



COMMONWEALTH *of* LEARNING

COL in the Commonwealth

**2012–2015
Nigeria**

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.

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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

Nigeria is the most populated country in Africa, with about 173 million people. Its education and training needs exceed what existing institutions can provide. Open and distance learning (ODL) is seen as an effective means of expanding access to education and training. As a major donor, Nigeria has strong links with COL and a seat on the Board of Governors.



AGREED PRIORITIES

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



OUTCOMES ACHIEVED BY COL

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



COL'S WORK RELATED TO MDG TARGETS

National MDG Targets Addressed by COL

- ▶ Make available the benefits of new technologies, especially for information and communications
- ▶ Promote gender equality and empower women
- ▶ Achieve universal primary education

COL's Work on Nigeria's MDG Targets

- ▶ Capacity-building, materials development and policy support for sharing OER and promoting ODL are underway
- ▶ Support for institutions to mainstream gender and make education more accessible to girls and women
- ▶ Working to improve access to quality education through support for nomadic schools



QUICK NOTES

COL Board:

- ▶ Her Excellency Mrs Mariam Yalwaji Katagum, Ambassador/Permanent Delegate, of the Permanent Delegation of Nigeria to UNESCO (Paris)

COL Focal Point:

- ▶ Mrs Nonyem Gladys Obichukwu, Ministry of Education

Notable Mentions:

- ▶ Professor Olugbemi Jegede, Secretary to the State Government, Nigeria, is a COL Fellow
- ▶ Professor Vincent Ado Tenebe, of the National Open University of Nigeria, is a COL-UNESCO Chair

Areas of COL's Work in Nigeria:

- ▶ Higher Education
- ▶ Teacher Education
- ▶ Healthy Communities
- ▶ Technical and Vocational Skills Development (TVSD)
- ▶ eLearning
- ▶ RETRIDOL Regional Centre



NIGERIA



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
- ▶ National Open University of Nigeria (NOUN)
- ▶ Auchi Polytechnic
- ▶ African Council of Distance Education (ACDE)
- ▶ National Board for Technical Education (NBTE)
- ▶ RETRIDOL Regional Centre
- ▶ Institute for Media and Society (IMESO)
- ▶ National Commission for Colleges of Education (NCCE)

CAPACITY

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

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

- ▶ Online Assessment and Evaluation in ODL
- ▶ Open Polytechnic of New Zealand (OPNZ) scholarships
- ▶ ACDE workshops
- ▶ Scholarships for ILO Online gender course
- ▶ Strategic Planning and eLearning Integration
- ▶ PowerPoint facilitation
- ▶ eFacilitation and Instructional Design workshop
- ▶ Community Learning Programme (CLP) Developer's Certificate
- ▶ Capacity-building for Teacher Educators in Sub-Saharan Africa

MATERIALS

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

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

POLICIES

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

- ▶ ODL Policy review
- ▶ ODL Policy development support

**LOOKING FORWARD: 2015–2021**

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

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

Appendix: COL's Activities in Nigeria

PARTNERSHIPS

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

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

INVEST Africa

Auchi Polytechnic is one of 13 key institutions in the COL INVEST Africa activity, which aims to improve quality and efficiency and increase access in TVSD, particularly for women and informal sector workers. **Auchi Polytechnic currently has 90 students** enrolled in three new courses.

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

African Council for Distance Education (ACDE)

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

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

COL-UNESCO Research Chair

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

PARTNERSHIPS: MEETINGS AND CONFERENCES

7th Pan-Commonwealth Forum (PCF7)

COL sponsored **31 participants from Nigeria** to attend the forum.

Regional Focal Points Meeting

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

CEMBA/CEMPA Board Meetings

COL organised face-to-face meetings of the Academic Board (AB) and the Executive Governing Board of the CEMBA/CEMPA consortium from 26 to 27 October 2013 in **Mauritius** in order to strengthen the network of CEMBA/CEMPA partners and enlarge the consortium by networking with COL partners in the region. The 24th meeting of the Academic Board and the meeting of the Executive Governing Board were held with 12 members, representing nine of the 11 partner institutions. **Professor Chuks Maduabum**, Dean, School of Management Sciences, and **Dr Mande Samaila**, CEMBA/CEMPA programme, School of Management Sciences, NOUN, represented Nigeria at the meeting.

INVEST Partners' Meetings

In December 2012, 24 INVEST Africa institutional principals and champions from **Nigeria**, Kenya, The Gambia, Tanzania, Ghana and Zambia attended a five-day partners meeting in Lusaka, Zambia. The meeting reviewed the capacity-building activities of the past six months and planned for the coming year. **Dr Joseph E. Imanah** and **Dr Sunny Eshiotse** of Auchi Polytechnic attended the meeting.

COL facilitated the 2013 Annual INVEST Africa Partners' Meeting **hosted by Auchi Polytechnic** from 28 to 30 November 2013. The Annual Partners' Meeting is an important part of the Monitoring and Evaluation (M&E) for INVEST Africa. It enables Principals to meet and engage with the change process in their institutions, benchmark their progress, and add input to future activity planning. The meeting was attended by 12 Institutional Heads and served to review activities and achievements in 2013 and plan for 2014. **Dr Philipa Idogho** of Auchi Polytechnic participated in the meeting.

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

SADC-CDE Meetings

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

RETRIDOL Advisory Board Meetings

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

African Council for Distance Education (ACDE) Conference and AGM

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

UNISA-Cambridge International Conference on Open, Distance and eLearning

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

Healthy Communities Partners' Meeting

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

Radio(inter)active

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

CAPACITY

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

COL facilitated a four-day Training of Teachers workshop on Open Resources for English Language Teaching (ORELT) in Banjul, The Gambia, from 30 July to 2 August 2012. The aim of the workshop was to sensitise the participants on the objectives of the ORELT project, the nature of its modules and the website, and to train junior secondary school teachers and teacher educators on how to use the modules in the classroom. COL engaged Professor Muhammad Junaid of the National Commission of Colleges of Education and Professor Issac Olaofe of the Ahmadu Bello University as facilitators. The following people from Nigeria participated in the workshop: **M.S. Aliyu, Dr Alex Maiyanga, Dr Ibrahim Muhammad, Professor Malami Buba, Dr F.E. Oniemayin, Dr O.A. Olajuyigbe, Mr Nuwa Diriyal, M.S. Umar, Dr Kikilomo Adeniyi and Abbah Ikwue.**

ORELT Training for Junior Secondary School Teachers

COL, in collaboration with **National Commission for Colleges of Education (NCCE)**, Abuja, and the **Ministry of Education, Nasarawa State**, organised a workshop for rural junior secondary school (JSS) teachers on ORELT. The workshop was held in Lafia from 25 to 30 November 2012. **Forty participants** attended the workshop.

Another workshop was organised for **Federal Capacity Territory (FCT)** JSS teachers in Abuja from 16 to 22 December 2012. **Fifty participants** attended the workshop. The purpose of it was to:

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

NBTE Gender Integration in TVET Support

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

Capacity-Building Workshop on OER Policy Development

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

- ▶ organise wide consultations on OER policy development within their respective Ministry of Education and institutions; and
- ▶ on the basis of the consultations, prepare and submit a concept note to COL, ECOWAS and UNESCO on the activities they would undertake to develop institutional and national OER policies. The concept note would clearly indicate how COL, UNESCO and ECOWAS would support their policy development initiatives.

The following persons from Nigeria attended the workshop:

Mrs Nkiru Josephine Banjoko, Dr Jane-Frances Agbu, Professor Muhammed Junaid, Dr Suleiman Ramon-Yusuf, Dr Aminu Sharehu, Professor James Adebowale Adelabu, Kabir Usman, and representatives from ECOWAS.

Online Flexible Skills Development

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

PowerPoint Facilitation Workshop

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

Integrating ICT into Teaching, Learning and Research

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

Dual-Mode Provision Training (RETRIDOL)

Twenty-four academics from four conventional universities

in Nigeria were trained in dual-mode provision in preparation of their plans to initiate ODL programmes.

Training in Research Methods and Tools (RETRIDOL)

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

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

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

Course Material in ODL Training (RETRIDOL)

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

Development and Reuse of OER Training (RETRIDOL)

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

Developing and Writing Fundable Research Proposals Workshop (RETRIDOL)

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

Online Assessment and Evaluation in ODL (RETRIDOL)

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

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

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

Open Polytechnic of New Zealand (OPNZ) Scholarships

To support women in higher education, COL sponsored 20 women faculty from higher education institutions in Africa and Asia by providing scholarships to undertake a one-year online certificate course in Designing and Facilitating eLearning (Level 5) from the OPNZ. This qualification is made up of three 20-credit courses and is delivered online through the Online Campus. The following people from Nigeria are participating in the programme: **Dr Juliet O. Inegbedion**, NOUN; **Mrs Opeoluwa Afolabi**, Obafemi Awolowo University; **Mrs Oluwayemisi Olagunju**, Obafemi Awolowo University; and

Mrs Gloria C. Alaneme, University of Lagos. As of June 2014, another nine women in higher education from eight different countries, including **Nigeria**, were sponsored to complete in the OPNZ programme in designing and facilitating online learning/eLearning.

ACDE Workshops

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

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

Scholarships for ILO Online Gender Course

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

Strategic Planning and eLearning Integration Workshop

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

PowerPoint Facilitation

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

Training in eFacilitation and Instructional Design

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

Olalere Oyeniyi of IMESO participated in the course.

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

Community Learning Programme (CLP) Developer’s Certificate

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

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

In February to March 2014, **22 participants** from various government departments and civil society organisations in Nigeria were involved in the training. **Joshua Olufemi** from IMESO was an e-facilitator for this course and **Rebecca Ojedele** of the African Radio Drama Association was engaged as a mentor.

The 10-week “Research for Planning” e-course was run in 2014. In April to June 2014, **29 participants** from Nigeria received training. **Joshua Olufemi** from IMESO was an e-facilitator for this course and **Rebecca Ojedele** of the African Radio Drama Association was engaged as a mentor. In Nigeria, the e-course included a two-day face-to-face workshop, held 15 June 2014 in Ibadan for 25 course participants

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

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

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

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

Gender Mainstreaming in TVET

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

Capacity-Building for Teacher Educators in Sub-Saharan Africa

NOUN has been selected to participate in the project “Capacity-Building for Teacher Educators in Sub-Saharan Africa: Using Information Communication Technologies (ICTs) and Pedagogical Development,” which will kick off with a workshop in Singapore from 4 to 8 May 2015. NOUN is sending three participants to the workshop. COL is collaborating with the Technical Cooperation Directorate (TCD), Ministry of Foreign Affairs in Singapore, and the Singapore National Institute of Education (NIE) in mounting this training programme.

MATERIALS

The Commonwealth Executive MBA/MPA Programmes

The Commonwealth Executive MBA/MPA (CEMBA/CEMPA) programmes have been offered by the **National Open University of Nigeria (NOUN)** since 2004. Initially launched in 2002, the Commonwealth Executive MBA/MPA programmes were completely updated in 2013, with 12 courses revised and 10 courses rewritten. One new elective on Business Ethics was added, taking the total number of courses available to 23. Eleven partner institutions are currently offering the CEMBA/CEMPA programme. To date, 24,299 students have enrolled, 11,515 of whom have graduated. For the current triennium, 4,961 are reported to be enrolled, and thus far, 3,814 have graduated. COL continues to receive updates on enrolment and graduation figures from the partner institution.

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

Manual and Mentor’s Guide for Nomadic Teachers and Schools

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

Developing Audio and Video Learning Materials for TVET

In August 2012, Masai TTI in Kajiado, Kenya, hosted an international workshop for 11 INVEST partner institutions on developing audio and video learning materials for TVET. The

workshop was facilitated by COL consultants Jack Koumi from the UK and Flora Okuku from Kenya. Participants came from six countries, and included **Imhakhu Ami** and **Egele Angela Follaw** from Auchu Polytechnic, Nigeria, who attended the workshop. Participants have been working on audio, video and audiovisual materials and will continue to develop their skills and share their materials on the INVEST online Community Learning Platform.

Course Design for the Informal Sector

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

Support to NOUN in Publishing Materials as OER

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

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

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

Farm Radio Programme Development

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

Legislative Drafting Programme

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

Programme, developed jointly with the Commonwealth Secretariat, London, is offered by COL through partner universities in the Commonwealth. The courses were revised in 2002 and then revised and completely updated again in 2013. The student version of the programme has been converted to OER and is freely downloadable from the COL website for use by institutions, academics, learners and professionals who want to develop competencies in legislative drafting.

West African Journal of Open and Flexible Learning (WAJOFEL)

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

POLICIES

ODL Policy Review at Auchi Polytechnic

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

ODL Policy Development at Auchi Polytechnic

In August of 2013, COL supported a workshop in Institutional ODL Policy Development for 12 INVEST partners. **One person from Auchi Polytechnic (AP)** participated in the workshop. The Flexible Skills Development policy is now in place at AP.

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

COMMONWEALTH of LEARNING (COL)

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