance (Higher Education, Teacher Education, Open Schooling and OERs)
- Teacher Education, Open Schooling
- Integration of ICTs
- E-Learning
- Materials development
- Student Support
- Skills Training
- TVET
- Professional Development

Are we aware of all the Resources?

- Visit COL’s website
- www.col.org
Discussion in Small Groups

- Identify 2-3 priority activities for COL cooperation during the new plan period (2009-12).
- Identify at least one activity which could be carried out during the plan period (3 years) jointly involving institutions from two or more countries and also suggest the modalities of work.
- Identify 1 or 2 areas in which there is possibility of adapting models/materials developed in other countries.

http://wikieducator.org/WikiEducator:Quality Assurance and Review
Increasing the income of the poorest people is the first step to development - Sir John Daniel

A shift from the “3R” (Reading, Writing, aRithmetic) to the “3H” concept (Head, Heart, Hand) - *learning to KNOW, to BE, to DO and to LIVE TOGETHER


Learning & Skills for Livelihoods

VUSSC & OER.s

Rural & Per-Urban Community development

National & International Community development

Transnational Programmes
Learning & skills for livelihoods

- **Fight illiteracy, Fortify literacy, Formulate neo-literacy**
- **Functional literacy for young women**
  - Learning to read, write & work
- **Basic trades skills for youth in**
  - Construction
  - Carpentry
  - Small engine maintenance

- **Basic course in Home Management**
- **Recognition of Prior Learning (RPL) in hospitality industry**

- **ODL/ICT policy & course materials development for**
  - Community health nurses,
  - TVET,
  - Migrant workers,
  - Police personnel
Learning & skills

- Training of TVET teachers for the award of a
  - Special diploma
  - Bachelor of education

Virtual University for Small States of the Commonwealth

VUSSC

- Initiative of the Ministers of Education
- To reinforce the tertiary institutions already existing in the member countries.
- With focus on practical courses adaptable to each member country

Open Educational Resources/Wiki
Kids who won't be going to school

<table>
<thead>
<tr>
<th>Region</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA &amp; W Europe</td>
<td>80</td>
</tr>
<tr>
<td>E. Central Asia</td>
<td>75</td>
</tr>
<tr>
<td>Central &amp; E. Central Asia</td>
<td>65</td>
</tr>
<tr>
<td>Arab States</td>
<td>45</td>
</tr>
<tr>
<td>E. Asia &amp; Pacific</td>
<td>40</td>
</tr>
<tr>
<td>S. &amp; W. Asia</td>
<td>25</td>
</tr>
<tr>
<td>SS Africa</td>
<td>20</td>
</tr>
</tbody>
</table>

FLOSS4Edu

The FLOSS4Edu project aims to address:
- The absence of Free content in African Schools;
- The lack of skills and knowledge to use FLOSS technologies; and
- To improve access to FLOSS resources given the high cost of bandwidth and shortage of FLOSS distribution channels.

Regional FLOSS4Edu Chapters
- East Africa, West Africa
- India
- Francophone
- WikiPasifika

COL’s WikiEducator

We’re turning the digital divide into digital dividends using free content and open networks. We hope you can help us.

Food & Agriculture
Africa Partners in Agriculture

Main Country Partners:
Cameroon, Ghana, Kenya, Nigeria, Sierra Leone, Tanzania, Uganda and Zambia

Main Regional Partners:
- Forum for Agricultural Research in Africa (FARA) – Agriculture
- CGIAR Centres active in Africa
- FAO
- Global Forum for Agricultural Research (GFAR)

Life long learning for Farmers (L3F)

- L3F in Kenya (Rural Community Based):
  - Five Grassroots NGOs in Western Kenya
  - Masinde Muliro University of Agriculture and Technology
  - Kenya Agricultural Research Institute
  - a national Bank

- L3F for Women in Mauritius (Institution based):
  - National Productivity & Competitiveness Council
  - National Women’s Empowerment Programme
  - Agricultural Research & Extension Unit
  - Mauritius Post Cooperative Bank Ltd and
  - Farming Communities

National Agricultural Institutional Development

- Technology-mediated Open and Distance Education (Tech-MODE) for Agricultural Education in Africa (FARA & 8 Countries in Africa (Cameroon, Ghana, Kenya, Nigeria, Sierra Leone, Tanzania, Uganda and Zambia)

- Open Education Resources - WikiEducator with universities in Kenya and Uganda

Transnational Programmes
What do we do?

- **Design** eLearning courses
- **Develop** content through customization
- **Deliver** courses through a cross-border virtual classroom

Our partners include:

- United Nations High Commissioner for Refugees (UNHCR)
- World Health Organization (WHO)
- International Federation of Red Cross and Red Crescent Societies (IFRC)
- The World Bank
- International Labour Organization (ILO)
- The Joint United Nations Programme on HIV/AIDS (UNAIDS)
- The Office of Internal Oversight Services, United Nations (OIOS)
- United Nations Children’s Fund, India (UNICEF)

What do partners need?

- To level the learning field (by improving access to quality learning for everyone)
- To democratize learning for staff of all ranks - professionals and non-professionals
- To train more with less

thank-you
But what about the Bigger States of Africa?

The Virtual University for Small States of the Commonwealth

‘The vision that emerged for a virtual university serving small states was one of a consortium of institutions, enabled by appropriate ICT applications, working together in practical ways to plan programmes, develop the required content and ensure the delivery of those programmes and support services to learners.’

The Virtual University for Small States of the Commonwealth

‘The virtual university will be as much concerned with adding value to conventional on-campus instruction as it is with serving learners at a distance.’

‘Providing accreditation systems to develop quality standards and ensure that they are met’.
The Virtual University for Small States of the Commonwealth

Focal Points Meeting

Africa

The Virtual University for Small States of the Commonwealth

Transnational Qualifications Framework

Singapore

The Virtual University for Small States of the Commonwealth

Fisheries

Seychelles

The Virtual University for Small States of the Commonwealth

Planning Meeting in Seychelles – March 2003
The Virtual University for Small States of the Commonwealth

Joining forces to support

the Small States

Planning Meetings

"Boot camps"

Transnational Qualifications Framework

TQF

Course development workshops ("Boot camps")

Tourism & Entrepreneurship

Professional Development of Educators

Life Skills

Disaster Management

Fisheries

Results:

- eLearning materials

- IT skills

- Cross-cultural ties
Mauritius VUSSC Boot Camp – August 2006

“negotiated collaborative contents”

Seychelles VUSSC Boot Camp – March 2008

“negotiated collaborative contents”

CC-BY-SA

www.col.org/speeches

... a linking structure ...

to help build human capacity and strengthen countries
What do **YOU** want it to become?

How are we doing?
Plan: $20 million (5 years)
Fact: $ 2 million (5 years)

Thank you to…
- The Hewlett Foundation
- The Commonwealth Fund for Technical Cooperation
- The Government of Singapore
- Participating governments

How are we doing?
Plan: $20 million (5 years)
Fact: $ 2 million (5 years)
“SHOE STRING”
“BOOT STRAP”
The Virtual University for Small States of the Commonwealth

Key players

INTERLOCUTORS
(government)

IMPLEMENTERS
(institutions)

Participation in VUSSC events

3 Planning Meetings, 1 TQF meeting
Total attendance: 132
(of which 59% from Government)

5 Course Development Workshops
(Boot Camps)
Total attendance: 87
(of which 71% from Institutions)

Overall Participation in Meetings

<table>
<thead>
<tr>
<th>Country</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>21*</td>
</tr>
<tr>
<td>Samoa</td>
<td>16*</td>
</tr>
<tr>
<td>Namibia</td>
<td>12</td>
</tr>
<tr>
<td>Seychelles</td>
<td>12*</td>
</tr>
<tr>
<td>Jamaica</td>
<td>11</td>
</tr>
<tr>
<td>Maldives</td>
<td>11</td>
</tr>
<tr>
<td>Mauritius</td>
<td>11*</td>
</tr>
<tr>
<td>Barbados</td>
<td>10</td>
</tr>
<tr>
<td>Botswana</td>
<td>10</td>
</tr>
<tr>
<td>Lesotho</td>
<td>10</td>
</tr>
<tr>
<td>Swaziland</td>
<td>10</td>
</tr>
<tr>
<td>Tuvalu</td>
<td>10</td>
</tr>
<tr>
<td>Belize</td>
<td>6</td>
</tr>
<tr>
<td>St. Kitts &amp; Nevis</td>
<td>6</td>
</tr>
<tr>
<td>St. Vincent and the Grenadines</td>
<td>6</td>
</tr>
<tr>
<td>Vanuatu</td>
<td>6</td>
</tr>
</tbody>
</table>

* Hosted Course Development Workshop
Ministry of Education participation in Meetings

<table>
<thead>
<tr>
<th>Country</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinidad &amp; Tobago</td>
<td>16*</td>
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<tr>
<td>Seychelles</td>
<td>9*</td>
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<tr>
<td>Tonga</td>
<td>7</td>
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<tr>
<td>Tuvalu</td>
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<td>Vanuatu</td>
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<td>Barbados</td>
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<tr>
<td>Maldives</td>
<td>4</td>
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<tr>
<td>Mauritius</td>
<td>4*</td>
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<td>The Gambia</td>
<td>4</td>
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<tr>
<td>Belize</td>
<td>3</td>
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<tr>
<td>Dominica</td>
<td>3</td>
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<tr>
<td>Grenada</td>
<td>3</td>
</tr>
<tr>
<td>St. Kitts &amp; Nevis</td>
<td>3</td>
</tr>
<tr>
<td>St. Lucia</td>
<td>2</td>
</tr>
<tr>
<td>Swaziland</td>
<td>2</td>
</tr>
<tr>
<td>The Bahamas</td>
<td></td>
</tr>
</tbody>
</table>

* hosted a Course Development Workshop

Countries ranked by institutional participation

1= Botswana (9)
1= Lesotho (9)
1= Samoa (9)
4= Namibia (8)
4= Swaziland (8)
6= Maldives (7)
6= Mauritius (7)
6= St. Vincent & The Grenadines (7)

Ranking of institutional participation

1 University of Swaziland (8)
2= BOCODOL (Botswana) (7)
2= University of Samoa (7)
2= St. Vincent & The Grenadines CC (7)
5 University of Lesotho (6)
6= Clarence Fitzroy Bryant College St. Kitts & Nevis (5)
6= University of Belize (5)
8= NOLNET (Namibia) (4)
8= University of Papua New Guinea (4)

“...the ability to put electronic learning materials in a repository, but more importantly the know-how to get them out again and into the hands and minds of students”
The Virtual University for Small States of the Commonwealth

Transnational Qualifications Framework for the Virtual University for Small States of the Commonwealth

What is YOUR vision for it?

The Virtual University for Small States of the Commonwealth

Will NOT become a UNIVERSITY

Now it is...
an informal network of ministries of education and public tertiary institutions supported by
The Virtual University for Small States of the Commonwealth

Time to move from an informal network of ministries of education to a CONSORTIUM OF INSTITUTIONS

The 3-week face-to-face workshop has served the VUSSC well.

The Virtual University for Small States of the Commonwealth

Curriculum Expansion?

Curriculum Expansion - without ‘boot camps’
YOU will determine what the VUSSC becomes.
Use ODL and ICT methods to enhance access to training and information to help communities to:

- improve the health of individuals;
- promote gender equality;
- address issues of environmental sustainability and
- promote good governance.

Human Environment Initiatives

1. Gender and Development
2. Health and Community Development
3. Environmental Education
4. Good Governance
5. Educational use of mass media & ICT

Overview

- Focus on communities
- Diverse initiatives
- Uneven development
- Cross-disciplinary nature of ‘learning for development’
Gender and Development

• Achievements
  - Women and Science radio series
  - Gender Keys tool
  - Research on gender mainstreaming approaches in public service in 4 African countries: Ghana, Lesotho, Malawi and Zambia
  - Boys Underachievement publication

• Challenges
  - New initiative
  - Volume and depth of the requirement

HE.2 and HE.5 - Media empowerment

• Global achievements: outputs
  - Media empowerment activities in 31 countries
  - 40 media unit activities in the last ten years; 19 media units established since 2006
  - Cadre of trained personnel in all regions
  - Tangible increase in local content relevant to focus areas

• Global achievements: outcomes
  - Specific, effective model demonstrated for content production
  - Relevance to grassroots learning and community development, e.g. health, livelihoods
  - Taken-up by government and civil society
  - Indications of impact, e.g. HIV in The Gambia
Elements of this model

- installing appropriate media equipment,
- training institutional staff and community members,
- forging partnerships and
- helping to apply and preserve local knowledge and languages.

HE.2 and HE.5 - Media empowerment

- Challenges
  - Ongoing capacity building, especially advanced skills
  - Ensuring quality
  - Scaling up, especially in resource poor areas
  - Sharing and networking, especially regionally
  - Research and documentation

HE.3 Environmental Education

- Achievements
  - Continuing professional education for environmentalists, engineers and managers in public, private and CBOs
  - Environment education for school students and school teachers (Green Teacher, in print and online)

- Challenges
  - Explore interests in Africa
  - Innovations for linking climate change, community learning and livelihoods

Environmental Education in Africa

Focus: Climate Change impacts on community livelihoods

Lead Partner:
- African Centre for Technology Studies (ACTS)

Other Partners:
- UNDP
- Jomo Kenyatta University of Science & Technology
- Ikonzo Musanda Self Help Group (NGO)
**HE.4 - Good Governance**

- **Achievements**
  - Activities underway in 3 regions
  - Identification of international partners

- **Challenges**
  - New initiative
  - Identifying implementing partners

**Local Level Government**

- **Roles and Responsibilities**
- **Participatory Approaches**
- **Accountable and Transparent Processes**

**Reaching very poor people**

- **Economic Literacy and Budget Accountability for Governance**
  - Action Aid, Oxfam, Save the Children
- **Kenya, Malawi, Nigeria, Sierra Leone and Uganda**

**Ideas from the consultative meeting on media/ICT and livelihoods, 5-7 March 2008, Jamaica**

- **Changing the knowledge building process**
  - From one-way, one-to-many systems to interactive, multimedia networks
  - From technology-centred, supply-led to need-based, community-led approaches
  - Drawing info from a range of networked providers
  - Networking content producers and information providers: local, national, regional
  - Producing content for a range of media, e.g. mobiles, local radio and telecentres, national TV and online portals
Looking to the next 3-year plan

1. What are the most urgent development issues in your countries that you think HE could address? List 3...
2. Choose one, and discuss how gender factors in? Come back with 2-3 points...
3. Choose a different one, and identify what ministries, departments or groups would you need to get involved?
4. Choose one and discuss what role for media and other ICTs to foster some innovation?

Thank you for your time and your contributions