COMMONWEALTH of LEARNING

Report on the Regional Focal Points Meeting AFRICA and EUROPE

FEBRUARY 20-21, 2023

MAHE, SEYCHELLES

LEARNING FOR SUSTAINABLE DEVELOPMENT

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Regional Focal Points Meeting – Africa and Europe

Mahe, Seychelles | 20-21 February 2023

Theme: Learning for Sustainable Development

Overview

The two-day meeting was chaired by the President and CEO of the Commonwealth of Learning, Professor Asha Kanwar, and facilitated by Ms Frances Ferreira, Acting Director, Skills, with support from Mr Robert Okinda, Adviser, Skills and Professor Jane-Frances Agbu, Adviser, Higher Education. Objectives outlined for the two-day meeting included: sharing key elements of the COL Strategic Plan 2021-2027 and discuss how the outcomes and impact will be evaluated; identifying national priorities in education and skills development and discuss how COL can address these; sharing a report on COL activities in member countries; raising awareness about the benefits of open educational resources (OER); discussing the key elements of a green learning agenda and the role of the education sector and highlighting the role of Focal Points and how COL can better strengthen the network. The expectation was that at the end of the meeting, participants would be able to identify specific national and regional priorities that could be implemented within the context of COL'S Strategic Plan, and collaborations between different stakeholders and Focal Point network would be strengthened. A total of 21 Focal Points from 19 member countries participated. The list of participants and meeting agenda are included as Annex 1 and 2, respectively.

Day 1 | 20 February 2023

Inaugural Session and Welcome Address

This session was facilitated by Ms Frances Ferreira, COL's Acting Director, Skills. She started with a formal welcome to participants, including the host and media personnel present.

In her opening remarks, Professor Kanwar expressed her appreciation to the participants for finding the time and travelling long distances to attend the meeting. She acknowledged the presence of the Minister of Education and staff of the ministry, with commendations for their warm hospitality and pristine logistical arrangements. She noted that the meeting initially slated to be held in March 2020 but was postponed due to the Covid-19 pandemic, further reiterating her joy that finally the world is gradually opening-up and enabling opportunities for meetings to be held physically. Accruing from the attendance register, she reported that a total of 21 Focal Points from 19 member countries were in attendance.

Highlighting the key objectives of the meeting, Professor Kanwar expressed that the gathering provided the much-needed opportunity to deliberate on the priorities of the Focal Points, as well as how COL can continue to serve the respective countries. She noted that the face-to-face meeting is an excellent forum to remind participants of COL's purpose and what it does, reminding Focal Points that it is part of their mission to promote commonwealth-wide cooperation. "What we get from here," Professor Kanwar reiterated, "will feed into COL's annual implementation plans."

The meeting, being the third in the series of four Focal Point meetings (after that of Asia and the Caribbean), had the main objective of identification of emerging priority areas. In this regard, Professor Kanwar reported the priority areas that emerged from the Asia meeting were teacher development, blended learning and skill development for livelihood, while in the Caribbean, the priorities were skills for work, teacher capacity, the blue economy, OER integration for teaching and learning, inclusiveness, boy's underperformance and food security. She informed the meeting that the priority areas that emerged from the Africa meeting will be shared with others, particularly with participants in the fourth and final Focal Point meeting in Fiji and, most importantly, would contribute significantly to COL's annual implementation plan. Professor Kanwar continued her opening remarks with a reminder of the mission and vision of COL, as well as COL's channels of accountability.

After the President's remarks, the Honourable Minister of Education, Seychelles, Dr Justin Valentin, addressed participants. Welcoming all, he acknowledged COL's support of Seychelles and provided a short history of the Ministry of Education. Highlighting the innovations by the Ministry, which included the introduction of blue skills and green teaching in response to global climate change, he asserts that "We are far from reaching our set objectives, COL is an invaluable partner, we will be delighted to continue to enjoy the companionship of COL. Seychelles has gained a high-income status, and whilst almost all international organisations have disengaged their support, COL is still with Seychelles because of its conviction that small states of the commonwealth need continuous support". The Minister, thereafter, launched the meeting at 10.33 am. This was followed shortly with a self-introduction by participants, taking a group photograph and the rendition of the COL song, "Sing as One."

Icebreaker: Meeting expectations

For insightful and stimulating conversations, participants were encouraged to share their expectations for the meeting. Their submissions were collated and were subsequently read out by Ms Frances Ferreira.

Expectations expressed by the participants were:

- To better understand the role of Focal Points
- To increase collaboration
- To implement outcomes of the Focal Point meeting
- To find convergent needs/aims/plans between different countries
- To develop a network among regional countries for collaborations
- To under how to resolve urgent educational challenges
- To understand clear strategies and guidelines on how COL works can be improved in our countries
- To understand strategies for transforming access in education
- To understand how to manage COL support
- Impactful meeting
- To understand new innovations in education
- Learn more about COL
- To acquire support in teacher education
- Networking/sharing OER
- Assistance and sharing support from COL
- Address the underperformance of boys in school
- To understand how to roll out community and learning development centres
- To better understand online assessment, OER relevance, strategic networking and collaborations between small states
- New transformative priorities and updated portfolio for COL Focal Points and member states
- Create network and share opportunities for sustainable development.

Session 1: Covid-19 Shaping Education for the Future

This presentation was made by Professor Kanwar. The objective was to share with participants lessons learned in the realm of technology-enabled learning because of the Covid-19 experience. Four lessons were highlighted:

First – that the pandemic has taught us that digital technologies are here to stay. Findings here revealed that there is still evidence of a digital divide, that many people have access to smartphones, that there was also an increase in the use of OER, that teachers needed more assistance during the pandemic and that many did not know where to find OER. In general, a mindset change occurred during the pandemic regarding ODL.

Second - growing inequalities need urgent attention. There was evidence that the vulnerable became even

more vulnerable during the pandemic, including women and children. There were reports of learning loss with poor kids most affected, and that PwD spent little time in formal learning, reiterating that no one should be left behind.

Third – there was phenomenal growth in self-directed learning with massive enrolment in MOOCs.

Fourth – We need sustainable systems to guard against future disruptions. Professor Kanwar cited that education could contribute to climate change through direct and indirect means, with emerging studies indicating that the carbon footprint of distance learning students is lower when compared with the traditional mode of education. With COL's publication on transforming education for climate as reference, she noted that urgent action is required and behavioural change is key, with teachers being key stakeholders in this regard.

In her concluding comments, Professor Kanwar asserts that education for the future is blended. This provides blended learning opportunities, multiple pathways to acquiring qualifications and the use of technology for personalised learning. Thus, for education for the future, "we have to start with the last person in the queue – leaving no one behind, promote lifelong learning, learnability skills are required, there is need to develop a green learning agenda – skills for green jobs, green life skills, green transformation; education for the future should be affordable, accessible, blended, sustainable, inclusive." Participants shared comments and raised questions after the presentation.

Comments, questions and clarifications that emerged from Session 1

- A participant shared a personal experience on utilisation of educational models such as animation, virtual reality etc., as well as challenges encountered.
- To another, a missing aspect is that the emotional component of the pandemic experience for teachers and learners was not acknowledged, with a prayer for this to form part of future narratives in ODL.
- Further emphasis on enhancing digital literacy for education was made.
- To the question of how COL can help countries become more proactive to prepare for eventualities, a participant stressed that there is a need for countries to be more proactive and show that they are willing to engage in COL activities. Participants concurred that proactiveness on the part of the government is pivotal.
- Another participant stressed the need for a well-drafted strategy for e-assessment and QA.
- A participant reported that a vacuum exists when new Ministers are appointed because many do not know what COL does, leading to questions such as "What do we get out of COL?" The participant advised that this needs to be a two-way process, enhanced communication on the part of COL and proactiveness on the part of Focal Points. Additionally, the Focal Points unanimously agree that there is a need to carry them along when a new activity is initiated in the respective countries. Further, participants encouraged COL to schedule periodic visits to the ministries for enhanced visibility and to ensure that at least one national activity is carried out in the respective countries.
- Others expressed difficulties in getting the government's attention since they are junior staff in the ministry. Participants advised that to cushion this, Focal Points should ideally be senior

personnel of the Ministry, observing that nomination of Focal Points is exclusively the government's responsibility and not COL.

- In terms of priority areas, participants encouraged COL should first check with countries regarding what their needs are, not the other way around.
- Participants further pleaded for COL to consider initiating a modest budget allocation for Focal Points to aid the coordination of activities in their respective countries.

Session 2: Role of Focal Points

In this session, which was coordinated by Ms Frances Ferreira, with support from Professor Jane-Frances and Robert Okinda, Focal Points were provided with an opportunity to deliberate on their roles.

A short quiz activity was introduced to gauge participants' knowledge of COL. Questions and clarifications ensued from this fun exercise, were tackled, creating an opportunity for a more attentive and interactive meeting experience. Participants were paired in groups, and the following questions guided their deliberations:

- From your knowledge and experience, what one word best describes the role of COL FP?
- What do you think are the key roles of FP?
- What are the tasks and duties that the FP is required to perform?
- Challenges of FP
- How can COL help address challenges?

The following were distilled from the exercise:

Word that best describes the role of COL FP: • Coordinators of COL's activities in the country • COL's Link • Contact point • Ambassadors • Facilitators • COL's Champions • Implementers Mobilisers	Key roles of Focal Points: • Collection and dissemination of information • Ensure COL's contributions are paid. • Ensure the country reports are prepared. • Provide inputs towards the development of COL's strategic plan. • Serve as an entry point for COL's initiatives. • Link COL with country institutions and other stakeholders, especially MoE and Finance • Facilitate COL's activities. • Effective communication channel between COL and the countries and link between the COL network and other networks. • Compile and share COL's reports. • Coordinators/mobilisers • Sharing of success stories
Challenges of FP: • Lack of information on COL's programmes or activities in the country • Difficulties in getting data from stakeholders. • Payment of contribution – follow-up difficulty • Ignorance of the benefits of COL • Lack of awareness to carry out activities. • When COL has a meeting, FP is not involved. • Limited knowledge on COL's activities • Lack of resources, especially when the FP is not a senior person. • Political interference with activities • Inadequate support from COL and the government • Under-utilisation of FP • Finance and communication • Lack of implementation • Legal challenges • Ignorance of government	How COL can help address challenges: • Capacity building to explain roles of FP. • Advocacy in FP countries • Improved visibility • Acknowledge and channel information through the FP. • Increase support of FP • Visibility of the secretariat • Capacitate new FP • Provide resources – laptops, phones, bundle allowance for FP

Session 3: Country Reports from Focal Points – Sharing of the priorities and findings

Prior to the meeting, FP were requested to submit country reports utilising a template provided by COL. Mr Robert Okinda collated the information prior to the meeting and presented an overview of the country reports, the commonalities from the reports and priority areas for COL interventions. In his presentation, Mr Okinda observed that many countries have policies but standards for ODL were clearly missing; very few countries reported on enrolment, while gender parity was clearly missing in all the reports. Also, no country reported on lives and livelihood. Many countries reported on assistive technology for face-to-face, and not ODL, while the majority of the reports called for teacher capacity building. Additionally, none presented competencies required for the graduates.

The following were a summary of reports from specific countries:

Botswana: There is evidence of a national e-Education strategy framework. Botswana Open University is the only ODL-dedicated institution, with a 65% enrolment throughput. Strategies employed during Covid-19 were in service training for teachers and deployment of digital technologies, while dwindling enrolment rates and an increased impetus to technology-mediated teaching and learning were part of lessons learned. For EdTech initiatives, projects to connect all schools with the Internet and laptops were put in place, although there were challenges regarding ICT infrastructure and Internet connectivity. Regarding equity and inclusion, the following policies were enacted: The Revised National Policy on Education (1994), the Education and Training Sector Strategic Plan (ETTSP) (2015-2020), the Tertiary Education Policy (2008), Vision 2016 and Vision 2036. With a focus on curriculum and teacher development, the report indicates that in 2020 Botswana adopted the Outcome Based Education (OBE) approach and introduced the pathway system, while in-service and pre-service teacher development was enhanced.

Cameroon: The report indicates that Law No. 98/004 (1998), Decree No.2012/644 (2012) provides for ODL, and there were attempts to develop a National ODL Policy Framework in 2008 and a National Open School in 2012. Strategies employed during the pandemic include making lessons available online. A digital centre was initiated in each university; the ICT policy and strategy was revised in 2022; video pedagogy and virtual revision classes promoted. In terms of lessons learned, Covid-19 exposed weakness of educational systems as well as in policies/ practices. The following were reported as the EdTech developments: establishment of computer labs; tablets with inbuilt lessons; solar kits, projectors, WIFI boxes with data; multimedia centres in schools. Initiatives for pre and in-service teacher development indicates CPD for digital skills, teacher peer education; annual pedagogic seminars; cultural exchange programs; online ubiquitous learning; scholarship for economically beneficial skills. Further, a nationwide curriculum reform needs analysis (2023), and competency-based curriculum development was initiated.

Cyprus: The Open University of Cyprus uses ODL exclusively. All ODL programmes are accredited by CYQAA. In response to the pandemic, educational models and infrastructure that support ODL were developed, schools were provided with technology, and studies were conducted. However, remote assessment and inadequate infrastructure to support ODL were major challenges encountered. In the area of EdTech development, digital equipment for students and schools were provided, including the development of material and training in digital skills and STEM methodology. To ensure equity and inclusion, health education; emotional empowerment; development of personal and social skills, a

policy framework to tackle violence/ racism; projects to reduce dropouts; promote cyber safety; real-time advice on issues relating to illegal behaviour online was supported. Teachers were also exposed to non-compulsory seminars while updates in the curriculum focused on underachievement in basic skills, integrated student evaluation, lifelong learning strategy, upskilling and reskilling towards green and digital transitions and a graduate tracking system to address skills mismatch.

Eswatini: The country report indicates that education Sector Policy (2018) provides for the implementation of ODL. ODL is being introduced in secondary schools; ODL for out-of-school children is provided at the Emlalatini Development Centre while the Institute of Distance Learning at the University of Eswatini provides ODL for tertiary courses. The 12-Year Strategic Plan (ESSP 2022/34) developed, multi-mode teaching and learning; training of teachers on ODL methodologies, course development and study centre administration. Initiatives that emerged as a result of the pandemic is the development of Moodle and Learning Passport LMS, radio gadgets issued; OER developed; and study to quantify the losses conducted. EdTech development was at the CETEL Project at the Emlalatini Development Centre (EDC) for the development of inclusive OERs of good quality. For equity and inclusion, focus was on advocacy, procurement of assistive technologies and implementation of life skills education.

Ghana: The country's ODL policy is yet to be completed. Institution: HEIs have adopted different forms of ODL, MOE introduced iBox and a dedicated national TV channel (Ghana Learning Television – GL-TV). Enrolment: Male-female ratio is about 1:1 with variations at different levels of education. In terms of responses to Covid-19, TV channels were used to roll out lessons, workbooks were made available for every child and radio was used to enhance learning. EdTech development reported implementation of broadband infrastructure to link all public universities and senior high schools; Edmondo, Read2Skills and iBox/iCampusgh projects. For equity and inclusion, PWDs are integrated in basic and tertiary education. For teacher development pre-service and CPD were carried out in conjunction with the National Teaching Council, the Ghana Education Service, and the National School Inspectorate Authority, while massive curriculum reforms to meet trends in education to incorporate TEL, PBL, social inclusion, STEM and coding are ongoing.

Kenya: The report shows that Open, Distance and e-Learning (ODeL) Policy is in place for TVET. Plans are underway to set up a National Open University. Strategies employed during Covid-19 include digitalisation in HEIs; recognition of ODL as a mode of study; enhanced information systems; development of an online learning curriculum, content and examinations. During the pandemic, the need for standardisation of online teaching and learning models, technological upskilling of academic and technical staff, investment in e-resources and the need to build system resilience to avoid a complete system shutdown were expressed. EdTech provision in the country are in the area of upholding of technological devices that allow assistive mechanisms for transcription or interpretation as well as provision of WIFI hotspots and last mile connectivity in schools. Equity and inclusive mechanism in place include the presence of a policy on affirmative action in the placement of students in HEIs and the establishment of a National NCPWD. For the upskilling of teachers, several in-servicing and pre-service training are in place.

Lesotho: It was reported that an ODL Policy has been submitted to the minister of education for approval.

Lessons learned from impact of Covid-19 include use of accelerated teaching and Learning (ATL) and provision of computers in schools. Lesotho has an inclusive education policy which enables the integration of PWD in regular schools and other related activities. For teacher development, cascade models and cluster workshops are used during school holidays, while plans are underway to train teachers on ODL. Plans are also underway for the introduction of a three-tier model comprising of academic, technical and vocational streams at the basic education level.

Malawi: ODL policy has been developed. Enrolment level consists of basic education – 17% of enrolments are ODeL students. Gross Enrolment Ratio for secondary education is 24.3%. Gender parity index is 0.96 for secondary schools and 0.63 for tertiary education, for all students. Strategies employed during the pandemic include digitalisation of primary and secondary school education content; use of LMS in HEIs, tablets made available for primary schools, and MiLAB used for STEM simulations and analytical science. For equity and inclusiveness, Malawi reported the existence of an inclusive education policy. Resources were also mobilised for the procurement of assistive technologies, an inclusive education department was established at MOE, as well as an inclusive education institute and resource centres. The University of Malawi and the Malawi Institute of Education are providing in-service training in school management and institutional leadership.

Mauritius: There is guidelines for ensuring quality of ODL while TEL strategy for HEIs is being developed. Mauritius Institute of Education and Open University of Mauritius are the main ODL institutions. The pandemic stimulated that development of Education Resilience Strategy and amendment of Education Act. Support for the socio-emotional wellbeing of learners; cost free additional bandwidth; and MIE to revise its mode of delivery were also provided. EdTech put in place were utilisation of LMS in secondary and HEIs; Early Digital Learning Platform (EDLP) used with tablets/laptops; loans and fiscal incentives provided for procurement of TEL equipment; all primary schools provided with internet. For equity and inclusion, a directorate for health and wellbeing was established at MOE providing activities in mental health sensitization, development of learning materials in formats suitable to learners. Teacher development entailed upskilling on digital pedagogies and skills, education leadership, micro-credentials for mentoring teachers and mandatory pre-service training. HEIs have a standard procedure of reviewing curricula, courses at MIE and at schools are reviewed every five years for relevance and currency.

Mozambique: No policy on ODL. National Institute of Distance Education is responsible for coordination, regulation, and accreditation of ODL courses, programs, and institutions; 20 institutions offering ODL programs in secondary education (1), teacher education (1), technical-vocational education (3) and higher education (15). Covid-19 impact: Training of teachers, managers, students, and community in measures to prevent Covid-19; psychological support to students and school community; teaching on Saturdays; and adjusting curriculum. EdTech: Educational Sector Technological Plan (ETP) reviewed in 2019. Equity: PWDs are integrated in regular classrooms; students with severe disabilities are cared for in SNE schools; teachers are trained to attend to PWDs. In-service teachers conducted both face-to-face and via distance education; teacher trainers visit schools to in-service teachers. Pre-service training of teachers conducted face-to-face and via distance education. Curriculum: National Education System (SNE) Law revised in December 2018, establishing a new structure for the sector and revising the curricula.

Namibia: National ODL policy exists. ODL institutions include: the University of Namibia (UNAM), the Namibia College of Open Learning (NAMCOL), and the Namibia University of Science and Technology (NUST). In terms of strategies initiated to mitigate the effect of Covid-19, Circulars, Guidelines and Standard Operating Procedures were distributed to schools and regions, USB drives with e-content were provided; internet and devices were made accessible within the institution's premises; Moodle LMS, e-libraries, resource centres and notes master were used in HEIs. For equity and inclusion, the National Disability Council Act (2004) continues to be implemented, disability institutions and service providers were encouraged to look after the interests of PWDs, the Mental Health Association and the Association for Children with Language, Speech, and Hearing Impairments of Namibia are in place to champion the interests of PWDs. For teacher development, the National Professional Standards for Teachers in Namibia outlines teacher skills and the National Professional Standards for Teachers serves as the foundation of educational experiences in the curriculum for the education of teachers. School-based studies/internship for teaching practice is in place.

Nigeria: Policies in place are: the National Digital Economy Policy and Strategy (NDEPS) 2020 -2030; the Draft National Digital Innovation and Entrepreneurship Policy (2020 - 2026); and the National Digital Economy Policy. Nigeria currently has 17 dual mode universities and one single mode institution. Initiatives during Covid-19 were in sensitization activities and building back school facilities to cope with similar outbreaks. Challenges include: lack of digital competence; added workload; lack of digital incentives and legislation for teachers; inflexible physical learning environment; inadequate access to educational technologies; internet data; poor electric power; and parental poverty. Inclusion activities are guided by the National Policy and Legislation on SNE, while teacher capacity building is facilitated by the regulatory bodies for teacher education – the National Commission for Colleges of Education, the Teachers Registration Council and the Universal Basic Education Commission.

Rwanda: Strategies initiated to mediate the impact of Covid-19 were the provision of technology resources for basic education teachers and students, development of digital content LMS, utilisation of radio/TV and YouTube and communities empowered to support remote learning. Lessons learned include the need for IT infrastructure and enhanced training for teachers on the use of digital technology. For EdTech development, Rwanda reported that over 75% of basic education schools are equipped with computers; primary (31.8%) and secondary (53.3%) schools have access to internet; digital content for primary 1-6 was developed. In the area of teacher development, best performing teachers is awarded ICT equipment while the basic education and vocational training curriculum is gradually being changed from a knowledge-based to competence-based curricula.

Seychelles: Policies and strategies in existence include: the Ministry of Education Strategic Plan (2021 - 2024); ICT in Education and Training Policy (2022-2027); National Policy for Open and Distance Learning (2015). ODL Institution include Seychelles Institute for Distance and Open Learning (SIDOL); Open and Distance eLearning (ODeL) Centre for Seychelles and University of Seychelles, Covid-19 measures are: adoption of TEL; enhanced online presence through MOE website; use of blended mode of delivery; ensuring that teachers use technology in their teaching. Lessons learned emphasised that ODL was recognised as a significant mode of delivery, teachers, learners, and community were empowered to use ODL; repository for OER and TV lessons were initiated. For EdTech initiatives partnership with private sector for increased internet connectivity and improved bandwidth to all schools was initiated.

Seychelles has an Inclusive Education Policy (2015) in place with a high-level working group coordinating the implementation activities, including setting up a programme on inclusion in schools in 2022. In the area of Teacher development, the following policy and Board facilitate the activities: Seychelles Teacher Management and Development Policy (2020), Board of the Teachers Council of Seychelles launched in January 2023. Seychelles Institute for Teacher Education conducts pre-service and in-service training for teachers. National Curriculum Framework (2013) is being revised to include areas like STEM, TVET and digital skills.

Tanzania: There is no stand-alone ODL policy, however, the Education and Training Policy (2014) and National Information and Communications Technology Policy (2016) have provisions to support ODL. The Open University of Tanzania, the University of Dar es Salaam, Muhimbili University of Health and Allied Sciences and the Moshi Cooperative University use ODL as a mode for teaching & learning. During Covid-19, printed materials, TV and radio were mostly used to support ODL in basic education; Moodle, e-libraries, and video conference apps were used in HEIs. Regarding equity and inclusion, the Open University of Tanzania used assistive technologies and offered programmes on SNE, National Strategy for Inclusive Education (2021/22 – 2025/26) was enacted; along with National Adult Literacy and Mass Education. Rolling Strategy (NALMERS) (2020/2021-2024/25) supports inclusiveness. The National Framework for Teachers CPD (NF-TCPD) was established to improve the quality of teaching and learning. The National Curriculum Framework for Basic and Teacher Education guides pre-service training.

The Gambia: Tertiary and Higher Education Policy (2014 – 2023); and Education Sector Policy (2016 – 2030) include intentions on use of ODL. Most of the institutions, except for the International Open University, use limited online learning. Enrolment in ODL programmes is low due to limited infrastructure, resources and the high cost of Internet connectivity. During the Covid-19 pandemic, the Business Continuity Plan responded to incidents and events that affected the education system. Lessons learned include: the need for HEIs to continuously evaluate their situations based on data; enable transition to digital operations; enhance digital capacities; diversity programs; and to remain flexible. For inclusion, the Disability Bill was enacted, and advocacy programmes were launched for Teacher Education. The MOE conducted a series of workshops for CPD, including a competency test conducted before teachers are recruited. Reviewing and developing new curricula is ongoing.

South Africa: A White Paper on Education and Training (1995); policy framework for ODL, intellectual property rights and copyright; a White Paper for PSET (2014); a National Plan for PSET 2020 - 2030 (2019); and a Strategy for Expanding ODL for PSET exists. Over 1.3 million students are enrolled at public universities and private HEIs. Enrolment in TVET colleges reached 452 277 with 142 538 students enrolled in CET colleges. Measures for Covid-19 include the zero-rating of public institutions' websites, provision of data bundles to PSET students, multimodal teaching, learning and assessment plans, guidelines, protocols and capacity building. Lessons learned included a need for sustainable infrastructure, observation that transition to remote teaching was easier for multi-modal institutions -- not a one-size-fits-all approach -- working with other departments, organisations and institutions had the biggest impact. EdTech initiatives: Legislative/ policy environment in eEducation - infrastructure; broadband connectivity, cloud services, affordability of end-user mobile devices; NSFAS and loan schemes for BYOD; 149 teacher centres with ICT infrastructure to build capacity of teachers in ICT.

Challenges were lack of infrastructure, including digital devices, dedicated facilities and basic electricity. Equity: a legislative and policy environment for equal and inclusive society; sector-specific policies, standards, guidelines and protocols for social inclusion. Teacher development: Increased enrolment to ITE graduate programmes as a result of the Funza Lushaka bursary programme; addressing quality of delivery and teaching practice; and strengthening ECD and SNE.

Togo: A national ICT teaching documentation centre exists. School enrolment rate is 37.2% in preschool and 94.3% in primary school. Gender parity: MEPSTA decree (March 21, 2022) banned excluding pregnant young girls from school; adoption of Law No. 2022-020 of 02/12/2022 protects learners against sexual violence. Covid-19 measures: Use of TV and radio; training of teachers; use of printed course materials, evaluation of learning during closure of schools. Lessons learned: learning crisis; hybridization of courses in HEIs; and a double flow system adopted. EdTech: Refitting/equipping of classrooms; ImaginEcole platform; lesson broadcasting on TV and radio; manual documents; Agri PME e-learning platform; Moodle LMS; online course platform for HEIs. Equity: the MOE and Federation of Associations of Persons with Disabilities (FETAPH) and Plan Togo facilitate inclusive education; school insurance (School Assur); public school canteen program; and health insurance for teachers. Challenges: Lack of didactic tools adapted to the different types of disabilities and SNE teachers. Teacher dev: CPD in techno-pedagogy; regular strengthening of the capacities of digital referents; training TICE experts to use Moodle; credit hours for teachers pursuing CPD; HR departments, INFPP and INSE conduct CPD using F2F Education sector plan (2020-2030); 2020-2025 government roadmap; National policy on teachers (2020); schoolteacher training schools (ENFPE); Ecoles Normales Supérieures at CEG; INSE. Curriculum: Reports on competency-based approach (APC); policy on school textbooks; plans to produce manuals and digital didactic resources; Directorate of Pedagogy and Programs (DPP) to training.

Zambia: The Eighth National Development Plan (8NDP); Education Act (2011) and Education Information Technology Policy exists. Enrolment rate for secondary schools is 37.6% in 2020. Covid-19 and EdTech initiatives: E-content on LMS for MOE; TV and radio used; 30,000 self-learning materials developed and distributed; COL's Notesmaster Platform used to access OER; phased provision of computers and internet to schools. MOE partnered with UNICEF and Notesmaster Limited to develop eLearning platforms. Challenges: Local ISP's have low connectivity services of 3G with few areas experiencing 4G and 5G technologies; cost of connectivity is not affordable for the majority of users. Equity: Public awareness; inclusive education; mainstreaming disability; specialized training of teachers; assistive technologies; accessible buildings; PWDs are supported with social welfare funds; re-entry policy; ODL for those who cannot attend regular schools; home-based education and care; and use of sign language used at all functions. Teacher CPD was based on feedback and needs; focus was on digital skills. Curriculum review through community engagement, submissions from stakeholders, curriculum symposium and stakeholder orientations were initiated.

Finally, clarifications were sought on 'improving lives and livelihood' as it was observed that no country reported in this area. For clarity, an additional presentation in this area was provided on Day 2.

Session 4: Monitoring and Evaluation for Results

This presentation, facilitated by Frances Ferreira was guided by the following agenda:

- How does COL perform its M&E?
- Link between M&E and RBM
- COL's TOC
- Logic Model and Results Framework
- Data collection
- Evaluation
- How does COL reflect and learn from M&E?

Ms Frances Ferreira shared that monitoring occurs at two main levels: the initiative level and on the level of influencing policy while evaluation occurs at a formative and summative level. COL adopted the RBM model with its 2003-2006 three-year plan. Providing insight, she explained that the results-based management model (RBM) focuses on achieving results, implementing performance measurement and using the feedback to learn and change; RBM is an approach to programme planning and management that integrates strategy, people, resources, processes and measurements to improve decision-making, transparency and accountability; an RBM model requires that results be described in a sequential hierarchy, beginning with specific shorter-term results that, when achieved, lead to attainment of broader long-term results.

The model is then completed by designing the monitoring and evaluation (M&E) processes that will be used to assess the achievement of results, allocating resources based on the activities required to achieve specified results and reporting performance results to stakeholders. More focused and better-informed decision making, improved credibility with stakeholders and more effective organisations were the benefits RBM.

While focusing on data collection and data management, Ms Ferreira explained the role of the various role players in the process. She reiterated that it is important to initiate a baseline date collection before the onset of a particular programme. If data is collected after the programme is underway, or sometime after it has been completed, you cannot compare the pre-and post-intervention results, which assist COL in knowing if the project has made an impact.

COL also focuses on monitoring beyond indicators by considering cross-cutting results such as equity and cost-efficiency, plus project contextual factors – including assumptions and risks. She concluded by discussing the data management and the roles of various stakeholders in the process and stressed the need for the Focal Points to understand the M&E processes of COL, as this will aid better in the accountability of projects. Participants were referred to the COL online course on M&E.

Session 5: COL Activities in the Region

A summary of COL's activities in the region (both at national and institutional levels) was presented for each of the initiatives, starting from July 2021 to date by Professor Jane-Frances Agbu, Adviser, Higher

Education.

It was reported that **open schooling** had previous and ongoing activities in the following countries: Botswana, Cameroun, Eswatini, The Gambia, Ghana, Kenya, Lesotho, Malawi, Mozambique, Namibia and Nigeria. The focus was on needs analysis for open schooling; ODL policy development; open textbooks; girl's outreach and learning pathways for young mothers; course enhancement; the ICT augmentation project; and the Aptus-based pilot of open schooling.

In the **Teacher Education** initiative, the focus was on policy dialogue; school-based teacher development; inclusive education for teachers; parental learning for uninterrupted schooling; C-DELTA implementation; draft policy guidelines on TEL; learners support workshop; learning recovery programme; teacher and research in Indigenous languages and technology; teacher competency framework for digital education; and a MOOC on climate change education. These projects were and are being carried out in The Gambia, Ghana, Kenya, South Africa, Sierra Leone, Mauritius, Nigeria, Rwanda and Zambia.

The **Higher Education** initiative works in Botswana, Cameroon, Eswatini, Ghana, The Gambia, Kenya, Lesotho, Malawi, Malta Mauritius, Mozambique, Nigeria, Rwanda, Sierra Leone, Namibia, South Africa, Tanzania and Zambia. Activities focus on policy development including employability and authentic assessment frameworks; capacity building at the national and institutional level for improved effectiveness in leveraging ODL; course enhancement, ODL research; ICT augmentation project; and MOOCs development and delivery.

VUSSC works in Botswana, Eswatini, Seychelles, Mauritius and Namibia, facilitating activities in online continuing professional development for nurses, skills-based courses for online delivery, as well as short courses that raise awareness about the inclusion of PWD in the workplace. MOOCs on blue economy, youths and community development programmes are also coordinated.

Skills for Work and Skills Online facilitates activities in Zambia, Kenya, The Gambia, Nigeria, Uganda, Tanzania, Malawi, Ghana, Namibia and Botswana. Focus is on capacity building for ministry and TVET agency officials; and for TVET teachers on assistive technologies; course development for engineering courses; leadership for ODL in TVET; LMS hosting; OER repository; framework for a blended TVET training: and capacity building for master craftspersons and apprentices.

L3F model seeks to bridge the learning deficit in the lives of farmers; bridge operational deficits in the business of farmers; facilitate setting up of Table Banks for financial support to farmers; empower stakeholders – both governmental and non-governmental to scale up L3F for sustainable development working in different sectors – crops, livestock, and others. These activities are currently being carried out in Botswana, Cameroon, The Gambia, Ghana, Kenya, Malawi, Nigeria, Sierra Leone, Tanzania, Uganda and Zambia.

GIRLS Inspire works in Kenya, Malawi, Mozambique, Namibia, Tanzania and Uganda to facilitate change in discriminatory norm through community mobilisation, improving skills and enhancing livelihoods for women and improving institutional effectiveness in leveraging ODL for gender equality.

With activities in Botswana, Eswatini, Ghana, Namibia, Nigeria, Sierra Leone and Tanzania, **Gender Equality** aims at gender mainstreaming and research; narrowing the gender digital divide through a digital literacy training curriculum for secondary schools; building a volunteer network and digital literacy clubs for career opportunities in STEM; Gender Roadmap Africa for pathways to gender mainstreaming policy/strategies; as well as Women and Leadership in Open and Distance Learning (ODL) Workshops.

The **TEL** initiative currently works in Cameroon, Kenya, Maldives, Mauritius Seychelles and Uganda, towards ICT in education policy, commonwealth digital education leadership training in action and TEL implementation (policy, capacity, and technology).

Day 2 | 21 February 2023

The day started with a recap of day one activities by Professor Jane-Frances Agbu and Mr Robert Okinda.

Session 6: A Green Learning Agenda

During the sixth session, Professor Asha Kanwar made a presentation on 'A Green Learning Agenda' noting that there is a climate crisis in the Commonwealth, with 32 small states that are vulnerable to climate change and a likelihood for larger and more frequent climate-related disasters. She noted that education contributes directly and indirectly to climate change, and that climate-related natural disasters have major, detrimental impacts on education, including infrastructural damage, damage to resources and materials, loss of data and records and collapse of systems.

Professor Kanwar outlined COL's approach to the green learning agenda, that is: reduction of carbon emissions; raising awareness on disaster preparedness; reskilling people for a greener future; and resilience for the education sector. She also outlined the models and approaches that can be used to achieve the green learning agenda, including: whole school sustainability; community-based learning, e-apprenticeship; environmental conservation; greening curriculum; and greening the campus.

Professor Kanwar summed up the presentation by outlining some of the lessons learned, noting that sustainability needs to move from the margins to the centre; the need for dedicated resources and incentives; the need for partnerships and platforms; and the need leadership at both management, student and community levels. She outlined views and recommendations from 26 Commonwealth countries and views from the high-level panel. She also emphasized the need for skills for green jobs, green life skills and skills for a green transformation.

Session 7: AI-powered ChatGPT: are there implications for the education sector?

Dr Venkataraman Balaji facilitated the seventh session of the meeting virtually. He outlined what

ChatGPT is all about and its typical uses for content generation, speechwriting, improving communication and marketing, essays, opinion pieces and blogs as well as improving writing style. He also presented on related software, the ChatGPT handbook and shared concerns from educators.

Session 8: OER for Quality Education: How can we benefit?

Ms Frances Ferreira introduced the session by outlining the objectives and then welcomed Professor Kanwar to facilitate the eighth session of the meeting, focusing on OER for quality education. Professor Kanwar started off by presenting a brief history of OER, highlighting the role of the Massachusetts Institute of Technology, the 2012 World Open Educational Resource Congress held in Paris (2012), the OER Global Report (2017), and global trends with reference to policies, repositories and awareness. She also outlined the five key challenges that include: developing supportive policy environments; ensuring inclusive and equitable access to quality OER; building the capacity of users to find, re-use, create and share OER; language & cultural issues; and developing sustainability models. Professor Jane-Frances Agbu was invited to make a presentation on how to share OER, copyright and open licenses.

Session 9: Development of Concrete Action Items

The ninth session of the meeting focused on the development of concrete action plans that were facilitated by Ms Frances Ferreira, Mr Robert Okinda and Professor Jane-Frances Agbu. During the session, the FP identified activities and priorities areas relevant for their countries, actions to be undertaken by the Ministries to achieve the activities, stakeholders to be involved and how COL can support the implementation of the activities. The FP were requested to consult further with the relevant persons at country level and send the updated action plans to COL. The Action Plans are attached.

Session 10: Focal Point Roundtable to Distil 'Take Home' Messages

Ms Frances Ferreira facilitated the tenth session of the meeting, wherein the FP had roundtable discussions and shared their take-home messages, including:

- The need for COL to collaborate more with the FP;
- Appreciation to COL for the activities conducted in respective countries;
- More knowledge and information about the roles of FP after the explanations given during the workshop, and that COL will get better results after the meeting;
- Gratitude for the collaboration and the creation of a WhatsApp group for the FP;
- Deep and intense deliberations during the meeting that helped the individual FP and countries to 'hand hold' each other;
- The spirit of the two-day meeting was collegial with a spirit of sharing;
- Appreciation to COL for the way in which they handled the Covid-19 pandemic situation , and that COL lived up to its resilience and held a FP meeting online;
- COL to engage more with regular visits and meetings with decision-makers in different countries;
- COL to improve on responsiveness and sharing of information;
- Green learning agenda – more to be done on climate change and education; and

- Collaboration, support, sharing and showcasing are vital.

Closing Session – Summary and Wrap-up

In her closing remarks, Professor Kanwar responded to the issues raised by the FP, and noted that:

- COL will invite and make provisions for the FP to travel and attend all the in-country meetings hosted in their respective countries;
- COL will develop a template that is user-friendly for FP reports;
- There will be a virtual meeting with the FP in May/June 2023 to brief them on what transpires at the FP Pacific meeting in Fiji;
- An induction letter and welcome package will be sent out to all new FP. An education specialist/adviser will be assigned a new FP to conduct a 15-minute induction meeting via Zoom:
- COL is a responsive organization and replies to emails within 48 hours. The FP were requested to write directly to the President and cc: the education specialist/adviser who does not respond to emails within 48 hours;
- Flags included in COL documents are for member states and not Ministries represented;
- COL works with the Ministries of Education, who are the primary stakeholders. However, COL also works with institutional and organizational partners. She noted that the Ministries will be apprised on what is happening at the institutions and organisation: and
- The green learning agenda did not feature in the expectations but featured in the take-home message.

Professor Kanwar noted that the priorities identified by the FP are aligned with COL's strategic plans –

open schooling, boys underperformance, teacher training, TVET, micro-credentials, higher education, lifelong and life wide learning frameworks, new ways of assessing accreditation, recognition of prior learning, competencies and qualifications.

Professor Kanwar summed up her closing remarks by outlining what COL does in response to needs expressed by the ministries and institutions; policies at the national and institutional level; building innovative models; providing materials and resources; capacity building; and catalysing Commonwealth-wise partnerships.

Annex 1: List of Participants

S.No	Country	**Name of the Participants**	Role
1.	Eswatini	Ms. Thembekile Y Dlamini	Focal Point
2.	Kenya	Mr Darius Mogaka	Focal Point
3.	Mauritius	Mr Youdhisteer Munbodh	Focal Point
4.	Namibia	Mr Gerard N Vries	Focal Point
5.	Sierra Leone	Ms Musu M Gorvie	Focal Point
6.	Tanzania	Dr Michael Wilfred Ng'umbi	Focal Point
7.	Togo	Mrs Essogbare ADAM-TSAR Epouse Alaba	Focal Point
8.	Botswana	Dr Mmabaledi Kefilwe Seeletso	Focal Point
9.	Cameroon	Ms Anne Oben	Focal Point
10.	COL	Ms Frances Ferreira	Facilitator
11.	COL	Professor Asha Kanwar	Meeting Chair
12.	COL	Professor Jane-Frances Agbu	Co-facilitator
13.	COL	Mr Robert Okinda	Co-facilitator
14.	Cyprus	Professor George Papadopoulos	Focal Point
15.	Ghana	Mr Joshua Mallet	Representative
16.	Lesotho	Mr Monaheng Mohale	Focal Point
17.	Malawi	Dr Joshua Valeta	Focal Point
18.	Malta	Dr Alex Grech	Focal Point
19.	Mozambique	Mr Antonio Franque	Focal Point
20.	Nigeria	Mrs Maria Ada Amedu	Focal Point
21.	South Africa	Ms Trudi van Wyk	Focal Point
22.	The Gambia	Mr Anthony G. Mendy	Focal Point
23.	South Africa	Ms Gina Umeh	Representative

Annex 2: Programme Schedule

Agenda - Regional FOCAL Point Meeting – AFRICA & EUROPE
Mahe, Seychelles | February 20-21, 2023

Accommodation: Savoy Seychelles Resort & Spa; Coral Strand Smart Choice Hotel Meeting Venue: Savoy Seychelles Resort & Spa
Date: Monday, February 20 and Tuesday, February 21, 2023

Date: Monday, February 20, 2023
Time: 09:30-17:00

Objectives: Agenda

The objectives of the two-day Regional Focal Points Meeting are to:

1. Share the key elements of the COL Strategic Plan 2021-2027 and discuss how the outcomes and impact will be evaluated.
2. Identify 3-5 national priorities in education and skills development and discuss how COL can address these.
3. Share a report on COL activities in your country.
4. Raise awareness regarding the benefits of open educational resources (OER).
5. Discuss the key elements of a green learning agenda and the role of the education sector.
6. Highlight the role of Focal Points and how COL can strengthen the network.

Expected Outcomes:

1. Identification of specific national and regional priorities that can be implemented within the context of COL'S Strategic Plan 2021-2027. This would include an action plan for adopting OER and a green learning agenda.
2. Establish concrete collaborations between different stakeholders.
3. Focal Point network strengthened.

Time	Session	Format	Facilitator/Presenter
09:30 - 10:00	Arrival and Registration		Professor Jane-Frances Agbu Mr. Robert Okinda
10:00 - 11:00	Welcome & Opening Session Overview of COL: Professor Asha Kanwar, President and CEO, COL Welcome address: Dr. Justin Valentin, Minister of Education, Seychelles Introduction of Participants and sharing of expectations Adoption of Programme Commonwealth of Learning Song – Sing as One		Ms. Frances Ferreira, MC Professor Asha Kanwar
11:00 - 11:30	Focal Points Photo		All
	HEALTH BREAK		
11:30 - 12:15 SESSION 1	Covid-19: Shaping Education for the Future	Presentation and Discussion	Professor Asha Kanwar
12:15 - 13:00 SESSION 2	Role of Focal Points How much do you know about COL?	Presentation Pair group discussion and Plenary presentation	Ms Frances Ferreira
13:00 - 14:00	LUNCH		
14:00-15:00 SESSION 3	Country Reports from Focal Points Sharing of the Priorities and Findings	Presentation of Reports and Discussion Identify commonalities and differences Group discussion and presentations	Mr Robert Okinda
15:00-15:30	HEALTH BREAK		
15:30 - 16:15 SESSION 4	Monitoring and Evaluation for Results	Presentation and Discussion	Ms. Frances Ferreira

16:15-17:00 SESSION 5	COL Activities in the Region	Presentation and Discussion	Professor Jane-Frances Agbu
18:00 -20:00	Reception hosted by Ministry of Education, Seychelles Venue: TBC		

Report on the Regional Focal Points Meeting: AFRICA and EUROPE

Date: Tuesday, February 21, 2023

Time: 09:00-16:30

Time	Session	Format	Facilitator/Presenter
09:00 - 09:15	Welcome to Day 2 Recap of the Previous Day	Plenary	Professor Jane-Frances Agbu Mr Robert Okinda
09:15 - 10:15 SESSION 6	A Green Learning Agenda Climate Change and Education What can governments do?	Presentation and Discussion Sharing of information	Professor Asha Kanwar
10:15-11:00 SESSION 7	AI-powered ChatGPT: are there implications for the education sector?	Demonstration Discussion	Dr Venkataraman Balaji (Joining remotely)
11:00 - 11:30	HEALTH BREAK		
11:30 - 12:30 SESSION 8	OER for Quality Education: How can we benefit?	Presentation and Discussion	Professor Asha Kanwar
12:30 - 13:30	LUNCH		
13:30 - 15:00 SESSION 9	Development of Concrete Action Items	Group work and presentation	Ms. Frances Ferreira Mr. Robert Okinda Professor Jane-Frances Agbu
15:00 - 15:30	HEALTH BREAK		
15:30 - 16:00 SESSION 10	Focal Point Roundtable to Distil 'Take-Home' Messages	Roundtable	Ms Frances Ferreira
16:00 - 16:30	Closing Session Summary and Wrap-up		Professor Asha Kanwar
	FREE TIME FOR NETWORKING		

Annex 3: Country Priorities and Action Plans

Current Initiatives	Action Plan				
1. Botswana:	**1st Priority:** Lifelong Learning for Farmers	**2nd Priority:** Gender	**3rd Priority:** Higher education – OER policy and course enhancement, Leadership in ODL, ODeL research.		
	Challenge: Poverty and sustainable livelihood	**Challenge:** Poor gender mainstreaming	**Challenge:** Inadequate capacity to mainstream ODL		
	Key Stakeholders: Ministry/Farmers	**Key Stakeholders:** Ministry/Organisations	**Key stakeholders**: Ministry/Institutions		
	Role of COL: Capacity building of farmers with intervention plans	**Role of COL:** Training & advocacy required **Girls Inspire** – Train girls on empowerment and skills acquisition through various interventions	**Role of COL**: Support for capacity building		
2. Cameroon:	**1st Priority:** Training programmes for teachers to raise awareness on OER and ODL	**2nd Priority:** Support for TVET	**3rd Priority:** Lifelong Learning for Farmers	**4th Priority**: Gender mainstreaming	**5th Priority:** Green School Technology
	Challenge:	**Challenge:**	**Challenge:**	**Challenge:**	**Challenge:**
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**		
	Role of COL: Support for capacity building	**Role of COL:** Support for training	**Role of COL:** Support for training activities	**Role of COL:** Support for capacity building	**Role of COL:** Support for capacity building
3. Cyprus:	**1st Priority:** Quality assurance	**2nd Priority:** Green education	**3rd Priority:** Graduate employability	**4th Priority:** Lifelong learning and upskilling	
	Challenge:	**Challenge:**	**Challenge:**	**Challenge:**	

	Key Stakeholders: HEIs and relevant government agencies	**Key Stakeholders:** Relevant government agencies, HEIs, TVET centres	**Key Stakeholders:** Ministry, HEIs	**Key Stakeholders:** Chambers of Commerce	
	Role of COL: Capacity building, sharing of good practices	**Role of COL:** Raise awareness, capacity building, support implementation	**Role of COL:** Raise awareness, capacity building, support implementation	**Role of COL**: Raise awareness, support implementation	
4. Eswatini:	**1st Priority Area:** ODL advocacy and employability framework	**2nd Priority:** Develop standards for TVET programmes to improve quality; TVET policy needed; Skills for learning support for TVET graduates.	**3rd Priority:** Lifelong Learning for Farmers.	**4th Priority:** Gender: participation in STEM, needs assessment and advocacy	**5th Priority:** Teacher Education
	Challenge:	**Challenge:**	**Challenge:**	**Challenge:**	**Challenge:**
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**	**Key Stakeholders:**	**Key Stakeholders:**
	Role of COL:	**Role of COL:**	**Role of COL:**	**Role of COL:**	**Role of COL:**
5. Ghana:	**1st Priority:**	**2nd Priority:**	**3rd Priority:**		
	Challenge:	**Challenge:**	**Challenge:**		
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**		
	Role of COL:	**Role of COL:**	**Role of COL:**		
6. Kenya:	**1st Priority:** Lifelong Learning for Farmers	**2nd Priority:** Gender	**3rd Priority:** Higher Education	**4th Priority:** Secondary Education (Open/Innovative Schooling) Vocational Education and Skills Development (Skills for Work and Skilling online)	**5th Priority:** Teacher Education
	Challenge:	**Challenge:**	**Challenge:**	**Challenge:**	**Challenge:**
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**	**Key Stakeholders:**	**Key Stakeholders:**
	Role of COL: Support for creation of online access to markets and commodity; Re-tooling of small-scale farmers	**Role of COL:** Collaboration in advocacy and training of women in STEM courses	**Role of COL:** Capacity building for education, curriculum and accreditation officers to establish a national OER policy for education in	**Role of COL:** Support for national OER repository; Actualize the Competence-based Curriculum by re-tooling teachers on ICT integration in education;	**Role of COL:** Capacity building for teachers

			Kenya, with KICD, TVETA, KISE, CDACC and CUE.	Capacity building for TVET educational leaders	
7. Lesotho:	**1st Priority:** National OER Policy	**2nd Priority:** Research in ODL	**3rd Priority:** Quality Assurance		
	Challenge:	**Challenge:**	**Challenge:**		
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**		
	Role of COL: Capacity building	**Role of COL:** Capacity building	**Role of COL:** Capacity building		
8. Malawi:	**1st Priority:** Establishing a model for enhancing secondary education access e.g., Smart Learning Access Centres of Knowledge and Support (SLACKS), in rural areas across the country.	**2nd Priority:** OER policy	**3rd Priority:** ODL leadership training	**4th Priority:** Establishment of Open University of Malawi	
	Challenge:	**Challenge:**	**Challenge:**		
	Key Stakeholders: ICT associations in Malawi; relevant ministries	**Key Stakeholders:** Botswana Open University, 3CL, SADC-CDE	**Key Stakeholders:** SADC-CDE, 3CL, university management, etc	**Key Stakeholders:** Relevant Ministries, ODeL practitioners, SADC-CDE, etc	
	Role of COL:	**Role of COL:** Capacity building and support for policy implementation	**Role of COL:** Capacity building for institutional leaders	**Role of COL:** Sharing of best practices, capacity building	
9. Mauritius:	**1st Priority:** Online assessment	**2nd Priority:** Open and innovative school for digital pedagogy	**3rd Priority:** TVET	**4th Priority:** Curriculum development for new technology and inclusivity	
	Challenge:	**Challenge:**	**Challenge:**	**Challenge:**	
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**	**Key Stakeholders:**	

	Role of COL:	**Role of COL:**	**Role of COL:**	**Role of COL:**	
10. Malta:	**1st Priority:** Blockchain education	**2nd Priority:** Digitisation of TVET	**3rd Priority:** Digital literacy and social injustice education	**4th Priority**: Teacher training and lifelong learning	
	Challenge:	**Challenge:**	**Challenge:**	**Challenge:**	
	Key Stakeholders: Government of Malta, EU, University of Malta, 3CL	**Key Stakeholders:** Government of Malta, EU, University of Malta, 3CL	**Key Stakeholders:** Government of Malta, EU, University of Malta, 3CL	**Key Stakeholders:** Government of Malta, EU, University of Malta, 3CL	
	Role of COL: Collaboration and capacity building	**Role of COL:** Collaboration and capacity building	**Role of COL:** Collaboration and capacity building	**Role of COL:** Collaboration and capacity building	
11. Mozambique:	**1st Priority:**	**2nd Priority:**	**3rd Priority:**		
	Challenge:	**Challenge:**	**Challenge:**		
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**		
	Role of COL:	**Role of COL:**	**Role of COL:**		
12. Namibia:	**1st Priority:** Lifelong Learning for Farmers	**2nd Priority:** Open schooling	**3rd Priority:** Teacher Education	**4th Priority:** TVET	**5th Priority:** Gender
	Challenge:	**Challenge:**	**Challenge:**	**Challenge:**	**Challenge:**
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**	**Key Stakeholders:**	**Key Stakeholders:**
	Role of COL: Support for capacity building for sustainable practices	**Role of COL:** Support for capacity building for sustainable practices	**Role of COL:** Support for Teacher Professional Development	**Role of COL:** Support for skill development	**Role of COL:** Support boys underperformance, gender mainstreaming and inclusive practices
13. Nigeria:	**1st Priority:** Lifelong learning for farmers	**2nd Priority:** Teacher capacity building	**3rd Priority:** Gender advocacy	**4th Priority:** ODL	**5th Priority:** TVET
	Challenge:	**Challenge:**	**Challenge:**		
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**		
	Role of COL:	**Role of COL:**	**Role of COL:**		
	1st Priority:	**2nd Priority:**	**3rd Priority:**		

14. Rwanda:					
	Challenge:	**Challenge:**	**Challenge:**		
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**		
	Role of COL:	**Role of COL:**	**Role of COL:**		
15. Seychelles:	**1st Priority:**	**2nd Priority:**	**3rd Priority:**		
	Challenge:	**Challenge:**	**Challenge:**		
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**		
	Role of COL:	**Role of COL:**	**Role of COL:**		
16. South Africa:	**1st Priority:** Gender	**2nd Priority:** Higher education	**3rd Priority:** Secondary education	**4th Priority:** Teacher Education	**5th Priority:** TVET
	Challenge:	**Challenge:**	**Challenge:**		
	Key Stakeholders: Department of Women, Youth and PWD, Higher Health	**Key Stakeholders:** Department of Higher Education and Training, HEIs,	**Key Stakeholders:** Department of Basic Education, National Youth Development Agency,	**Key Stakeholders:** DHET	**Key Stakeholders:** Department of Basic Education, National Youth Development Agency, Department of Science and Innovations
	Role of COL: Support towards development of gender role models, addressing GBV through advocacy, policy development	**Role of COL:** Support for implementation of 4IR programmes; frameworks and policies for micro-credentials	**Role of COL:** Support for development of quality teaching and learning materials; 4IR and integration of ICT	**Role of COL:** Teacher skill development	**Role of COL:** Support for quality teaching and learning materials, capacity building for TVET tutors
17. Sierra Leone:	**1st Priority:** Finalisation of ODL policy and development of implementation plan	**2nd Priority:** Institution ODL capacity building	**3rd Priority:** TVET		
	Challenge:	**Challenge:**	**Challenge:**		
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**		

	Role of COL:	**Role of COL:**	**Role of COL:**		
18. Tanzania:	**1st Priority:** Data management, including teaching and learning, in open schooling.	**2nd Priority:** Boy's dropout and underperformance	**3rd Priority:** TVET	**4th Priority:** Teacher education	**5th Priority:** Quality assurance systems
	Challenge:	**Challenge:**	**Challenge:**		
	Key Stakeholders: Ministry of Education, Science and Technology, Private sectors	**Key Stakeholders:** Ministry of Education, Science and Technology, Private sectors	**Key Stakeholders:** Ministry of Education, Science and Technology, Private sectors Institute of Adult Education	**Key Stakeholders:** Ministry of Education, Science and Technology	**Key Stakeholders:** Ministry of Education, Science and Technology
	Role of COL: Support towards development of an open schooling IMS and sustainable innovation models for open schooling	**Role of COL:** Support for relevant programmes to checkmate boys underperformance	**Role of COL:** Capacity building	**Role of COL: Capacity building**	**Role of COL:** Support for sustainable QA models
19. The Gambia:	**1st Priority:** ODL/OER policy	**2nd Priority:** Teacher capacity building for ODL	**3rd Priority:** Lifelong Learning for Farmers and Youth empowerment in self-sufficiency	**4th Priority:** Open school	
	Challenge:	**Challenge:**	**Challenge:**	**Challenge:**	
	Key Stakeholders: Ministry of Higher Education, HEIs	**Key Stakeholders:** Ministry, Teacher education institutions	**Key Stakeholders:** Ministry of Youth and Sports	**Key Stakeholders:** Ministry of Youth and Sports	
	Role of COL: Policy development and implementation	**Role of COL:** Capacity building	**Role of COL:** Support for training on poultry and small ruminants	**Role of COL:** Capacity building	
20. Togo:	**1st Priority:**	**2nd Priority:**	**3rd Priority:**		
	Challenge:	**Challenge:**	**Challenge:**		
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**		
	Role of COL:	**Role of COL:**	**Role of COL:**		
	1st Priority:	**2nd Priority:**	**3rd Priority:**		

21. Zambia:	**Challenge:**	**Challenge:**	**Challenge:**		
	Key Stakeholders:	**Key Stakeholders:**	**Key Stakeholders:**		
	Role of COL:	**Role of COL:**	**Role of COL:**		