



COMMONWEALTH *of* LEARNING

# **COL in the Commonwealth**

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**2012–2015  
Mozambique**

# Acknowledgements

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

Alena Kovar, Receptionist/Secretary

Alex Hennig, Consultant

Alicia Swinamer, Stakeholder Relations Manager

Denise Tremblay, Design/Production Coordinator

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## **Direction and Editing**

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# Foreword


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

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

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

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

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



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



## CONTEXT

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



## AGREED PRIORITIES

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



## OUTCOMES ACHIEVED BY COL

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



## COL'S WORK RELATED TO MDG TARGETS

### National MDG Targets Addressed by COL

- ▶ Make available the benefits of new technologies, especially for information and communications
- ▶ Reduce child mortality and improve maternal health
- ▶ Promote gender equality and empower women

### COL's Work on Mozambique's MDG Targets

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



## QUICK NOTES

### COL Focal Point:

- ▶ Ms Lurdes Nakala, National Institute of Distance Education (INED)

### Areas of COL's Work in Mozambique:

- ▶ Open Schooling
- ▶ Technical and Vocational Skills Development (TVSD)
- ▶ Healthy Communities
- ▶ eLearning



# MOZAMBIQUE



## HIGHLIGHTS

COL has identified five core strategies to achieve outcomes and impact: partnerships, capacity, materials, models and policy. In practice, most COL activities incorporate more than one of these strategies and, in some cases, all five. However, for ease of reference, activities have been classified in only one of the five categories.

### PARTNERSHIPS

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

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

### CAPACITY

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

- ▶ Training of trainers in CLP Development and Design
- ▶ COMOSA Gender Mainstreaming
- ▶ Online TVET teacher training

- ▶ PowerPoint facilitation
- ▶ Community Learning Programme (CLP) Development
- ▶ INVEST Africa gender mainstreaming

### MATERIALS

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

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

### MODELS

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

- ▶ Healthy Communities model

### POLICIES

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

- ▶ Draft Quality Assurance Policy for Open Schools



## LOOKING FORWARD: 2015–2021

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

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

## Appendix: COL's Activities in Mozambique

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### PARTNERSHIPS

#### Commonwealth Open Schools Association (COMOSA)

Twenty-two partners signed the COMOSA constitution, including the **National Institute of Distance Education (INED)**.

#### Technical and Vocational Skills Partnerships in Mozambique

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

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

#### Healthy Communities–UNICEF Mozambique Partnership

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

#### INVEST Africa

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

### PARTNERSHIPS: MEETINGS AND CONFERENCES

#### Regional Focal Points Meeting

**Ms Lurdes Nakala** of INED represented Mozambique at the meeting.

#### OER Policy Forum

From 22 to 24 May 2013, COL, UNESCO and the South African Departments of Basic Education (DBE) and Higher Education and Training (DHET) hosted a Southern African OER Policy

Forum in Johannesburg, South Africa, which had two main objectives:

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

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

#### COMOSA Planning Meeting

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

#### Critical Reflections on Community Radio International Conference

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

#### INVEST Africa Partners' Meeting

COL held the fifth Annual Partners' Meeting for the INVEST Africa capacity-building programme in December 2014, in Nairobi, Kenya. The meeting was attended by Principals from 13 partner organisations, plus policy advisors from five countries. **Mr Halenio Nuala** from Dom Bosco Higher Institute and **Mr Gilberto Botas**, Director, DINET attended the meeting

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which was led by a COL Education Specialist – TVSD, and Ms Shafika Isaacs, the TVSD Evaluation Consultant from South Africa.

## CAPACITY

### Training of Trainers Community Learning Programme Development and Design Workshop

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

### COMOSA Gender Mainstreaming Workshop

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

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

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

### PowerPoint Facilitation Course

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

### Community Learning Programme Developer's Certificate

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

Two regional distance training and mentoring courses have

been developed and delivered through a partnership between COL and its Healthy Communities partners.

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

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

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

### INVEST Africa Gender Mainstreaming

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

## MATERIALS

### Education Services to Prison Inmates Materials Development Workshop

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

### Moodle Courses for INED

COL supported the development of nine Moodle courses for INED.

### Online TVET Teacher Training

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

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## MODELS

### Healthy Communities Model

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

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

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

## POLICIES

### Quality Assurance Policies for Open Schools

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

## **LEARNING FOR DEVELOPMENT**

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

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

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

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

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