COL in the Commonwealth
2009–2012 Country Reports

FOR: NIGERIA
TABLE OF CONTENTS

FOREWORD .......................................................... iii
PAN-COMMONWEALTH INITIATIVES ................. 1
AFRICA AND THE MEDITERRANEAN ............... 7
NIGERIA ............................................................... 15
The Commonwealth of Learning (COL) is proud of its strong country focus. While COL works in two programme sectors Education and Livelihoods and Health which cover 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 three years (2009-2012) and captures what we have done in each country.

Following wide consultations with partners, a Country Action Plan was developed at the beginning of the 2009-2012 triennium 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. Earlier versions of these reports were presented to the foreign ministers at the CHOGM 2011 held in Perth in October 2011.

Education 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 2009-2012.

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 2009-2012 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.

Professor Asha S. Kanwar
President and Chief Executive Officer
Commonwealth of Learning
PAN-COMMONWEALTH INITIATIVES

BACKGROUND

As a Commonwealth inter-governmental organisation, the Commonwealth of Learning (COL) has the mandate to operate 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 is 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 goals, within the context of its own mission and mandate.

COL’s vision of “Access to Learning is the Key to Development” informs its work as it helps Member States accelerate progress towards achieving development goals. 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 are presented as Country Reports, which document COL’s work in each country, to the Commonwealth Education Ministers, when they meet at the triennial CCEMs.

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

Open Schooling

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 were officially launched in March 2012 and are 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.

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 Schools Association (COMOSA), which involves partners from every region of the Commonwealth. Twenty-two partners 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.

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.

Forty-one people from 23 COMOSA member countries the COMOSA attended annual general meeting (AGM) in Seychelles in February 2012. Prior to the AGM, an eLearning Maturity Model (eMM) workshop was held for COMOSA members. Participants learned about organisational eLearning capacity and how to use the eMM tool. COL organised an OER and Copyright Policy workshop for Open Schools in Seychelles on 1-2 March 2012. Participants drafted a “COMOSA OER and Copyright Policy” at the workshop. The COMOSA Steering Committee meeting was also held in Seychelles on 1 March 2012 and a launch of the OER for Open School materials was held on 2 March 2012. All member countries have committed to implement the OER policy.

Teacher Education

The UNICEF-COL Child-Friendly Schools (CFS) initiative mainstreamed “child first” concepts, principles and models into the pre-service and in-service teacher education curricula in eight Commonwealth countries (Botswana, Lesotho, Nigeria, Rwanda, South Africa, Sri Lanka Swaziland and Zambia). COL worked with partner teacher training institutions to develop CFS learning materials and to provide capacity building workshops.

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.

Higher Education

COL provides leadership in quality in ODL. COL’s quality microsite (www.col.org/qualityMS) 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, teacher education and non-formal 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.

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.

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 in Vanuatu and Athabasca University in Canada. Indira Gandhi National Open University, India and the University of Derby, UK have been licensed to offer the programme.

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 VUSSC can be adapted into recognised courses that students can take for credit through educational institutions in small states. The TQF was formally launched in South Africa and 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

Learning for Farmers

COL’s Lifelong Learning for Farmers (L3F) 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 information and communication technology (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.

**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.

The Flexible Skills Development Online Community Learning Network is a forum for TVET practitioners to discuss the implementation of flexible and blended approaches to TVET delivery. Using social networking software, managers, educators and policy makers can interact and collaborate both regionally and with international experts. Members from Ghana, Kenya, Jamaica, Malawi, Nigeria, Tanzania, St. Vincent & the Grenadines and Zambia are part of the network.

**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 helped community learning programmes adjust and continue to grow.

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

In September 2011, COL hosted a meeting of Healthy Communities partners from 14 Commonwealth countries in Cape Town, South Africa. In addition to sharing best practices and mapping out future plans for COL’s Healthy Communities initiative, the partners made important connections that are already leading to greater “south-south” co-operation. The week-long Cape Town meeting focused on the use of media for non-formal learning about community health and development, particularly in resource-poor settings.

**Integrating eLearning**

“Taking OER beyond the OER Community: Policy and Capacity” was 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.

COL and UNESCO, with financial support from The William and Flora Hewlett Foundation, conducted “Fostering Governmental Support for Open Educational Resources Internationally” to raise awareness of OER beyond the communities of practice that had already developed around them. The project involved a survey of governments worldwide and six Regional Policy Forums. This resulted in a 2012 World OER Congress in June 2012 at which the Paris Declaration on OER was adopted by the international community. The Paris Declaration is a commitment to making educational resources developed with public funds freely available for re-use and re-purposing under open licences.

The Commonwealth Computer Navigators Certificate (CCNC) is an 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 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.

COL’s gender microsite (www.col.org/genderMS) provides a single convenient online access point to gender resources in ODL.

OTHER ACTIVITIES

eLearning 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 50 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. COL, the Federal Ministry of Education, Nigeria and the National Open University of Nigeria will co-host the Seventh Pan Commonwealth Forum (PCF7) in Abuja, Nigeria in November 2013.

Pan-Commonwealth Partnerships

COL’s work is supported by networks of Focal Points, Chairs and 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))
- 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](http://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](http://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 has activities with partners in all 21 Commonwealth nations in the Africa/Mediterranean region. While significant progress has been made in sub-Saharan Africa in achieving the Millennium Development Goals and Education for All Goals, major challenges remain. COL is applying its expertise in open and distance learning (ODL) and information and communication technology (ICT) to help advance 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.

COL’s regional work in Africa includes the Virtual University for Small States of the Commonwealth (VUSSC), open schooling, teacher education, quality assurance for higher education institutions, the Commonwealth Executive MBA/MPA programme, flexible skills development, community learning programmes, open educational resources (OER) and gender equality. 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 also co-facilitated a two-day workshop in Maputo 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.

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). It was the first workshop of its kind to be held for open schools in Africa. 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 organised the Commonwealth Open Schools Association (COMOSA) Annual General Meeting in Seychelles in February 2012. In conjunction with the COMOSA AGM, COL hosted an eLearning Maturity Model (eMM) workshop and an OER and Copyright Policy workshop for Open Schools where a draft “COMOSA OER and Copyright Policy” was prepared.

The “OER for Open Schools” Steering Committee meeting was held in Seychelles on 1 March 2012. All member countries have committed to implement the OER policy. The launch of the “OER for Open Schools” materials was held on 2 March 2012. As a celebration of the achievement of countries, representatives from several participating African countries gave presentations on specific topics at the launch.

Teacher Education

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 of TESSA and a 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, are 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.

RETRIDOL, in collaboration with the Centre for National Distance Learning and Open Schooling (CENDLOS) and NOUN, conducted a Regional Workshop on Research Methodologies in Open and Distance Learning for Academic Staff in Higher Education Institutions in Winneba, Ghana in November 2011.

RETRIDOL, with support from COL, organised a leadership training workshop for Female Academics and Staff in Higher Education in Nigeria in May 2012.

LIVELIHOODS & HEALTH

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.

Skills Development

COL sponsored delegates from Kenya, Malawi, Swaziland and Zambia to the Commonwealth Association of Polytechnics in Africa (CAPA) conference 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 and institutional managers.

COL engaged Nicholas Kimolo of Futuristic Ltd. Kenya to carry out an Information and Communication Technology (ICT) Infrastructure Assessment on the 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.

COL organised a five-day workshop at the Masai Technical Training Institute, Kenya in November 2011 for TVET institutions from six African countries in the development of audio and video learning materials for TVET.

The Flexible Skills Development Online Community Learning Network is a forum for TVET practitioners to discuss the implementation of flexible and blended approaches to TVET delivery. Using social networking software, managers, educators and policy makers can interact and collaborate both regionally and with international experts. Members from Ghana, Kenya, Malawi, Nigeria, Tanzania and Zambia are in the Network.

COL facilitated a three-day Flexible Skills Development Partners Meeting in May 2012 to review the activities of 2011/2012, present outputs and outcomes, and plan for the coming year, 2012/2013.

COL sponsored TVET practitioners from the Gambia, Ghana, Kenya, Nigeria, Tanzania and Zambia to the CAPA conference in Kenya in April 2012.

**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. The workshop brought together 14 partners from around the Commonwealth to further develop the models and approaches that guide COL’s work with non-formal learning using media/mobiles, share experiences of community learning and train each other in the use of useful tools and approaches, and refine strategies and plans for Healthy Communities initiatives in the next Three-Year Plan.

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).
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”. 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.

Educators from a number of higher education institutions in Africa attended COL’s OER workshop in Mozambique in August 2011.

COL and UNESCO, with financial support from The William and Flora Hewlett Foundation, implemented a project “Fostering Governmental Support for Open Educational Resources Internationally” to raise awareness of OER beyond the communities of practice that had already developed around them. The Regional Policy Forum for Africa OER and Government Policy was held in Pretoria, South Africa in February 2012.

GENDER

Gender equality is a cross-cutting corporate goal for COL. The advancement of gender equality and women's empowerment are central to COL’s agenda of Learning for Development. COL is working to ensure it is a model organisation that mainstreams gender in all its processes and at all levels. COL's Gender micro-site provides Commonwealth countries with a one-stop, comprehensive platform to access print and electronic resources on gender and ODL with a special emphasis on ICT.

COL is leading several gender initiatives in Africa:

- COL led the development of the Gender-Class Empowerment Index, which is based on political, economic, psychological and entrepreneurial characteristic. Studies are being conducted with this Index in Kenya and Uganda to assess levels of empowerment.
- COL conducted a women and technology workshop for the Southern African Development Community.
- A study on women’s participation in ODL was commissioned by COL in partnership with teacher training institutions in Nigeria and Sierra Leone.
- A gender group has been established in COL’s online Community Learning Network, which supports flexible approaches to TVET in Africa.

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 of UNISA and Professor Tolly S.A. Mbwette, Vice Chancellor of the Open University of Tanzania.

The region is also represented by three COL Chairs (Professor Mbwette, Professor Vincent Tenebe, Vice Chancellor of NOUN, Nigeria and Dr. Fred Msiska 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 10-21 May 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. The key issues identified at the Africa and the Mediterranean Focal Points Meeting were:

- Quality assurance,
- National policies,
- Promoting indigenous knowledge, and
- Women’s rights.

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 www.col.org/regional.
NIGERIA

COL Focal Point:  Dr. Joy Chinwe Ndefo, Federal Ministry of Education

BACKGROUND

Nigeria is the most populated country in Africa, with about 155 million people. Its education and training needs exceed what existing institutions can provide. Open and distance learning (ODL) is seen as an effective means of expanding access to education and training. Nigeria has strong links with COL.

As a major donor, Nigeria has a seat on COL’s Board of Governors. His Excellency Professor Michael Omolewa was a member and Deputy Chair (July 2009-June 2010) of the COL Board and a member of the Executive Committee of the Board. He completed his term in June 2010. Her Excellency Mrs. Mariam Katagum is the current representative from Nigeria to the COL Board of Governors. She is also a member of the Audit Committee of the Board. COL’s Education Specialist for Teacher Education and Team Leader - Education, Dr. Abdurrahman Umar, is a Nigerian national who was formerly Academic Director of the National Teachers’ Institute (NTI).

Professor Vincent Ado Tenebe, Vice Chancellor of the National Open University of Nigeria, is a UNESCO/COL Chair. Dr. Marie E. Uko and Mrs. Loveth I.C. Amaku of the Federal Ministry of Education were the Focal Points for COL from 2007-2010 and 2010-2012 respectively.

SUMMARY

COL supported the establishment of the Research and Training Institute for Distance and Open Learning (RETRIDOL). Dedicated to building capacity in ODL for West African member states, RETRIDOL is located at the National Open University of Nigeria (NOUN).

The UNESCO-COL Chair on ODL has been conferred on NOUN. COL also works with a range of institutions and organisations in open schooling, teacher education, quality assurance, skills development, healthy communities and eLearning. Under the UNICEF-COL Child-Friendly Schools partnership, a programme on Interactive Radio Instruction (IRI) is being developed for teachers from the nomadic community.
EDUCATION

Open Schooling

COL initiated and implemented a three day awareness and training workshop on Monitoring and Evaluation in August 2010 in Namibia. It was the first workshop of its kind to be held for open schools in Africa. Twenty-eight participants from 12 countries attended the workshop. Nigeria was represented by Okoro Helen Ego of the Universal Basic Education Commission.

A workshop on Integrating, Vocational and General or Academic Education was held in Botswana in July 2011. Ndu U. Matthew of Nigeria attended the workshop.

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. NTI, Nigeria presented its progress report at the meeting. The participants reviewed the programmes and the Work Plan for 2010 was adopted.

Professor Thomas Adeyanju and Professor I.A. Olaofe of Ahmadu Bello University and Dr. Musa Maisamari attended a writers’ workshop on the open educational resources (OER) for English Language Teaching (ELT) in Accra in August 2009. The writers reviewed the draft modules and uploaded the draft modules onto the COL instructional design template.

The Memorial University of Newfoundland & Labrador (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.

The COL-MUN Workshop for the Development of Materials for the Training of Head Teachers and School Principals was held in Ghana in March/April 2010. Dr. A.C. Njoku, Dr. A.D. Shofoyeke, Dr. O.T. Omotayo of the National Institute of Educational Planning and Administration (NIEPA), Prince Adamelo O. Olude and Mal. Gambo Muazu of NTI attended the workshop. A training manual for head teachers and principals in the four countries was developed.

COL conducted a study on “Women’s participation in ODL programmes: A study of NTI Kaduna and FTC Sierra Leone”. COL administered questionnaires to 70 selected female students and held focus group discussions in late March 2010 with 22 selected students from the Teacher’s Certificate and HTC courses in Kaduna and Freetown.

In March/April 2010, 78 NTI participants from the six states of the North East Geological zone of the country were trained in Bauchi City on distance education tutoring using a manual developed with COL support.

Nigeria is one of eight countries participating in the UNICEF-COL Child-Friendly Schools (CFS) initiative. The training of the Master Trainers from The Gambia, Ghana, Nigeria and Sierra Leone was held in Banjul in November/December 2010. The CFS Project Point People in Nigeria are:

- Dr. Ademola O. Olude, NTI
- George Igelegbai, Education Specialist, UNICEF Nigeria
- Dr. Mohammad Junaid, NCCE
- Dr. Yunusa Abdul Kareem, NCCE

The following CFS workshops have been held in Nigeria:

- Five resource people attended the Materials Development Workshop (to develop modules on CFS concepts and methodology to be integrated into NTI course books) in June 2010,
- Six participants attended the National Commission of Colleges for Education (NCCE) Materials Development Workshop for the development of manuals for the Teacher Resource Centres/Head Teachers and Teacher Educators in July 2010,
- Eight participants attended the Critique Workshop for In-service Manual at NCCE in August 2010. Another six attended the Critique for Pre-service/Teacher Education Manual in September 2010,
- Two Training of Teachers workshops for Teacher Educators and Head Teachers, Education Resource Centre Personnel were held at NCCE, Abuja in October 2010 with 134 participants attending,
- The CFS Preconference Workshop was held in Kochi, India in November 2010. Professor Gidado Tahir of the University of Abuja and Professor Muhammad Ibn Junaid of NCCE attended,
- A Training of Teachers workshop for NTI’s Nigeria Certificate in Education (NCE) was held in January 2011; 28 master trainers and course tutors were trained, and
- Eight participants attended the Final integration Workshop on CFS into NTI Course Books in January 2011.

The Guidelines and Templates for Developing/Adapting Materials and the Final Draft set of Child-Friendly Schools – Standards and Indicators for Teachers, which are developed by COL, are currently being used in Nigeria.

COL has collaborated with Federal College of Education Yola, Adamawa State Universal Basic Education Board and Radio Gotel to use Interactive Radio Instruction (IRI) to train 418 nomadic teachers on CFS. Eleven participants from the State Basic Education Board, Federal College of Education (FCE) Yola, Adamawa Broadcasting Corp and Radio Gotel attended the consultative planning meeting at FCE Yola in May 2011. Seven participants from the same organisations attended the Educational Radio Script Writing Workshop in May 2011; 15 attended the constructivist pedagogy (learner-centred) training in June 2011 and 10 attended a script editing workshop in July 2011. The development of radio broadcasts and Student and Mentor Guides have been completed and were piloted by FCE Yola and Radio Gotel in November 2011.

The draft manuals for TRC/In-service and Teacher Educators have been developed for NCCE. Four draft ODL course materials developed from the CFS Manual for integration into the Year 3 Nigeria Certificate for Education Course Book of NTI were completed. All the activities in the CFS work plan were successfully completed.

A training workshop on “Successfully Leading Schools in the 21st Century” for 58 head teachers of primary schools and principals of secondary schools in Ondo and Osun States was held in August 2011. This workshop was organised by the National Institute for Educational Planning and Administration (NIEPA), Ondo in collaboration with COL.

COL and NCCE organised a Quality Assurance workshop in Abuja in February 2012. At the workshop, participants revised NCCE’s Accreditation Instruments based on COL’s Quality Assurance Toolkit. Professor M.I. Junaid and 21 staff members of NCCE and Heads of Quality Assurance Units from 12 teacher education institutions attended the workshop.
Higher Education

Representatives from NOUN, RETRIDOL, the University of Calabar, the University of Lagos, the University of Ilorin and the Federal University of Technology, Minna attended the COL Review and Improvement Method (COL RIM) debrief meeting in Abuja in October 2009. Thirteen observers from NOUN also attended in the meeting.

COL and the University of Calabar signed a Memorandum of Understanding in October 2010 to implement COL-ROM at the University. The preparatory visit to Calabar was held in October 2010. Alison Schmidt was the lead external verifier, assisted by Christine Ofulue of NOUN. The final report has been received.

An international roundtable to showcase COL’s Quality Assurance toolkits was held in Colombo in August 2010. About 30 representatives from Sri Lanka, Nigeria, Mauritius, Bangladesh, Australia and other non-Commonwealth countries attended the roundtable, including Dr. Christine Ofulue of NOUN and Fadimatu Wakili of the Federal College of Education, Adamawa State.

Students are currently enrolled in COL’s Legislative Drafting Programme being offered by NOUN.

NOUN has signed a five-year licence agreement for the CEMBA/MPA programme (CEMBA/MPA) and is offering the degree programme. A case method workshop was held in Dhaka, Bangladesh in September/October 2009 for selected faculty members of the CEMBA/MPA to refresh and upgrade the knowledge and skills. Twenty-four participants including Dr. Ibrahim Dauda Idrisu and Dr. Daniel Omoh of NOUN participated in the workshop. Professor Vincent Tenebe, Professor Chuks Maduabum, Mallam Isa Shehu and COL sponsored participants, Dr. Ayo O. Fagbemi and Dr. I. Idrisu, of NOUN attended the CEMBA/MPA workshop on case-based teaching in Malaysia from 29 November-1 December 2011.

The Academic Board (AB) and the Executive Governing Board (EGB) of CEMCA/MPA, had their meetings in August 2010 in Penang, Malaysia. Dr. Daniel Omoh and Prof. Olugbemiro Jegede of NOUN attended the AB and EGB meetings respectively. Professor Chuks P. Maduabum and Dr. Ernest W. Okwuonu of NOUN are members of the Academic Board. Professor Vincent Ado Tenebe is a member of Executive Governing Board. Dr. Okwuonu is the CEMBA/MPA Coordinator in Nigeria.

In April 2012 COL organised an online training programme on OER for Revision. Dr. Mande Samaila, Dr. I.D. Idrisu, Dr. Enerst Okwuonu and Dr. O.J. Onwe of NOUN were nominated for the programme.

COL contracted P. Tota Gangapadhyay to carry out Phase I of an Evaluation and Longitudinal Study of RETRIDOL from January-June 2010.

In partnership with RETRIDOL, COL organised a three-day workshop in May 2011 in Lagos, Nigeria on Learning Skills for Women academics. COL supported 30 participants; 12 were supported by NOUN. Participants from NOUN, Obafemi Awolowo University, Federal University of Yola, University of Calabar and the Umara Musa Yara’dua University attended the workshop.

RETRIDOL, with the support of COL, organised an eLearning and Open Content Development Workshop in May 2011 at the Koforidua Polytechnic, Ghana. COL and RETRIDOL also partnered to host a workshop on eLearning initiatives and sustainability in education in Sierra Leone in June 2011 at the University of Sierra Leone Freetown.

COL supported Professor Patrick N. Asuguo of the University of Calabar to the COL-National Assessment and Accreditation Council (NAAC) pre-conference workshop on Quality Assurance in Dual Mode Institutions in Bangalore in March 2011. The workshop was held in conjunction with the Asia Pacific Quality Assurance Conference. COL’s then President Sir John Daniel delivered the keynote and steered the workshop deliberations on the COL RIM model. COL’s Quality Assurance Toolkit in Higher Education was made available to the participants.
COL sponsored Professor Babatunde Ipaye of NOUN, Dr. Philipa Omamhe Idogho of Auchi Polytechnic and Dr. Eunice Olufunmilayo of the University of Ado Ekiti to the Cambridge International Conference on Open, Distance and e-Learning in September 2011.

COL supported the publication of the West African Journal of Open and Flexible Learning (WAJOFEL) in September 2011. Professor Vincent Ado Tenebe of NOUN was the Editor-in-Chief and Professor Babatunde Ipaye was the Managing Editor. The second issue of the RETRIDOL Journal was published in September 2011.

RETRIDOL, in collaboration with CENDLOS and NOUN, conducted a Regional Workshop on Research Methodologies in Open and Distance Learning for Academic Staff in Higher Education Institutions in Winneba, Ghana from November 9-12, 2011. Dr. Uduak Aletan and Dr. Mande Sammaila of Nigeria attended the workshop.

RETRIDOL, in collaboration with COL and NOUN, organised the National Workshop on Tutoring and Management of Feedback in Open and Distance Learning (ODL) in Abuja in February 2012. Participants were trained on effective distance learning tutoring skills and technology-mediated tutoring and learning facilitation. Eighty participants from NOUN, University of Ibadan, University of Benin and other educational institutions attended the workshop. Professor Babatunde Ipaye and Adewale Adesina of NOUN facilitated the workshop.

RETRIDOL, with support from COL, organised:

- a workshop on Course Materials Development for ODL Programmes in Ibadan, Nigeria in March 2012. Thirty Nigerians participated in the workshop, and
- a Leadership Training Workshop for Female Academics and Staff in Higher Education in Nigeria in May 2012. Fourteen Nigerians attended the workshop.

**LIVELIHOODS & HEALTH**

**Skills Development**

COL facilitated a capacity building workshop in Distance Education system planning at NIEPA in May 2010. Twelve NIEPA staff including Dr. Peter K. Ojedelle, Acting Director-General attended the workshop.

COL contracted Dr. Delvaline Mowes from the Polytechnic of Namibia to conduct a consultancy to assist NIEPA develop planning and costing structures for the proposed Mass Professional Development Programme for Education Planners and Managers in Nigeria. The final report was received in June 2010.

COL organised a Flexible Skills Development Workshop in National Open University of Nigeria from September 21-24, 2010. The objective of the workshop was to introduce flexible and blended approaches into skills development activity. The participants included representatives from polytechnics, NIEPA, NOUN, the National Open University of Lagos and the Department of Mass Communications.

Following the application of a readiness evaluation, Auchi Polytechnic has been identified as one of the 11 focal institutions for Flexible Skills Development activities. The institutions have entered into a long-term partnership with COL to build the capacity across 4 dimensions for flexible and blended learning in TVET. They are strengthening strategic planning, organisational structures, ICT infrastructure and pedagogy. COL is providing a range of capacity building activities including workshops, institutional visits, online courses and on online community of practice. 398 people from Auchi Polytechnic have participated in the various capacity building activities.
COL sponsored Monica Ugheoke of Auchi Polytechnic to the CAPA Conference in November/December 2010 in Maseru, Lesotho.

COL organised the Flexible Skills Development Workshop in November 2010 in Maseru, Lesotho. The workshop was held during the Commonwealth Association of Polytechnics in Africa (CAPA) conference to provide an opportunity for the interested CAPA conference delegates to learn more about the Flexible Skills Development. Monica Ugheoke of Auchi Polytechnic, Nicholas Akosu and O.S. Madaki of the Federal Polytechnic attended the workshop.

COL engaged Nicholas Kimolo of Futuristic Ltd. Kenya to carry out an ICT Infrastructure Assessment on 10 institutions including Auchi Polytechnic 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 workshop to introduce the COL Flexible Skills Development activity to members of the CAPA and advocate for technology-enhanced ODL in skills development in Kampala, Uganda in May 2011. Several representatives from the Federal Polytechnic Mubi attended the workshop.

In conjunction with Auchi Polytechnic, COL organised a training workshop in June 2011. Some of the topics covered included the integration of ICT in teaching and learning, use of technology-blended and eLearning, operational characteristics of flexible institutions and change management issues arising from the use of technology. A total of 135 staff attended the 10-day programme. The Faculty of Auchi Polytechnic is now developing new flexible courses to provide access to skills training for the informal sector.

COL facilitated two workshops at Auchi Polytechnic in February 2012 on national and institutional policy for Flexible Skills Development, and gender sensitivity in TVET. The 129 participants included staff members of Auchi Polytechnic; national policymakers from the National Board of Technical Education; representatives from federal polytechnics and Women in Technical Education (WITED) chapters.

COL facilitated a one-day course design workshop for 25 senior managers and course developers from Clothing & Fashion Design and ICT Departments at Auchi Polytechnic in February 2012.

COL also co-facilitated a Flexible Skills Development partners meeting in May 2011 in Kampala, Uganda with principals and champions of nine key institutions from Nigeria, Ghana, Kenya, Tanzania and Zambia. The participants carried out a partners’ evaluation of activities, outputs and outcomes of mutual collaboration over the past one year. Dr. Sunny Eshiotse of Auchi Polytechnic attended the meeting.

COL organised a five-day workshop at the Masai Technical Training Institute, Kenya in November 2011 for TVET institutions from six African countries in the development of audio and video learning materials for TVET. Imhakhu A.M.I. and Egele Angela Follaw of Auchi Polytechnic attended the workshop.

The Flexible Skills Development Online Community Learning Network is a forum for TVET practitioners to discuss the implementation of flexible and blended approaches to TVET delivery. Using social networking software, managers, educators and policy makers can interact and collaborate both regionally and with international experts. There are 50 members from Nigeria.

COL facilitated a three-day Flexible Skills Development Partners Meeting in May 2012 to review the activities of 2011/2012, present outputs and outcomes, and plan for the coming year, 2012/2013. Dr Sunny Eshiotse and Eng. Frances Osiki of Auchi Polytechnic attended the meeting. COL sponsored Dr. Sunny Eshiotse and Eng Frances Osiki to attend the CAPA Conference in Kenya on 28 April 2012.
Healthy Communities

In May 2010, Oge Ogbechie from Nigeria participated in a three-week online regional training course on distance tutoring. She was also engaged 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 submitting 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 Nigerians completed the course. Eighty-two scripts, including three from Nigeria, were received for the African-Wide Scriptwriting Competition on Smallholder Farmer Innovation.

The second course was on Healthy Communities; 28 Nigerians completed the course. A second script writing competition was held and three Nigerians were among the winners. They were:

- Lawrence Wakdet on “Occupational and nutritional therapy for people living with HIV and AIDS”
- Oluwakemi Aduroja on “Empowering communities with participatory community enumeration”, and
- Ugonma Cokey on “Florence saves girls from human trafficking”.

The winning scripts from both competitions were published in French and English and distributed by Farm Radio International to several hundred radio organisations across Sub-Saharan Africa.

Oge Ogbechie, a Nigerian national, was on a four-month internship with COL from April-July 2010. The internship focussed on supporting the development of an online course in scriptwriting skills for community health. She worked closely with COL’s partner, Farm Radio International, to research content for the scriptwriting course, promote the course with radio stations, local health organisations and other agencies in Sub-Saharan Africa, recruit and orient facilitators and learners for the scriptwriting course, and support learners in the eFacilitators’ course. Oge Ogbechie was one of the five eFacilitators for the second online course on Community Radio.

COL worked with the Institute for Media and Society (IMESO) to run a workshop on Learning for development: Participatory programme design for community radio. Eleven communities participated – each sending two representatives, one from a licensed or prospective broadcaster, one from a development group – learning about processes and tools for programme development. The workshop was followed by a four-month distance mentoring programme. The workshop was run by the Media and Training Centre for Health (South Africa) with support from the Health and Social Development Association of Sierra Leone.

Integrating eLearning

Two workshops were held in September 2010 with Provosts of Colleges at the Nigerian National Commission of Colleges of Education (NCCE) and NOUN. The purpose of the workshops was to introduce the ICT in Education/eLearning initiatives of COL to the Colleges of Education and to discuss the course materials that COL is making available as OER for colleges.

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”. Prof. Olugbemiro Jegede of NOUN attended the first workshop in Cape Town in April 2010 in Cape Town, South Africa. Christine I. Ofulue, Nkese Z. Jonathan and Rotimi Joshua Ogidan of the ACDE Quality Assurance and Accreditation Agency attended...
the second workshop in Namibia in May 2010. Onyeka Iwuchukwu of NOUN attended the fifth workshop which was held in Dar es Salaam, Tanzania in May 2011.

Seven people from higher education institutions in Nigeria attended the OER workshop in Mozambique in August 2011.

**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 O.A. Adewale, Dr. I.O. Daniel and Dorothy N. Ofoha of NOUN; Martha N. Amadi of the University of Lagos; Uzoma Anyanwu of the University of Ibadan; Philipa Idogho of AP; Amina Idris of the National Board for Technical Education; Salihu Ingawa of the University of Abuja; Kabina Isyaku of the Universal Basic Education Commission; Muhammad Ibn Junaid of the Nigeria Commission for Colleges of Education and Rotimi Oyekanmi of the Guardian Newspaper. COL also supported Dr. Sunday Reju, a Nigerian who is currently with the Polytechnic of Namibia, and Ruth Aluko, another Nigerian, from the University of Pretoria.

Loveth Amaku, Focal Point for Nigeria, attended the COL Regional Focal Points Meeting (Africa and the Mediterranean) in Mauritius in May 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.

COL, the Federal Ministry of Education, Nigeria and the National Open University of Nigeria will co-host the Seventh Pan Commonwealth Forum in Abuja, Nigeria in November 2013.

**eLearning for International Organisations**

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

- Four learners took the World Health Organization Effective Writing course in 2009,
- Three learners took the World Bank Effective Writing course in 2009,
- Eight learners took the World Bank Effective Writing course in 2009,
- One learner took the UNHCR Operational Data Management course in 2009,
- Four learners from the Central Bank/Ministry of Finance took the eLearning course on the Commonwealth Secretariat Debt Record Management System (CSDRMS) in 2010,
- Two learners took the World Bank Effective Writing course in 2011, and
- Two learners took the World Health Organization Effective Writing course in 2011.

Adam Aikutu, a Debt Management Advisor, and Hannatu Suleiman from the Ministry of Finance are engaged as COL e-tutors providing one-on-one tutoring via Moodle for CSDRMS eLearning.
LOOKING FORWARD

COL develops Action Plans for each country, based on national priorities and its own mission and mandate. This is done through a consultative process. One such opportunity is the triennial Focal Points meeting at which the COL Focal Point is requested to consult with in-country partners and identify the key priorities that COL can support over a three-year period. The areas identified by Nigeria for 2012-2015 are:

- Technical assistance in the establishment of Nigeria’s Open School,
- Revitalising and reinvigorating RETRIDOL,
- Capacity building for ODL staff, and
- Capacity building for medical and public health workers.
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).