



Flexible Skills Development Monitoring & Evaluation

August 2011 Report

June 2010-August 2011

Rod Tyrer

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Abbreviations and Acronyms

AP	Auchi Polytechnic - Nigeria
CAPA	Commonwealth Association of Polytechnics in Africa
CIT	Coast Institute of Technology – Kenya
CLN	Community Learning Network
FaB	Flexible and Blended (an approach to programme delivery)
FSD	Flexible Skills Development
GTTI	The Gambia Technical Training Institute
ILO	International Labour Organisation
KTTC	Kenya Technical Teachers Training College
KP	Koforidua Polytechnic – Ghana
MaTTI	Masai Technical Training Institute - Kenya
MIST	Mbeya Institute of Science & technology – Tanzania
MoTTI	Mombasa Technical Training Institute
MSTVT	Ministry of Science Technology & Vocational Training (Zambia)
ODfL	Open, distance and flexible learning
TTTI	Thika Technical Training Institute
TVSD	Technical and vocational skills development
TVTC	Technical and Vocational Teachers’ College
ZIBSIP	Zambia Institute of Business & Industrial Placement

Additional Evaluation Documents

1. Flexible Skills Development Programme Outline – Alison Mead Richardson, November 2010
2. FSD Baseline Report: Alison Mead Richardson & Rod Tyrer, February 2011.
3. ICT Infrastructure Assessment for FSD Key Institutions: Nicholas Kimolo, March 2011.
4. FSD Managers online course evaluation: cohort 1: George Herd, March 2011
5. Community Learning Network – Robert Aucoin & Alison Mead Richardson, May 2011
6. FSD Managers online course evaluation: cohort 2: George Herd, May 2011
7. Flexible Teaching & Learning in TVET online course evaluation: cohort 1: Jan Deurwaarder, June 2011
8. FSD Institutional Progress Report: George Herd, June 2011.
9. FSD – harnessing appropriate technology to improve the relevance and responsiveness of TVET. Paper written for ADEA Triennale July 2011. Alison Mead Richardson

Flexible Skills Development

Monitoring and Evaluation Report

August 2011

1. Purpose

The purpose of this report is to evaluate the activities of the Flexible Skills Development activity in the COL Skills Development Initiative from June 2010 to August 2011.

2. Executive Summary

Commonwealth of Learning (COL) is working with the Commonwealth Association of Polytechnics in Africa (CAPA) to strengthen institutional capacity to adopt flexible and blended (FaB) delivery approaches in technical and vocational skills development (TVSD). The goal of the activity is to contribute to poverty alleviation by increasing access to quality skills development for young people and adults destined to work in the informal sector.

The outcomes of the project are:

- Increased institutional efficiency through use of ICT to both improve administration and release teaching capacity
- Increased access to quality TVET programmes as released teaching capacity is used to expand programme delivery through flexible and blended approaches

The aims of the project are:

- Increased efficiency by using ICT to both improve administration and release teaching capacity
- Increased access by using the released teaching capacity to create a more flexible delivery structure
- Improved quality through teachers using ICT to bring new dimensions to their teaching

This will be achieved in 3 phases:

- Institutional development and capacity building
- Community engagement and curriculum development
- Implementation and impact assessment

Monitoring and Evaluation Purpose

The main purpose for monitoring the Flexible Skills Development activity is for formative and summative input to FSD activity planning and implementation. FSD is a new activity which employs a blend of capacity building methods including online

training, workshops and an online community of practice. It is important to measure the effectiveness and efficiency of these methods to inform future activity planning.

Initiative Managers are required to carry out a longitudinal study for reporting to COL senior managers and the COL Board of Governors. It is envisaged that this activity will continue for the remaining year of this 3 year plan and into the next 3 year plan, so it is important to have some independent analysis of its effectiveness and efficiency during the first year.

Findings

The professionalism and enthusiasm of the FSD team is transmitted to the majority of Principals, FSD Champions and CLN participants, reinforcing the value of the approach. This helps institutions spread the word about the project. Not all staff in institutions however value the approach, entrenched as they may be in familiar professional practise which was implied by Principal's who were interviewed

The FSD Team have most of the skills to carry out the necessary capacity building in institutions. A short visit to each institution by an ICT expert in the earlier part of the year (2011) was valued by Principals and staff. He was able to assess the ICT situation, evaluate need and even get involved in capacity building through tutorials and small group meetings. One Principal commented that the expert achieved in two days what it might take a year for the institution to do in terms of assessing the situation.

Principals, Champions and FSD teams, given busy work schedules, cannot always and to the extent required, give enough focus to the FSD activity in terms of raising awareness and its management.

Institutions value the visits of FSD team members who engaged in capacity building sessions and advise generally. When asked in the survey whether visits were useful all Principals agreed and proposed that more institutional workshops should be made available.

In order to communicate with and influence government departmental officials, Principals valued the input of COL team members. This enhances their status with government, which is important as they are all government funded institutions.

There was evidence that Institutional Heads were dealing with other initiatives. This means that there are expectations which might be conflicting or possibly complementary to FSD.

The evaluation of the CLN shows a total of 277 members as at 16/08/2011 and 1147 posts in 18 groups including Forum discussions. Activity in institutional groups and specialist areas is rated as No Activity 1 [6%]; Little Activity 3 [28%]; Active 5 [28%] and Very Active 7 [39%]. Since April 2011 membership declined in 6 groups but

increased in 5, including in the case of the Entrepreneurship group which doubled. In 9 groups traffic density was maintained while in 4 groups traffic density declined.

The evaluation of institutional progress over the period displays variable achievement against the projects outcomes. This was to be expected as the original baseline assessment displayed variable readiness within the 4 institutional dimensions, Strategic, Organisational, Technical and Pedagogical. Statistically there has been steady progress against COL's outcomes in all but one of the dimensions. Three record ratings above 50% achievement with Pedagogical more towards 60% achievement. The Strategic dimension rates below 50%. Clearly there is no general failing on incorporating FSD within institutional planning but OERs are not on institutional agendas and perhaps should not have been an outcome at this stage. In general the most challenging dimension is the technical one in terms of equipping and developing the teaching staff, student outreach & access and the computerisation of administrative system. The evaluation shows the value of taking full advantage of COL's outputs: the CLN; online courses; and team visits to institutions. In a general sense achievements are greater in those institutions that have done so. More work by institutions is needed in reaching out to the community to find out what their training needs are. Some institutions are of course hampered by national curricula constraints but they can work within its confines. Influencing government is another area for both COL and the institutions to work on. Pedagogically in terms of the capacity building of staff the evaluation shows the more staff who are influenced by FSD and trained in flexible teaching methodologies, the greater the progress. Finally, good practice sharing both with other FSD institutions and others is shown to have great benefits.

As with the online FSD Mangers' courses, the Flexible Teaching and Learning [FLEXTL] course is an important capacity building component of the project. The course is very demanding and its first offering had a high attrition rate but was rated highly in most respects by those who completed it. 89% were satisfied/very satisfied and 78 % satisfied/very satisfied to the applicability to future teaching and learning practise. 100% of respondents would recommend the course to a colleague. One online discussion posting sums up the value of online learning:

"I think this course has made me re-examine my ways of teaching and give it a different look, making it less boring and more involving for both the student and me. I am now going to make good use of the facilities available (ICT) and also encourage others to use. It will expose my students more and they will be more flexible in acquiring knowledge. They no longer have to depend fully on me but we shall grow up together with my guidance".

Conclusion and Recommendations

1. As the FSD initiative enters its 2nd year, the COL FSD team should review the initial parameters adopted to assess readiness to establish a broader framework for future evaluation and impact assessment.

2. Continued effort is needed to promote FSD within institutions and show its value professionally and to the student body, both traditional and new.
3. Consideration should be given to further assist institutions with their ICT needs both in terms of infrastructure and staff professional development.
4. There is a need to improve the project management skills of FSD champions and improve their awareness of best practice in implementing and sustaining FSD institutionally. This could be achieved by further online training.
5. Clearly resource allocation by COL to the activity is not limitless and value for money is being achieved with the current allocation. However to keep the project in the institutional forefront and focused, consideration should be given to hiring a project manager [s] to manage the activity on the ground and work with institutions on their FSD strategy and its implementation. This does not have to be at great expense if sourced from local East and West African markets.
6. The FSD team acting as COL representatives could further enhance the value of the initiative by communicating and influencing more with appropriate government departments and education authorities.
7. An audit of initiatives, donor funded and otherwise, that institutions are dealing with is needed and an assessment made as to the effect this has on FSD. It may be, following the sector wide approach methodology that a multi-lateral approach can be considered.
8. Institutional visits from FSD team members should continue and if time/budget allows be more frequent.
9. Consideration should be given to defining the framework of skills that teachers should possess, specifically for online/ elearning e.g. Instructional Design; PowerPoint; creating objective questions; learning objects etc. How these skills could be developed and acquired at local level should be discussed.
10. As professional networking media, the CLN has proved invaluable for those who use it both within and between institutions. The specialists groups are particularly popular because they give an opportunity to interact with colleagues from other institutions. Participants attest to its value in finding out good practise elsewhere, developing thoughts and ideas and cementing collegiality. On balance it is concluded that in conception and practise the CLN is a major plank of the FSD project, that it is well used and valued. A strategy is required in the next period to increase use particularly if new institutions in other countries join the project.
11. There are plans to scale up the project and extend it to other countries. If this were to happen the project's resource base will need to be increased as this may have a detrimental effect upon the gains made in the 6 countries and 11 institutions so far. As much if not more attention in terms of online course provision, capacity building events and CLN participation on the part of the FSD team is required. This should go hand in hand with a quarter or half yearly progress report from institutions, reinforced by monitoring visits to institutions.
12. The FLEXTL course is an important component of the project. Teachers need guidance on new approaches to their professional practice within the FSD philosophy. Clearly, for those who stayed the course, this was achieved. The

- restructuring of the course should not lose sight of its quality, challenging nature and utility in FSD professional teaching practise.
13. Next year (2011-2012) there will be a focus on building capacity in tracer studies in order to lay the groundwork for collecting data on impact of the new flexible learning programmes. Some measure of improved quality of teaching resources and efficiency measures is needed. Given the value of an evaluation after a year or so of operation and which measures progress against the baseline of operation it is recommended that institutions continued to be monitored within the operational dimensions of Strategic, Organisational, Technical and Pedagogical. This will enable a longitudinal view of development within the FSD project.

Limitations

The major limitation but a given for the activity is the budget allocated. In 2010 – 2011, 66% of the Skills development budget was allocated to the FSD activity. Of course the overall size of the programme budget and the internal COL market dictates the amount allocated to each programme initiative but one could always do more with a larger resource base. Apart from the need for specialist ICT expertise additional monies could be spent on more capacity building both online and F2F and on the ground project management to work more regularly than the FSD team can, with institutions to cement, consolidate and grow the project.

Acknowledgements

For classic team working and support, due respect and regard are given to the COL FSD Team, Alison Mead Richardson, George Herd, Robert Aucoin, Jan Deurwaarder and Ruvani Ameresekere. Institutional Principals, Champions and others who contributed through email, Skype and telephone to the monitoring and evaluation are acknowledged with thanks. Finally, those colleagues within institutions whose contributions and discussions on Survey Monkey, the Community Learning Network, the FSD Manager's and Flexible Teaching and Learning courses, are given due respect for their enthusiasm and willingness to improve their practise for the benefit of students, current and potential , as it is they who are the focus of all FSD endeavour.

3. Project Context

Description of Intended Outputs/Outcomes and related success indicators

This summative evaluation report is mindful of the aims and outcomes of phases 1 and 2. These are:

Phase 1 Aims

In Phase One, COL will assist institutions to introduce flexible and blended approaches into programme delivery. This will include building institutional capacity in key areas:

- strategic planning and policy development
- flexible resource/capacity planning
- ICT systems
- teaching approaches and ICT for teaching
- repurposing OERs for skills training

Phase 1 Outcomes

By the end of Phase One, institutions should have:

- collected baseline data
- aligned policy & strategic plans to operational activities that facilitate FaB approaches
- produced a FaB readiness statement
- identified required changes to administration systems
- introduced ICT systems to support FaB approaches
- built capacity amongst educators to teach in new ways and to repurpose OERs for skills training
- introduced or enhanced data collection systems

Phase 2 Aims

In Phase Two, institutions will engage with artisans and people working in the informal sector to identify training needs and plan to meet those needs. Technical Action Groups, comprising teaching staff, managers, industry representatives and artisans in the informal economy will be established at each institution to inform curriculum development for flexible programme delivery.

By Phase Two, it is expected that participating institutions will be providing collaborative support to each other both in-country and through the online community. Phase Two will continue with participating institutions’:

- developing flexible learning materials and repurposing OERs for skills training
- sharing resources and information through the online community

The planned institutional outcomes of Phase Two are:

- Technical Action Groups established and informing curriculum development
- FaB technical and vocational courses developed and delivered
- course materials shared as OERs
- effective peer support between institutions

- sharing of good practice through a regional conference

It is to be kept in mind that the activity's phases are not discrete and that one phase does not end before the next commences. They will merge and as institutions are at different stages of development, there will be variable progress within the phases. This evaluation will therefore not draw definitive conclusions regarding completion of these outcomes and will outline progress towards them.

Activities implemented to achieve Outputs/Outcomes

Over the 14 month period of the project the following activities have taken place, some of which have been the subject of evaluation in two previous monitoring and evaluation reports. The 1st report was March 2011] and the 2nd June 2011.

- FSD Introductory Workshops Zambia [1-4 June 2010], Kenya [8-11 June 2010] and Nigeria [21-24 September 2010].
- Baseline survey on 10 institutions assessing readiness on 4 dimensions: Strategic, Organisational; Technical and Pedagogical, June-September 2010.
- Principal's Workshop, India [21-23 November 2010]
- Establishment of the Community Learning Network [CLN]
- Survey of Staff development in ICT in teaching in CAPA member institutions October 2010. Report
- The FSD Manager's online course cohort 1 October to December 2010 report
- The FSD Manager's online course cohort 2 February-April 2011 report
- The Flexible Teaching and Learning in TVET [FLEXTL] online course February-May 2011 report
- Visit of a consultant, Nickolas Kimolo, to the 11 institutions to assess and advise on the development of ICT infrastructure February-March 2011 report
- Visit of COL FSD Team to 5 institutions May and June 2011 and engagement in capacity building activities report

Reports and documents referred to are listed in Appendix 1

Partners involved

COL's partners in the activity are 11 African Polytechnics and the Commonwealth Association of Polytechnics in Africa [CAPA]. The institutions involved are:

Table 1 : Institutions Involved in the FSD Project

Institution	Country
Auchi Polytechnic	Nigeria
Coast Institute of Technology	Kenya
The Gambia Technical Training Institute	Gambia
Kenya Technical Teachers Training College	Kenya

Koforidua Polytechnic	Ghana
Masai Technical Training Institute	Kenya
Mbeya Institute of Science & Technology	Tanzania
Mombasa Technical Training Institute	Kenya
Thika Technical Training Institute	Kenya
Technical and Vocational Teacher's College	Zambia
Zambia Institute of Business and Industrial Placement	Zambia

Limitations of the Evaluation

The monitoring and evaluation of the project is done at a distance. As such its main limitation is lack of first-hand experience and knowledge that would be gained from physical visits to the field and the value of face-to-face interviews.

4. Monitoring & Evaluation Purposes

Through monitoring and the evaluation of progress towards outputs and outcomes an assessment can be made as to whether the programme is on track, where and when changes may be needed. M&E will help COL and the institutions make informed decisions about the project's operation and the optimal use of resources.

Monitoring & Evaluation Design & Implementation

Data collection strategies

The data for the monitoring and evaluation of the FSD project has been collected as follows:

Skype, Skype phone and the telephone- interviews with institutional Principals and Champions; individual and group meeting with the FSD team.

Internet access to the CLN; COL-VLE; Basecamp; DIIGO; COL, Polytechnic and relevant websites; Survey Monkey – Collection of data, quantitative and qualitative, on CLN usage; FSD Man and FLEXTL courses; Consultants monthly reports and email traffic between the FSD Team.

Lack of first-hand knowledge from field visits has emphasised the value of triangulation and wherever possible two sources, sometimes three or four, have been utilised to confirm, amend or change data collected.

5. Findings

Management and implementation of the activities

It is useful to consider the executive summaries and findings of the first and second evaluation reports:

Summary 1st Report

This evaluation points to a well-conceived, well planned and overall, successful initial implementation of Phase 1 of the project. There is a high level of commitment and enthusiasm for FSD amongst both management and staff within institutions. This is based upon reports from the workshops, an analysis of comments in the FSD manager's course and the interaction on the CLN. Given the resource base allocated, all dimensions of the project have consultant input. Over the coming months there will need to be a consolidation of the FSD project's sound start. A drawback of distance management of a project can be a lack of focus within institutions as staff go about their daily business of management and teaching and learning.

Summary of 2nd report

The first evaluation report pointed to steady progress towards achieving the project's 1st phase outcomes through capacity building activities, networking and experience sharing, and management changes within the institutions. This second period has witnessed a consolidation of that progress as they move into the project's 2nd phase. Capacity building and management changes within institutions have continued; ICT and FSD policies drafted and adopted; student profiling has commenced and FSD courses proposed. Naturally, due to institutional size, variable levels of readiness for the project, varying rates of awareness –raising of FSD, day-to-day management and operational pressures and resource constraints amongst other factors, progress is not uniform across all institutions.

In order to capture the history of the FSD project over its initial year and understand how the project has developed and been constructed a brief summary of the evaluations of activities are offered for consideration:

Management and Implementation

CLN Group Space Usage- September 2010 to August 2011

The evaluation of the CLN shows a total of 277 members as at 16/08/2011 and 1147 posts in 18 groups including Forum discussions. Activity in institutional groups and specialist areas is rated No Activity 1[6%]; Little Activity 3 [28%]; Active 5 [28%] and Very Active 7 [39%]. Since April, 2011 membership declined in 6 groups and in 5, increased including in the case of Entrepreneurship, which doubled. In 9 groups traffic density was maintained. In 4 groups traffic density declined.

Institution	Number of Comments	Number of Members	Status	Comment- Year Evaluation
MIST	6	12	Little Activity	Decreased membership since April. Maintained traffic density
ZIBSIP	5	5	Little Activity	Decreased membership since April. Maintained traffic density
TTTI	39	480	Very Active	Maintained membership and traffic density
KTTC	14	26	Active	Decreased membership and traffic density since April
TVTC	1	4	Little Activity	Decreased membership since April. Maintained traffic density
GTTI	0	0	No Activity	N/A
CIT	6	11	Little Activity	Increased membership. Decreased traffic density since April
AP	19	42	Active	Increased membership since April. Maintained traffic density
MaTTI	7	30	Active	Decreased membership and traffic density since April
KP	5	12	Little Activity	Decreased membership and traffic density since April
MoTTI	25	187	Very Active	Massively Increased membership. Maintained traffic density
Institutional Champions	12	25	Very Active	No activity since April
Policy Makers	19	18	Active	Decreased traffic density since April. Members includes 7 govt. officials
Moodlers	49	49	Very Active	Increased membership maintained traffic density
Equity and Gender	39	126	Very	Membership & traffic

			Active	density maintained
Entrepreneurship	28	55	Very Active	Doubled membership. maintained traffic density
Informal Sector	19	18	Active	Started in May.
Forum Discussions	34	47	Very Active	Interest in discussion maintained throughout the period.
Total	327	1147		

As professional networking media, the CLN has proved invaluable for those who use it both within and between institutions. The specialist groups are particularly popular because it gives an opportunity to interact with colleagues from other institutions. Participants attest to its value in finding out good practise elsewhere, developing thoughts and ideas and cementing collegiality. On balance it is concluded that in conception and practise the CLN is a major plank of the FSD project, that it is well used and valued. A strategy is required in the next period to increase use particularly if new institutions in other

The Evaluation of Institutional Progress

These individual institutional evaluations against Phase 1 and 2 outcomes are based on:

- A survey of Principals and Champions in July 2011. 5 surveys were completed either by the Principal and/or Champion and submitted; 4 were completed by the Evaluator following a Skype or phone interview with the Principal. 1 Principal was interviewed following the written survey submission;
- 9 institutional updates on FSD authored by the Institutions;
- Assessment reports of institutional progress by George Herd;
- The views expressed by 7 CLN group members in response to a survey posted on the site.

In order to gain a longitudinal perspective over the life of the project the evaluation of outcomes at this stage is set with 4 institutional dimensions within which the original baseline study data for the project was collected. These are:

- Strategic Readiness
- Organisational Readiness
- Technical Readiness
- Pedagogical Readiness

Categories based upon the outcomes have been constructed:

- 1 COL Outputs
- 2 Purpose, Policy, Strategic Plans and Objectives, Baseline
- 3 ICT Policy and Systems
- 4 FSD Teams[s] and Awareness of Project
- 5 OER Policy and Use
- 6 Capacity Building of Educators & Teaching Approaches using ICT
- 7 Administrative Systems using ICT & Data Management
- 8 Courses Planned and Delivered. Student Recruitment. Outreach
- 9 Peer Group Support Between Institutions and Good Practice Sharing

The fit between the readiness dimensions and the evaluation categories and the maximum rating within each dimension/category is shown in Table 2.

Table 2 COL Outcome Evaluation Categories within the Baseline Readiness Dimensions

Readiness Dimension	Definition	COL Outcome Evaluation Categories	Maximum Category Rating
Strategic Readiness	Concerned with creating a strategic plan and enabling policies to facilitate the infusion of FaB in institutions.	Purpose, Policy, Strategic Plans and Objectives. Baseline OER Policy and Use	6
Organisational Readiness	Focuses on management support and procedures for infusing FaB in institutions.	FSD Teams[s] and Awareness of Project	3
Technical readiness	Concerned with the technical infrastructure available to support the infusion of FaB in institutions.	ICT Policy and Systems Administrative Systems using ICT & Data Management	6
Pedagogical Readiness	Indicated by the base level of ICT skills amongst teachers, staff development opportunities and capacity to develop local curriculum.	Capacity Building of Educators & Teaching Approaches using ICT. Courses Planned and Delivered. Student Recruitment. Outreach Peer Group Support Between Institutions and Good Practice Sharing COL Outputs	12

Table 3 Evaluation of Institutional Progress within the Baseline Readiness Dimensions

Institution	Strategic [n=6]	Organisational [n=3]	Technical [n=6]	Pedagogical [n=12]	Total Rating [N=27]	Baseline Readiness
Auchi Polytechnic	1	2	3	7	13 [48%]	75%
Coast Institute of Technology	3	2	4	7	16 [59%]	55%
The Gambia Technical Training Institute	Lack of data	Lack of data	Lack of data	Lack of data	n/a	75%
Kenya Technical Teachers Training College * **	1	1	3	4	9 [33%]	27%
Koforidua Polytechnic*	1	1	1	2	5 [19%]	75%
Masai Technical Training Institute	4	1	3	8	16 [59%]	64%
Mbeya Institute of Science & Technology	2	1	2	8	13 [48%]	68%
Mombasa Technical Training Institute	2	2	4	9	17 [63%]	55%
Thika Technical Training Institute	4	3	3	8	18 [67%]	Not evaluated
Technical and Vocational Teacher's College **	2	1	5	9	17 [63%]	80%
Zambia Institute of Business and Industrial Placement	2	1	4	7	14[52%]	69%
Median					59%	69%

*Limited Data sources

**Were selected because they are the teacher training colleges in their countries and have potential for multiplier effect.

These evaluation results are based upon individual institutional analyses which are reported at Appendix 2.

Auchi Polytechnic

With an institutional rating of 13/27 [48%], 11% below the median Auchi Polytechnic is displaying good progress overall and particularly in the Pedagogical and Technical areas. Its baselines readiness was assessed at 75%. The staff have taken full advantage of COL outputs. 12 staff have completed the 2 online courses and there are 19 members on the CLN which is an increase since April. Traffic is rated as 'Active'. There is work to be done in the Strategic dimension particularly, as with all institutions, in the adoption and use of an OER policy. Although the institution is constrained in curriculum innovation being set nationally, they are reaching out into the community and assessing training needs. There is high awareness of FSD within the institutions and key members of the administrative staff are involved. Technically there are 6 initiatives including a laptop purchase scheme for staff. The Principal is very active and highly enthusiastic.

Coast Institute of Technology

CIT's institutional rating is one of the highest relatively at 16/27 [59%] which is on the median. Its baseline assessment readiness was rated at 55% displaying synergy between the two evaluations. It is displaying good progress strategically and is actively considering OERs. There is high awareness of FSD throughout the institution and the FSD team has 9 members. Organisationally they are well developed with 60% automation of its administration dealing with students. They have a computer lab and there is synergy with donor funded initiatives in the presence of a JICA funded ICT technician. They have not taken full advantage of COL Outputs and 2 staff members have completed online courses. CLN activity, with 6 members, is low. They are making progress pedagogically regarding staff training, course development and outreach and do have plans to continue developing in these dimensions

Gambia Technical Training Institute

Of all the institutions, GTTI has been the least active, in terms of CLN participation, online course participation, and attendance at workshops. This might be explained by the fact that the then Principal who attended the Nigeria workshop during 2010, has moved to a senior government position, being replaced by an acting Principal without first-hand knowledge of the COL FSD initiative. The Baseline survey rated the institution at 75% ready for FSD. The Principal has been contacted to garner intentions regarding FSD.

Kenya Technical Teacher's Training College

KTTC is one of 3 institutions where the lack of data inhibits a full evaluation which is reflected in the rating of 9/27 [33%]. Pedagogically, they have taken advantage of COL's outputs with 14 members on the CLN but experiencing decreased traffic density and membership since April. On the positive side 9 members have completed the 2 online courses. There is little evidence of progress organisationally, strategically and technically but that does not mean that developments are not happening. KTTC is a good case in point for institutions to provide a quarterly progress report on activities.

Koforidua Polytechnic

The institution is one of the 3 where lack of data inhibits a full assessment which is reflected in the rating of 5[19%]. It is an institution that has changed Principals within the FSD project period and the new one has produced a strategic plan with FSD components and is active and embracing the project. Unusually, but probably necessarily, the Bursar, a senior position is the FSD champion who has been active in the absence of a Principal. Pedagogically the institution has not taken full advantage of COL's outputs with 3 members doing the online courses and 5 on the CLN, where there is little activity and decreased traffic and membership since April. There are plans for curriculum development using open and distance learning methodologies and increasing access by 50% over a 3 year period. Little is known organisationally or technically.

Masai Technical Training Institute

MaTTI's baseline readiness was assessed at 64% and its current institutional rating at 16/27 [59%] reflects where it was before FSD and good progress since. The new Principal has been in the post for 1 year only. It is developing well in all dimensions and strategically is the most advanced regarding OERs. The Institute does have strategic plans for the further development of FSD. Pedagogically, it has taken full advantage of COL's outputs with 9 members completing the online courses. One might have expected more CLN participation which has 9 group members and decreased activity and traffic since April. MaTTI has attracted the highest possible rating for Capacity Building of Educators and Teaching Approaches using ICT. There have been advances in course provision, student recruitment and outreach and plans to continue this. There have been advances in FSD awareness raising and it is acknowledged that further work needs to be done. Technically, much preparatory work has been completed and the Principal intends to engage an ICT consultant when budget allows. There are in fact some strong plans within this dimension.

Mbeya Institute of Science & Technology

The baseline readiness of MIST was assessed at 68% and with a current institutional rating of 13 [48%]. Although slightly lagging, relatively the institution is doing well. The Principal's strategy is to take the implementation of FSD at a slow pace which is a solid approach enabling staff to get used to the concept and be trained in its methods. The institution is Government funded and they do support innovation. Pedagogically MIST is assessed relatively highly, at 8, although they are not exploiting the power of the CLN to great effect. They do have an outreach strategy in the establishment of 4 regional centres. Thought is

being applied in the technical and organisational areas, although technical issues are a challenge. They are looking at OERs.

Mombasa Technical Training Institute

MTTI has the second highest rating at 17/27 [63%]. Considering its baseline readiness was assessed at 55% it is not only making very good progress from its starting point but also in respect of other institutions. Strategically, although progress has been made, its rating reflects the plans that are in hand to develop FSD over the coming year. OER plans are not a feature at the moment. Organisationally, the FSD awareness raising has gone very well and there is a full-time FAB unit. Technically, there is good progress and plans include administrative systems upgrade. It is however Pedagogically that the most progress is evident. The CLN has 25 members and who have greatly increased traffic since April. 11 members have completed the online courses and 16 attended the training workshop put on by COL in May. Their rating for use of COL outputs is the maximum. The capacity building of staff is a priority and more teachers are using power point presentations and video clips. The community is being consulted regarding training needs and the intentions towards course provision and student recruitment is becoming a reality.

Thika Technical Training Institute

Thika Technical Training Institute joined the project after the baseline was completed and with a current rating of 18 [67%], 8% above the median, they are the most developed institution in the project. Strategically they have made progress and score highly due to their planning intentions. They are considering OER's. The Institute has done a lot of work awareness raising FSD and attract the maximum rating. There is a very active FSD Champion. Organisationally they have made solid progress with apparently viable future plans commencing September 2011. The most has been achieved Pedagogically. They have taken full advantage of COL's outputs and with 37 members on the CLN and the highest amount of traffic they are not only promoting FSD within but also displaying how to do so to other groups. They have progressed in the other dimensions, capacity building and course construction.

Technical and Vocational Teacher's College

With a baseline readiness rating of 80%, TVTC are progressing very well with a current rating of 17[63%], which is joint second in this evaluation. They lag slightly in strategic development but are considering OERs. Organisationally, they do have an FSD team with administrative staff representation. Technically, they are rated very highly and a lot of work has gone into ICT policy and systems including upgrading of administrative systems. They do not maximise use of the CLN and have experienced decreased traffic since April. 6 staff members have undertaken the online courses. They score highly in the capacity building of educators and have supplied ICT equipment for use in teaching. As with other institutions they are considering a laptop scheme for staff. There is evidence of initiative fusion with a Dutch funded project.

Zambia Institute of Business and Industrial Placement

ZIBSIP's baseline rating is 69% and they are rated in this evaluation at 14 [52%] which displays more than reasonable progress towards the adoption of FSD. They are developing an ODL plan and do have ideas towards strategic implementation of the project. They have considered OERs but at the moment do not feel it is viable due to economic reasons. Organisationally they gain credit for appointing a team and predicting raised awareness of the approach. Technically they are doing well with some administrative functions online and student orientated. They score highly in this dimension. They also score well Pedagogically with some innovative good practise sharing but also with the intention to do more. They have introduced ICT in the capacity building of teacher's dimension and also concerning students. They are not very active on the CLN and have taken full use of COL's outputs.

FLEXTL Online Course

A wealth of data has been created on the course including a 98 page evaluation report by the facilitator and a 6 page proposal regarding changes to the course following an assessment by an FSD team member. An evaluation of the course, held over a 10 week period in the earlier part of the year concludes that it is a demanding course, educationally challenging, time-consuming for working professionals, raises issues about connectivity and provision of ICT in institutions, generally. The course is subject to a Survey Monkey evaluation which was completed by 17 of its participants. Their view of the weaknesses of the course and how these can be addressed are:

- Reduce course content.
- Reduce reading materials.
- Facilitators/representatives of COL to physically meet with participants at least once during the course
- Make it in module form
- Make a brief introduction on a F2F
- Make it shorter
- Let the group forums be institutionally formed and just linked up to other institutions for references.
- Keep forum topics 'alive' even after due date has passed to encourage new and slow learners.
- Institutions should be 'asked' to give participants some time to dedicate to the course. Not necessarily study leave, but hours during the day or a day a week.
- Internal assessor should give feedback on participation of those students who may be away from the institution but are still reading.
- Forum and assignments should not be the only means of evaluation
- Reduce the need for a lot of internet access by providing more content to allow one download and study at home where there is no access to the net.
- Avoid too many links. Make it easier to interact with content.
- Submission of assignments could be made less complex.
- Have online manuals as a reference.

- Do not rely on institutions to provide these ICTs because some of these institutions might feel is a waste of resources and as a consequence the programme might be a non-starter in some countries.

These respondents to the survey rate the course content and applicability to their future teaching and learning approach, very highly. With medians of 89% and 78% respectively in agreement and 11% and 10% in disagreement to the suitability of the course. More impressively are the percentage figures for the affect that the course might have on participant's future teaching & Learning strategies and recommending the course to a colleague, at 100%.

Unexpected Outputs/Outcomes

Following selection for inclusion in the project, there has been a change of leadership in two of the institutions. The Gambia Technical Training Institute has made no progress and this implies the critical success factor of a committed institutional leadership. The Acting Director General has been contacted by the Project leader regarding intentions for the future. Koforidua Polytechnic, without a Principal at the start of FSD, has made reasonable progress under the new Rector who has embraced FSD and is moving the institution forward. He has publically declared an institutional objective to increase his student population through distance learning by 50% by 2014.

Thika Technical Training Institute was not one of the originally selected institutions and as their rating at 74% is the highest of all have shown great enthusiasm and adaptability to the FSD policy and practise. Their Principal is highly committed to the introduction of FaB methods, has established an FSD Room as a home for the FSD team and improved their access to networked computers.

The Community Learning Network is an important tool in the project and has become the main platform for sharing information both within and between institutions for those who use it. This may not have been envisaged at the start of the project.

6. Conclusions

The appropriateness of the intended Outputs/Outcomes

The 12 phase 1 and 2 outcomes are appropriate for the project, displaying a feel for what is possible in the context of TVET provision in the 11 institutions. They capture the needs of students who seek education and training in African TVET sectors and expressed the desired results at this, the earliest stage of the project. They are intended to change the knowledge, skills, attitudes and behaviours of institutional staff, both academic and non-academic in order that they can deliver an appropriate product to students.

What was needed are 'extent to which' statements which does not necessarily mean overtly quantifying outcomes. Given the relatively large scale nature of the project [11 institutions, 6 countries] and the variable readiness of the institutions as captured by the Baseline

Report, it would have been appropriate to construct individual institutional targets [for want of a better word] as ‘one size does not fit all’ in this instance. None for instance have tackled the OER outcome to any great degree but some are thinking about it. Not all institutions are constructing courses but clearly thinking about it, it is on their agenda. There is not uniform effective peer support between institutions if participation on the CLN is used as a guide.

If the project is extended to more institutions in other countries then it is recommended that a drilling down of outcomes to individual institutional circumstances be considered:

The project context

The activities undertaken by COL have been appropriate and this evaluation points to other areas that could be covered. The Institutions for the most part have contributed well to the project. Introducing new ways of teaching and learning has been an eye-opener for many and although there is resistance, as we have discovered, the enthusiasm of Principals and key FSD champions, supported by networking through the CLN and training events held in Africa are important components to overcome this.

Effectiveness of COL’s direct and indirect contributions to this project

Given the resource base COL’s contribution has been maximised. This should now be capitalised upon in order not to lose gains already made and in order to develop the project further.

Lessons learned – regarding the program and/or the conduct of M&E

This evaluation points to areas that need to be strengthened as the project moves forward. In sum these are increased capacity building of staff and infrastructure is needed which in the case of the former and if budget allows, more face to face, institutionally based training. Regarding the latter, ICT provision in terms of teaching equipment, campus based technologies, outreach and online course provision reviews and upgrade where needed. Given the plan to extend the project to other institutions in other countries there will need to be a baseline readiness evaluation before institutions are accepted into the project not necessarily to discount any but to discover where they are at and what their individual needs are. It has to be accepted that there will be variable readiness and development.

Monitoring the project at a distance is difficult, evaluation slightly easier. More data is needed for both, some of which could be provided in an agreed format by institutions. It would also be useful if the M&E coordinator was able to visit sites and do on-site monitoring and evaluation.

7. Recommendations

1. As the FSD initiative enters its 2nd year, the COL FSD team should review the initial parameters adopted to assess readiness to establish a broader framework for future evaluation and impact assessment.
2. Continued effort is needed to promote FSD within institutions and show its value professionally and to the student body, both traditional and new.
3. Consideration should be given to further assist institutions with their ICT needs both in terms of infrastructure and staff professional development.
4. There is a need to improve the project management skills of FSD champions and improve their awareness of best practice in implementing and sustaining FSD institutionally. This could be achieved by further online training.
5. Clearly resource allocation by COL to the activity is not limitless and value for money is being achieved with the current allocation. However to keep the project in the institutional forefront and focused, consideration should be given to hiring a project manager [s] to manage the activity on the ground and work with institutions on their FSD strategy and its implementation. This does not have to be at great expense if sourced from local East and West African markets.
6. The FSD team acting as COL representatives could further enhance the value of the initiative by communicating and influencing more with appropriate government departments and education authorities.
7. An audit of initiatives, Donor funded and otherwise, that institutions are dealing with is needed and an assessment made as to the effect this has on FSD. It may be, following the sector wide approach methodology that a multi-lateral approach can be considered.
8. Institutional visits from FSD team members should continue and if time/budget allows be more frequent.
9. Consideration should be given to defining the framework of skills that teachers should possess, specifically for online/ elearning e.g. Instructional Design; PowerPoint; creating objective questions; learning objects etc. How these skills could be developed and acquired at local level should be discussed.
10. As professional networking media, the CLN has proved invaluable for those who use it both within and between institutions. The specialists groups are particularly popular because it gives an opportunity to interact with colleagues from other institutions. Participants attest to its value in finding out good practise elsewhere, developing thoughts and ideas and cementing collegiality. On balance it is concluded that in conception and practise the CLN is a major plank of the FSD project, that it is well used and valued. A strategy is required in the next period to increase use particularly if new institutions in other countries join the project.

11. There are plans to scale up the project and extend it to other countries. If this were to happen the project's resource base will need to be increased as this may have a detrimental effect upon the gains made in the 6 countries and 11 institutions so far. As much if not more attention in terms of online course provision, capacity building events and CLN participation on the part of the FSD team is required. This should go hand in hand with a quarter or half yearly progress report from institutions, reinforced by monitoring visits to institutions.
12. The FLEXTL course is an important component of the project. Teachers need guidance on new approaches to their professional practice within the FSD philosophy. Clearly, for those who stayed the course, this was achieved. The restructuring of the course should not lose sight of its quality, challenging nature and utility in FSD professional teaching practise.
13. Next year there will be a focus on building capacity in tracer studies in order to lay the groundwork for collecting data on impact of the new flexible learning programmes. Some measure of improved quality of teaching resources and efficiency measures is needed
14. Given the value of an evaluation after a year or so of operation and which measures progress against the baseline of operation it is recommended that institutions continued to be monitored within the operational dimensions of Strategic, Organisational, Technical and Pedagogical. This will enable a longitudinal view of development within the FSD project.

Annex 1 Documents Consulted

NO	Report	Author	Date
1	Baseline Report	Alison Mead Richardson/Rod Tyrer	February 2011
2	Consultants Quarterly Reports	FSD Consultants	September – July 2010- 2011
3	Report on Principal's Workshop, India November 2010		December 2010
4	Kenya Workshop Evaluation Report	George Herd	November 2010
5	Zambia Workshop Evaluation Report	George Herd	November 2010
6	Nigeria Workshop Evaluation Report	George Herd	December 2010
7	Flexible Skills Development Project Plan	Alison Mead Richardson	October 2010
8	FSD M&E Plan	Alison Mead Richardson	October 2010
9	1 st Quarterly Report of Progress of FSD Project	Rod Tyrer	February 2011
10	2 nd Quarterly Report of Progress of FSD Project	Rod Tyrer	May 2011
11	ICT Infrastructure Assessment for Flexible Skills Development Key Institutions 24th Jan – 18th March 2011	Nicholas Kimolo	March 2011
12	FSD Institutional Progress Report	George Herd	June 2011
13	FLEXTL Report	Jan Deurwaarde	July 2011
14	Review of FLEXTL	Robert Aucoin	July 2011

Annex 2 Institutional Rating Table

Auchi Polytechnic		Overall Institutional Rating: 13/27
Rector:	Dr Phillipa Idogho	
FSD Champion:	Dr Sunny Eshiotse	

AP_ COL Outputs	Category Rating: 3
<ul style="list-style-type: none"> • 19 members on the CLN • Kimolo technical visit Feb 2011 • 3 staff attended the Lagos workshop September 2010 • 9 staff completed FSDMan Course • 3 staff members completed FLEXTL course • ? the Lesotho workshop December 2010 • ? Attended ID workshop, Zambia 2011 • Rector attended PCF6, 2010 • Deputy Rector attended Uganda workshop May 2011 • 170 staff [approx.]attended workshops, June 2011 	

AP_ Purpose, Policy, Strategic Plans and Objectives	Category Rating: 1
<ul style="list-style-type: none"> • Not implemented any major changes yet; • Succeeded in sensitising staff on the broad goals of FSD and the basic approaches. 	

AP_ ICT Policy and Systems	Category Rating: 2
<ul style="list-style-type: none"> • Laptop purchase scheme for teachers introduced • Campus wide wireless network commissioned June 2011 • Scheme for teacher access to internet established (monthly payment) • A Moodle platform running on both the Intranet and Auchi Polytechnic website • The server infrastructure for the intranet has been improved (new Proliant server) • Paperless operations at executive level being piloted • Educational technology resources pose serious challenge, especially budgetary implications 	

AP_ FSD Team[s] and Awareness of Project	Category Rating: 2
<ul style="list-style-type: none"> • FaB standing committee formed (14 members) • There is widespread awareness of the FSD initiative • Sub-committee appointed to adapt existing curricular of Fashion and Design and Clothing Technology and Basic Computer Application for FaB approaches • Internal folders, brochures and details of the FSD initiative have been circulated to all schools • FSD has featured prominently in institution newsletters 	

AP_ OER Policy and Use**Category Rating: 0**

- It is appropriate. The Principal does not foresee any problems arising from it if relevant copyright laws are observed.

AP_ Capacity Building of Educators & Teaching Approaches using ICT**Category Rating: 1**

- A programme to replace blackboards with whiteboards is current.
- An interactive whiteboard has been acquired for trials.
- Some staff have engaged with the technology in teaching
- A new eLearning centre is under construction (100PCs)

AP_ Administrative Systems using ICT & data management**Category Rating: 1**

- Key administration/support staff are involved in FSD training. They include the Registrar Librarian, Deputy Registrar/Academics
- Admission, student registration, processing of result systems digitised.

AP_ Courses planned and delivered. Student Recruitment. Outreach**Category Rating: 2**

- Sub-committee met with local Associations of Tailors to get their input in the content of a certificate programme in Fashion Design and Clothing Technology and draft curriculum prepared
- FaB approaches are applied in Entrepreneurship studies and ICT skills and mixture of formal teaching, apprenticeship and practical methods are adopted
- Proposals developed for 2 new courses aimed at the informal sector
- LBTE are developing a new core skills curriculum to certificate informal sector workers to be employed by the government
- Forum established with members of target groups with a view to determining their learning needs.

AP_ Peer Group Support Between Institutions & Good Practice Sharing**Category Rating: 1**

- Draft curriculum uploaded on institution's CLN space for further input from the FaB CLN community
- The FSD initiative has been discussed in forums on regional television
- Prospecting for collaboration with sister institution to help advance FSD structure.
- Ministry is not fully aware of the details of the FSD programmes yet.

AP_ Evaluation

With an institutional rating of 13/27 [48%], 11% below the median Auchu Polytechnic is displaying good progress overall and particularly in the Pedagogical and Technical areas. Its baselines readiness was assessed at 75%. The staff has taken full advantage of COL outputs. 12 staff have completed the 2 online courses and there are 19 members on the CLN which is an increase since April. Traffic is rated as 'Active'. There is work to be done in the Strategic dimension particularly, as with all institutions, in the adoption and use of an OER policy. Although the institution is constrained in

curriculum innovation being set nationally, they are reaching out into the community and assessing training needs. There is high awareness of FSD within the institutions and key members of the administrative staff are involved. Technically there are 6 initiatives including a laptop purchase scheme for staff. The Principal is very active and highly enthusiastic.

Coast Institute of Technology

Overall Institutional Rating: 16/27

Principal: John Mwawaza
FSD Champion: Antony Wanjala

CIT_ COL Outputs

Category Rating: 2

- Technical visit, Kimolo 2011
- Training workshop by George Herd, May 19-20, 2011
- 6 members on the CLN
- 1 completed FLEXTL course
- 1 completed the FSDMan course

CIT_ Purpose, Policy, Strategic Plans and Objectives

Category Rating: 2

- FSD will enhance the change from traditional classroom based learning
- FSD will assist the institution to increase enrolment of students that is currently low
- Increase access
- Improve the quality of grandaunts
- Incorporation of blended learning in reviewed strategic plan
- Review of strategic plan is a lengthy process

Plans 2011-2012

- Increasing the computer student ratio from 1`7 to 1:5 by 2012
- Increase access to training putting in mind gender and regional balance
- To increase the access to ICTs by adopting N- computing technology and procuring camcorders for training purposes

CIT_ ICT Policy and Systems

Category Rating: 2

- Employment of ICT technician and engagement of VSO seconded by JICA
- Inadequate ICT technicians and equipment and poor internet service
- Plans for an Increase of ICT equipment in the institution
- Plans to expand internet access
- The institute is well equipped with modern, good specification computers. 5 available for casual staff use. There also have a number of data projectors. PPT is now used routinely by a few staff.
- There is a well-equipped language lab (for teaching French), with computers CD-ROMs, headsets.

- There is a computer lab (10 PCs) in the library for student use through a booking system

CIT_ FSD Team[s] and Awareness of Project
Category Rating: 2

- FSD committee with 9 members
- 20 staff across departments are directly involved in FSD activities.
- 82 lecturers have been sensitised to FSD

CIT_ OER Policy and Use
Category Rating: 1

- Sharing materials as open education resources is considered appropriate.

CIT Capacity Building of Educators & Teaching Approaches using ICT
Category Rating: 2

- Revision of delivery and teaching methods
- Few staff have ICT skills
- Unwillingness of some lecturers to embrace flexible learning- it is a new concept for most
- lack of funds to support the envisaged programs
- Difficulties in managing change from the old curriculum delivery methods
- Lack of teaching and learning materials to support flexible learning
- Continuous staff capacity building
- 5 PCs installed in teacher staff room for general use.
- Over 100 PCs now on campus
- In-service ICT training delivered to all staff

Plans for 2011-2012

- Setting of timelines for the improvement of delivery methods and materials
- Full revision of all delivery and teaching methods
- Expand the use of blended approaches in more courses
- Training of all lecturers in basic ICT skills
- Digitalization of teaching and learning materials
- Increase the school based programmes from the current three to six.
- Start at least two distance learning programmes
- Develop a framework for online programmes
- Conduct clinics to support teachers in flexible and blended approaches
- Involve more lecturers in on-line courses to build more capacity in FaB

CIT_ Administrative Systems using ICT & data management
Category Rating: 2

- Recent ICT audit conducted at the institute revealed that CIT is 60% automated.
- **The following functions are fully automated:**
 - Admission
 - Finance
 - Procurement
 - Examinations

Accommodation partly
 Student registration partly
 Student's election partly

CIT_ Courses planned and delivered. Student Recruitment. Outreach Category Rating: 2

- Restructured of town campus to allow more access to part time learners;
- Introduced school based programmes and part time programmes;
- Surveys and observation of skill limitations generally in the surrounding areas carried out;
- Developing a questionnaire for the informal sector neighbouring the college to collect data on skill needs
- Pre-primary teacher course which very successful in terms of student achievement. A 98% pass rate with high numbers of credit and distinction passes is attributed to the use of PowerPoint presentations throughout the teaching process.
- Developed a new short construction course for unemployed youth (non-fee paying)

Plans 2011-2012

- To increase holiday based programmes from the current 3 to 5
- To have two courses on distance learning mode by the end of year financial year

CIT_ Peer Group Support Between Institutions & Good Practice Sharing Category Rating: 1

- There is some collaboration between some institutions though not effective
- Discussion with the FSD champions in MoTTI and MaTTI and consultative meeting planned to share ideas. The CIT Principal to coordinate
- Ministry support in terms of funding infrastructure development, however this considered inadequate

CIT Evaluation

CIT's institutional rating is one of the highest at 16/27 [59%] which is on the median. Its baseline assessment readiness was rated at 55% displaying synergy between the two evaluations. It is displaying good progress strategically and is actively considering OERs. There is high awareness of FSD throughout the institution and the FSD team has 9 members. Organisationally they are well developed with 60% automation of its administration dealing with students. They have a computer lab and there synergy with donor funded initiatives in the presence of a JICA funded ICT technician. They have not taken full advantage of COL Outputs and 2 staff members have completed online courses. CLN activity, with 6 members, is low. They are making progress pedagogically regarding staff training, course development and outreach and do have plans to continue developing in these dimensions

The Gambia Technical Training Institute

Director General: Abdoulie Loum
 FSD Champion: Edward Mansal

Overall Institutional Rating: 0/27

NOT ASSESSED LACK OF DATA**GTTI_ COL Outputs****Category Rating:0**

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GTTI_ Purpose, Policy, Strategic Plans and Objectives**Category Rating:0**

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GTTI_ ICT Policy and Systems**Category Rating: 0**

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GTTI_ FSD Team[s] and Awareness of Project**Category Rating:0**

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GTTI_ OER Policy and Use**Category Rating:0**

-

GTTI_ Capacity Building of Educators & Teaching Approaches using ICT**Category Rating:0**

-

GTTI_ Administrative Systems using ICT & data management**Category Rating:0**

-

GTTI_ Courses planned and delivered. Student Recruitment. Outreach**Category Rating:0**

-

GTTI_ Peer Group Support Between Institutions & Good Practice Sharing**Category Rating:0**

-

GTTI_ Evaluation

Of all the key institutions, GTTI has been the least active, in terms of CLN participation, online course participation, and attendance at workshops. This might be explained by the fact that the then

Principal who attended the Nigeria workshop during 2010, has moved to a senior government position, being replaced by acting Principal without first-hand knowledge of the COL FSD initiative. The Baseline survey rated the institution at 75% ready for FSD. The Principal has been contacted to garner intentions regarding FSD.

Kenya Technical Teachers Training College Overall Institutional Rating: 9/27

Principal: Charles Imbali

FSD Champion: Yona Okidia

KTTC_ COL Outputs

Category Rating 2

- 14 members on the CLN
- 4 FlexTL
- 5 FSD Man
- 2 staff attended the ID workshop, Zambia 2011
- Technical visit Kimolo Feb 2011
- Policy makers workshop – May 2011
- Represented at PCF6 and FSD Workshop

KTTC_ Purpose, Policy, Strategic Plans and Objectives

Category Rating 1

- An FSD policy is being created and the intake will be increased and be school based attending when the college is closed.

KTTC_ ICT Policy and Systems

Category Rating 1

- A new eLearning centre (for flexible drop-in sessions) is nearing completion.
- Moodle adopted as the LMS of choice

KTTC_ FSD Team[s] and Awareness of Project

Category Rating 1

- Champion and FSD team appointed
- Mixed reception for the FSD concept

KTTC_ OER Policy and Use

-

KTTC_ Capacity Building of Educators & Teaching Approaches using ICT Category Rating 1

- The introduction of ICT raising questions for the traditional teacher training curriculum in terms of new learning theories and general teaching approaches. This includes such ideas as action learning, experiential learning, collaborative learning, constructivism, social learning, connectivism amongst others. The extent that these ideas are locally relevant and supported by ICT, could usefully be explored for revision of the more theoretical parts of the teacher education curriculum.
-

KTTC_ Administrative Systems using ICT & data management

-

KTTC_ Courses planned and delivered. Student Recruitment. Outreach Category Rating 1

- New ICT module incorporated into the teacher training curriculum
- There are plans for online courses and to convert teaching materials into an online form.
- FSD changes might include shared access across the curriculum and help others lower down the chain to grasp the concept.

KTTC_ Peer Group Support Between Institutions & Good Practice Sharing Category Rating 2

- Provided advice to other Kenyan institutions involved with the FSD activity.

KTTC_ Evaluation

KTTC is one of 3 institutions where the lack of data inhibits a full evaluation which is reflected in the rating of 9/27 [33%]. Pedagogically, they have taken advantage of COL's outputs with 14 members on the CLN but experiencing decreased traffic density and membership since April. On the positive side 9 members have completed the 2 online courses. There is little evidence of progress organisationally strategically and technically but that does mean that developments are not happening. KTTC is a good case in point for institutions to provide a ¼ progress report on activities.

Koforidua Polytechnic	Overall Institutional Rating: 5/27
Principal: Professor Reynolds Okai	
FSD Champion: Mary Agyepong	

KP_ COL Outputs Category Rating: 2

- 2 Staff members completed FSDMan
- 1 staff member attended Lesotho workshop, Dec 2010
- 1 staff member undertook FlexTL online course

- 5 staff on CLN
- Bursar attended Mombasa workshop June 2010
- Technical visit Kimolo Feb 2011
- Bursar attended PCF6 India, Nov 2011
- FSD Champion (Bursar) and Principal attended Uganda workshop May 2011

KP_ Purpose, Policy, Strategic Plans and Objectives **Category Rating: 1**

- The new principal has produced a vision document for Koforidua Polytechnic that includes several elements of FSD.

KP_ ICT Policy and Systems **Category Rating: 1**

- There have been technical advances, but not detailed at this time.

KP_ FSD Team[s] and Awareness of Project **Category Rating: 1**

- An FSD Champion has been appointed

KP_ OER Policy and Use **Category Rating:**

-

KP_ Capacity Building of Educators & Teaching Approaches using ICT **Category Rating:**

-

KP_ Administrative Systems using ICT & data management **Category Rating:**

-

KP_ Courses planned and delivered. Student Recruitment. Outreach **Category Rating: 2**

- New distance learning courses planned for September
- A range of new Certificate programmes for small scale artisans is to be introduced, and the number of distance programmes is to be increased by 50% by 2014.
- Access to evening programmes is to be increased.

KP_ Peer Group Support Between Institutions & Good Practice Sharing **Category Rating:**

-

KP_ Evaluation

The institution is one of the 3 where lack of data inhibits a full assessment which is reflected in the

rating of 5[19%]. It is an institution that has changed Principals within the FSD project period and the new one has produced a strategic plan with FSD components and is active and embracing the project. Unusually but probably necessarily, the Bursar, a senior position is the FSD champion who has been active in the absence of a Principal. Pedagogically the institution has not taken full advantage of COL's outputs with 3 members doing the online courses and 5 on the CLN, where there is little activity and decreased traffic and membership since April. There are plans for curriculum development using open and distance learning methodologies and increasing access by 50% over a 3 year period. Little is known organisationally nor technically.

Masai Technical Training Institute	Overall Institutional Rating: 16/27
Principal: Abdi Aden	
FSD Champion: Francis Wambua	

MaTTI_ COL Outputs	Category Rating: 2
<ul style="list-style-type: none"> • 7 members on CLN • Technical visit Kimolo Feb/Mar 2011 • Training workshop by AMR 13 May, George Herd, May 13-15, 2011 • Principal at Mombasa workshop, June 2010 • Principal at PCF6, India December 2010 • Principal and champion at Kenya policy makers • Principal at Uganda workshop May 2011 • 3 completed the FlexTL Online course. • 6 completed the FSDMAN course. 	

MaTTI_ Purpose, Policy, Strategic Plans and Objectives	Category Rating: 3
<ul style="list-style-type: none"> • To make learning and teaching learner centred • To provide solutions to the societal problem of unemployment. • Expand access to the disadvantaged groups of the society. • Release teacher time for research on content knowledge to ensure quality. • To expand institutional financial resources • To develop teacher capacity in the modern teaching trends. • Inclusion of FaB in MsaTTI vision and Mission statements. • FaB policy developed and is awaiting Board of Governor's approval • Harmonise all institutes existing policies with those of the FaB policy and devising better ways to impart 	

MaTTI_ ICT Policy and Systems	Category Rating: 2
<ul style="list-style-type: none"> • Survey undertaken of ICT use 	

- Plans for Improvement of ICT infrastructure and personnel.
- Improve infrastructure plans.
- Examination questions are now collated only in digital form
- A proposal for installing wireless hot-spots around the campus is being developed
- Proposal to equip new Learner Development Centre submitted to ministry
- ICT upgrade planned. Broadband to 1 megabyte.
- In the process of developing hosting website- students can get their results from website- from end August.
- Kimolo has been consulted on ICT needs and when budget allows he will be engaged to advise on development

MaTTI_ FSD Team[s] and Awareness of Project**Category Rating: 1**

- FaB team formed with FSD Champion. Principal, Deputy Principal. Registrar and Dean of Students.
- Inadequate financial resources to set up a fully autonomous FaB unit with a full time expert.
- Establishment of an operational FaB unit planned
- Workshop held at MsaTTI to create awareness on FaB issues to the lead team in July 2010

MaTTI_ OER Policy and Use**Category Rating: 1**

- Have plans in two areas. Use of mobile telephoning and Poultry Farming.
- Also in the mechanical engineering and food and beverage courses

MaTTI_ Capacity Building of Educators & Teaching Approaches using ICT**Category Rating: 3**

- All teachers connected to LMS and Internet
- Teachers trained on content uploading, displaying online material to students and sending, receiving and marking assignments online.
- 50% of teaching staff involved in FSD
- Teachers trained on use of ODL templates to develop content for harmonisation purposes.
- Bringing other teachers outside the lead team on board through inviting them to participate in the CLN group.
- Encourage all teachers to be computer literate and provide training opportunities
- Customise ODL template to MTTI needs.
- Train teachers on how to develop content using the template.
- Install and train staff on the use of the Moodle LMS
- Resistance to change in some staff
- MIS being used. For examination module. Transcripts produced. Teachers use not hand written any more.

MaTTI_ Administrative Systems using ICT & data management**Category Rating: 1**

- Plans for the installation of a Learning Management System

MaTTI_ Courses planned and delivered. Student Recruitment. Outreach Category Rating: 2

- Proposal being developed to open a town office and offer short courses to the community
- Market course to 4 local towns
- Developing a better awareness of the role of the institute in widening access and improving skills for the local Masai community
- Develop courses that can be taught and tested online.
- Current curriculum offered may not fully embrace FaB because of national assessment procedures, policies and entry requirements
- New courses planned
 - Certificate in HRM
 - Mechanical Engineering – a new modular course
 - Diploma in ICT
 - Certificate in Food and Beverage
- Limited student access to computers during normal class programmes
- Formation of subject panels for content development planned for next year
- Undertake 4 online pilot courses in each department by the end of 2012
- To roll out courses targeting the informal sector alongside formal ones

MaTTI_ Peer Group Support Between Institutions & Good Practice Sharing Category Rating: 1

- MOU signed with Narok University College- a government university, to do courses over MaTTI holidays. Students now being received.

MaTTI_ Evaluation

MaTTI's baseline readiness was assessed at 64% and its current institutional rating at 16/27 [59%] reflects where it was before FSD and good progress since. The new Principal has been in post for 1 year only. It is developing well in all dimensions and strategically is the most advanced regarding OERs. The Institute does have strategic plans for the further development of FSD. Pedagogically, it has taken full advantage of COL's outputs with 9 members completing the online courses. One might have expected more CLN participation which has 9 group members and decreased activity and traffic since April. MaTTI has attracted the highest possible rating for Capacity Building of Educators and Teaching Approaches using ICT. There have been advances in course provision, student recruitment and outreach and plans to continue this. There have been advances in FSD awareness raising and it is acknowledge that further work needs to be done. Technically, much preparatory work has been completed and the Principal intends to engage and ICT consultant when budget allows. There are in fact some strong plans within this dimension.

Mbeya Institute of Science & Technology Overall Institutional Rating: 13/27

Principal: Professor Joseph Msambichaka
FSD Champion: Dr Naiman Lemeirut

MIST_ COL Outputs**Category Rating: 2**

- 5 staff members completed FSDMan course
- 2 staff members completed FLEXTL

- 6 staff on CLN
- Kimolo technical visit - Mar 2011
- Principal at Mombasa workshop 2010
- Principal at PCF6 December 2010
- Principal at Uganda FSD workshop June 2011
- 2 staff went to Zambia, preparation of teaching materials.
- 1 female staff went to workshop in Lesotho.
- 1 attended COL workshop in Kampala.

MIST_ Purpose, Policy, Strategic Plans and Objectives Category Rating: 1

- FSD is now in the strategic plan, particularly to apply to the 4 new regional centres

MIST_ ICT Policy and Systems Category Rating: 2

- An ICT policy, motivated by FSD is now in draft form, approved by the Council
- Moodle has been installed
- The new planned media courses will bring access to a range of new equipment and facilities which presents the opportunity for online/broadcast content production- TV and Radio stations
- Kimolo's visit was good. Did in 2 days what FSD committee might take 1 year.

MIST_ FSD Team[s] and Awareness of Project Category Rating: 1

- FSD team established (5 members – Principal - chair)
- Not much involvement of non-teaching staff but there are plans

MIST_ OER Policy and Use Category Rating: 1

- FSD committee looking into it

MIST_ Capacity Building of Educators & Teaching Approaches using ICT Category Rating: 2

- Staff attending workshops have cascaded details to others
- Some staff still want to teach in the traditional way but more want to try the FSD approach. FSD Perceived as more work for them
- Not all staff have had capacity building in FSD.

MIST_ Administrative Systems using ICT & data management Category Rating: 0
MIST_ Courses planned and delivered. Student Recruitment. Outreach Category Rating: 2

- New short courses planned in Civil Engineering, Computer Engineering, Business Administration. Incremental approach. 1 year to eventually 3 year courses

- Courses in Radio and Television production are planned with consequent acquisition of equipment
- FSD is seen as part of an operational/implementation strategy for 4 new regional centres, some 300kms from the Institution.
- The projected growth of the student population is significant and they have recognised that access to physical resources will be limited and see that FSD has an important role to play in creating efficiencies.

MIST_ Peer Group Support Between Institutions & Good Practice Sharing Category Rating: 2

- The planned new short courses could be shared with the CLN for review and comment
- Not yet had active cooperation with other institutions but looking to.
- Do interact on the CLN and received free software resources. Collaboration with other institutions via CLN
- No direct support from the Ministry but they encourage us to be innovative and do not interfere.
- At the COL workshop we advised COL staff to visit the Ministry to make them aware of FSD. We do get a grant off the Govt as we are a Govt institution.

MIST_ Evaluation

The baseline readiness of MIST was assessed at 68% and with a current institutional rating of 13 [48%]. Although slightly lagging, relatively the institution is doing well. The Principal's strategy is to take the implementation of FSD at a slow pace which is a solid approach enabling staff to get used to the concept and be trained in its methods. The institution is Government funded and they do support innovation. Pedagogically MIST is assessed relatively highly, at 8, although they are not exploiting the power of the CLN to great effect. They do have an outreach strategy in the establishment of 4 regional centres. Thought is being applied in the technical and organisational areas, although technical issues are a challenge. They are looking at OERs.

Mombasa Technical Training Institute Overall Institutional Rating: 17/27

Principal: Mursal Bashir
FSD Champion: Josephine Kyalo

MoTTI_ COL Outputs

Category Rating: 3

- East Africa FSD workshop for Policy makers and Principals June 2010
- Technical visit, Kimolo, Feb/Mar 2011
- Training workshop AMR May 05-06, 2011
- 16 at Training workshop GDH, May 16-18, 21, 2011
- Principal at Mombasa workshop June 2010
- Principal attended PCF6 December 2010
- Principal and champion at Kenya policy makers May 2011

- Champion and secretary at Uganda workshop May 2011
- 7 completed FSDMan course
- 4 completed FLEXTL course
- 25 members on CLN

MoTTI_ Purpose, Policy, Strategic Plans and Objectives **Category Rating: 2**

- A FaB Policy has been written and adopted, but is yet to be integrated with other relevant policies
- The Board of Governors is kept regularly informed of FSD initiatives and progress
- Represented at the Kenya Ministry/ policy makers workshop May 2011
- Formulate a new 2 year strategic plan for FSD, beginning June 2011
- Increasing number of staff to take COL online courses
- Further capacity building for teachers in ID and FaB approaches
- Increase participation on the COL CLN to all institute departments

MoTTI_ ICT Policy and Systems **Category Rating: 3**

- A Moodle platform has been installed (outsourced) on an internal server and is accessible online. It is working, but there are some technical issues still to resolve.
- Some internal staff training has been undertaken on the use of Moodle
- A competition to produce a short institution promotional video is in progress (June 2011)
- Some camcorders have been purchased
- The FSD team (8) have, voluntarily, purchased their own laptops

MoTTI_ FSD Team[s] and Awareness of Project **Category Rating: 2**

- A FaB team has been established and meet regularly. An FSD Champion and Secretary has been appointed
- A proposal for a full-time FaB unit has been accepted. 3 members now appointed. Physical office space allocated.
- There is widespread awareness of the FSD initiative
- All staff are aware and have been briefed on FaB approaches

MoTTI_ OER Policy and Use **Category Rating: 0**

- The idea of OERs is appropriate. The problem could be that people may not want to share information but Institute is willing to share resources.

MoTTI_ Capacity Building of Educators & Teaching Approaches using ICT **Category Rating: 2**

- One staff member attended Lesotho workshop Dec 2010
- 2 attended the F2F ID course held in Zambia
- 1 staff member attended elearning Africa 2011
- One staff member attended eLearning Africa, May 2011

- Term Rapid Results Initiative (RRI) – each lecturer to offer 1 lesson using a FaB approaches
- Subject panels to co-ordinate and harmonise digital materials to be established
- Teaching and learning approach for the On Campus learners has changed as more teachers are using ICT e.g. PowerPoint presentations, some video clips
- Staff are motivated by appreciating the work they do, encouraging them to move on despite the many challenges, working as a team also motivates them.
- Small internet band width is a challenge and making an effort to increase it.
- Staff encouraged to acquire more technology literacy and practise a lot on the usage.
- Technologies change very fast which is another challenge

MoTTI_ Administrative Systems using ICT & data management Category Rating: 1

- Administrative staff are aware of FSD but not fully involved. Plan to involve them more by inviting them into the CLN- MTTI space, and sensitising them more on FaB
- Administrative systems have become more efficient, a lot of time is saved and the client is happy with the services.
- ICT is being integrated in registration of students, fees payments

MoTTI_ Courses planned and delivered. Student Recruitment. Outreach Category Rating: 3

- Materials to be developed for at least 5 new courses, each to accommodate 60-100 new learners (non-full-time).
- Feasibility and market research studies to be completed. Jua kali (informal) artisans to be consulted about the curriculum. Subjects to be delivered:
 1. Auto Health
 2. HIV-AIDS management
 3. Fashion design
 4. Small business management
 5. Homecare management
- Tracer study of graduates to be undertaken
- pilot the first of 5 new FaB courses by end of 2012

MoTTI_ Peer Group Support Between Institutions & Good Practice Sharing Category Rating: 1

- CLN used regularly as internal FSD communications platform to engage with other institutions
- The ministry is supportive in that it has provided the guidelines for the Fab courses

MoTTI_ Evaluation

MTTI has the second highest rating at 17/27 [63%]. Considering its baseline readiness was assessed at 55% it is not only making very good progress from its starting point but also in respect of other institutions. Strategically, although progress has been made, its rating reflects the plans that are in hand to develop FSD over the coming year. OER plans are not a feature at the moment. Organisationally, the FSD awareness raising has gone very well and there is a full-time FAB unit.

Technically, there is good progress and plans include administrative systems upgrade. It is however Pedagogically that the most progress is evident. The CLN has 25 members and who have greatly increased traffic since April. 11 members have completed the online courses and 16 attended the training workshop put on by COL in May. Their rating for use of COL outputs is the maximum. The capacity building of staff is a priority and more teachers are using power point presentations and video clips. The community is being consulted regarding training needs and the intentions towards course provision and student recruitment is becoming a reality.

Thika Technical Training Institute

Overall Institutional Rating: 18/27

Principal: Jefferson Kariuka

FSD Champion: Rose Kiiru

TTTI_ COL Outputs

Category Rating: 3

- 20 members of staff attended training workshop by George Herd, May, 2011
- Technical visit Kimolo Feb 2011
- 4 members of staff completed the online managers course
- 3 members of staff have undertaken the online FlexTL course
- 2 staff members attended Lesotho workshop, Dec 2010
- 2 staff (including Principal) attended the ID workshop – Zambia, 2011
- 1 staff member attended eLearning Africa 2011
- 16 staff attended the training workshop/clinics held in May 2011
- 37 staff on CLN group - is used very regularly for internal FSD communications and to engage with other institutions

TTTI_ Purpose, Policy, Strategic Plans and Objectives

Category Rating: 3

- FSD policy in preparation
- Strategic objectives:
 - Increase the total number of students served by the institute (beyond physical campus limit)
 - Create a body to evaluate FSD initiatives
 - Install and train staff on Moodle course construction
 - Each department to produce one course
- Launch of a FaB approach campaign in September 2011 in the Institution

TTTI_ ICT Policy and Systems

Category Rating: 2

- Discussions on how FaB approaches can be incorporated into the existing ICT policy
- Better understanding of the separation of the ICT support function and the teaching IT department -planning to create an ICT support functional role

- Investigating server virtualisation and Moodle hosting services
- Considering outsourced hosting of Moodle server

TTTI_ FSD Team[s] and Awareness of Project Category Rating: 3

- Proposals for Champion and an committee approved by BoG
- FSD Champion appointed
- FSD committee established (8 members) each department represented (Principal chair)
- Meeting reports regularly posted to the CLN
- adopting a whole institution approach to FSD, with all departments being required to begin some development activity
- Findings of the education survey conducted in February 2010 have provided the stimulus to progress FSD as a whole institution improvement strategy

TTTI_ OER Policy and Use Category Rating: 1

- Planning for OERs underway

TTTI_ Capacity Building of Educators & Teaching Approaches using ICT Category Rating: 2

- FSD teacher resource room established (4 new computers + data projector + printer)
- A new overhead projector for FSD use
- Laptop purchase scheme being planned

TTTI_ Administrative Systems using ICT & data management Category Rating: 1

- Administrative staff FSD sensitisation commences September 2011
- ICT systems in administration planned for introduction September 2011

TTTI_ Courses planned and delivered. Student Recruitment Outreach Category Rating: 2

- The following have proposed as the first courses to be developed (1,2,5, 6, campus based. 3,4,7 non-formal/Jua kali)
 1. Tractor technology Theory
 2. Agricultural machinery theory
 3. Diesel mechanics
 4. Engine trouble shooting, servicing & maintenance
 5. Communication skills
 6. Public Relations
 7. Greengrocery
- Each department to log current student enrolment and target for growth will be set
- One course in each department to adopt an FSD approach

TTTI_ Peer Group Support Between Institutions & Good Practice Sharing Category Rating: 1

- Group visited KTTC for further FSD sensitisation
- Ministry supports FSD work

TTTI_ Evaluation

Thika Technical Training Institute joined the project after the baseline was completed and with a current rating of 18 [67%], 8% above the median, they are the most developed institution in the project. Strategically they have made progress and score highly due to their planning intentions. They are considering OER's. The Institute has done a lot of work awareness raising FSD and attract the maximum rating. They have a very active FSD Champion. Organisationally they have made solid progress with apparently viable future plans commencing September 2011. The most has been achieved Pedagogically. They have taken full advantage of COL's outputs and with 37 members on the CLN and the highest amount of traffic they are not only promoting FSD within but also displaying how to do so to other groups. They have progressed in the other dimensions, capacity building and course construction.

**Technical and Vocational
Teacher's College****Overall Institutional Rating: 17/27**

Principal: Pascale Chew
FSD Champion: Sangster Jere

TVTC_ COL Outputs**Category Rating: 1**

- Technical visit, Kimolo, Feb/Mar 2011
- 1 member of staff [Principal] on CLN
- 3 staff undertook FlexTL online course.
- 3 lecturing staff involved with COL materials development project; 3 enrolled on a FaB online course

TVTC_ Purpose, Policy, Strategic Plans and Objectives**Category Rating: 1**

- Policy and Strategic plans written and in place
- Plan to raise the enroll figures to 2000 students

TVTC_ ICT Policy & Systems**Category Rating: 3**

- New suite of 20 computers installed – an NComputing solution was adopted, as recommended by the COL technical expert.
- Increased number of PCs for improved accessibility to on-line material resource for students;
- Desk top computers available to each member of the faculty;
- Staff laptop scheme introduced for improved delivery of presentations;

- All computers connected to internet;
- Moodle platform created, but still to be fully utilised;
- ICT integrated in all diploma programmes;
- Internet connectivity enhanced as part of library facility for students' use.

TVTC_ FSD Team[s] and Awareness of Project**Category Rating: 1**

- Department created called research and consultancy and ODL is placed there. 2 librarians and ICT professional are members of the team.

TVTC_ OER Policy and Use**Category Rating: 1**

- Not fully producing this yet. A team is involved in producing materials but not there yet regarding OERs

TVTC_ Capacity Building of Educators & Teaching Approaches using ICT**Category Rating: 2**

- 2 staff attended eLearning Africa conference 2011
- Hosted the ID workshop
- 3 lecturing staff involved with COL materials development project;
- All lecturing staff exposed to multi- media materials production techniques;
- TVTC participates in e-Learning conferences yearly to keep abreast with technological developments
- Staff motivation – introducing staff laptop scheme.
- All staff involved in ODL and given monetary incentive to produce materials - an allowance above salary.
- All staff exposed to FSD Programme supported by the Dutch, with the objectives of ODL use of multi-media in production of materials.
- Installing ceiling mounted projectors for PP presentations in 8 classrooms. Plan to install in all classrooms.
- Major challenge is development of electronic training materials

TVTC_ Administrative Systems using ICT & data management**Category Rating: 2**

- ICT professional appointed to support ICT infrastructure. 4 project objects- Student Information System starting September- enrolment, processing of results, student service provision. A consultant is training, accounts & recruitment staff.

TVTC_ Courses planned and delivered. Student Recruitment. Outreach**Category Rating: 3**

- 1455 students on open and distance learning courses with 450 FT students. A 300% increase.
- New courses Commercial secondary teacher's diploma; Guidance counseling
- Offered course on guidance counseling to staff in the Ministry, but also interest from health sector so offering course to nurses and clinical officers due to HIV/AIDS and prison officers and police officers.
- Community policing has developed victim support units. Cannot afford time to study

fulltime but can find time whilst pursuing their careers.

TVTC_ Peer Group Support Between Institutions & Good Practice Sharing Category Rating: 3

- Signed MoU with 8 other institutions on further developing distance learning. The Training Authority is also involved
- Signed MoU with IGNUU, India for collaboration on the development of entrepreneurship courses.
- Developed ODL management as consultancy package to assist other TVET institutions get started;
- Hosted Instructional Design workshop for 16 participants drawn from Kenya, Tanzania and Zambia

TVTC_ Evaluation

With a baseline readiness rating of 80%, TVTC are progressing very well with a current rating of 17[63%], which is joint second in this evaluation. They lag slightly in strategic development but are considering OERs. Organisationally, they do have an FSD team with administrative staff representation. Technically, they are rated very highly and a lot of work has gone into ICT policy and systems including upgrading of administrative systems. They do not maximise use of the CLN and have experienced decreased traffic since April. 6 staff members have undertaken the online courses. They score highly in the capacity building of educators and have supplied ICT equipment for use in teaching. As with other institutions they are considering a laptop scheme for staff. There is evidence of initiative fusion with a Dutch funded project.

Zambia Institute of Business and Industrial Placement

Overall Institutional Rating: 14/27

Principal: Francis Bwalya
FSD Champion: Mubanga Makupe

ZIMSIP_ COL Outputs

Category Rating: 2

- Principal and depute attended FSD Zambia workshop, Lusaka, May 2010
- Kimolo technical visit Feb 2011
- Principal attended PCF6 India, Nov 2011
- 2 staff members have completed the online managers course
- 2 staff attended ID Workshop
- 3 staff undertook FlexTL online course
- 2 staff on CLN

ZIBSIP_ Purpose, Policy, Strategic Plans and Objectives Category Rating: 2

- ODL policy under development
- Plans to doubled distance learning students to 300
- Open and Distance Learning is recognised both at Institutional and National level as a means of improving access to training and skills development

ZIBSIP_ ICT Policy and Systems**Category Rating: 2**

- ICT policy developed (an adapted copy of one from the internet)
- An ICT functional role to be added to the college structure by end of year
- Using ICT for communication and enrolment for Open & Distance Learning programmes
- Assessment of ICT equipment to enhance the effective implementation of FSD and FaB
- Introduction of Broad Bandwidth planned
- The challenge of ICT is acquisition of equipment, catering for learners in remote places without any means of technology and capacity building for resource persons and students.

ZIBSIP_ FSD Team[s] and Awareness of Project**Category Rating: 1**

- FSD Team formed
- FSD has brought in a sense of great expectations among Management and members of staff especially after undergoing various training courses

ZIBSIP_ OER Policy and Use**Category Rating: 0**

- Sharing of resources may be very limited or non-existent due to economic imperatives

ZIBSIP_ Capacity Building of Educators & Teaching Approaches using ICT Category Rating: 2

- Improved staff skills in the use of multimedia for both FT and distance courses
- Some internal training arrangements are in progress
- Starting lessons for stakeholders and Lecturers to learning the Moodle software to create and upload study manuals on-line
- The staff involved in FSD are motivated especially after attending mind opening on-line courses and face to face internal and externally organised workshops.
- There are isolated cases of resistance in the implementation process especially from staff that have neither attended FSD/FaB workshops nor courses. They have less understanding and fear for change. They also do not feel any sense of ownership to the process.
- Only a few selected staff are usually involved in the implementation of FSD, particularly in pilot programme of Project Management. Others are also incorporated during Open and Distance Learning residential schools.
- All staff involved in Open and distance learning residential school are briefed on latest developments on FaB and expectations before lessons start.
- Planned to create Teaching Materials suitable for use on the Moodle platform in Project Management for Open and Distance Learning students.
- Planned to add teaching resources on the Moodle platform

- Creators of study materials are paid a writing fee prescribed by Management.
- Helping resource persons to acquire lab tops through Institutional assistance

ZIBSIP_ Administrative Systems using ICT & data management Category Rating: 2

- ICT for enrolment being used. The Institution is able to reach more students across the country.
- Use of Aims (for data collection), Pastel (for Accounting purposes)
- There are plans to increase the FaB team once other processes are up and running. The Officer in charge of Registration and the Librarian are members of the Community Learning Network.

ZIBSIP_ Courses planned and delivered. Student Recruitment. Outreach Category Rating: 2

- Developed a tracer system for effective course feedback
- Introduced a flexible timetable for distance students
- Trailed negotiated assessment criteria with distance students
- A new distance course in Project Management is being planned. The intention is to post some materials onto a Moodle platform.
- Experimented with FaB approaches during the summer school for their distance learning students.
- Applying a flexible teaching time-table to selected programmes during Open and Distance Learning residential school classes,
- Applying the rubrics assessment criteria in selected courses during open and distance learning residential school lessons
- Planned to Implement on-line learning

ZIBSIP_ Peer Group Support Between Institutions & Good Practice Sharing Category Rating: 1

- Meet periodically with other institutions involved in FSD, during meetings, workshops, Online discussion forums and online courses.
- More collaboration can be done by creating direct links with institutional champions and Principals and have frequent liaison meetings with institutions within the same vicinity.
- The institution has memorandums of understanding with some corporate institutions that provide hands on experiences for students to supplement the theory learnt in class. These Cooperating partners also give feedback on the level and relevance of student's classroom knowledge

ZIBSIP_ Evaluation

ZIBSIP's baseline rating is 69% and they are rated in this evaluation at 14 [52%] which displays more than reasonable progress towards the adoption of FSD. They are developing an ODL plan and do have ideas towards strategic implementation of the project. They have considered OERs but at the

moment do not feel it is viable due to economic reasons. Organisationally they gain credit for appointing a team and predicting raised awareness of the approach. Technically they are doing well with some administrative functions online and student orientated. They score highly in this dimension. They also score well Pedagogically with some innovative good practise sharing but also with the intention to do more. They have introduced ICT in the capacity building of teacher's dimension and also concerning students. They are not very active on the CLN and have taken full use of COL's outputs.

Annex 4 Data collection instruments

Principals and Champions- Questions for Interviews to collect data for the August Evaluation Report

This evaluation of the FSD Project covers the whole of the 1st year of the project that is from around July 2010 to July 2011

Institution

Person[s] Completing

We will be exploring the following Areas

To what extent is FSD impacting on your institution in terms of management, administration and teaching strategy. What changes have been implemented? What FSD objectives have been (partly) reached? Has access to TVET programmes increased (more students admitted)? Has the range of modes of offering courses increased (part time / distance; more flexible facilitation structure)? Has teaching and learning approach changed? How?

Do you feel that your staff is motivated towards the FSD approach. Are you experiencing any resistance, if so what is causing it? Are all staff involved or only some? Are all staff aware / have all been briefed on FaB approach to learning and teaching?

What are your major FSD objectives for next academic year?

What organisational structures do you have in place to support your FSD objectives?

What progress is your teaching staff making on developing courses and/or re-designing current course provision using ICT technology and alternative delivery systems? How do you motivate/reward them? What ICT mediated resources have been developed?

Are administration and support staff such as the Librarian and registrar/bursar / technicians involved in FSD? Do you have plans to involve them?

How are your administrative systems changing through the adoption of technology? For example data collection on student's registration, admissions and academic achievements.

In your future institutional planning cycle, does/will FSD feature and to what extent? What FSD-related objectives do you have in your current annual plan?

Do you feel that you have effective collaboration between institutions in the project? What do you want from other institutions – what can you give?

What FSD good practice sharing events regionally, nationally or internationally have you/your staff been involved with? What were the benefits/outcomes of this involvement? Have these been disseminated to all staff?

To what extent is educational technology resources, hardware and software a challenge and what are you doing to overcome it?

Do you believe that the FSD strategy of developing and sharing materials as open education resources is appropriate? Do you foresee any problems/challenges with this approach? Are you willing to share resources developed in your institution?

How are your staff engaging with local communities in the assessment of their skills training needs? What needs assessment are or will be carried out?

To what extent and how is (your Ministry) government supportive in your FSD work?

How many of your staff have been involved in FSD staff development activities (i) facilitated externally (ii) facilitated in-house. What is the noticeable impact of this training?

What is your general level of satisfaction with the FSD project? Do you consider that your involvement in FSD is having a positive/negative/neutral impact on your institution – what evidence can you give for this?

Rod Tyrer Thursday, 14 July 2011

Areas to be explored for the FSD Project August Evaluation Report

CLN Version

We are currently evaluating the 1st year of the COL FSD project and your views on the following will be most appreciated:

- 1 What is your main personal or institutional achievement in FSD in the last year?
- 2 What is the biggest personal/institutional barrier to implementing FaB that you have encountered?
- 3 What role did CLN play in enhancing understanding / skills in FSD?
- 4 Do you have any suggestion as how to make CLN more effective in FSD skill development?

Your comments would be most appreciated and give us a more rounded view of the project with a view to making it more effective as it enters the second year.

with thanks

Rod Tyrer Thursday, 14 July 2011

Annex 5 Consultant Terms of Reference

Re: Flexible Skills Development Monitoring & Evaluation Coordinator

The Commonwealth of Learning (COL) seeks to engage Mr Rod Tyrer (the Consultant) of Consult4change to fulfil the role of Monitoring & Evaluation Coordinator for the Flexible Skills Development (FSD) activity.

1.0 Statement of Work

1.1. The Consultant shall be responsible for the following areas according to Section 5 in the Terms of Reference given in Appendix II:

- 1.1.1. contribute to the FSD evaluation strategy and plan;
- 1.1.2. collect and analyse data for FSD activities;
- 1.1.3. monitor and evaluate the FSD online capacity building activities;
- 1.1.4. monitor and analyse activity on the Community Learning Network;
- 1.1.5. take responsibility for the M&E pages of the Community Learning Network and contribute resources to build capacity in TVET institutions in data collection, analysis and reporting; and
- 1.1.6. prepare a baseline, two quarterly and one summative report.

2.0 COL Responsibilities and Contact Person

2.1. COL shall be responsible for:

- 2.1.1. making the online community platform software available; and
- 2.1.2. providing access to the COL Moodle site, Survey Monkey and BaseCamp accounts.

2.2. COL shall assign Ms. Alison Mead Richardson, Education Specialist, Skills Development, available at ameadrichardson@col.org as the staff member with whom the Consultant shall liaise on all matters related to this contract.

3.0 Gender Equality

3.1 Gender equality is integral to all of COL's work and requires that both women's and men's views, interests and needs shape its work in learning for development. The Consultant agrees that gender considerations shall inform the work to be undertaken under this contract.

4.0 Deliverables and Timeframe

4.1. The Consultant shall begin the consultancy by 10 November 2010 and complete the work by 31 August 2011, including up to twenty-four (24) full time equivalent (FTE) days, with the following specific deliverables and timelines:

- 4.1.1. produce monitoring and evaluation plan by 14 December 2010;
- 4.1.2. submit two quarterly formative evaluation reports which evaluate interventions and identify emerging issues in the FSD activity, due 07 February and 09 May 2011; and
- 4.1.3. submit a summative evaluation report according to the COL reporting template, by 31 August 2011. The draft is to be submitted by 08 August 2011.

Annex 6 People Consulted

Name	Position	Location
Pascale Chewe	Principal	Technical and Vocational Teachers College, Zambia
Jefferson Kariuki	Principal	Thika Technical Training Institute, Kenya
Dr Phillipa Idogho	Rector	Auchi Polytechnic, Nigeria
Mursal Bashir	Chief Principal	Mombasa TTI, Kenya
Josephine Kyalo	FSD Champion	Mombasa TTI, Kenya
John Mwawza	Principal	Coast Institute of Technology , Kenya
Antony Wanjala	HoD Performance Contract Management	Coast Institute of Technology , Kenya
Professor Joseph Msambichaka	Principal	Mbeya Institute of Science and Technology, Tanzania
Abdi Aden	Principal	Masai TTI, Kenya
Charles Imbali	Principal	Kenya Technical Teacher's College, Kenya
Yona Okidia	HoD Computer Studies	Kenya Technical Teacher's College, Kenya
Rose Kiiru	FSD Champion	Thika Technical Training Institute
Acknowledgement is also given to the numerous members of Institutions that have commented either directly by email or through the CLN		
Commonwealth Of Learning		
Ruvani Ameresekere	FSD Project Team	
Robert Aucoin	FSD Project Team	
Jan Deurwaarde	FSD Project Team	
George Herd	FSD Project Team	
Alison Mead Richardson	FSD Project Team	