



MOZAMBIQUE

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Guidelines from the Commonwealth of Learning (COL)

1. Key challenges and opportunities (not more than 3 each) for 'learning for development' in your country.
2. Status of distance education/e-learning in your country.
3. Identify (not more than 5) top priorities that you would like COL to take up during the next Three-Year Plan 2015-2018.

Key Challenges and Opportunities

1. Limited number of skilled INED personnel regarding accreditation processes.
2. Lack of expertise for the development of professional short courses in ODL.
3. Lack of human resources with ODL qualifications.
4. Poor delivery of ODL programmes using ICT.
5. Limited infrastructure and lack of course materials.
6. Raise awareness of the potentials and characteristics of ODL modality.

Status of ODL in Mozambique

Policies

- Mozambique has in place the Strategy for Distance Education (Estratégia de Educação à Distância) 2014-2018, approved by the Council of Ministers in December 2013.
- Mozambique is a member of the Steering Committee of the Southern African Development Community (SADC) ODL Project aimed at capacity building development.
- The country is in the process of developing the ODL accreditation and quality assurance system.

All activities have been coordinated by the National Institute for Distance Education (INED) which was created in 2006 by the Council of Ministers to regulate provision of ODL and oversee all ODL initiatives in the country.

Provision of ODL in the Country

- There is a remarkable increase in the number of institutions providing ODL, both public and private, and the majority of them are dual mode institutions mainly in higher education. Almost all programmes are print-based except one which is entirely online. Currently, there are 14 institutions offering ODL programmes with about 45 courses.
- The Strategy for Distance Education 2014-2018 document is in the initial stage of implementation and meetings have been taking place for its dissemination.
- Regarding accreditation and quality assurance activities, a package of tools is being developed and will be used across all levels of education, by both ODL institutions and INED as guidelines for the establishment and audit of institutions, programme accreditation and quality assurance. INED has been having technical assistance from the South African Institute for Distance Education (SAIDE) as well as Universidade de Aveiro, from Portugal, with funds provided by the Government of Mozambique and Caloust Gulbenkian Foundation.
- Through the SADC ODL Project, the country has been involved in the dissemination of the ODL Monitoring and Evaluation (M&E) agreed indicators at the regional level. The indicators should facilitate data collection for documentation of implementation of ODL in the SADC region. The project also supported about 90 practitioners in ODL short courses run by the Open University of Tanzania and the Malawi College of Distance Education.
- With the support of COL, a pilot online programme through the Moodle platform for grades 11 and 12, is in the process of development. Currently, about 80% of the study materials have been uploaded in the platform as well as formative assessment activities.
- Other activities took place, such as a workshop on the Claroline platform for 40 ODL practitioners in 2011 which created a resource group for e-learning initiatives. Five (5) people were also trained in China by the University ZTE during 45 days in ICT for Education.

TOP PRIORITIES FOR 2015-2018 (NOT MORE THAN FIVE)

1. Build INED capacity in accreditation of e-learning programmes as well as respective institutions.
2. Training of ODL practitioners to develop supportive online materials across all levels of education.
3. Training human resources for development and production of multimedia content for ODL programmes.
4. Training human resources and technical assistance for development of short professional courses through ODL.
5. Scholarships for training in ODL.
6. Supporting the establishment of ODL for TVET.

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