



COMMONWEALTH *of* LEARNING

OER Capacity Building

Yaba College of Technology

Consultant's Report

The workshop was held at the Academic Board Chamber of YCT from May 18-25, 2016 with approximately 50 participants. By the end of the input, it was expected that YCT would have a set of blueprints and good quality learning materials for short non-formal courses to start in 2016/17 which meet the skills training needs of their local community.

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Facilitation of Course Design for Non-formal Livelihoods Training

April 1-June 20, 2016, Yaba College of Technology, Lagos, Nigeria

Consultant's Report

1. Executive Summary

The workshop was held at the Academic Board Chamber of YCT from May 18-25, 2016 with approximately 50 participants (list found in [Appendix A](#)). Local hospitality, accommodation and logistics were completely sponsored by YCT for the two resource persons for the duration of the workshop. The official opening ceremony of the workshop was held on the May 18, 2016. The Deputy Rector delivered the welcome address on behalf of the Rector who was on travel. The speech made special mention of the first workshop which was held at YCT in 2015 and the excellent work Dr Alison Mead Richardson had done since then to enhance the quality of non-formal courses and OER at YCT. The Deputy Rector thanked COL for its continued commitment to YCT which is the oldest Higher Education Institute in Nigeria. Furthermore, he thanked the staff members for participating in the workshop despite a strike organized by the Nigeria Labour Congress (NLC) which started in Nigeria on the first day of the workshop. He said that National problems will come and go but an opportunity such as this particular workshop is not to be missed. All participants were found to be very enthusiastic throughout the workshop. COL Adviser on OER Dr Ishan Abeywardena made a quick vote of thanks on behalf of COL followed by the official vote of thanks by the Registrar. The opening ceremony was attended by Deputy Rectors, HODs, Directors and several other dignitaries of the institution.

The objectives of the workshop were as follows:

1. develop capacities among participants in designing flexible non-formal courses;
2. guide participants on developing learner profiles and implications for design;
3. demonstrate how to integrate knowledge, attitudes and practical skills in short courses;
4. develop capacities in writing for self-instruction
5. develop skills in OER licences and use/reuse of OER
6. design print layout and templates
7. demonstrate how to use appropriate technology in blended courses
8. develop capacities in assessing non-formal learners

Expected outcomes:

By the end of the input, YCT should have a set of blueprints and good quality learning materials for short non-formal courses to start in 2016/17 which meet the skills training needs of their local community.

The consultant was expected to:

1. engage with the Yaba College of Technology group on the Community Learning Network (CLN) to review and guide the development of course plans for non-formal courses prior to the workshop(target 20 courses);

2. liaise with the COL OER Specialist to plan the workshop and prepare training material including handouts which should be sent to YCT for duplication 2 weeks before the workshop;
3. facilitate workshop sessions to include: instructional design, course planning strategies, and the development of course materials;
4. provide continued support through the CLN to comment on course materials in development post-workshop;
5. prepare a final report which states the objectives and expected outcomes; list of participants; description of the activities; key discussions; feedback from workshop evaluation survey; an evaluation of the issues in non-formal course development and delivery at YCT and consultant recommendations for effective implementation strategies. The report will also summarise the status of each course developed

Pre-workshop activities:

- the consultant engaged with the Yaba College of Technology course development teams on the Community Learning Network (CLN) to review and guide the development of course plans for non-formal courses prior to the workshop. Details can be found <http://flexibleskillsdevelopment.ning.com/group/yabatech>
- The consultant liaised with the COL OER Specialist to plan the workshop and prepared training material including handouts which were be sent to YCT for duplication 2 weeks before the workshop and placed on a Moodle webpage at <https://jdeerwaarder.moodlecloud.com>

The workshop was divided into two parts (program found in [Appendix B](#)). Part 1 which ran from May 18-20, 2016 concentrated on the following sessions:

- Day 1 Outline of workshop, review of pre-workshop task, developing target audience profiles and implications for design
- Day 2 a/ Using OERs in course development b/ Competency, learning outcomes and performance criteria
- Day 3 a/ How to use OERs in building a short course b/ Learning assessment plans (LAP) structure

Part 2 of the workshop which ran from May 23-25, 2016 focused on:

- Day 4 Assessment instruments for short courses
- Day 5 a/ Facilitation modes to consider in short courses b/ choosing media / resources aligned with learning outcomes
- Day 6 a/ writing LAP for short course b/ presenting progress report by course teams

Post-workshop activities: Feedback (on CLN) was provided on submitted

- updates of programme planners,
- updates of needs assessment reports
- first versions of learning assessment plans

Tangible outputs found on CLN (pre-workshop activities):

- 34 submitted programme plans version 1
- 31 consultant’s feedback on submitted plans
- 19 submitted programme plans version 2
- 19 consultant’s feedback on programme plans version 2
- 3 submitted needs assessment reports
- 3 consultant’s feedback on needs assessment reports

Tangible outputs workshop Part 1 (available on CLN
<http://flexibleskillsdevelopment.ning.com/group/yabatech/forum>):

- 15 updates of course programme planners, 6 with needs assessment reports attached

Tangible outputs workshop Part 2
<http://flexibleskillsdevelopment.ning.com/group/yabatech/forum>):

- 18 PowerPoint progress presentations
- 8 Learning Assessment plans version 1
- Summary of feedback from participants on workshop ([Appendix C](#))

Tangible outputs post-workshop activities (available on CLN
<http://flexibleskillsdevelopment.ning.com/group/yabatech/forum>):

- 27 Feedback on updates of programme planners versions
- 11 Feedback on updates of needs assessment reports
- 12 Feedback on learning assessment plans version 1

Based on participants’ feedback ([Appendix C](#)) the workshop partially achieved its objectives.

Recommendations

Based on the experience of working with the course teams and understanding their challenges and aspirations in the context of YCT becoming a FaB Institution, the following recommendations are made:

1. COL to explore, in close consultation with YCT FSD/FaB team, options to provide 27 teams in YCT with a proposed short non formal training to develop their courses.
2. To review and improve the TVSD Programme Blueprint document in general and tailor it to specific circumstances when used.
3. To consider completing the Programme Planner document concurrently with covering the details needed. The planner is a sort of summary document and is difficult to complete ‘up front’. In a workshop on course development one can cover the steps, starting from the needs survey (to be carried out prior to workshop), target audience etc. and complete the corresponding section in the planner.
4. To explore ways to strengthen the quality of pre work shop assignments
5. To explore ways to strengthen pre workshop need/demand survey to be carried out by teams intending to develop short courses e.g. make a pro forma data collection instrument available tailor made to the institution.
6. To start a discussion group on INVEST CLN on needs assessment / demands surveys for courses in a targeted community.
7. To explore the possibility of producing high quality video clips to support skill training in TVET institutions through collaboration between vocational departments (providing the content)

- and the multimedia training department (providing the video production expertise, in the form of students' (final) projects.
8. At International Assistance levels (COL / UNEVOC) may look into the feasibility of commissioning the production of video clips for TVET by professional video makers guided by content experts. A bank with TVET OER video clips (and other quality materials to support training and assessment) would help to improve the facilitation / training in the TVET sector.
 9. To include in the general OER training specific examples of searches for resources related to the vocational areas / courses under development by participants in the training.
 10. To put in place procedures when organising three tiers workshops to strengthen the pre and post workshop structures to enhance effectiveness such as (i) institution providing sufficient time and supporting infra-structure to participants (ii) participants producing evidence of commitment by completing all pre workshop task keeping to set deadline as a prerequisite for participation in the workshop (iii) participants producing evidence of collaboration in working on set tasks / assignments.
 11. Short courses which target workers in the informal economic sector should include, apart from technical skills, skills in managing small scale or one person businesses (entrepreneurial skills such as, but not limited to, financial management, record keeping, pricing, customer service).
 12. Institutions in the TVET sector providing short courses to improve or impart skills in individuals aimed at (self)employment in the informal economy should liaise with existing or initiate new schemes that provided assistance (credit, tools, materials and monitoring over a specific time) to individuals / small businesses in the informal economy to start and/or improve their enterprise to earn an income providing a decent livelihood.
 13. Institutions in the TVET sector providing short courses to improve or impart skills in individuals aimed at (self)employment in the informal economy to liaise with persons running small or one person enterprises in the informal economy to act as 'master trainers' in part of the short course and/or as advisors in the course design (content).
 14. Explore the possibility of incorporating in workshops a stronger element of 'training of trainers' so ensure a competent 'roll out' of skills to colleagues in own and other TVET institutions.

2. Background

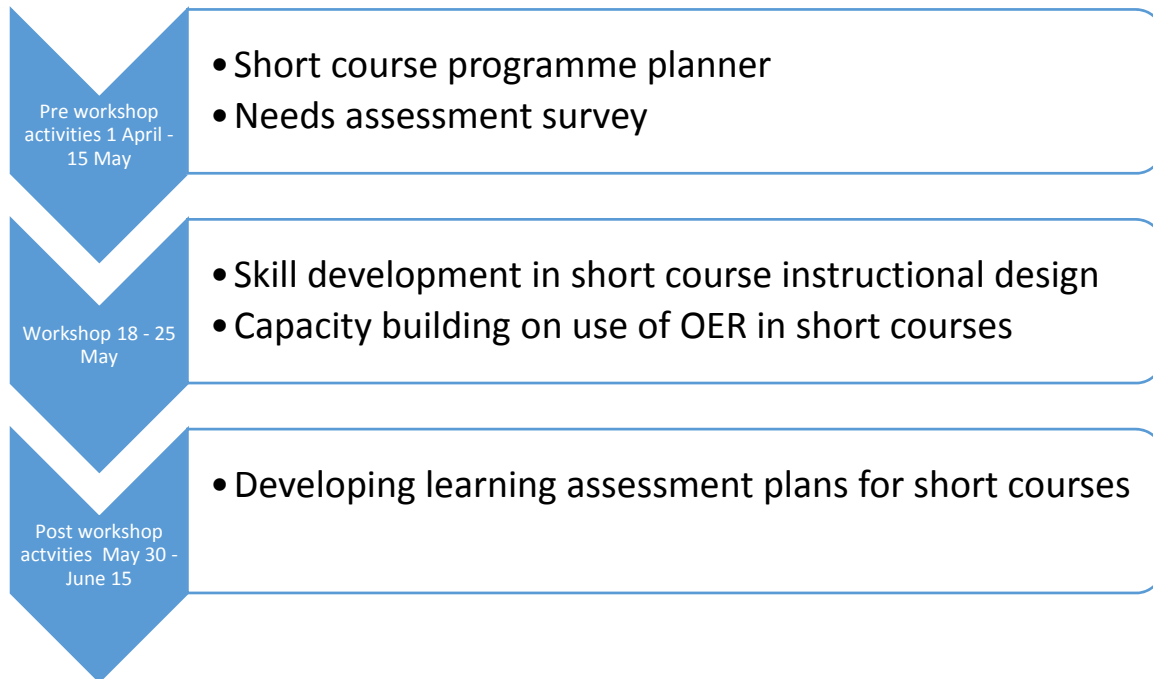
The INVEST Africa partnership aims to support partner institutions to achieve their objectives of expanding TVET programme facilitation for marginalised groups. One of the most important of these is people working in the informal economy who face many barriers to skills training. COL has been assisting partner institutions to build their capacity to use ICT in flexible and blended approaches through a range of capacity building activities. The use and development of open education resources is an important feature of COL's strategy in scaling up affordable learning opportunities.

Yaba College of Technology joined COL's INVEST Africa partnership in 2015. Since then, they have shown a high level commitment to achieving tangible outcomes in terms of increasing access to skills training and improving the quality of their programmes through the integration of flexible and blended approaches. During a workshop by the COL Education Specialist Dr Alison Mead Richardson in December 2015, teams of lecturers proposed 47 short courses and started to develop draft course plans for non-formal short courses posting the planned course programme plans to the online community of practice for INVEST Africa partners – the Community Learning Network (CLN www.skillsdevelopment.ning.com). YCT course teams had by end of April 2016 posted 34 course programme plans to the CLN.

This input is planned to build capacity at YCT to design short non-formal courses using OER content where appropriate and producing learning resources in a range of different media formats as OER under a CC-BY license.

3. Structure of the assistance provided by COL to YCT in developing short courses

The assistance provided by COL, following the December 2015 workshop, was divided into three stages as illustrated in the diagram below.



3.1 Review and guide the development of course plans (from April 1, 2016 to May 15, 2016)

During a workshop by the Education Specialist Dr A Mead-Richardson in December 2015, at YCT teams of lecturers developed draft programme plans for short courses targeting persons in the informal sector of the economy. This resulted in a list of 47 proposed courses. By end of April 2016 34 teams had submitted a version 1 of the planned programme for their short course. Feedback to all submitted programme plans was provided. The feedback documents can be found on the INVEST community learning network in the Yaba College of Technology group. [<http://flexibleskillsdevelopment.ning.com/group/yabatech>]

3.1.1 Short courses in development

Below is a list of short courses with a programme planner shared on the CLN before the workshop.

1. Animal Breeding Grasscutter	18. Maintenance & Repairs of Domestic Electrical Devices
2. Architectural Drafting	19. Operation and Maintenance of Marine Engines
3. Art1_ Metal Fabrication	20 Petrol engine maintenance and diagnostics
4. Art2_ Wood Construction	21 Printing Craft
5. Art3_ Environmental Painting	22 Production of Sandcrete Paving Stone Blocks
6. Art4_ Basic Decor	23 Repair of smartphones
7. Art5_ Creative food design	24 Shielded Metal Arc Welding (SMAW)
8. Basic machining operations	25 Soap Making
9. Bar Management	26. Soap production
10. Camera Handling and Video Editing	27 Tie Dye
11. Computer Appreciation	28 Vegetable Farming
12 Computer Hardware Maintenance & Repair	29 Water Hyacinth Utilization: Biogas
13 Edible Mushroom Farming	30 Water Hyacinth Utilization: Hand Crafts
14 Fish Rearing	31 Surface coating
15 Glass Blowing	32 Snail farming
16 Horticulture and landscape planning	33 Basic craftsmanship training in carpentry and joinery
17 Interior Design & Decorating	34 Basic craftsmanship training in block laying and concreting

Due to space restrictions in the workshop, 20 of the proposed courses were developed by course teams in the workshop. The 20 courses are:

1. Basic Decor
2. Cocktail mixing
3. Computer Hardware Maintenance & Repair
4. Edible Mushroom Farming
5. Fish Rearing
6. Grasscutter Breeding
7. Horticulture and landscape planning
8. Interior Design & Decorating
9. Petrol engine maintenance and diagnostics
10. Print media enterprise
11. Producing inverters
12. Repair and maintenance of outboard engines
13. Repair of smartphones
14. Shielded Metal Arc Welding (SMAW)
15. Soap production
16. Surface Coating
17. Tie Dye
18. Vegetable Farming
19. Video: camera handling and editing
20. Water Hyacinth Utilization: Biogas

Recommendation 1

COL to explore, in close consultation with YCT FSD/FaB team, options to provide 27 teams in YCT with a proposed short non formal with training to develop their courses.

3.1.2 Quality review of the programme plans

The submitted programme plans / blueprints generally *lacked details*. Not every person completing the programme planner understood what facilitators wanted to know in the same way. This is an indication that the programme planner could be clearer and would benefit from revision

Recommendation 2

To review and improve the CLN TVSD Programme Blueprint document in general and tailor it to specific circumstances when used.

On the first day of the workshop feedback was provided to participants to clarify the intention of the programme planner.

Detailed feedback provided to course teams can be found on the INVEST community learning network in the Yaba College of Technology group. [<http://flexibleskillsdevelopment.ning.com/group/yabatech>]

Sections in version 1 of the planner that needed detailing in particular were

- aims of the course – focussing on the specific course proposed, NOT general aims that could apply to any course
- learning outcomes - complete list of SMART learning outcomes, not only covering technical knowledge and skills, but also entrepreneurial skills and attitudes
- target audience – wide range of audiences were listed, but TARGET missing. The short intended courses to be developed are to target a very specific group
- details of the course content – could not be completed at this stage, although more details could have been provided, as to a large extent the content will depend on the demand (outcome of the needs / demands survey), and requires detailing the stated outcomes.
- assessment strategy – this section suffered from lack of clear understanding of the elements self-assessment, Tutor Marked Assessment (TMA) and summative assessment in an outcome based programme. The teams' thinking was based on the assessment practice they are used to in the courses they currently facilitate which is mainly 'final examination'.
- evaluation of the course - the concept of course evaluation was at times confused with 'summative assessment' and limited to a few aspects of the course such as participants achievement (final exam performance).

To write a course plan is time consuming and requires careful thinking and research. It would appear that writers had insufficient time available for producing a detailed programme plan, and read feedback and guidance provided on the INVEST YCT site.

Recommendation 3

To consider completing the Programme Planner document concurrently with covering the details needed. The planner is a sort of summary document and is difficult to complete 'up front'. In a workshop on course development one can cover the steps, starting from the needs survey (to be carried out prior to workshop), target audience etc. and complete the corresponding section in the planner

3.1.3 QA Review of version 2 of the programme plans

Version 2 of the Programme Planner with attached report of needs assessment survey were due at the end of April.

Updating from vs1 to vs2 was generally not thoroughly done. The main reason being that course teams had insufficient time available in their loaded 'normal' work schedule to sit together and consider the feedback on version 1 of their submitted programme plan – let alone having time to read the feedback provided to other course teams. None of the version 2 submissions can be regarded as a full and final programme plan. All required further detailing. In the feedback on version 1 links to similar / identical courses offered in other countries were provided, specifically to course / unit outlines, standards, detailing learning outcomes and performance criteria. The impression is that little use was or could be made of the existing unit standards produced by a range of National Training Authorities (e.g. Nigeria, Australia, Canada, Philippines, Barbados, etc.). The circumstances under which the course teams are to work – lack of time next to normal work load, lack of access to internet, power cuts – make this understandable. One has to appreciate that course team tried what was feasible under the given work conditions.

Recommendation 4

To explore ways to strengthen the quality of pre work shop assignments

3.2 May workshop – needs assessment, topics for workshop

Potential participants in the May workshop were requested to list any topic they felt needed to be included / covered / discussed / practised in the May workshop. This was in order to draft a demand / training need based programme for the workshop. This 'needs assessment survey' was to mirror the needs assessment survey to be carried out by each course team. It intended to serve as an example as how to go about planning a course which should be demand driven and not supply driven. In feedback from participants topics mentioned were

- How to develop the courses/materials into OERs
- How to develop video for teaching/learning
- Include emphasizing the need for 'greening' of courses
- Assessment methods
- Quality assurance of product evidence produced by students
- Blended learning approaches
- Structure / content of a module specification [from NBTE representative]

All but the second topic [development of educational video (clips)] were covered during the workshop.

3.3 MoodleCloud

The Moodlecloud platform was created in order to make available all resources used in the workshop and have them accessible in one place. In addition to being a resource depository it was also introduced for (i) content discussion (forum / chat) and social interaction (forum / chat) (ii) to demonstrate how a free online resource can be utilised in a workshop context.

The Moodlecloud resources will be transferred to the COL TVSD Moodle so they are available for further training at YCT and with other INVEST partners.

3.4 Needs assessment for new courses

It was suggested that Course Teams should conduct training needs assessment surveys to establish potential demand for their proposed courses and identify training topics to meet those needs.

Needs assessment reports were carried out for the following courses:

- Fish rearing & Vegetable farming [covered in same survey]
- Video production and editing
- Soap production
- Bio-gas from water hyacinth
- Smartphone repairs
- Edible mushroom farming
- Basic décor
- Cocktail mixing
- Welding (SMAW)
- Petrol engine servicing

The questionnaires used in the surveys for the different courses were based on a common designed format – which is the correct way to go about designing a data collection instrument, ensuring uniformity within the institution in the process of short course development. A web-based survey for the collection of the data was employed using a referral / snowball approach in the targeted communities, combined with distribution of questionnaires to persons in the target population. Some of the findings were correctly used to justify the proposed short course. A fully worked out report could be an interesting example worth sharing. However the questionnaire used would need updating and the sampling method used need strengthening to ensure a valid representation of the target audience.

The instrument used , has some redundant or irrelevant questions (e.g. asking about previous non formal courses attended and cost of these courses) and is missing some key questions (e.g. on motivation – why would the respondent want to take the course). For details see on INVEST CLN the feedback provided on the needs assessment survey documents. [<http://flexibleskillsdevelopment.ning.com/group/yabatech>]

Recommendation 5

To explore ways to strengthen pre workshop need/demand survey to be carried out by teams intending to develop short courses e.g. make a pro forma data collection instrument available tailor made to the institution.

Recommendation 6

To start a discussion group on INVEST CLN on needs assessment / demands surveys for courses in a targeted community.

4. Course design workshop (May 18 – 25, 2016) at YCT, Lagos, Nigeria;

The workshop covered the following:

1. Designing process for flexible non-formal courses
2. Learner profile and implications for design
3. Integrating knowledge, attitudes and practical skills in short courses [learning outcomes]ent
4. Assessment for, of and as learning
5. OER licences and use/reuse of OER
6. Facilitation methods appropriate for target audience and aligned to content
7. Appropriate use of technology in course design

The programme plan broadly followed can be found in [Appendix C](#). Circumstances such as power cuts, network break downs, late start on day one [some participants unable to reach venue due to roads being blocked by striking teachers], participants taking longer to complete practice exercises than anticipated, delayed serving of tea/coffee/lunch, made it necessary to adjust times / sessions in a flexible way. Programme as outlined was followed / completed but not exactly in the time slot set apart in the programme.

Participants were extremely accommodating concerning reallocation of time /sessions to other slots.

The YCT FSD Champion had ensured competent support personnel for photocopying, secretarial duties, internet and electricity supply maintenance were constantly available throughout the workshop to attend to any problem that could (and did) arise. The support staff did an outstanding job in being present all day and resolving problems immediately.

The venue was made available on Thursday 26th May, the day after the workshop for participants that wanted to finalise some work / obtain some input from the facilitator. About 12 participants made use of this opportunity being assured of electricity and internet at the venue.

4.1 Participants

The list of participants and their attendance can be found in [Appendix A](#). 20 course teams providing 39 participants, 3 NBTE participants and 4 YCT management making a total of 46 persons.

In YCT workshop despite the large number the involvement, task focussed engagement of participants was exemplary. Despite the 'heavy furniture' participants managed to group and actively engage in group / course team work.

4.2 Workshop activities

Developing a short course is a time consuming activity. The workshop activities focussed, in general, on acquiring a skill through ‘hand on activities’ followed by applying the practiced skill to own course under development. The practice activity with feedback to groups took more time than anticipated leading to insufficient time for participants to apply the learned skill to their own course.

4.2.1 A review of the achievement of planned outcomes for each day follows:

Day 1 Planned outcome: Completed learner profile and justification for course [in Programme Planner]

The activity of relating learners’ profile data to implications for course design generated discussion and sound ideas from participants. 8 course teams handed in the activity sheet ‘target audience profile and its implications’ for feedback. These documents were of good standard.

Although the concept was understood, and the reason for carrying out the needs/demands survey was well accepted, course teams did not have the data, as they had not as yet been able to carry out a needs survey prior to the workshop, to complete the required sections in the programme planner. With needs assessment surveys still outstanding at end of workshop the ‘justification’ section in programme planners still awaits updating. The intended outcome of day 1 was only partly achieved.

Day 2 Planned outcome: Completed set of learning outcomes with performance criteria and list of identified OERs.

The activity of choosing an area of competence and stating the knowledge, skills and attitude (KSA elements) requirements [peer and facilitator feedback provided] was done satisfactory by all course groups. The activity to recognise shortcomings in given learning outcomes [LOs] and rephrasing them in an acceptable format resulted in lively discussions – leading to clear understanding of the concept. The performance criteria and range statements to clarify LOs was not covered, but moved to day 3. Due to time pressure participants had insufficient time to work out LOs for their planned short course. Hence the part of the intended outcome of day two “Completed set of learning outcomes with performance criteria” was NOT achieved.

COL adviser on OER Dr Ishan Abeywardena had lively interactive sessions covering:

(a) Understand OER licensing requirements; (b) Converting a resource to OER and redistributing (c): Evaluating and choosing suitable OER. Participants recognised the importance and potential of using OER in short courses. Discussion focussed on OER policy / procedure and how YCT authors of OER will still get recognition in the system. The objective 5 “develop skills in OER licences and use/reuse of OER” in course development was fully achieved.

Day 3 Planned outcome: Learning assessment plan (LAP) with LOs/PCs, content and resources for at least LO1

Structure of learning assessment plan, looking at three examples, clarified. The key emphasis on working out LOs in PCs and range statements.

Participants in their course teams worked on updating the programme planner from their version 1 to version 2.

Facilitator provided feedback over the weekend. By 22.05 of the 20 short courses under development 15 course teams had submitted updates [6 with a needs assessment survey report] and received feedback.

Although good progress was made on programme planners – the intended outcome of day three “Learning assessment plan (LAP) with LOs/PCs, content and resources for at least LO1” was NOT fully achieved.

COL adviser on OER Dr Ishan Abeywardena guided participants in sessions on (a) Applying OER Concepts in Course Design (b) Introduction to Tools for OER reuse/remix (c) Introduction to CEMCA AugmenLearn and (d) OER Search. The underpinning concepts and ideas were well received. The main problem faced by course groups in the “OER search” practical session was “Unable to find OERs in my field” “No positive search results found” – as stated in the end of workshop questionnaire.

The commitment of participants was once more outstanding, despite the long lunch / prayer break – all participants were present at the late afternoon session, staying well over 17.00 h working on completing updates of the programme planner.

Day 4 Planned Outcome: Assessment instruments for short course developed

The session on types of competency based assessment – in the final examination, percent score based working environment of the participants – was eye opening. The discussion on alignment of assessment with the learning outcomes – not asking more nor less than in the LO, covering ALL LOs/PCs/range – helped to clarify assessment aspects of the short courses. Sample assessment documents in each area [self-assessment, teacher marked assessments, summative assessments] as mentioned in the programme planner, enhanced the understanding of what the programme planner was looking for. As a result most teams turned to working on updated versions of their programme planner. NO assessment instruments for course were developed. As such the planned outcome of day 4 was NOT achieved.

The session on modes of facilitation was moved to day 5.

Day 5 Planned outcome: Learning assessment plan completed for at least TWO learning outcomes including assessment instruments and learning / teaching resources.

A session on facilitation modes and on choosing media / resources was conducted. Participants were made aware of having to present progress reports / action plans the next day – concentrated on working on these presentations. Some course teams worked on LAP – at this stage no assessment instruments and/ or learning/training resources were developed and/or identified. The planned outcome of day 5 was NOT achieved.

Day 6 Planned outcomes (i) Learning assessment plan completed for as many learning outcomes as possible including assessment instruments and learning / teaching resources (ii) Progress report (iii) Action plan

Participants worked on a range of documents primarily on the PowerPoint presentation on the progress made so far. 17 course team presented. Most PowerPoint presentations are available on INVEST CLN Yaba group. Teams were all satisfied with the progress they had made so far. The TO DO list can be seen as an action plan.

Four Learning Assessment plans with 1 LO under development were submitted. In the following days 4 more LAP_vs1 were submitted, giving a total of 8 LAPs vs1. Feedback was provided and is available on the CLN <http://flexibleskillsdevelopment.ning.com/group/yabatech>

The intended outcomes from day 6

(i) *Learning assessment plan completed for as many learning outcomes as possible including assessment instruments and learning / teaching resources*

40% submitted LAPs version 1, with a draft outline for LO1. Hence this intended outcome of day 6 was NOT achieved. None of the submitted learning assessment plans had any learning/teaching resource and/or assessment instrument attached. The number of learning resources / assessment instruments developed by end of workshop scores zero.

(ii) *Progress reports*

18 progress presentations were submitted by end of the workshop. Hence this intended outcome of day six was nearly achieved.

(iii) *Action plans*

Three (action plans were submitted by end of workshop. As the TO DO list presented in the progress report can be understood as part of an action plan, this intended outcome of the workshop was nearly achieved.

Progress towards the overall intended outcome of the workshop

“YCT should have a set of blueprints and good quality learning materials for short non-formal courses to start in 2016/17” has been progressing but NOT been achieved during the workshop. What has been achieved is predominantly acquiring of knowledge and skills by participants that can help them to reach, in due time, the intended overall outcome, provided adequate support is provided.

4.3 Key issues discussed during workshop

A number of issues surfaced and were discussed during the workshop that are considered in this section.

4.3.1 Infrastructure problems

During the workshop power cuts were experienced, as problems with internet access. These were ‘minor’ and could be resolved by technical support staff being present throughout the workshop. However it raised the issue of these facilities frequently, or not at all, available to staff in their offices. The impact on making progress in development of short course is obvious. A short term solution was discussed in “The way forward” see 4.3.3

4.3.2 Identifying / developing video clips.

Most of the short courses under development are skill based. Facilitation, although predominantly described in the course planners as being face to face with very few tentative references to using online (blending), can greatly benefit from use of high quality video clips. All programme planners indicated as one of the media to be used ‘video’. However some ‘frustration’ was experienced by most course teams in finding suitable OERs I think currently it is a general problem throughout the TVET sector that few quality OER resources are available. To develop these requires, in my opinion, skilled video producers and editors. Good willing vocational trainers have been shooting own videos, some can be found on YouTube, however the quality is generally poor – it remains the work of amateurs despite some basic training they might have gone through.

Recommendation 7

To explore the possibility of producing high quality video clips to support skill training in TVET institutions through collaboration between vocational departments (providing the content) and the multimedia training department (providing the video production expertise, in the form of students’ (final) projects.

Recommendation 8

At International Assistance levels (COL / UNEVOC) may look into the feasibility of commissioning the production of video clips for TVET by professional video makers guided by content experts. A bank with TVET OER video clips (and other quality materials to support training and assessment) would help to improve the facilitation / training in the TVET sector.

4.3.3 “The way forward” as discussed by participants with organisers

On day 6 of the workshop the participants, guided by the workshop coordinator, discussed “**The way forward**”, resulting in recommendations they wanted to present to YCT management. All courses teams, repeated and confirmed their commitment to finalising the short courses they were working on. Course teams committed themselves to briefing colleagues in their departments and inviting them to join the course team. The key recommendations they wanted to be forwarded to management were:

1. To ensure access to internet from their various workplaces
2. To release course teams from other work twice a week (9 to 12) for the duration of one months to work together in the conference room [to ensure access to electricity and internet].
3. To start procedure to get into place OER policy and procedures. See the discussion on MoodleCloud <https://jdeurwaarder.moodlecloud.com/mod/forum/discuss.php?d=53> .
“The Flexible Skills Development Centre in YCT will have committees comprising Champions to work further on all aspects including issues relating to OER in YCT”

4.4 Feedback from workshop participants

A summary of the feedback given in the evaluation questionnaire administered on day 6 of the workshop is found in [Appendix C](#). 31 questionnaires were completed by participants. The responses are self-explanatory, below are a few key findings:

4.4.1 Feedback on pre-workshop activities

Question 1a). 81% considered the feedback received as helpful, with as general reason that it provided guidance to improve the submitted document.

Question 1b). How could assistance on pre-workshop task be improved? 58% did not respond to this question. Although most suggestions provided to improve the pre-workshop support are facilitator directed, 3 responses pointed to the need to improve the support from the YCT management site.

Question 1c). c) How could your own engagement in the pre-workshop planning and feedback be improved? 9 responses point out that own engagement could be improved if YCT provided infrastructure to do so.

The effectiveness of the pre workshop period could be strengthened by putting in place a supportive structure, this equally applies to the post workshop period ([See 6.1](#)).

4.4.2 Participants view on having achieved workshop’s objectives

Nine (9) of the 10 objectives (see section 1.2) were presented to participants with the question whether or not they felt confident in carry out the task stated in the objective. The objective 6 “write materials for self-instruction” was not included, it was not covered in the workshop, as participants did not reach a stage of working on (self) designed course materials. The majority [88% - 97%] expressed that they felt they did attain the set objective1 to 5 and 9 – 10. It is encouraging to note the confidence expressed by participants that they can carry out key tasks in developing short courses. However whether they really can, is still to be evidenced by outcomes: a fully developed

short course [Learning Assessment Plan] with the learning and assessment resources needed to facilitate the course.

Table: Participants views on attaining set workshop objectives

Objective: Can you	YES
1 use acquired capacities in designing flexible non-formal courses	97%
2 develop learner profiles	94%
3 state the implications of learners profiles for the design of short courses for persons working in the informal economic sector	90%
4 integrate knowledge, attitudes and practical skills in short courses	88%
5 select appropriate learning activities to engage learners in order to achieve set learning outcomes	90%
6 write materials for self-instruction*	
7 implement using OER licences CC-BY for develop course materials	52%
8 use/reuse identified OERs in short courses	55%
9 identify appropriate technology to enhance learning in blended courses	90%
10 develop appropriate valid assessment instruments	88%

* NOT included in the questionnaire

As for attaining objectives 7 and 8, about half (52%, 55%, respectively) of the participants expressed having attained those objectives. Partly achieved scored 29% (objective 7) and 45% (objective 8) respectively. The reasons forwarded for partly / not achieving all circle around “Unable to find OERs in my field” “No positive search results found”. It frustrated participants in the practice session that they could not find any resource in their specific vocational area, only few course teams did find something that was of potential use to their course. The course teams covering Cocktail making, Petrol car servicing, Computer hardware repair did identify some potential resources, but majority did not identify appropriate resource materials.

Finding OERs in specific TVET vocational areas is an issues, quality OERs resources that can support facilitation are still, I feel, relatively scarce. There is a clear need for OERs for TVET in each vocational area. The resources that are available might not be easy to locate at times. It is suggested that in the OER-search session, effective search is demonstrated using areas being covered in the short courses being developed.

Recommendation 9

To include in the general OER training specific examples of searches for resources related to the vocational areas / courses under development by participants in the training.

4.4.3 Participants responses to question 3 – 11 of the evaluation questionnaire.

Question 3 – 6 are self-explanatory, see [Appendix C](#).

Question 7 “What suggestions do you have for improving“ followed by listed aspects of the workshop, did not yield expected responses. The structure of the questionnaire was apparently

confusing as nearly all participants (84% on average) used the rating scale of question 6, responding as good, fair etc. in question 7, instead of coming up with ideas for improving content, hand outs, mode of facilitation, tasks, etc. as used in the workshop. Hence few suggestions were mentioned, with 'time' factor topping the suggestions: more time needed to cover the content as too much information was packed in the time available.

Question 8. What aspects in short course development would you like to receive more training in? 14 of the 26 responses (54%) are OER related, with 7 (27%) mentioning "Search for OERs in own vocational area". Responses to question 8 -11 are self-explanatory.

5. Continued support through the CLN to comment on materials in development (May 30, 2016 to June 15, 2016)

In the period May 20 to June 17 feedback was provided on submitted updates of programme planners, first versions of learning assessment plans. In the period 25 May – 16 June eleven (11) learning assessment plans version 1 were submitted and feedback was provided.

Several resources to look at when working on the LAP were posted on INVEST CLN to a number of course teams.

Feedback and suggested resources can be found at <http://flexibleskillsdevelopment.ning.com/group/yabatech>

Hence *the intended outcome* of the intervention

"By the end of the input, YCT should have a set of blueprints and good quality learning materials for short non-formal courses to start in 2016/17 which meet the skills training needs of their local community."

Has NOT been achieved. Not a single course is at an advanced stage of development, nor was any learning material developed at all.

6. Evaluation of the issues in non-formal course development and delivery at YCT and consultant recommendations for effective implementation strategies

To structure a course design training workshop in three parts – pre workshop tasks, workshop, post workshop task is a good structure. However to ensure effectiveness the structure needs to be looked into and strengthened. The three parties concerned – the facilitator, the participants and the institution where participants work – are to be clear of their role and responsibilities. Some more thinking should have gone into the three tiers structure used in order to create an environment that has higher potential in attaining set outcomes.

6.1 Pre and post workshop structure to be strengthened

In the YCT case the problems faced by potential participants, during the pre-workshop stage, were under estimated by the consultant. It was assumed that participants would have sufficient time, and access to internet for communication. From responses in the evaluation questionnaire to question 1 (see section 4.4.1 and [Appendix C](#)) it becomes clear that time, internet access, electricity supply were factors that impacted on the productivity of participants. Pre workshop deadlines were not met, assignments / tasks were submitted late (Programme Planners) or not at all (Needs assessment survey report; list of identified OERs for use in course). I think that the key factor that can strengthen

pre workshop task set is institutional based: provided time and infra-structure to potential participants to work in their course teams. Potential participants, and specifically those earmarked for playing a leading role in the course development process, have already a heavy load of work. To expect that on top of the 'normal duties' they can find substantial amount of time to work on course development is not realistic. Just as COL expect that institutions release participants in online courses from some duties in order to make time available to fully engage in an online course, similarly the 'contract' with the institution regarding a three tiers workshop should spell out the amount of time to be made available to participants [e.g. as participants suggested 2 mornings a week 9 -12 for the pre and post workshop period]

The commitment of potential participants should be supported by evidence – keeping to deadlines, completing all set tasks as course teams. These should be prerequisite for participating in the workshop.

It was noted by the consultant that pre workshop tasks [producing version 2 of programme planner] was, in majority of cases, clearly the work of one person. Course design is a complex task and team work, external expert input is needed to come up with quality course outlines and resources to support the facilitation of the course. During the workshop participants worked in teams, at times closely related vocational areas course team worked in groups of 4 – 6. In the pre workshop and post workshop activities similarly team work, collaboration should take place. This does not happen by itself – hence the suggestion, as forwarded by participants to management, all course teams to work two mornings a week in the same space / room with access to internet.

Recommendation 10

To put in place procedures when organising three tiers workshops to strengthen the pre and post workshop structures to enhance effectiveness such as (i) institution providing sufficient time and supporting infra-structure to participants (ii) participants producing evidence of commitment by completing all pre workshop task keeping to set deadline as a prerequisite for participation in the workshop (iii) participants producing evidence of collaboration in working on set tasks / assignments.

6.2 Entrepreneurial skills: a must in short courses aimed at informal sector

In the first drafts of the programme planner all course teams, using the correct political jargon, indicated that one of the key purposes of the planned course was to reduce unemployment and to ensure the persons completing the course would be (self) employed. However when looking at learning outcomes / detailed content of the proposed course the earlier mentioned '(self) employment' aspects was not worked out in terms of knowledge skills and attitudes required for (self) employment.

Recommendation 11

Short courses which target workers in the informal economic sector should include, apart from technical skills, skills in managing small scale or one person businesses (entrepreneurial skills such as, but not limited to, financial management, record keeping, pricing, and customer service).

6.3 Support for entrepreneurs in the informal sector

Skill training and entrepreneurial training through short demand driven courses is insufficient to ensure (self) employment of course completers. One of the key problems faced by ‘graduates’ is access to funds, initial support to start a small enterprise.

Currently the focus is very much on individuals being trained for gainful (self) employment. Several of the short courses currently being developed could be offered to a group of persons forming a cooperative enterprise in a community.

Recommendation 12

Institutions in the TVET sector providing short courses to improve or impart skills in individuals aimed at (self) employment in the informal economy to should liaise with existing or initiate new schemes that provided assistance (credit, tools, materials and monitoring over a specific time) to individuals / small businesses in the informal economy to start and/or improve their enterprise to earn an income providing a decent livelihood.

6.4 Liaising with the world of work

Many training programmes are based mainly on the collected assumptions and opinions of individuals in committees about what they believe/think trained TVET people do in their particular industries, rather than on any objective analysis of what they actually do in their jobs. These committees hardly ever see actual workers, the persons carrying out the job among their members. Job analysis should be the starting point and basis for training design, not only the opinion of TVET trainers, who often have little or no industrial experience. In the programme planners, in the section of ‘course development team’ there are no references to experts / workers actually doing the job the course is targeting. The needs assessment survey could also seek the views of those working in the sector the short course is targeting. And finally also in the course facilitation mode making use of ‘master trainers’ – those already running a mushroom farm, a phone repair shop, a car servicing garage, etc – is not considered. Some short courses could be offered in apprenticeship format. TVET institution in general and vocational departments in particular should build strong links with ‘the world of work’ (in the informal sector specifically) in order to design courses that are in demand, tailor made to job requirements.

Recommendation 13

Institutions in the TVET sector providing short courses to improve or impart skills in individuals aimed at (self)employment in the informal economy to liaise with persons running small or one person enterprises in the informal economy to act as ‘master trainers’ in part of the short course and/or as advisors in the course design (content).

6.5 Training of trainers

The content of the short course design workshop is not of such a very specialist nature that local persons could not facilitate the workshop. For capacity building among staff of TVET institutions

combining workshops with training of trainers should be used / explored. A model I have used is three phased

Phase 1. Training of TVET staff in a region / country / across some institutes that have been identified as ‘champions’ [frequently younger staff not yet ‘institutionalised’, open to new approaches, experimenting themselves with new methods, having taken part in staff development activities]. The trainers in this phase are most of the time consultants hired by the training providing agency (expert trainers). The workshop planned for staff training in phase 2, is facilitated to the group of ‘champions’, to experience what their own audience might experience in phase 2, and in addition reflective attention is paid on the role of the facilitator in the various parts of the workshop programme. The outcome of the workshop is a group of ‘trainers at stage 1’

Phase 2. In this phase the trainers stage 1 work in pairs together with an expert trainer running the workshop for TVET staff. The parts of the workshop the trainers stage 1 feel confident in are taken by them, the sections / parts they do not yet feel confident are taken by the expert trainer. Trainers stage 1 are supported by the expert trainer over 3 different workshops. By the end of this phase the trainers stage 1 should have acquired sufficient knowledge and skills and have developed a professional attitude towards facilitation of the workshop topics. They are now competent workshop facilitators (for the content covered in the specific workshop)

Phase 3. The local, now fully competent, trainers run workshops with distance / online support of the expert trainer when needed. From experience the support requested in most of the time on providing critical, supportive feedback on assignments / tasks / reports submitted by participants.

Applied to development of short courses in phase 3 an external expert could continuously support / advice groups in institutions developing short courses through CLN or similar platform.

Recommendation 14

Explore the possibility of incorporating in workshops a stronger element of ‘training of trainers’ so ensure a competent ‘roll out’ of skills to colleagues in own and other TVET institutions.

6.6 Outstanding challenges and the way forward

COL has provided advice and assistance on flexible and blended learning approaches to TVET to Technical Training Institutes in Africa for several years. This investment is proving to be well placed as champions are emerging alongside examples of good practice. There is a strong focus on offering courses for the informal sector, although most TVET teachers have no experience of short course design. Capacity building activities for course design for the informal sector have been taken place.

Short term challenge

Participants in the Yaba College of Technology May 2016 workshop to finalise the 20 short courses they planned. Starting with formulating a practical oriented set of learning outcomes, with PCs and range and evidence requirements [what learners have to produce / how they will be assessed]. With this corner stone in place the activities during facilitation, and development of resources becomes so much more focussed.

Medium term challenge

Facilitating the 20 short courses monitoring and evaluating their effectiveness and impact (tracer studies, M&E planning).

Assist the course teams in YCT who have already produced a programme planner version 1 (about 15 teams), but not attended the workshop due to lack of spaces to progress with the development of their planned short courses. The initial enthusiasm should be maintained by ‘stretching out a helping hand’

Longer term challenge

Participants, FaB/ FSD champions to assist colleagues in own and other Departments as well as colleagues in other TVET institutions to develop demand driven short courses following the same methods and approaches

7. Summary of the status of each course blueprint developed

The table below summarises the ‘status’ of the learning and assessment plans developed for facilitation of the course. Course teams were advised to submit the LAP in ‘stages’ – starting with LOs/PCs/ range only and next to work out the LAP for LO1 only. The submitted LAPs (11 in total) made a start with outlining the course in detail – and the provided feedback on LO1 should guide them in providing details. The suggested ‘activities’ were predominantly teacher / lecturer centred. Alternatives for a more learner centred approach, actively involving the learners / participants were suggested in the feedback. With no versions 2 having been submitted the effectiveness of the feedback cannot be evaluated.

However the basic shortcoming – and hampering progress – is the lack of a clear set of learning outcomes with PCs / range. One content / and what one wants to assess are clear in the mind of the course team, the facilitation can be worked out.

Name of course	LAP vs 1
Basic Decor	LOs and PCs (range) to be clearly formulated. Rather theoretical Advised to formulate a complete set of LOs / PCs / range; make it more practical oriented; be more detailed in what participants have to do in a session
Cocktail mixing	To sort out the LOs and PCs using other syllabi covering cocktail making courses Worked on one LO
Computer Hardware Maintenance & Repair	To be revisited as LOs / PCs are not to sufficient depth for persons having to repair hardware. Currently the hardware components in the range do not go beyond a basic computer awareness level as covered in Junior and Senior Sec School
Edible Mushroom Farming	NONE
Fish Rearing	NONE
Grasscutter Breeding	Set of LOs available, but without PCs and range as yet. Describing teacher activities – showing a video, demonstrating grasscutter handling, feeding etc. To be ‘recast’ into activities of the learners with more practical approach e.g. building cages for the grasscutter, preparing feed)
Horticulture and landscape planning	Artificial separation of theory and practice. Suggest to incorporate theory as far as possible into the practical session. Alignment of the current 5 LOs with the 30 topics is needed, as is

	the rather strongly theoretical and overloaded content [30 topics in 75 notional hours]
Interior Design & Decorating	NONE
Petrol engine maintenance and diagnostics	NONE
Designing for print / Print media enterprise	Team changed focus about three times. The lack of clear focus – what do you want to cover in the course? – is still present in very scanty LAP vs1
Producing inverters	A set of 8 LOs with PCs and range are in LAP vs1. The learning activities, facilitation activities, learning materials are identical for LO1 to LO4 and need to be aligned to the LOs and detailed.
Repair and maintenance of outboard engines	NONE
Repair of smartphones	Need to focus first on LO /PCs and spend substantial time with team, expert advisors, persons in repair smartphone business to find out what knowledge and skills are needed. Tendency to go theoretical instead of ‘hands on’
Shielded Metal Arc Welding (SMAW)	To sort out the LOs and PCs using other syllabi covering SMAW courses. Moved away from SMAW to broad field of different arc welding methods and different ways of joining materials.
Soap production	Work in progress, started on LO1. To complete LOs /PCs/range
Surface Coating	NONE
Tie Dye	NONE
Vegetable Farming	NONE
Video: camera handling and editing	LOs and PCs (range) to be clearly formulated. Tendency towards theoretical approach
Water Hyacinth Utilization: Biogas	NONE

The proposed courses – based on the programme planners – do have potential. However a substantial amount of work is to be carried out by the teams to document the course in learning and assessment plan and learning resources to be used in facilitation and assessment.

8. Recommendations

Based on the experience of working with the course teams and understanding their challenges and aspirations in the context of YCT becoming a FaB Institution, the following recommendations are made:

1. COL to explore, in close consultation with YCT FSD/FaB team, options to provide 27 teams in YCT with a proposed short non formal training to develop their courses.
2. To review and improve the TVSD Programme Blueprint document in general and tailor it to specific circumstances when used.
3. To consider completing the Programme Planner document concurrently with covering the details needed. The planner is a sort of summary document and is difficult to complete ‘up front’. In a workshop on course development one can cover the steps, starting from the needs survey (to be carried out prior to workshop), target audience etc. and complete the corresponding section in the planner.

4. To explore ways to strengthen the quality of pre workshop assignments
5. To explore ways to strengthen pre workshop need/demand survey to be carried out by teams intending to develop short courses e.g. make a pro forma data collection instrument available tailor made to the institution.
6. To start a discussion group on INVEST CLN on needs assessment / demands surveys for courses in a targeted community.
7. To explore the possibility of producing high quality video clips to support skill training in TVET institutions through collaboration between vocational departments (providing the content) and the multimedia training department (providing the video production expertise, in the form of students' (final) projects.
8. At International Assistance levels (COL / UNEVOC) may look into the feasibility of commissioning the production of video clips for TVET by professional video makers guided by content experts. A bank with TVET OER video clips (and other quality materials to support training and assessment) would help to improve the facilitation / training in the TVET sector.
9. To include in the general OER training specific examples of searches for resources related to the vocational areas / courses under development by participants in the training.
10. To put in place procedures when organising three tiers workshops to strengthen the pre and post workshop structures to enhance effectiveness such as (i) institution providing sufficient time and supporting infra-structure to participants (ii) participants producing evidence of commitment by completing all pre workshop task keeping to set deadline as a prerequisite for participation in the workshop (iii) participants producing evidence of collaboration in working on set tasks / assignments.
11. Short courses which target workers in the informal economic sector should include, apart from technical skills, skills in managing small scale or one person businesses (entrepreneurial skills such as, but not limited to, financial management, record keeping, pricing, customer service).
12. Institutions in the TVET sector providing short courses to improve or impart skills in individuals aimed at (self)employment in the informal economy should liaise with existing or initiate new schemes that provided assistance (credit, tools, materials and monitoring over a specific time) to individuals / small businesses in the informal economy to start and/or improve their enterprise to earn an income providing a decent livelihood.
13. Institutions in the TVET sector providing short courses to improve or impart skills in individuals aimed at (self)employment in the informal economy to liaise with persons running small or one person enterprises in the informal economy to act as 'master trainers' in part of the short course and/or as advisors in the course design (content).
14. Explore the possibility of incorporating in workshops a stronger element of 'training of trainers' so ensure a competent 'roll out' of skills to colleagues in own and other TVET institutions.

Appendix A List of participants and attendance

YABA COLLEGE OF TECHNOLOGY
Flexible Skills Development Centre
WORKSHOP ON NON-FORMAL COURSE DEVELOPMENT
PARTICIPANTS ATTENDANCE DETAILS
Date: 18 – 25 MAY 2016

Dept./Unit	Course Title	Participants	1M	1A	2M	2A	3M	3A	4M	4A	5M	5A	6M	6A
Architecture	Interior Design And Decorating	Sheriff Ayodele-Oja	√	√	√	√	√	√	√	√	√	√	√	√
		Emmanuel Enuneku Oshike	√	√	√	√	√	√	√	√	√	√	√	√
ARTI	Maintenance, Troubleshooting And Repair Of Smartphones	Sodiq Kazeem Adetunji	√	√	√	√	√	√	√	√	√	√	√	√
		K. S. Oluyo	√	√	√	√	√	√	√	√	√	√	√	√
Biological Sciences	Farming edible mushroom	Ofodile Laurretta Nwanneka	√	√	√	√	√	√	√	√	√	√	√	√
		Adamu G. O. Leonard	√	√	√	√	√	√	√	√	√	√	√	√
Biological Sciences	Animal Breeding (Grass Cutter Production)	Aneyo Idowu	√	√	√	√	√	√	√	√	√	√	√	√
		Ani Emmanuel	√	√	√	√	√	√	√	√	√	√	√	√
CED	Farming vegetable	Ayika, Stella Nnedinma	√	√	√	√	√	√	√	√	√	√	√	√
		Lukman Raimi	√	√	√	√	√	√	√	√	√	√	X	X

Dept./Unit	Course Title	Participants	1M	1A	2M	2A	3M	3A	4M	4A	5M	5A	6M	6A
CED	Fish rearing	Mr. Rosulu	√	√	√	√	√	√	√	√	√	√	√	√
Chemical Science	Producing of soap	Aderibigbe Tajudeen Adejare	√	√	√	√	√	√	√	√	√	√	√	√
		A. I. Okewole	√	√	√	√	√	√	√	√	√	√	√	√
Computer Engineering	Repairing and maintaining computer hardware	Yekini Nureni Asafe	X	√	√	√	√	√	√	√	√	√	√	√
		Adebari F. A.	√	√	√	√	√	√	√	√	√	√	√	√
Electrical/Electronics Engineering	Maintaining and repairing electrical / electronic domestic appliances	Osokoya, Samuel	√	√	√	√	√	√	√	√	√	√	√	√
		Babalola J. O.	√	√	√	√	√	√	√	√	√	√	√	√
Fine Arts	Basic Décor	Odun Orimolade	√	√	√	√	√	√	√	√	√	√	√	√
		Ayoola Sodade	√	√	√	√	√	√	√	√	√	√	√	√
Hospitality Management	Bar Management (Cocktail Series I)	Arije Patrick Olanrewaju	√	√	√	√	√	√	√	√	√	√	√	√
		Olubunmi Ayanbadejo	√	√	√	√	√	√	√	√	√	√	√	√
Industrial design	Tie dye craft	Adeyemo Hakeem Bolaji	√	√	√	√	√	√	√	√	√	√	√	√
		Oreshile Olusesan O.	√	√	√	√	√	√	√	√	√	√	√	√
Marine Engineering		Josiah Pelemo	√	√	√	√	√	√	√	√	√	√	√	

Dept./Unit	Course Title	Participants	1M	1A	2M	2A	3M	3A	4M	4A	5M	5A	6M	6A
	Operation And Maintenance Of Marine Engine	Steve A. Ebifemi	X	X	X	X	X	X	X	X	X	X	X	X
Mass communication	Camera handling and video editing	Ilori Morenikeji	√	√	√	√	√	√	√	√	√	√	√	√
		Mr. A. Omotosho	√	√	√	√	√	√	√	√	√	√	√	√
Mechanical	Engine Maintenance And Diagnostics Management On Petrol Engines	Kola Orintunsin	√	√	√	√	√	√	√	√	√	√	√	√
		Shedrack Azike	√	√	√	√	√	√	√	√	√	√	√	√
Mechanical Engineering	Shielded Metal Arc Welding (Smaw)	Hammed , O.S	√	√	√	√	√	√	√	√	√	√	√	√
		Alli Ishaq Agono	√	√	√	√	√	√	√	√	√	√	√	√
Metallurgical Engineering	Surface Coating	Owoeye F. T.	X	X	√	√	√	√	√	√	√	√	√	√
		Michael Emoekpere	√	√	√	√	√	√	√	√	√	√	√	√
Printing	Printing Craft	Jimoh Fatai Omoyeni	√	√	√	√	√	√	√	√	√	√	√	√
		Alade Amos	√	√	√	√	√	√	√	√	√	√	√	√
UNEVOC	Water Hyacinth Utilization: Hand Crafts Biogas	Funmilayo Doherty	√	√	√	√	√	√	√	√	√	√	√	√
		Adetoro	√	√	√	√	√	√	√	√	√	√	√	√
Urban and Regional Planning	Horticulture And Landscape Planning	Iyanda Oladimeji	√	√	√	√	√	√	√	√	√	√	√	√

Dept./Unit	Course Title	Participants	1M	1A	2M	2A	3M	3A	4M	4A	5M	5A	6M	6A
		Durojaiye O.	X	X	√	√	√	√	√	√	√	√	√	√
NBTE National Board for Technical Education		Amina Idris	X	√	√	√	√	√	√	√	√	√	X	X
		Samaila Tanko	X	√	√	√	√	√	√	√	√	√	X	X
		Fatima Kabir	X	√	√	√	√	√	√	√	√	√	X	X
YCT		Uduak Inyang-Udoh	√	√	√	√	√	√	√	√	√	√	√	√
		Ibraheem Dotun Abdul	√	√	X	X	√	√	√	√	√	√	√	√
		John T. Okewole	√	√	√	√	√	√	X	X	X	X	X	X
		Olarewaju Clement	√	√	√	√	√	√	√	√	√	√	√	√

Appendix B Workshop programme

Workshop programme

Labore et Veritate

Yaba College of Technology 17-20 May and 23 – 25 May 2016

Objectives

At the end of the provided assistance and training in non-formal course design the participants should be able to

1. apply new skills in designing flexible non-formal courses
2. develop learners’ profiles
3. state the implications of learners profiles for the design of short courses for the target audience
4. integrate knowledge, attitudes and practical skills in short courses
5. select appropriate learning activities to engage learners in order to achieve set learning outcomes
6. develop OER materials for blended short courses reusing identified OERs
7. apply OER licences CC-BY to the developed course materials
8. identify appropriate technology to enhance learning in blended courses
9. develop appropriate valid assessment instruments

Outcomes

Participants will:

1. produce a set of blueprints for non-formal courses to start in 2016/17 which meet the skills training needs of local communities
2. produce good quality learning materials to support the facilitation of the planned short courses making use of existing OERs, whenever appropriate
3. make available produced learning resources as OER under a CC-BY licence
4. initiate at YCT a discussion on the need for an institutional OER policy

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Day 1: Wednesday 18th May 2016

Getting to know the facilitators, the objectives and outcomes, the structure of the workshop and the workshop programme plan. Is the programme needed? What is the profile of the target audience?

- 08.30 – 09.00 Registration
- 09.00- 09.20 Opening Welcome by rector
- 09.20 – 09.45 Welcome and introductions by COL - IA
- 09.45 - 10.30 S1: **Why are we here?** The objectives of the workshop and the outcomes
What are we going to do? The workshop programme plan –JD
- 10.30- 11.00 **How are going to do it?** Ground rules for the workshop –JD
- 11.00 – 11.15 Tea/ coffee break
- 11.15- 12.15 S2: **What have we done already?** Review of programme planner, needs survey, identified OER resources for possible use in the course. –JD/IA
- 12.15 – 13.15 S3: Course design process – from needs assessment to learning and assessment plan JD
[if time permits: how flexible is my course?]
- 13.15 – 14.15 Lunch & break
- 14.15 – 15.45 S4: Target audience (profile) and implications - JD

- 15.45 – 16.00 Break
16.00 – 17.00 Updating Programme Planner - participants

Outcome day 1: Learner profiles (audience) and justification for course

Day2: Thursday 19 May 2016

[Using OERs in course development. What is competence? How to write learning outcomes?](#)

- 08.30 – 09.00 Attendance registration.
09.00 – 09.15 Review of day 1 by participant.
09.15-11.00 S5: How to use OER to build your course (1) Understand OER licensing requirements; Converting a resource to OER and redistributing - IA
11.00 – 11.15 Coffee / Tea
11.15 – 13.15 S6: Competence (KSA). Writing learning outcome and performance criteria -JD
13.15– 14.15 Lunch & Break
14.15 -15.45 S7: How to use OER to build your course (2): Evaluating and choosing suitable OER - IA
15.45 – 16.00 Break
16.00 – 17.00 Updating Programme Planner & OER resources list- participants

Outcome day 2: Learning outcomes with performance criteria for course and list with possible OER resources to use

Day 3: Friday 20 May 2016

[How to use OERs in building your course? Structure of the Learning and Assessment Plan \(LAP\)](#)

- 08.30 – 09.00 Attendance registration.
09.00 – 09.15 Review of day 2 by participant.
09.15 -11.00 S8: How to use OER to build your course (3) Applying OER Concepts in Course Design;
Introduction to Tools for OER reuse/remix - IA
11.00 – 11.15 Coffee / Tea
11.15 – 12.00 S9: Learning and assessment plan – structure - JD
12.00 – 13.15 S10 How to use OER to build your course (4) OER Search - IA
13.15– 15.00 Lunch & Break; Prayers
15.00 -16.00 S11 How to use OER to build your course (5): Introduction to CEMCA AugmenLearn; OERSearch - IA
16.00 – 16.30 Participants working on learning and assessment plan (LAP) [submit latest 21stMay noon]

Outcome day 3 Learning assessment plan with LOs /PCs, content and resources for at least LO1

Day 4: Monday 23 May 2016

[How to develop assessment instruments aligned to learning outcomes?](#)

[How to select an appropriate facilitation method / learning activities to use?](#)

- 08.30 – 09.00 Attendance registration.

- 09.00 – 09.15 Review of day 3 by participant.
- 09.15 - 11.00 S12 Assessment – alignment with learning outcomes, learners' profile
- 11.00 – 11.15 Coffee / Tea
- 11.15 – 13.15 Participants working on Learning and assessment plan
- 13.15– 14.15 Lunch & Break
- 14.15 -15.45 S13 Facilitation methods – alignment with content, learners' profile
- 15.45 – 16.00 Break
- 16.00 – 17.00 Working on LAP / developing resources

Outcome day 4 Assessment instruments for course

Day 5: Tuesday 24 May 2016

[How to select appropriate media & learning resources?](#)

- 08.30 – 09.00 Attendance registration.
- 09.00 – 09.15 Review of day 4 by participant.
- 09.15 - 11.00 S14 Learning resources selection and development – media choice / use of technology
- 11.00 – 11.15 Coffee / Tea
- 11.15 – 13.15 Participants working on Learning and assessment plan and resources
- 13.15– 14.15 Lunch & Break
- 14.15 -15.45 Participants working on Learning and assessment plan and resources
- 15.45– 16.00 Break
- 16.00 – 17.00 Participants working on Learning and assessment plan and resources

Outcome day 5 Learning assessment plan completed for at least TWO learning outcomes including assessments instruments and learning/teaching resources

Day 6: Wednesday 25 May 2016

[Course blue print and resources – how far have we come? Evaluation & planning after workshop activities.](#)

- 08.30 – 09.00 Attendance registration.
- 09.00 – 09.15 Review of day 5 by participant.
- 09.15 - 11.00 [Clarifying / exemplifying aspects noted in the development of the course blue print and resources]
- 11.00 – 11.15 Coffee / Tea
- 11.15 – 13.15 Participants working on Learning and assessment plan and resources. Prepare progress presentation
- 13.15 - 14.15 Lunch & Break
- 14.15 -15.45 Participants evaluate what they have done and what remains to be done [Action plan].
Progress presentations
Evaluation of workshop
- 15.45– 16.00 Break
- 16.00 – 17.00 Participants working on Learning and assessment plan and resources

Outcome day 6 (i) Learning assessment plan completed for as many as possible learning outcomes including assessments instruments and learning/teaching resources (ii) Progress and action plan.

Appendix C Workshop evaluation summary



Workshop evaluation form

**Designing non formal courses
Yaba College of Technology May 2016**



Summary of responses

31 questionnaires returned [40 course team participants 78%]

1. You were provided with feedback on your programme plan prior to the workshop on the INVEST Community Learning Network online forum.

<p>a) Was the feedback given of help to you? Explain.</p> <p>Yes ##### = 25 (81%)</p> <p>Easily accessible /</p> <p>Helped to identify mistakes ///</p> <p>Helped to make corrections to my reports ### = 5</p> <p>Provided new ideas /helpful suggestions //</p> <p>Provided clarification related to programme / course planning //</p> <p>Opened my mind to new approaches of facilitation /</p> <p>Related to the workshop ahead /</p> <p>Gave clear directions & guidance //</p> <p>Helped to progressively develop/ improve documents //</p> <p>Helped to refresh knowledge on programme planning /</p> <p>No response /// = 6</p>
<p>b) How could assistance on pre-workshop task be improved?</p> <p>Contact with facilitators through using synchronous communication (Skype / online chat) /</p> <p>Provide more learning resources /</p> <p>Setting collaborative tasks //</p> <p>Providing guidance on OER search /</p> <p>Make available the materials to be used in workshop /</p> <p>Provide plans for vocational specific areas /</p> <p>YCT management to provide support to members to be trained e.g. power / internet and time ///</p> <p>Provide more time for pre workshop activities //</p> <p>No response ### ### ### /// = 18 (58%)</p>
<p>c) How could your own engagement in the pre-workshop planning and feedback be improved?</p> <p>Being more effective in contact/ communicating with facilitators //</p> <p>Prompt responding to feedback ///</p> <p>Adjusting my time frame /</p> <p>Submitting requested materials prior to workshop //</p> <p>Being more committed / dedicated at pre workshop stage //// = 4</p> <p>YCT to provide internet 24/7 //// = 4</p> <p>YCT to provide time to work on pre workshop tasks ### = 5</p> <p>Team work //</p> <p>Keeping to set deadlines</p>

No response ### / = 6

2. The workshop was designed to assist you to gain knowledge and skills in the development of non-formal courses. Did you achieve the set objectives listed in the table below?

Objective I can now with confidence	Yes, fully	Partly What is still needed is	No because
a) apply new skills in designing flexible non-formal courses	### ### ### ### ### ### 30	/ Study material provided	
b) develop learners' profiles	### ### ### ### ### //// 29	// Study provided resource materials	
c) state the implications of learners profiles for the design of short courses for the target audience	### ### ### ### ### /// 28	/// = 3	
d) integrate knowledge, attitudes and practical skills in short courses	### ### ### ### ### // 27	//// = 4	
e) select appropriate learning activities to engage learners in order to achieve set learning outcomes	### ### ### ### ### /// 28	/// = 3 Problem in identifying appropriate learning activities	
f) develop OER materials for blended short courses reusing identified OERs	### ### ### // 17	### ### //// = 14 No positive search results found // How to create and edit video clips Need to develop search skills Need to gain deeper understanding //	/ Unable to find OERs in my field

Objective I can now with confidence	Yes, fully	Partly What is still needed is	No because
g) apply OER licences CC-BY to the developed course materials	### ### ### / 16	### //// = 9 Need deeper understanding // Skills in finding & searching appropriate OERs // Need for practise /	### = 5 Unable to find OERs in my field // I do not know how to apply licences //
h) identify appropriate technology to enhance learning in blended courses	### ### ### ### /// 28	/// = 3	
i) develop appropriate valid assessment instruments	### ### ### /// ### // 27	//// = 4 Need time to practice myself Need to understand the appropriate assessment to use in each context	

3. What did you find most interesting or useful in the sessions presented?

- Obtaining material through OER, CC //// = 4
- Developing OER material //// = 4
- Applying OER licences /// = 3
- Practical examples / demonstration by facilitator/
- Aligning theory with practise /
- Developing valid assessment instruments //
- Interactive approach in sessions /
- Developing a learning assessment plan for a course //// = 4
- Practical sessions /
- Resource materials provided //
- Links to useful internet sites provided /
- Developing programme planner //
- Writing learning outcomes //// = 4
- Facilitation methods //
- Linking learning outcomes with facilitation methods //
- Mode of facilitation used by resource persons: brief, to the point, with patience //
- Technologies that can be used in blended learning /

4. If some components in the workshop were less of help or use to you, please identify them and tell us why?

- No response //// = 4
- None ### ### ### ### //// = 24
- OERs unable to search for appropriate ones //

5. How would you rate the facilitation of the workshop sessions (circle one)

Very Good	Good	Fair	Poor	Very Poor
### ### ### ### ### / = 26	//			

6. How would you rate the quality of the resources and hand-outs (circle one)?

Excellent	Good	Satisfactory	Mediocre	Poor
### ### ### ### / = 21	### /// = 8	/		

7. What suggestions do you have for improving
Structure of questionnaire was apparently confusing as many participants used the rating scale of question 6, responding as good, fair etc. When used it has been recorded below as 'no response'. 'no response' also include the responses 'none' / 'nil' and placing V or --

a) The content of sessions to improve their usefulness	No response ### ### ### ### ### // = 27 Reduce the content Use more video clips to cover content Need to make it environmental specific
b) The PowerPoint presentation used	No response ### ### ### ### ### ### = 30
c) The hand-outs provided	No response ### ### ### ### ### /// = 28 Booklet format instead of loose sheets Reduce, provide soft copies only
d) The task and assignment sheets used	No response ### ### ### ### ### /// = 29 Need to be improved
e) The way the workshop was facilitated by the resource person(s)	No response ### ### ### ### ### / = 26 Facilitators should be brief in explanations Too much information for time available Consider varieties
f) The organisation of the workshop	No response ### ### ### ### / = 21 Increase number of days of workshop /// Provide laptops to participants Too condensed Increase number of resources persons

8. What aspects in short course development would you like to receive more training in?

Search for OERs in own vocational area ### // = 7

OER adaptation especially video & graphics //

OER licensing ///

Development of OER platform //

Using OERs in course development ///

Methods of using media or technologies to enhance learning /

Programme planner development //

Developing courses that cannot have standardised assessment strategies /

Needs assessment survey /

Learning methods /

Developing assessment instruments /

Learning and assessment plan //

No response ~~###~~ / = 6

9. What have you learnt in the past days that will have a direct impact on your activities after this programme?

Getting / search OER appropriate materials ~~###~~ = 5

Developing OER materials ~~###~~ = 4

OER licensing ~~###~~ = 3

Use of OERs //

Sharing own develop resources as OERs /

Different learner centred facilitation methods ~~###~~ // = 7

Developing valid and appropriate assessment instruments ~~###~~ = 5

Developing the programme planner ~~###~~ / = 6

Writing learning outcomes ~~###~~ = 4

Importance of non-formal courses /

Importance for flexibility in non-formal courses /

Steps to follow in short course development or design ~~###~~ / = 6

Developing a learning assessment plan //

10. What do you intend to do differently in your course design and facilitation as a result of what you have learned in this workshop. Please be specific.

Use a flexible approach in teaching /facilitation //

Be more interactive in my sessions with my students ~~###~~

Being learner centred, using learner centred approaches ~~###~~ = 5

Design and use of PowerPoint presentations /

Developing own OER materials //

Making use of OERs in course design /

Introducing OER concept to learners /

Use different search methods /

Use some skills in developing formal curriculum courses /

Disseminate acquired skills to others /

Review my courses to include more practical activities /

Needs assessment before programme planning /

Detailing course content //

Use blended approach //

Use PowerPoint interactively /

Create MoodleCloud platform /

11. Do you have any other comments for the facilitators / organisers?

No response ~~###~~ ~~###~~ = 8

Excellent /job well done /good efforts ~~###~~ / = 6

Organise a follow up training soon //

Organise same workshop till everyone has benefitted /
more power to your elbows //

thank you /highly appreciated ~~###~~ = 5

room for improvement /

create avenues for discussion outside discussion platform /

more days needed, some session were fast tracking /