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FOREWORD

The Commonwealth of Learning (COL) is proud of its strong country focus. While COL strives to achieve synergy in its programme across the whole Commonwealth, it also considers itself accountable for its work in each Member State. COL in the Commonwealth reviews COL’s work over the last two years (2009-2011) country by country.

At the beginning of the 2009-2012 triennium a Country Action Plan was developed to guide COL’s activities in each country and ensure that they were consistent with the national priorities of the government. These reports describe the implementation of these plans. Final versions of these reports will be presented to the 18th Conference of Commonwealth Education Ministers (18CCEM) at the end of the triennium in 2012.

Ministers were enthusiastic about the previous issue of COL in the Commonwealth that was submitted to 17CCEM in Kuala Lumpur in 2009. At the request of Ministers these reports cover all Member States of the Commonwealth, showing not only what COL has done in the developing countries but also how its work relates to the international development priorities of Australia, Canada, New Zealand and the United Kingdom. The reviews are grouped under four regions: Africa (and the Mediterranean), Asia, the Caribbean and the Pacific. The reports for each group of countries begin with a short account of the regional activities which COL has promoted in 2009-2011.

Member States also value COL’s Pan-Commonwealth work, which benefits from the unifying characteristics of the Commonwealth such as a common language, similar constitutional and legal frameworks, and a shared commitment to the values of peace, democracy, equality and good government. Some of the Pan-Commonwealth activities and facilities that underpin COL’s work in the regions and countries are listed in the next section.

The production of COL in the Commonwealth 2009-2011 has been an intense collective effort. COL’s advanced knowledge management systems have enabled us to exploit fully the information contained in the numerous event reports prepared by staff as they work and travel. I express particular gratitude to Jasmine Lee, for diligently updating the country profiles that provided the raw material for these reviews, and to Karen Speirs, who brought this volume together in an impressively efficient and expeditious manner.

Sir John Daniel
President and Chief Executive Officer
Commonwealth of Learning
PAN-COMMONWEALTH INITIATIVES

BACKGROUND

As a Commonwealth inter-governmental organisation, the Commonwealth of Learning (COL) operates in all 54 member states, with a particular emphasis on 47 developing countries across Africa, Asia, the Caribbean and the Pacific.

COL’s Three-Year Plan was developed after consulting widely in the Commonwealth. It focuses specifically on the expressed needs of Member States and the imperative of progressing the Millennium Development Goals and Education for All, within the context of its own mission and mandate.

COL’s vision of “Access to Learning is the Key to Development” encapsulates both strategy and outcome. For example, COL harnesses the potential of open and distance learning (ODL) to bring lifelong learning for farmers (L3F) in an effort to mitigate the challenge of poverty and food security (MDG 1). As more countries achieve Universal Primary Education (UPE), they seek to provide access to secondary education. Since existing institutions are unable to cater to this massive surge, COL initiated the Open Educational Resources for Open Schools project as a response (MDG 2). COL uses community media to promote mother and child health goals (MDGs 4 and 5) in countries such as India, Kenya and Malawi.

COL also focuses on four Education for All goals – access to primary education, gender equality, quality education, and learning and life skills for young people and adults – through teacher training, gender mainstreaming, quality assurance and skills development respectively.

The approach has been to work within the framework of the COL Logic Model 2009-12 but to also be flexible and responsive enough to cater to new and specific needs as they occur.

COL develops Country Action Plans for Member States based on discussions with country Focal Points and partners. These dynamic documents are updated regularly and incorporate requests from countries over the course of the triennium. They will be presented as Country Reports, which document COL’s work in each country, to the Commonwealth Education Ministers, when they meet in Mauritius in 2012.

A number of COL activities span the Commonwealth. This section outlines these pan-Commonwealth initiatives.

EDUCATION

“OER FOR OPEN SCHOOLS”

COL’s “OER for Open Schools” initiative involved working with partners at open schools in six countries (Botswana, Lesotho, Namibia, Seychelles, Trinidad & Tobago and Zambia) to create open educational resources (OER) for 20 secondary level courses. The OER will be freely available for download, adaptation
and use, resulting in a substantial contribution to open schooling globally. COL provided extensive training to “Master Teachers” in each country, helping them build their skills in developing OER in both print and eLearning versions. “OER for Open Schools” was funded in part by The William and Flora Hewlett Foundation.

COMMONWEALTH OPEN SCHOOL ASSOCIATION

COL supports the expansion of ODL to meet the growing need for primary and secondary education, as well as lifelong learning. As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open School Association (COMOSA), which involves partners from every region of the Commonwealth who have signed the COMOSA constitution.

The COMOSA website was launched at the first Annual General Meeting in Delhi in November 2010, and COMOSA’s activities for the next three years were identified as Research, Gender and Vocational and Technical Education. A COMOSA workshop on “Research in Open Schooling” was held in Delhi, India in November 2010, and a Research Agenda with ten areas was adopted.

OPEN SCHOOLING

Representatives from more than 20 countries took part in a COL workshop on copyright and open educational resources (OER) in Delhi in November 2009.

The Quality Assurance Toolkit for Open Schools was launched during the Sixth Pan-Commonwealth Forum on Open Learning (PCF6) in Kochi, India in November 2010. The Toolkit will be used in all the countries affiliated with COMOSA to develop their institutional Quality Assurance frameworks. Copies of the Toolkits were made available to the delegates at PCF6.

CHILD-FRIENDLY SCHOOLS

The UNICEF-COL Child-Friendly Schools initiative is mainstreaming “child first” concepts, principles and models into the pre-service and in-service teacher education curricula in eight Commonwealth countries. COL is working with partner teacher training institutions to develop Child-Friendly Schools learning materials and to provide capacity building workshops.

BUILDING CAPACITY IN MULTIGRADE TEACHING

A Consultative Meeting, the first phase of the Capacity Building Programme on Multigrade Teaching for Teachers in Selected Commonwealth Countries (Belize, Maldives, Namibia, Samoa and Solomon Islands), was held in Honiara, Solomon Islands in June 2010. The capacity building initiative aims to strengthen the current work of the Commonwealth Secretariat and COL on multigrade teaching through the design and implementation of a programme to support teachers, using ODL strategies.

QUALITY ASSURANCE

COL provides leadership in quality in ODL. COL’s quality microsite (www.col.org/quality) provides a single convenient online access point to quality assurance resources in ODL. This includes access to COL’s Quality Assurance Toolkits for open schools, higher education and teacher education.

The COL Review and Improvement Model (COL RIM) provides higher education institutions with a “do-it-yourself” approach to institutional quality audits. COL developed COL RIM as a cost-effective approach that focuses on self-assessment and helps institutions improve internal quality assurance, planning and systematic institutional improvement. The COL RIM package, consisting of a conceptual framework and handbook, is freely available from COL.
COMMONWEALTH EXECUTIVE MBA/MPA

COL’s Commonwealth Executive Master of Business Administration and Master of Public Administration programme is designed for part-time study by busy working professionals, in response to the growing demands for post-graduate level education in business and public administration. The CEMBA/MPA programme is offered at partner institutions in Bangladesh, Ghana, Guyana, Jamaica, Malaysia, Nigeria, Pakistan, Papua New Guinea and Sri Lanka.

LEGISLATIVE DRAFTING PROGRAMME

COL’s Graduate Diploma in Legislative Drafting builds professional skills through ODL. The programme is currently offered by three partner institutions: the National Open University of Nigeria, the University of the South Pacific and Athabasca University in Canada.

VIRTUAL UNIVERSITY FOR SMALL STATES OF THE COMMONWEALTH (VUSSC)

VUSSC is a network of 32 small states of the Commonwealth dedicated to expanding access to tertiary education. VUSSC hosted international training and materials development workshops that develop capacity and initiate the development of new courses that are available as OER. Educators and learners can freely access, adapt and re-use VUSSC learning materials.

Originally led by COL, VUSSC is now governed by a Management Committee with representation from all regions of the Commonwealth.

VUSSC members collaborated to develop the Transnational Qualifications Framework (TQF), a system of accreditation for VUSSC courses that facilitates the movement of courses and learners among states. Through the TQF, VUSSC aims to ensure all open educational resources (OER) created for VUSSSC can be adapted into recognised courses that students can take for credit through educational institutions in small states. The TQF was formally launched in Namibia in May 2010.

VUSSC’s learning portal, launched in 2011, includes an online Learning Management System for learners and educators to access and contribute to VUSSC courses, as well as free online materials and tips for learning online.

LIVELIHOODS AND HEALTH

LIFELONG LEARNING FOR FARMERS

COL’s Lifelong Learning for Farmers programme helps rural communities engage in appropriate technology-based open and distance education to improve their livelihoods. While governments face challenges in funding adequate agricultural extension, globalisation is creating increasing competition for poor rural farmers.

Lifelong Learning for Farmers addresses these issues by enabling vulnerable rural women and their families to embrace learning. The programme brings together four key partners: farmers, learning institutions, mobile phone and ICT companies and banks. As farmers gain relevant knowledge from learning institutions via mobile phones and ICT kiosks, banks provide loans to them with greater assurance.

Introduced in southern India in 2004, Lifelong Learning for Farmers has been adapted and introduced in Jamaica, Kenya, Mauritius, Sri Lanka and Uganda.
FLEXIBLE SKILLS DEVELOPMENT

COL is helping technical and vocational education and training (TVET) institutions in Africa expand flexible and blended delivery approaches. By increasing access to quality skills development for young people and adults, COL’s Flexible Skills Development (FSD) programme aims to alleviate poverty. This programme actively targets course development for people working in the informal economy. Through online training, workshops and an online Community Learning Network, COL is helping 11 key TVET institutions in six countries in strengthening capacity to develop new curriculum content to realise the benefits of educational media and technology.

COL is also working with TVET training institutions in the Pacific to develop training courses in basic trades to help meet the skills needs of small island states. COL has worked with partners in the region to develop courses in Small Business, Small Engine Maintenance, Tourism as a Business, Working with Timber and Working with Concrete, as well as Literacy for Basic Trades, which assists students with varying levels of literacy.

HEALTHY COMMUNITIES

COL’s Healthy Communities initiative brings together groups working at the local level – media, health agencies, NGOs and community groups – to address health and development challenges through participatory learning programmes. While programmes vary according to local needs, COL’s approach remains consistent:

- Bring together local partners: most often community groups identify health information needs, health agencies provide content and community radio stations broadcast the learning programmes.
- Build capacity: this usually involves radio production skills, which expands the pool of community members who are actively engaged in the programme.
- Provide ongoing support: as programmes mature and partners change, COL will help community learning programmes adjust and continue to grow.

Recent initiatives span the Commonwealth, responding to local health needs.

“TAKING OER BEYOND THE OER COMMUNITY”

“Taking OER beyond the OER Community: Policy and Capacity” is a COL/UNESCO joint initiative that promoted the wider use of OER by expanding understanding of OER by educational decision makers and quality assurance experts. The programme involved capacity building workshops in all regions of the Commonwealth, online discussion forums and new OER publications.

COMMONWEALTH COMPUTER NAVIGATORS CERTIFICATE

The Commonwealth Computer Navigators Certificate (CCNC) is an information and communication technology (ICT) literacy course based on the International Computer Driver’s Licence (ICDL) using Open Office on either a Linux or Windows Platform. The high quality training materials are available from COL free of cost.

GENDER

Gender equality is a cross-cutting theme that underpins in all COL’s initiatives. The advancement of gender equality and women’s empowerment are central to COL’s agenda of learning for development.
COL looks beyond the arithmetical target of gender parity (equal numbers of males and females in school) to the more challenging goal of gender equality (equality of outcomes). COL’s gender work includes providing gender resources, capacity building in ICT for women and gender research.

E-LEARNING FOR INTERNATIONAL ORGANISATIONS

COL customises eLearning solutions to meet the capacity enhancement needs of international organisations around the world. COL develops and delivers effective training solutions in partnership with the UN and other international agencies. This contract work is performed on a fee-for-service basis with full cost recovery. Course subject matter ranges from effective communication and report writing to operational data management and debt management.

PAN-COMMONWEALTH FORUM ON OPEN LEARNING

COL’s biennial Pan-Commonwealth Forum on Open Learning (PCF) is one of the world’s leading conferences on learning and global development. It brings together people representing educational institutions, governments and development agencies to explore issues related to ODL and development. More than 600 delegates from 70 countries attended PCF6 in Kerala, India in 2010. COL’s Excellence in Distance Education Awards, honouring individual and institutions contributions to ODL, are presented at PCF.

PAN-COMMONWEALTH PARTNERSHIPS

COL’s work is supported by networks of advisors across the Commonwealth:

- Focal Points: individuals nominated by the Minister of Education in each country to act as COL’s primary contact.
- Honorary Advisors: eminent ODL professionals from across the Commonwealth are a valuable resource for consultations about COL’s future plans and for Member States seeking advice on ODL.
- UNESCO-COL Chairs: distinguished serving academics who serve in an honorary capacity, complementing the political and administrative role of the Focal Points and Honorary Advisors.

COL KNOWLEDGE RESOURCES

COL’s extensive resources, freely available through its website, include:

- *Connections* newsletter: providing news, commentary and insight about COL’s work and the broader field of ODL and development ([www.col.org/connections](http://www.col.org/connections))
- Blog: timely news and comment from COL ([www.col.org/blog](http://www.col.org/blog))
- Publications: research, books, toolkits and other publications commissioned by COL ([www.col.org/publications](http://www.col.org/publications))
- Knowledge Finder: an index of documents about ODL and international development from quality-assessed external sources ([www.col.org/kf](http://www.col.org/kf))
- Country information: This online database provides access to information related to ODL from all Commonwealth countries ([www.col.org/CountryInfo](http://www.col.org/CountryInfo))
- Videos: reports from events and insight into COL’s work ([www.col.org/videos](http://www.col.org/videos))
• Course materials, gender microsite, quality assurance microsite, speeches and other resources (www.col.org/resources)

• Governance and financial information: including Board minutes, financial statements and the President’s quarterly reports to the Board (www.col.org/GovInfo)
AFRICA
AND
THE MEDITERRANEAN

Botswana | Cameroon | Cyprus (Mediterranean) | The Gambia | Ghana | Kenya | Lesotho | Malawi | Malta (Mediterranean) | Mauritius | Mozambique | Namibia |
Nigeria | Rwanda | Seychelles | Sierra Leone | South Africa | Swaziland | Tanzania | Uganda | Zambia
REGIONAL ACTIVITIES

BACKGROUND

The Commonwealth of Learning works with partners in all 21 Commonwealth nations in the Africa/Mediterranean region. While significant progress has been made in this region in achieving the Millennium Development Goals and Education for All, major challenges remain. COL is applying its expertise in open and distance learning (ODL) and information and communication technology (ICT) to help advanced learning for development in Africa.

COL works closely with all Commonwealth Africa nations through dozens of initiatives that help expand access to quality education and training using distance education and appropriate technologies.

COL’s work is supported by two regional co-operation agencies in Africa:

- The Southern African Development Community Centre for Distance Education (SADC-CDE), located at the Botswana College of Distance and Open Learning (BOCODOL), is a regional ODL centre for Southern Africa.

- The Regional Training and Research Institute for Distance and Open Learning (RETRIDOL), located at the National Open University of Nigeria (NOUN), is a regional ODL centre for West Africa.

Here are some recent regional activities; specific activities in each country are outlined in the individual Country Reports that follow.

EDUCATION

Virtual University for Small States of the Commonwealth (VUSSC)

Eight African countries are members of VUSSC, a collaborative network of 32 small states that is working to develop and share learning materials at the post-secondary level. Mauritius and Seychelles have hosted VUSSC international training and materials development workshops.

The VUSSC Transnational Qualifications Framework (TQF) Procedures and Guideline document was officially launched on 28 April 2010 in Cape Town, South Africa and 3 May 2010 in Windhoek, Namibia. The TQF can be downloaded from the VUSSC website.

Open Schooling

COL sponsored a workshop hosted by the National Institute of Distance Education in Maputo, Mozambique in March 2010 to review the components of the Quality Assurance toolkits for open schools. Ten participants from seven countries attended the workshop.
COL initiated and implemented a three-day awareness and training workshop on Monitoring and Evaluation in August at the Namibian College of Open Learning (NAMCOL). Twenty-eight participants from 12 countries attended the workshop.

Between July and December 2010, SADC-CDE facilitated ODL Policy Sensitisation and Policy Formulation training workshops in Botswana, Mauritius and Swaziland.

SADC-CDE held a five-day research and publications capacity building workshop in Botswana in March 2010. During this period, SADC-CDE enrolled eight faculty members from five SADC countries with the University of Pretoria for the Certificate in Gender.

The SADC-CDE Gender Winter School was held in Pretoria, South Africa in June 2011. Participants from Botswana, Lesotho and Tanzania attended the training.

COL co-facilitated a two-day workshop in Maputo, Mozambique in March 2010 to train educators to draft strategic plans for integrating multimedia in their open schools. The workshop was the first step in supporting Mozambique, Tanzania and Zambia to develop digital content over a two-year period.

**Teacher Education**

The Memorial University of Newfoundland (MUN) and COL signed a revised Memorandum of Understanding in October 2009 to focus on the training of head teachers and principals of schools in The Gambia, Ghana, Nigeria and Sierra Leone and The Gambia. The COL-MUN Workshop for the Development of Materials for the Training of Head Teachers and School Principals was held in Ghana from March 29-April 1, 2010. A training manual for head teachers and principals in the four countries was developed.

Four African nations (The Gambia, Ghana, Nigeria and Sierra Leone) are taking part in the UNICEF-COL Child-Friendly Schools (CFS) project. The objectives are to integrate the CFS model into pre-service and in-service teacher training curricula, training of teachers and other education personnel on CFS at the universities and teacher training institutions, and to strengthen the role of Teacher Resource Centres. This has involved intensive training of “Master Teachers” and numerous in-country workshops.

The annual Partner Advisory Council Meeting of the Teacher Education for Sub-Saharan Africa (TESSA) consortium was held in Cape Coast in August 2009. The participants reviewed the programmes made in the implementation of TESSA and the Work Plan for 2010 was adopted.

**Higher Education**

COL is working with partners across Africa to improve access to quality higher education.

The COL Review and Improvement Model (COL RIM) for effective institutional quality audits has been introduced to educators from 11 African nations.

COL’s Commonwealth Executive Masters of Business Administration (CEMBA) and Masters of Public Administration (CEMPA), which offers working professionals the opportunity to study part-time through ODL, is available through Ghana’s Kwame Nkrumah University of Science and Technology. The National Open University of Nigeria offers COL’s Graduate Diploma in Legislative drafting, which builds capacity in planning and writing laws and policies.
LIVELIHOODS & HEALTH

Skills Development

COL sponsored delegates from Kenya, Malawi, Swaziland and Zambia to the Commonwealth Association of Polytechnics in Africa (CAPA) conference on Entrepreneurial Polytechnic which was held in Abuja, Nigeria in April 2010.

COL and UNESCO co-hosted a one-day ICT in technical and vocational education and training (TVET) pre-conference workshop at the eLearning Africa Conference in Zambia in May 2010. COL sponsored several TVET educators to the eLearning Africa Conference.

In partnership with CAPA, COL facilitated a workshop for institutional heads from Kenya, Tanzania and Uganda in flexible approaches to TVET in June 2010. The workshop was hosted by the Mombasa Technical Training Institute (MMTI). Twenty representatives from technical training institutes attended the workshop.

COL is working with 11 TVET training institutes in Africa as “focal institutions” for flexible development activities. Senior staff members are participating in the online courses for policy makers, institutional managers and managers.

COL engaged Nicholas Kimolo of Futuristic Ltd. Kenya to carry out an Information and Communication Technology (ICT) Infrastructure Assessment on the 10 focal institutions to obtain a better understanding of their short-term and medium-term ICT plans and strategies. The report was submitted in March 2011.

COL co-facilitated a Flexible Skills Development partners meeting in May 2011 in Kampala, Uganda with Principals and Champions of nine key institutions from Ghana, Kenya, Nigeria, Tanzania and Zambia. The participants carried out a partners’ evaluation of activities, outputs and outcomes of mutual collaboration over the past year.

Integrating eLearning

A series of open educational resources (OER) capacity building workshops took place as part of the COL-UNESCO initiative, “Taking OER beyond the OER Community: Policy and Capacity”. Three of the workshops were held in Africa: in Cape Town, South Africa in April 2010, in Namibia in May 2010 and in Tanzania in May 2011.

In April 2010, COL, in collaboration with SchoolNet SA, Intel SA and Microsoft SA, hosted a seminar in Cape Town for Deans/Heads of Education from SADC countries on the integration of ICT in teacher pre-service education. It was attended by four representatives from the Department of Education (basic and higher); 18 deans/representatives from South African higher education institutions; 10 from SADC institutions and 14 representing national and international organisations related to the use of ICT in education. Two follow-up workshops were held by SchoolNet SA and Microsoft in August and October 2010.

Healthy Communities

Two 10-week online training courses in scriptwriting skills were supported by COL and developed and run by Farm Radio International in 2009 and 2010. More than 200 broadcasters and rural health and agricultural development workers from across Sub-Saharan Africa completed one of the two courses and submitted a script to the associated competition, which was sponsored by COL, UNESCO, FAO, CTA and other agencies.
The first course focused on agricultural innovation. Eighty-two scripts were received for the African-Wide Scriptwriting Competition on Smallholder Farmer Innovation. The second course was on Healthy Communities. A second script writing competition was held where 128 entries were received. The winning scripts from both competitions were published in French and English and distributed by Farm Radio International to approximately 350 radio and rural development organisations across Sub-Saharan Africa.

The Media and Training Centre for Health (MTC) hosted COL’s Healthy Communities Partners’ Workshop in Cape Town in September 2011. Twelve national and regional partner groups from across the Commonwealth participated, developing knowledge and skills concerning the use of ODL for non-formal learning about health and related community development.

COL hosted an international training-of-trainers workshop in Vancouver, Canada in September/October 2009. Key national and regional partners from different Commonwealth regions advanced the three-year plan for COL’s Healthy Communities initiative (also linking it to UNESCO’s work in this area in the upcoming programme biennium, 2010-2011). Partners’ knowledge and skills in developing non-formal ODL programming were increased through a “trainers train themselves” approach. Various approaches were reviewed and analysed, e.g. participatory content creation (India), use of drama (Jamaica, Malawi) and community ODL programmes (Jamaica, Tanzania). Strategies and tools were reviewed and plans made concerning the International Peer Group, Community Media Space on WikiEducator, PCF6.

Learning for Farmers

COL supported a workshop for African partners on integrating linkages between community banks and commercial banks in L3F in India in June 2010. The participants were trained by illiterate and semi-literate women involved in community banking and by officers of banks and financial institutions. They also visited sites and saw the actual community banking in operation and enterprises developed through community banking. Participants identified strategies for similar linkages in their own countries.

REGIONAL PRESENCE

COL maintains strong relationships with many stakeholders in Africa, including member governments, partner institutions, donors and individuals. COL’s Honorary Advisors, a network of eminent ODL professionals, includes two representatives from Africa: Professor Veronica McKay, CEO of Kha Ri Gude Literacy Campaign in South Africa and Professor Tolly S.A. Mbwette, Vice Chancellor of the Open University of Tanzania.

The region is also represented by two COL Chairs (Professor Mbwette and Professor Landson Mhango of Mzuzu University in Malawi) and a network of individuals, selected by member Governments, who liaise directly with COL as Focal Points. COL creates specific country action plans and country reports to ensure the region’s needs are addressed.

REGIONAL FOCAL POINTS MEETING

The COL Regional Focal Points Meeting (Africa and the Mediterranean) was held in Mauritius from May 19-21, 2011. The meeting is held once every three years and provides an opportunity for the Focal Points to share information about the status of ODL in their countries, receive the mid-term report of what COL has done in each country and identify education and training priorities that COL can support in the next Three-Year Plan, 2012-2015.
REGIONAL BROCHURES

COL has regional brochures that summarise its activities in each of the four regions of the Commonwealth. These can be found on COL’s website at www1.col.org/regional.
BACKGROUND

Kenya is a country in East Africa with a population of about 40 million people. The Government of Kenya introduced free primary education in 2003; secondary education is now heavily subsidised. The country has a long-standing commitment to open and distance learning (ODL) and to COL. Kenya is a regular contributor to COL’s budget.

SUMMARY

COL is working with Kenyan partners in most areas of its work including teacher development, skills development, Lifelong Learning for Farmers, healthy communities and integrating eLearning. COL is supporting Kenya’s plan to establish an open university.

EDUCATION

Teacher Education

The annual Partner Advisory Council Meeting of the Teacher Education for Sub-Saharan Africa (TESSA) consortium was held in Cape Coast in August 2009. Egerton University, Kenya presented its progress report at the meeting. The participants reviewed the programmes made in the implementation of TESSA and the Work Plan for 2010 was adopted.

A COL writers’ workshop on the open educational Resources (OER) for English Language Teaching (ELT) was held in Accra in August 2009. The commissioned writers of the OERs reviewed the draft modules and the writers were trained in COL’s ODL template and Basecamp. They also uploaded the draft modules onto the ODL template. Nicholas Kimolo of Futuristic Ltd, Kenya was the facilitator at the workshop.
LIVELIHOODS & HEALTH

Skills Development

COL funded a workshop, organised by the African Medical & Research Foundation (AMREF) in Meru, Kenya in March 2010 to support capacity building in distance education and OERs for nurse educators and the development of degree level nurse training OERs.

COL sponsored Bernadette N. Canute of Kenya to the Commonwealth Association of Polytechnics in Africa (CAPA) conference on Entrepreneurial Polytechnic which was held in Abuja, Nigeria in April 26-29, 2010.

COL and UNESCO co-hosted a one-day information and communication technology (ICT) in technical and vocational education and training (TVET) pre-conference workshop at the eLearning Africa Conference in Zambia in May 2010. COL sponsored Dr. R. Maithya of Kenya Technical Teachers’ College (KTTC) to the eLearning Africa Conference.

In partnership with CAPA, COL facilitated a workshop for institutional heads from Kenya, Tanzania and Uganda in flexible approaches to TVET in June 2010. The workshop was hosted by the Mombasa Technical Training Institute (MMTI). Twenty representatives from technical training institutes attended the workshop.

KTTC, Mombasa Technical Training Institute (MTTI), Masai Technical Training Institute & Coast Institute of Technology, Thika Technical Training Institute are among 11 focal institutions for COL’s flexible development activities. Senior Managers were introduced to the Flexible Skills Development Programme. Senior staff members are participating in the online courses for policy makers, institutional managers and managers.

Robert Okinda, Charles Gichuhi and Yona Okidia of KTTC worked with a COL consultant and colleagues from the Technical and Vocational Teachers College (TVTC) in Zambia to develop materials for ICT in TVET teaching.

COL organised the Flexible Skills Development Workshop in December 2010 in Maseru, Lesotho. The workshop was held during the CAPA conference to provide an opportunity for the interested CAPA conference delegates to learn more about the Flexible Skills Development and to discuss the issues involved in introducing flexible and distance learning methodologies into their institutions. Representatives from seven technical training institutes in Kenya attended the workshop.

COL sponsored Anne K. Kithinji of MTTI, Dorcas Kathanya and Rose Kiiru of Thika Technical Training Institute (TTTI) to CAPA from 30 November to 3 December in Maseru, Lesotho.

COL engaged Nicholas Kimolo of Futuristic Ltd. Kenya to carry out an Information and Communication Technology (ICT) Infrastructure Assessment on ten institutions including Mombasa Technical Training Institute, Coast Institute of Technology, Masai Technical Training Institute and Kenya Technical Teachers College to obtain a better understanding of their short-term and medium-term ICT plans and strategies. The report was submitted in March 2011.

COL facilitated a three-day workshop on strengthening the capacity of teachers in instructional design for ODL methods in TVET at Mombasa Technical Training Institute (MTTI) in May 2011. Twenty-one teachers from MTTI and the Coast Institute of Technology attended the workshop.

COL co-hosted the two-day Instructional Design Workshop at Masai Technical Training Institute in May 2011 for 15 teachers from the Masai Technical Training Institute.
COL co-facilitated a workshop to introduce the COL Flexible Skills Development activity to members of the CAPA membership and advocate for technology-enhanced ODL in skills development in Kampala, Uganda in May 2011.

COL facilitated a workshop in May 2011 with key Kenyan partner institutions and national policy stakeholders to map out the policy implications of offering distance and eLearning programmes in TIVET.

COL co-facilitated a Flexible Skills Development partners meeting in May 2011 in Kampala, Uganda with Principals and Champions of nine key institutions from Ghana, Kenya, Nigeria, Tanzania and Zambia. The participants carried out a partners’ evaluation of activities, outputs and outcomes of mutual collaboration over the past year.

**Learning for Farming**

The Lifelong Learning for Farmers (L3F) initiative was launched in Western Kenya with three non-governmental organisations (NGOs), a university, an international organisation and a leading Kenyan bank participating as partners.

A capacity building programme for three non-governmental organisations was organised by the Masinde Muliro University of Science and Technology (MMUST) on Open and Distance Learning for Development. Multimedia materials on sorghum are being used for building the capacities of the farmers in Kakamega district.

The Equity Bank and Krep Bank have started advancing credit to the rural communities under L3F. One group of women has constructed green houses for producing vegetables.

A workshop, in collaboration with the Commonwealth Foundation was organised in Nairobi, Kenya for the L3F participants. The modalities for integrating climate change issues at farm level operations in L3F were identified. Participants represented Ikonzo Musanda Self Help Group, Ugunja Community Resources Centre (UCRC) and Kenya AIDS Prevention Project Group.

COL supported a workshop for African partners on integrating linkages between community banks and commercial banks in L3F in India in June 2010. The participants were trained by illiterate and semi-literate women involved in community banking and by officers of banks and financial institutions. They also visited sites and saw the actual community banking in operation and enterprises developed through community banking. Participants identified strategies for similar linkages in their own countries.

Kenya Agricultural Research Institute (KARI) and Ugunja Community Resource Centre (UCRC) have arrived at an understanding for establishing the Sweet Potato Farmers Innovation Platform under L3F. UCRC has started a community banking concept called “Table Banking” covering 800 women members. Kenya AIDS Prevention Project Group has entered into a one-year partnership agreement with Mumias Outgrowers Savings and Credit Bank. The L3F participants, mostly women, received the first set of credit of Ksh 1.25 million for poultry and other agricultural enterprises from the bank.

An ODL-based capacity building of 600 men and women in poultry, cassava, business planning and credit management took place in Mumia and Ugunja in October and December 2010.

A three-member team from Kenya (Charles Ogada, James Onyango, and Francis Anyona) who are involved in the L3F initiative attended pre-conference meetings and the Sixth Pan-Commonwealth Forum on Open Learning (PCF6) in Kochi, India in November 2010.

Ikonza Musandra Self Help Group (IMSGH) has started mobile phone-based learning for 400 community bank members through wireless application protocol (WAP) enabled phones.

COL has launched a course on poultry with a blend of indigenous knowledge and frontier science.
In collaboration with the University of British Columbia (UBC), COL has developed a Learning Management System called LIVES (Learning through Interactive Voice Educational Systems). The goal is to provide communities with a learning tool based on voice mails using mobile phones. COL will be able to scale up its interventions because more than a thousand learners can be reached through this system, which can provide automated feedback and can be used to transmit voicemails in any language or dialect. The system will be activated in Kenya with mobile phone companies.

Healthy Communities

A community learning programme about HIV/AIDS targeting 1,000 households was designed and implemented in Kibwezi district. The process involved ten representatives from the District Health Office, African Medical Research Foundation (AMREF), Sikizana Trust, Radio Mang’elele and Mang’elele Community Integrated Development Programme. Fifty community health workers were trained in two workshops on non-formal ODL skills.

The process resulted in *Imanye, Wivange* (Know your status, Take control), a community learning programme. More than 50 episodes of *Imanye, Wivange* have been aired on Radio Mang’elele with learner support provided by community health workers. A case study of the *Imanye, Wivange* community learning programme was developed for online publication.

Njuki Githethwa from the Kenya Community Media Network Rupantar participated in the Healthy Community partners’ workshop to review and plan COL’s programming, held immediately prior to PCF6 in Kochi in November 2011, and also participated in PCF6.

Njuki Githethwa also attended the international training-of-trainers workshop (Vancouver, September/October 2009). Key national and regional partners from different Commonwealth regions advanced the three-year plan for COL’s Healthy Communities initiative (also linking it to UNESCO’s work in this area in the upcoming programme biennium, 2010-2011).

In May 2010, three Kenyans participated in a three-week online regional training course on distance tutoring. One was selected as a tutor for the script writing course on healthy communities that took place in August 2010.

Two 10-week online training courses in scriptwriting skills were supported by COL and developed and run by Farm Radio International in 2009 and 2010. More than 200 broadcasters and rural health and agricultural development workers from across Sub-Saharan Africa completed one of the two courses and submitted a script to the associated competition, which was sponsored by COL, UNESCO, FAO, CTA and other agencies.

The first course focused on agricultural innovation. Twelve Kenyans completed the course. Eighty-two scripts, including eight from Kenya, were received for the African-Wide Scriptwriting Competition on Smallholder Farmer Innovation. John Cheburet, a journalist from The Organic Farmer, a magazine and a radio show aired on the Kenya Broadcasting Corporation, won first prize on smaller farmer innovation. Rosemary Nyaole-Kowuor from Shine FM, Kenya received the Marie Coulibaly Award for the top entry by a woman for her script on “sack farming”. Stanley Nyakwan Ongwe’s entry on “Women re-invent hanging gardens technology to solve land crisis” and Fredrick Mariva’s script on “A local farmer in Kenya uses water hyacinth to produce chicken feed” were two of the top 15 winners.

The second course was on Healthy Communities; 17 Kenyans completed the course. A second script writing competition was held where 128 entries were received. The winners included two Kenyans: Simon Mukali’s entry on “Talking to teens about unsafe sex”, and Charles Kemboli’s entry on “Empowerment saves youth from drug abuse”.

COL ACTIVITIES 2009-2011
The winning scripts from both competitions were published in French and English and distributed by Farm Radio International to approximately 350 radio and rural development organisations across Sub-Saharan Africa.

Cleopa Otieno, National Coordinator, Kenya Telecentre Network and Community Learning Coordinator for Telecentre.org, participated in training on Freedom Fone, an interactive voice response application, in Dar es Salaam in May 2011.

**Integrating eLearning**

A series of OER capacity building workshops took place as part of the COL-UNESCO initiative, “Taking OER beyond the OER Community: Policy and Capacity”. Florence Lenga and Joyce M. Mutinda of the Commission for Higher Education, Kenya attended the second workshop in Namibia in May 2010. The fifth workshop was held in Dar es Salaam, Tanzania in May 2011. Mildred Ayere of Masen University and M. Benson Irungu attended the workshop.

Catherine Ngugi of OER Africa in Kenya was commissioned to draft the UNESCO-COL Guidelines for OER for Higher Education and is also a member of the COL-UNESCO Expert Group.

A TVET instructional design workshop was held in Luanshya, Zambia in April 2011. Ten participants from Coast Institute of Technology, Kenya Technical Teachers College (KTTC), Masai Technical Training Institute, Mombasa Technical Training Institute and Thika Technical Training Institute attended the workshop.

**OTHER ACTIVITIES**

The Sixth Pan-Commonwealth Forum on Open Learning (PCF6), jointly organised by IGNOU, India and the Commonwealth of Learning, was held in Kochi, India from 24-28 November 2010. The theme of the Forum was “Access and Success in Learning: Global Development Perspectives” with four sub-themes, namely: Social Justice, Community Development, Skills Development and Formal Education. COL organised 18 pre-conference meetings and workshops.

Over 600 delegates from more than 50 countries attended PCF6. COL sponsored over 250 delegates to the Forum including Abdulkadir Ali Abdurahman, Mursal Bashir Hassan of Mombasa Technical Training Institute; Gabriel Angule of iEARN; Francis Anyonah of Ikon-o Musanda Self-Help Group; Njuki Githethwa of Kenya Community Media Network; J.M. Muzera of Coast Institute of Technology, Kenya; Charles Ogada of Ugunjai Community Resource Centre; Yona Okidia of Kenya Technical Training College and James Onyango of Kenya AIDS Intervention Prevention Project Group.

The COL Regional Focal Points Meeting (Africa and the Mediterranean) was held in Mauritius in May 2011. The meeting is held every three years and provides an opportunity for the Focal Points to share information about the status of ODL in their countries, receive the mid-term report of what COL has done in each country and identify education and training priorities that COL can support in the next Three-Year Plan, 2012-2015. Omido Ongonga, Focal Point for Kenya, was invited to the meeting.

**eLearning for International Organisations**

COL customises eLearning solutions to meet the capacity enhancement needs of international organisations around the world.

- Three learners from UNHCR signed up for the October 2009-March 2010 course on Writing Effectively.
• One learner from IADB signed up for the November 2009-February 2010 course on Writing Emails, Memos and Letters.

• One learner from UNHCR signed up for the November 2009-April 2010 courses on Operational Data Management Learning Programme – Self Study and Graduate Programme.

• One learner from the World Bank signed up for the May-August 2010 course on Writing Emails, Memos and Letters.

• One learner from the World Bank signed up for the March-June 2010 course on Distance Learning Report Writing.

• One learner from the Office of the Internal Oversight Services (OIOS) signed up for the September 2009-January 2011 course on Writing Audit Reports.

• One learner from the World Bank signed up for August-December 2010 course on Report Writing Distance Learning.

• Four learners from the World Bank signed up for the May-August 2011 course on Writing Emails, Memo and Letters.

• Six learners from OIOS signed up for the March-July 2011 course on Writing Effectively.

• One learner from the World Bank signed up for the March-June 2011 course on Report Writing.

Jason Kamweru, a Debt Management Advisor from Kenya, is engaged as a COL e-tutor providing one-on-one tutoring via Moodle for the Commonwealth Secretariat Debt Record Management System eLearning programme.

LOOKING FORWARD

Kenya has identified key priority areas that COL can support in its next Three-Year Plan, 2012-2015:

• Increase teacher recruitment and training to meet the challenge of universal primary education.

• Increase participation in adult and continuing education and non-formal education.

• Increase access to tertiary education.

• Support the development of an ICT literate workforce.
Learning for Development

COL is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies.

Vision:
Access to learning is the key to development

Mission:
To help governments and institutions expand the scope, scale and quality of learning by using new approaches and technologies, especially those subsumed under the general term of open and distance learning (ODL).