



COMMONWEALTH *of* LEARNING



# COL in the Commonwealth

2018–2020 HIGHLIGHTS

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**KENYA**

LEARNING FOR SUSTAINABLE DEVELOPMENT

## TARGETS 2021



Improved sustainable livelihoods  
**300,000 PEOPLE**



**470**  
**ORGANISATIONS**  
Improved organisational  
capacity to leverage ODL

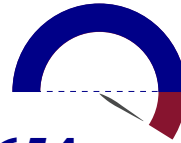


**1.4 million**  
**PEOPLE**  
Increased and equitable  
access to, and use of, quality  
learning opportunities

## ACHIEVED BY 2020



**257,484** people



Target  
**EXCEEDED**

**654** organisations



**880,039** people



## Introduction

Since its creation some 30 years ago, the Commonwealth of Learning (COL) has become a true catalyst for positive change for a third of the world's population. Our vision of “learning for sustainable development” means that learning must lead to social inclusion, economic growth and environmental conservation. This aligns COL's work with Sustainable Development Goal 4 (SDG4), which aims to “ensure inclusive and equitable quality education and promote learning opportunities for all.”

COL harnesses the potential of open, distance and technology-enabled learning to help Member States accelerate progress towards achieving development outcomes.



To achieve outcomes and impact, COL has led six paradigm shifts:

- If the child cannot go to school, the school comes to the child.
- Technology-enabled learning can break open the ivory towers of tertiary education.
- Open educational resources (OER) are the answer to closed and costly textbooks.
- The digital divide can be transformed into a digital dividend.
- Literacy is not always a precondition for learning.
- The social capital of the mother is the most important determinant in bringing girls to school.

What are COL's key success factors? COL aligns its work with global priorities and ensures that it stays relevant to Member States' needs and priorities. COL is relevant, responsive and results oriented. The 2018–2020 Country Highlights summarise COL's progress towards achieving SDG4.

Professor Asha S. Kanwar  
*President and Chief Executive Officer*  
*Commonwealth of Learning*



## Highlights

Working in two sectors, Education and Skills, with Gender as a crosscutting theme, COL uses pioneering models and approaches to achieve impact.

- COL has developed an innovative employability framework to strengthen and evaluate the impact of higher education institutions on graduates' employability, with a focus on industry and labour-market engagement.
- GIRLS Inspire has reached close to 81,000 girls and young women in remote and unreached communities, providing schooling and skilling them for livelihoods.
- The Lifelong Learning for Farmers (L3F) model is being upscaled in partnership with national banks, moving from the meso to the macro level.
- The Commonwealth Digital Education Leadership Training in Action (C-DELTA) programme is now being implemented across the Commonwealth.
- Ambitious projects to improve gender equality in two Commonwealth regions have been launched. These holistic models are based on community mobilisation and address areas such as capacity building in education, gender-based violence, health, empowerment, economic opportunities, and policy.
- Blockchain technology, built according to open standards, was used to issue certificates for massive open online courses (MOOCs) in different disciplines.
- COL has developed a comprehensive solution for data resilience in education for small states facing climate-related disasters.
- The ninth Pan-Commonwealth Forum (PCF9), held in Edinburgh, brought together close to 550 thought leaders, policy makers and practitioners to share best practices and harness innovation for change, with a view to providing employability skills to young people, offering a quality education to all regardless of circumstances, and identifying practical ways for technology to speed up our progress.



# KENYA

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COL works with partners in Kenya to expand access to quality education and lifelong learning for all. Mr Armoogum Parsuramen, Founder-President, Global Rainbow Foundation, Mauritius, represents Africa on COL's Board of Governors, and Mr Charles Obiero, Senior Deputy Director, Directorate of Higher Education, Ministry of Education, is COL's Focal Point for Kenya.

COL's current work in Kenya is primarily in the areas of higher education, teacher education, lifelong learning for farmers, technical and vocational skills development, and technology-enabled learning (TEL). Learners from Kenya have benefited from open online courses and other COL resources.

The following are the highlights from 2018 to 2020.



## Programmes

### HIGHER EDUCATION

The Higher Education initiative works with ministries and higher education institutions to increase equitable access to tertiary education and to address the needs of industry and national development through the use of policies, systems, models and gender-responsive learning resources.

Through the Partnership for Enhanced and Blended Learning (PEBL) project, led by the Association of Commonwealth Universities, COL is supporting the development of quality assurance mechanisms for blended learning courses at Africa Nazarene University, Kenyatta University and Strathmore University.

In April 2018, a workshop on *Quality Assurance for Blended Learning* was conducted in Nairobi, with six partners and participating universities from Kenya, Rwanda, Tanzania and Uganda.

In April 2019, an online course on *Quality Assurance in Blended Learning* was launched on COL's Higher Education Moodle platform as part of the PEBL project. There were 39 quality assurance practitioners enrolled in the course. A second online course, on *Quality Assurance in Higher Education in Africa*, was developed by COL later in the year and piloted in November, with 42 quality assurance practitioners enrolled.

In November 2019, a *Quality Assurance in Blended Learning* workshop was hosted by Kenyatta University in Nairobi as a continuation of capacity-building efforts under the aegis of PEBL. The workshop brought together senior administrators and faculty from 21 universities located in Kenya, Rwanda, Tanzania and Uganda.

As well, COL helped organise a quality assurance workshop for staff of Egerton University to explore quality issues in the development of online and blended courses.

## TEACHER EDUCATION

The Teacher Education initiative works with partner institutions to improve teacher quality and achieve better learning outcomes for students. Through the Teacher Futures model, it works with governments, teacher education institutions, schools and other partners to deliver quality learning opportunities through in-service, technology-enabled teacher professional development.

In partnership with the Ministry of Education and Kenya Institute of Special Education (KISE), COL conducted a Stakeholder Forum in August 2018 on inclusive education in secondary schools in Kenya. Forum participants developed a strategy for COL's support for Teacher Futures in Kenya. In September 2018, COL's Adviser: Teacher Education visited Kenya to discuss details of the proposed programme with key officials at the Ministry of Education.

In May 2019, a leadership workshop on *Teacher Professional Development* was held at KISE as part of the Teacher Futures programme. The workshop explored the role of institutional leaders in implementing school-based teacher development while focusing on effective inclusion of all learners.

As well, Kenyan teacher educators, school administrators and teachers participated in a three-week e-workshop on pedagogies for inclusive education. As a result, a national community of practice evolved, bringing together representatives of some 20 institutions in various parts of the country, as well as KISE staff.

In June 2019, a capacity-building workshop on content development was conducted at Egerton University as part of a wider project intended to strengthen the university's capacity to provide quality-enhanced blended and online learning in their teacher training programmes.

A workshop on inclusive communities was organised for KISE in July 2019. The workshop aimed at sensitising the participants about the role of community-based and other non-governmental organisations in supporting inclusion both within and outside the school environment.

In collaboration with The Open University, UK, COL supported the Ministry of Education and KISE in hosting a learning design workshop in November 2019, where participants contributed to resource development for a programme on inclusive education.

### **VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH (VUSSC)**

Initiated by ministers of education of developing small states of the Commonwealth, VUSSC supports the collaborative development and sharing of OER to promote learning for sustainable development.

As part of a tripartite Commonwealth initiative with the Commonwealth Secretariat and the University of the West Indies Open Campus, VUSSC has repurposed and made available online certificate, diploma and undergraduate degree programmes in Youth Work Development to universities that are members of the Commonwealth Higher Education Consortium for Youth Work. Maseno University and the University of Nairobi are members of the Consortium. COL's Education Specialist: VUSSC facilitated sessions on institutional readiness and the Transnational Qualification Framework at a technical workshop hosted by the partners in London, UK in June 2018.

### **TECHNOLOGY-ENABLED LEARNING (TEL)**

This initiative aims to encourage more institutions to integrate TEL and OER policies and practices to improve teaching and learning for skills development. Activities of the TEL initiative focus on the individual, institutional and country levels.

Since July 2018, COL has been supporting Jaramogi Oginga Odinga University of Science and Technology (JOOUST) to implement TEL. In September 2018, COL's Education Specialist: eLearning facilitated a workshop to develop a TEL policy, with the involvement

of internal JOOUST stakeholders. Under the auspices of this project, a baseline study of TEL at JOOUST was produced, and a workshop on *Blended Course Design with the Moodle Learning Management System* was organised in January 2019.

Taking forward the implementation of TEL, JOOUST started developing 20 blended courses for students. A workshop on developing the blended courses was organised in June 2019.

Kaimosi Friends University College (KAFUCO) completed the first step of Commonwealth Digital Education Leadership Training in Action (C-DELTA) implementation. A training-of-trainers workshop was organised in August 2019 for KAFUCO teachers. As well, COL supported a visioning workshop at KAFUCO to develop a TEL policy for the institution.

Kenyan representatives participated in two meetings with a TEL focus, hosted by COL in New Delhi, India in December 2018. Dr Silvanice Onyango Abeka, JOOUST, participated in the Technology-Enabled Learning Community of Practice Meeting, and Mrs Barbara Khavugwi Makhaya from Maseno University attended the *C-DELTA Training of Trainers Workshop*.

Under the aegis of TEL, COL has been offering a MOOC on *Introduction to Technology-Enabled Learning*, in partnership with Athabasca University, Canada. In total, 61 learners from Kenya benefited from the third and fourth course offerings in 2018–2019.

### **LIFELONG LEARNING FOR FARMERS (L3F)**

L3F aims to establish ICT/ODL-based systems for continuous learning among marginalised farming communities, particularly women, leading to sustainable livelihoods and empowerment. The model embodies a holistic approach to human resource development that integrates social capital, financial capital and human capital to implement a self-sustaining and self-replicating development process.

COL's L3F partner in Kenya is Siaya SEED SACCO. SACCO's financial literacy program has enabled farmers to access loans from various financial institutions, reflected in a 41 per cent increase in the number of borrowers over a one-year period. SACCO has solidified its working relationship with the Kenya Union of Savings and Credit Cooperative Societies, the national umbrella organisation responsible for strengthening the SACCO movement in Kenya. The new relationship has enabled SACCO to access capacity-building opportunities provided by KUSCCO and receive tax waivers from the government.

COL has also entered into a partnership with the Kenya National Farmers Federation (KENAFF). This partnership will see KENAFF adopt ICT/ODL-based strategies in the capacity building of its farmer groups. It is anticipated that the approach will enable the organisation to integrate at least 10,000 learners into L3F over the next year or so. KENAFF has successfully concluded a baseline survey and launched the first project phase.

Other activities have included materials development and training on agro-forestry and the establishment of a tree nursery as an enterprise in November 2019, with the goal of boosting participant capacity to take informed decisions and responsible actions for environmental conservation.

In October 2019, a mobile platform was launched jointly with the local government, with over 500 farmers registered as learners.

### **TECHNICAL AND VOCATIONAL SKILLS DEVELOPMENT (TVSD)**

TVSD supports partners in harnessing ODL to increase access to demand-driven, competency-based skills training. TVSD is increasingly focused on innovative models that use ODL for theory, with practical skills development organised in workplaces and communities.

TVET staff and officials from Ghana, Kenya, Nigeria and Tanzania have completed online capacity-building programmes in Moodle Administration, Facilitating Online Courses, Flexible Skills Development, Blended Learning in the Classroom, and Facilitating with PowerPoint.

In June 2018, COL helped facilitate a workshop on *Sustainable Development in TVET* at the Kenya Technical Teachers College (KTTC) for participants from 13 institutions in Ghana, Kenya, Mozambique, Nigeria and Zambia.

Currently, COL is working with KTTC to channel the potential of ODL to scale up a face-to-face model for training master craftspersons to train others. KTTC has an established partnership with the Kenya National Federation of Jua Kali Associations, which represents all artisans in Kenya.

COL's Skills Online initiative has partnered with a Kenyan NGO, Programme for Capacity Development in Africa, to promote employability skills amongst unemployed youths

in Kenya, with a view to preparing them for the job market. During 2019–20, over 1,000 such young people will be recruited, mentored, trained and supported in their employment prospects. To achieve this, COL has entered into an innovative partnership with Udemy Inc., the world’s largest eLearning marketplace, to make over 4,000 high-quality curated online courses aligned to “employability” accessible for Kenyan youths. Early results show a strong correlation between the resulting skills and participants’ employment prospects.

As well, COL supported TVET staff and managers from Fiji, Kenya, Nigeria, St Vincent and the Grenadines, and Trinidad and Tobago to complete the Certificate in Designing and Facilitating eLearning, from the Open Polytechnic of New Zealand.



## Events and Special Activities

### REGIONAL MEETING OF COL FOCAL POINTS

The Africa and Mediterranean regional meeting of COL’s Focal Points took place on 24–25 September 2018 in Gaborone, Botswana to strengthen the effectiveness of COL’s work in addressing key priorities for education and training in the region, and to share information about developments related to learning for sustainable development. Mr Charles Obiero, Senior Deputy Director, Directorate of Higher Education, Ministry of Education, represented Kenya at the meeting.

### GIRLS INSPIRE STAKEHOLDER MEETING

In February 2019, COL, in collaboration with Tanzania’s Ministry of Education, Science and Technology, co-hosted the GIRLS Inspire end-of-project meeting for preventing child, early and forced marriages (CEFM). Attendees also included representatives from the ministries of gender in Kenya, Malawi, Nigeria, Sri Lanka and Tanzania. The outcomes of the project and lessons learned were shared, along with a roadmap on how to engage policy makers and partners to integrate this initiative into national programmes for preparing women and girls for employment and entrepreneurship.

## QUALITY ASSURANCE FOR TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

Thirty-seven stakeholders from various universities and teacher education institutions in seven African countries, including Kenya, came together for the *Train-the-Trainers Workshop on Quality Assurance for Teacher Training and Professional Development*, organised by the African Council for Distance Education at the Open University of Tanzania in March 2019. The workshop focused on the need for schools of education within universities and other institutions to develop resilient mechanisms to improve teacher development. Organised with support from COL, it examined evidence-based quality assurance practices in higher education overall, and teacher training and professional development in particular.

## SADC-CDE OPEN SCHOOLING WORKSHOP

The Southern African Development Community Centre for Distance Education (SADC-CDE) hosted a workshop in Kigali, Rwanda in May 2019. The aim was to sensitise participants about open schooling and introduce COL's Open and Innovative Schooling model in Rwanda. Participants hailed from Kenya, Rwanda, Tanzania and Uganda.

## MOOC ON INTRODUCTION TO SUSTAINABLE DEVELOPMENT IN BUSINESS

The two offerings of COL's MOOC on *Introduction to Sustainable Development in Business*, which was organised in collaboration with the Open University of Mauritius in May–June 2019 and November–December 2019, attracted 147 participants from Kenya.

## PCF9

Close to 550 policy makers, practitioners and thought leaders from across the Commonwealth and beyond gathered at the historic Murrayfield Stadium in Edinburgh, Scotland for the ninth Pan-Commonwealth Forum (PCF9), themed *Innovations for Quality Education and Lifelong Learning*. It was organised from 9 to 12 September 2019 in partnership with The Open University, UK.

The four days of insightful keynote addresses, engaging plenary panels, informative parallel sessions, and other programme highlights provided a unique opportunity to bridge traditional divides between borders and sectors. Discussions centred around four key sub-themes: *Opening Up Education, Equity and Inclusion, Technology and Employability*, and delegates appreciated the focus on new forum features — artificial

intelligence, youth and girls' education and learners with special abilities. Under the auspices of PCF9, COL hosted a ministerial roundtable with participation from six education ministers.

COL sponsored ten delegates from Kenya to attend the forum. As well, there were four participants from Kenya at the Teacher Education workshop, and one each at the *Higher Education*, *L3F* and *TVSD* workshops. All four meetings were hosted by COL in Edinburgh ahead of PCF9.





## PCF9 Edinburgh Statement

Forum partners from over 60 countries believe that it is possible to significantly accelerate progress towards the aim and targets of SDG4 by prioritising the following collective actions now:

### 1. **Accomplishment at scale**

Mobilise an emergency response to ensure that all children in the Commonwealth, including girls, learners with different abilities, and learners from vulnerable and marginalised communities, experience a quality education focused on accomplishment, knowledge exchange and the continued ability to learn.

### 2. **Skills for productive lives**

Urgently create learning opportunities for marginalised, excluded, vulnerable and out-of-school young people to build skills for leading a productive life, embracing technology to enhance employability, entrepreneurship and confidence, and bridging accessible formal, non-formal and informal education.

### 3. **Creating new digital dividends**

Develop new, innovative, flexible modes of education to foster creativity, imagination and peer knowledge exchange, increase reach and ensure no one is left behind, through the use of appropriate media and delivery, including blended approaches to digital learning.

#### 4. Teachers as skilled agents of change

Teachers and teacher educators are the main agents of change for quality education and can be supported to catalyse action in their schools, communities and colleges as respected professionals who model lifelong learning. To do this we propose:

Creating **alternative, flexible and technology enabled pathways into teaching** to resolve the shortage of skilled and motivated teachers;

Expanding low-cost, highly effective ways to **support school-based teacher professional development** to build change capacity and capability within regional and national educational systems.

#### 5. Positively disrupt higher education

Support innovation for quality higher education; **strengthen the technology-enabled learning ecosystem** throughout the Commonwealth, including the scope to develop professional skills, recognition, validation and verification of experiential and prior learning through micro-credentialing and blockchain technology; expand the reach of open education for dispersed audiences; and improve barrier-free access to tertiary education.

#### 6. Challenging assessment

Radically relook at assessment models: build a culture of assessment to support employability and micro-entrepreneurship.

### Our ambition is to achieve this through:

*Bold inclusive collaboration;*

*Bringing together the diverse groups of critical thinkers, innovators and practitioners who can collaboratively make change happen by delivering quality education and lifelong learning for all;*

*Making greater use of data, evidence and storytelling to galvanise political will for enabling policies and well-resourced implementation plans;*

*Sustaining the momentum;*

*Building an active network of learning, support and action starting now.*

Sustaining and building our momentum for change, we aim to bring our key commitments to the fore of the policy agenda through the Conference of Commonwealth



## New Publications and Resources

In 2018–2020, COL produced a number of publications and resources, including:

***Knowledge Series: Designing and Implementing Micro-Credentials:  
A Guide for Practitioners***

As online learning and MOOCs become mainstream, it is important to explore new forms of credentialing. This publication offers a step-by-step guide to plan, design and implement micro-credentials and badges in diverse contexts and provides greater flexibility in the journey of the new learner-earner through a skills and capability framework.

***A Blueprint and Toolkit for School-Based Teacher Development: SECONDARY***

This toolkit is for implementing school-based teacher development as a way to improve the performance of schools and raise the achievement of children. This valuable resource includes a detailed framework, which can be adapted to the context of a particular country, region, district or school, and offers practical daily activities for teachers.

***Guidelines on the Development of Open Educational Resources Policies***

This new publication provides specific tools to analyse current contexts and policy environments, understand issues related to copyright and licensing, and align policy in support of Sustainable Development Goal 4. The guidelines present a systematic process for designing and implementing OER policies and measuring their impact.

***A Guide to Integrating Employability in Higher Education Institutions: The Commonwealth of Learning's Employability Model***

This publication provides clear guidelines on how to integrate employability pathways into instructional systems. From career counselling to career support, the guide demonstrates how institutions can prepare graduates for employment or entrepreneurship.

***Gender Scorecard 2.0: Instructions and Templates***

This is a tool to audit the capacity of institutions to mainstream gender. It helps with analysing existing policies and practices and developing clear steps for the effective promotion of gender equity.

All COL publications can be found on its open-access repository at [oasis.col.org](https://oasis.col.org).



## **COMMONWEALTH of LEARNING (COL)**

4710 Kingsway, Suite 2500  
Burnaby, BC V5H 4M2 Canada  
Phone + 1 604 775 8200 / Fax + 1 604 775 8210

 [info@col.org](mailto:info@col.org)

 [www.col.org](http://www.col.org)

 [@col4d](https://twitter.com/col4d)

 [facebook.com/COL4D/](https://facebook.com/COL4D/)

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