



COMMONWEALTH *of* LEARNING

COUNTRY REPORT
2021-2023 | **AFRICA**



Ghana

Helping Commonwealth Member States and institutions use distance learning and technologies for expanding access to education and training.

The Commonwealth of Learning (COL) is focused on adding value to African member countries' efforts to reach the Sustainable Development Goals, particularly SDG4. It's supporting the governments and institutions of Africa in the use of appropriate, affordable technologies to improve and expand learning for sustainable development.

During its current plan (2021-2027), COL will:

- i) build on its expertise in ODL, OER and TEL to play a more influential role in national policy development and implementation;
- ii) invest in innovations and research;
- iii) support the digital transformation of institutions and organisations;
- iv) promote gender equality; and
- v) implement a rigorous monitoring and evaluation plan.

COL's work is organised into two sectors — Education and Skills — with Gender Equality and Technology-Enabled Learning (TEL) as cross-cutting initiatives.

The Education sector supports formal education from secondary to tertiary levels across the Commonwealth, particularly in the small states in Africa (Botswana, The Gambia, Eswatini, Lesotho, Mauritius, Namibia, Seychelles) and has four initiatives: Open Schooling; Teacher Education; Higher Education and the Virtual University for Small States of The Commonwealth (VUSSC).

The Skills sector supports formal, non-formal and informal education and training to equip learners for livelihoods and has three initiatives: Skills for Work; Lifelong Learning for Farmers (L3F) and GIRLS Inspire.

The work in these sectors complement the three pathways of change COL is focusing on in achieving impact for each African member country. These are:

1. Building National Resilience
2. Strengthening Institutions
3. Improving Lives and Livelihoods.

INTRODUCTION

Ghana is a West African nation with a population of over 33 million ([World Bank](#), 2022).

COL's work in Ghana is in the areas of [higher education, teacher education, lifelong learning for farmers, gender equality, skills for work](#) and benefits from programmes offered by COL's regional centre, the [Regional Training and Research Institute for Distance and Open Learning \(RETRIDOL\)](#). Learners from Ghana are also participating in COL's free, open online courses and other available resources.

PARTNERS

COL's partners in Ghana include:

- Ministry of Education
- Akenten Appiah-Menka University of Skills Training & Entrepreneurial Development (AAMUSTED)
- Garu Presbyterian Agriculture Station (GPAS)
- Koforidua Technical University
- Kwame Nkrumah University of Science and Technology (KNUST)
- National Teaching Council of Ghana (NTC)
- Tamale College of Education (TACE)
- Worldreader

KEY CONTACTS

COL FOCAL POINT

Prof Jophus Anamuah-Mensah, OVC

COL ACTIVITIES BETWEEN JULY 2021 - MAY 2023

HIGHLIGHTS

- COL's contribution to the online learning platform to train over 5,000 teachers was highlighted by the National Teaching Council (NTC), Ghana, in its report presented at the Ninth Teaching and Learning for Africa Conference held in Accra, Ghana.
- Nine course materials in COL's Commonwealth Executive Master of Business Administration and Public Administration (CEMBA/CEMPA) Programme were redeveloped.
- GARU Presbyterian Agricultural Station (GPAS) and COL have improved the lives of more than 30,000 farming households.
- 10,736 certificates have been issued to learners from Ghana under the Skills Online programme.

BUILDING NATIONAL RESILIENCE

COL is working with governments to use gender responsive ODL policies and strategies for increasing equitable access to quality learning.

In 2021, COL partnered with NTC, Ghana to carry out a needs analysis on teacher capacity in digital learning. COL provided a Moodle-based Learning Management System to pilot a scalable model for teacher professional development in Ghana, as part of a cross-national research project supported by Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX). COL's partner, NTC, is co-leading with consortium partner, Worldreader Ghana. In June 2022, COL's contribution to the online learning platform to train over 5000 teachers was highlighted by NTC, Ghana, in its report presented at the Ninth Teaching and Learning for Africa Conference held in Accra, Ghana. This forum co-hosted by the Ghana Ministry of Education is an annual high-level Pan-African consultative forum convened by the Africa Federation of Teaching and Regulatory Authorities (AFTRA).

20 out of 68 participants were government staff who participated in a two-day national high-level policy dialogue on Open, Distance and e-Learning in Open University, Ghana, June 2022.

In January 2023, COL Adviser for L3F met with Mr Kwabena E Quaison, Director in the Ministry of Environment, Science, Technology and Innovation and with Mr Yaw Osafo-Maafa, Senior Presidential Advisor on the 'Future of Ghana without Aid.' Discussions helped set guidelines and opened the way for greater collaboration towards the attainment of food security through the scaling up of the L3F approach. COL will be working with stakeholders in Ghana, including the Government itself, to attain self-sufficiency in strategic commodities.

Twenty-six (16M/10F) Ministry staff participated in a workshop on Curriculum and Content Development which was held in March 2023.

13 senior officials were sensitised through an assessment workshop that was conducted as a critical step for TVET education as well as areas of need within the Complementary Education Agency that require digital intervention in Ghana. [May2023]

STRENGTHENING INSTITUTIONS

COL is supporting partner institutions to strengthen its ODL systems and capacities for providing quality education and training.

Nine educators (1F/8M) from Ghana completed the course Using Open Educational Resources for Online Learning (OER4OL), July 2021.

The Association of Commonwealth Universities (ACU) invited COL to participate in the Partnership for Enhanced and Blended Learning (PEBL) project to develop and strengthen quality assurance systems for 12 universities in Ghana and Nigeria.

- 22 staff from 12 higher-education institutions from Nigeria and Ghana were engaged in one-day workshop with focus on feedback on course review using the QA rubrics, under the PEBL-WA project. [Sep2022]

- 56 staff from 12 higher-education institutions from Nigeria and Ghana enrolled in the Moodle course, Quality Assurance in Blended Learning, under the Partnership for Enhanced and Blended Learning (PEBL) [Oct2022]

48 staff members from higher-education institutions were engaged in a two-day, high-level policy dialogue on Open, Distance and e-Learning in Open University, Ghana, in June 2022.

COL's Commonwealth Executive Master of Business Administration and Public Administration (CEMBA/CEMPA) Programme's goal is to deliver high quality learning and professional development opportunities – with our Commonwealth Partner Institutions – that complement existing MBA/MPA programmes. KNUST is a partner institution. In mid-2022, nine course materials were redeveloped. They include Enterprise Information Systems and Digital Strategy, Management in Organization, People and Talent Management, Operations Management, New Public Management and Governance, Data Analysis for Decision making, Marketing Management, Accounting Issues and Financial Management for Business Decisions, and Disaster Management.

COL's Open Schooling partner, Franciscan Capuchin Friars

- After several discussions between the Franciscan Capuchin Friars, Ghana and their advisors in the USA and Australia, a curriculum and teaching model were agreed upon and content development was initiated. They also identified their equipment needs and are now sourcing them.
- COL supplied 20 [AptusPi](#) devices, which is a low-cost device designed and developed by COL that allows educators and learners to connect to digital learning platforms and content without the need for grid electricity or Internet access.
- Following an orientation to use of the AptusPi in November 2021, a community event was held to inaugurate the La Sapienza School for Out-of-the-School Children on 14 November. During the inauguration, Mr Theophilus Abotsi chaired the meeting. Mr. Abotsi was the former Assistant District Director of the Ghana Education Service for Nkwanta North District, Mr Clement Asasu, the present Assistant Director of GES for Nkwanta North District gave a goodwill message on behalf of the GES. The parents of the three villages were present. The programme was very well organised by Lucas Sokolomo. The whole programme was held in the Capuchin House (Assisi Fie {‘Fie’ means house in the local language}) at Kpassa. FCF has started sessions in each place. Mr Sokolomo coordinated the first-year pilot with support from local teachers.
- Resources developed through the first year of the La Sapienza Open Schooling initiative were shared in a public meeting with Ministry officials for wider use by teachers and learners in the district.

In 2021, COL partnered with the National Teaching Council of Ghana to carry out a needs analysis on teacher capacity in digital learning. As of June 2021, a total of 1000 teachers from 10 districts in Ghana were being trained using resources from COL's course 'Teaching in a Digital Age'.

- Field Test 1 was completed on December 3, 2021, with 33 teachers (11 male and 22 female) completing the course, "Introduction to Digital Resources for Teaching and Learning" on the platform. The teachers were drawn from the Greater Accra region of Ghana in two districts namely, Okaikwei North (Urban) and Ga South (Rural) Municipal.

- Field Test 2 is scheduled for (May 10th) with 1,000 teachers. There will be sampling procedure covering multiple districts in Ghana.
- A 2-day stakeholder engagement workshop was held in January 2022 to discuss the requirements of a points-based Continuous Professional Development (CPD) platform. During the workshop, participants contributed to the gap assessment for the platform, to be implemented as part of the Teacher Education and Enhancement Programme (TEEP), supported by COL. A total of 22 participants (19M/3F) from 8 institutions participated in the workshop.

Under the Parental Learning for Uninterrupted Schooling (PLUS) project, a total of 80 teachers from 20 communities each in Nanton and Kumbungu Districts in Northern Ghana were trained on collaborative teaching and planning and homework including other innovative pedagogy and methods of facilitating parental involvement.

A total of 380 teachers from 32 schools in Northern Ghana formed professional learning communities where they were mentored and coached by staff from Tamale College of Education in learner-centred pedagogies, including problem-based learning. Training resources were adapted from COL's School-Based Teacher Development (SBTD) toolkit. The teachers reached a total of 10,071 students.

About 140 teachers in Ghana signed up for COL MOOCs on inclusive teaching and learning and cybersecurity training for teachers.

COL's L3F initiative partner, GPAS developed 3 courses in: sorghum production, financial literacy and marketing and livestock production for farmers and translated it from English to Kusaal and packaged it into an ICT base content format. In addition, 20 staff at districts in Ghana were trained to use Google forms to collect farmers data, developing training courses, translate and develop SMS voice messages, and to disseminate the courses and monitor results.

COL is supporting the Akenten Appiah-Menka University of Skills Training & Entrepreneurial Development (AAMUSTED) in strengthening TVET training through the design and development of a digital course for diploma in construction technology.

- three training events were conducted to ensure the subject experts and support team have the capacity to develop courseware for 23 units of the building construction course. Staff members (5M) were trained on the provision of technical support and quality assurance to subject matter experts and the team; 7 TVET IT support team staff (all male) and 2 quality assurance team (all male) were trained in Moodle and 11 (10M/1F) TVET subject matter experts were trained in courseware design. [Apr2023]

COL in collaboration with the Namibian College of Open Learning (NAMCOL) conducted a workshop to validate the competency framework and standard for a blended TVET trainer; developing learning outcomes for COL's exemplar course for a blended TVET trainer, and benchmarking for the establishment and operationalisation of ODeL centers. The workshop was attended by 11 (6M/5F) key TVET trainers from various African institutions, including Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development (AAMUSTED).

With COL support, TACE organised a workshop on ODL and technology-enabled learning (TEL) held in May 2023, which provided a platform to raise awareness and share insights on the institutional needs for the effective implementation of ODL. A total of 40 participants attended the training.

Regional Centre: RETRIDOL

Monthly ODL discourse held on August 10, 2021 on the topic "African regional approach to ODL and Quality Assurance: The ACDE-QAAA". Number of participants: 107. Presenters included Professor Asha Kanwar and Professor Nebath Tanglang.

Six monthly webinars from January - June 2022 on various education topics were conducted with participation of 663 institutional and government staff.

RETRIDOL facilitated a TEL workshop in mid-2022 for dual and single ODeL institutions in Ghana, with 27 participants in attendance.

Four monthly discourse webinars were held from December 2022 to March 2023.

IMPROVING LIVES AND LIVELIHOODS

COL continues to provide learners, especially from disadvantaged groups, access to learning and resources for improved livelihoods.

Following a community event that was held to inaugurate the La Sapienza School for Out-of-the-School Children in November 2021, classes started with 26 learners in 3 villages with demand from communities to increase enrolment.

Partnering with the National Teaching Council of Ghana, under Phase 2 of the Teacher Education and Enhancement Programme (TEEP) in Ghana, a series of courses were offered to teachers and teacher educators:

- "Mobile Learning with Multimedia", November-December 2021 (1,036 enrolled/50 completed).
- "Cybersecurity Training for Teachers", November-December 2021 (1,298 enrolled/100 completed).
- "Inclusive Teaching and Learning", November-December 2021 (977 enrolled/89 completed).
- "Creating an Inclusive School", January-February 2022 (817 enrolled/378 completions)
- "Teaching in a Digital Age", February-March 2022 (4,846 enrolled/1,698 completions).
- "Advanced Cybersecurity Training for Teachers", March-April 2022 (1,432 enrolled/912 completed).
- "ICT in Leadership and Management", March-April 2022 (1,182 enrolled/496 completed).
- "Advanced Mobile Learning with Multimedia" (AMLML), April-May 2022 (692 enrolled/256 completed).

Under the Parental Learning for Uninterrupted Schooling (PLUS) framework, COL is working with partners to empower parents, and facilitate teacher-parent collaboration to improve learning outcomes among children, especially in marginalised communities.

- A series of community mobilisation and sensitisation meetings were held separately in each school community in Nanton and Kumbungu districts in northern part of Ghana in November 2021. These meetings aimed at increasing understanding and acceptance among key stakeholders for parental involvement in children learning. A total of about 4,570 persons participated (1,432F / 3,138M), including Ghana Education Service officers, teachers, representatives of Chiefs, and district assembly representatives.
- 40 community volunteers were selected from all the 40 pilot schools and communities in the two districts of Kumbungu and Nanton in the Northern Region of Ghana to participate in a workshop held in February 2022. These 40 trained community volunteers will facilitate the process of community parental mobilization for the formation of parental learning cycles/groups, ensure effective collaborations between communities, parents and teachers and techniques such as group tasks, simulation, reflective sessions and Q&A.

COL's Lifelong Learning for Farmers (L3F) model is based on a holistic approach that builds the capacity of farming communities, especially women, through the use of open and distance learning (ODL) and appropriate technologies where communities learn in their own languages and where learning becomes a collateral for credit. COL's partner, GARU Presbyterian Agricultural Station (GPAS) operates in Garu, Tempene, Pusiga, Binduri and Bawku West Districts, along with the Bawku Municipality and is focused on improving the livelihoods of sorghum farmers. As of December 2022, GPAS and COL have improved the lives of more than 30,000 farming households.

- 15,440 (9,665M/5,775F) farmers were linked to financial Institutions to access savings and credit services; 14,573 farmers are producing and selling high quality sorghum to Guinness Ghana Breweries Limited (GGBL) through Faranaya Agribusiness Centre (FABC) and Farmers linked to other value chain service. [May2022]
- 12,239 farmers are accessing credit through village savings and loan associations. [May2022]

In January 2023, COL Adviser for L3F visited Ghana to meet with stakeholders in producer organisations in agricultural support institutions and in government to expand opportunities for farmers through the adoption of the L3F approach which seeks to bridge the learning and social deficit in the lives and business of farmers and associated stakeholders along the value chain for the attainment of greater agricultural yields and income, leading to quicker and larger impact. Now, the L3F approach has been scaled up to cover more areas in Northern Ghana including the Bunkpurugu-Nakapanduri and Yonyoo-Nasuum Districts of the Northern Region. In turn, this will potentially reach even more farming households bringing with it the benefits of increases in yields, market access and income.

COL's partnership with Coursera, Udemy and Grow with Google continues to offer nominated learners this vast range of courses - a pathway for lifelong learning and growth and enhancing skills for employment and entrepreneurship. Since July 2021, 10,736 certificates have been issued to learners from Ghana under the Skills Online programme.

With the support of the School for Life project team, 61 participants from Ghana (12F/49M) enrolled in the Family and Intergenerational Literacy and Learning Course.

SPECIAL EVENTS AND ACTIVITIES

Sefakor Adabunu from Koforidua Technical University was invited to participate in the **4th Pan-Commonwealth Training Programme on Women and Leadership in ODL** in August 2022, in Penang, Malaysia, including an online workshop earlier in the year. The workshop theme was 'Women Leaders: Shaping the future for a sustainable world' with three sub-themes-Leadership, ICTs and Climate Change.

COL's Pan-Commonwealth Forum on Open Learning is held triennially and is co-hosted with different partners in different regions of the Commonwealth. **Ten delegates from Ghana registered for the Tenth Pan-Commonwealth Forum on Open Learning (PCF10)**, the first-ever hybrid Forum held in Calgary, Canada from 14-16 September 2022. Four were sponsored by COL. Other delegates included Hayfron Aboagye, Pricewater House Coopers (Ghana) LTD; Akwasi Solomon Addae-Boahene, T-TEL; Christian Addai-Poku, National Teaching Council; Nana Gyamfi Adwabour, CENDLOS; Emmanuel Akwei Musahamat, Farms Ltd; Mohammed Naziiru Aryee, Pricewater House Coopers (Ghana) LTD; Samuel Nuamah Boakye, National Teaching Council; Smile Dzisi, Data Link Institute of Business and Technology; Asunka Obed Abunkudugu, Garu Presbyterian Agricultural Station; Lawrence Sarpong, National Teaching Council.

The **Regional Focal Points Meeting for Africa and Europe** was held in Seychelles from 20-21 February 2023. Official representatives from 20 Commonwealth countries in the region participated in the two-day meeting. Mr Joshua Mallet represented COL's focal point for Ghana.

PUBLICATIONS OF RELEVANCE

Practical Guide for WITED Chapters and Individual Champions for Increasing Girls' and Women's Participation in STEM-TVET (Ghana, Malawi, Kenya, The Gambia) <http://hdl.handle.net/11599/4001>

Report on the Regional Focal Points Meeting - Africa and Europe <http://hdl.handle.net/11599/5316>



4710 Kingsway, Suite 2500
Burnaby, BC V5H 4M2
Canada

Tel: +1.604.775.8200
Fax: +1.604.775.8210
E-mail: info@col.org
Web: www.col.org