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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 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.

Intergrating 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.
BOTSWANA

COL Focal Point:  Dr. Godson Gatsha, Southern African Development Community - Centre for Distance Education

BACKGROUND

Botswana is a nation in Southern Africa with a population of about two million. A valued COL partner, Botswana hosts the South African Development Community Centre for Distance Education (SADC-CDE) at the Botswana College of Distance and Open Learning (BOCODOL). The Centre promotes capacity building and research in the sub-region.

SUMMARY

Botswana is an active participant in several of COL’s major initiatives including the Virtual University for Small States of the Commonwealth (VUSSC), Child-Friendly Schools and “Open Educational Resources (OER) for Open Schools”.

Botswana was well represented at COL’s Sixth Pan-Commonwealth Forum on Open Learning (PCF6). The Francistown College of Technical & Vocational Education received an Excellence in Distance Education Award at PCF6.

EDUCATION

Virtual University for Small States of the Commonwealth (VUSSC)

The main objectives of VUSSC are to:

- develop a collaborative network of Commonwealth small states,
- develop capacity in the use of information and communication technology (ICT),
- create and share learning materials at the post-secondary level, and
- establish a Transnational Qualifications Framework that would enable the transfer of credits and qualifications.

Botswana is one of the 32 small states of the Commonwealth, actively participating in the VUSSC initiative.

Dr. Stanslaus Modesto of BOCODOL attended a VUSSC Team Leaders Meeting in Singapore in February 2011 to prepare and train the team leaders for the 9th VUSSC training in materials development workshop in Lesotho. Dr. Modesto also attended the Lesotho workshop in March 2011 where participants developed a Bachelor’s degree in Business and Entrepreneurship.
The Team Leaders Meeting was held in Singapore in November 2011 to prepare and train the team leaders for the 10th VUSSC training and materials development workshop in Educational Leadership. The workshop was also held in Singapore from 17 November-2 December 2011. Mmabaledi Seelesto (Team Leader from Botswana) attended the meeting and workshop.

Jane Dikinya of BOCODOL attended the materials development and training workshop at the University of Seychelles in March 2012.

Kago Monare of BOCODOL participated in the VUSSC Managing and Facilitating Online instruction course.

VUSSC has launched its own website (www.vussc.org), which includes online courses in disaster management, entrepreneurship, life skills and tourism. Developed by educators from small states of the Commonwealth, the courses are freely available to anyone for adaptation and use.

COL and the Open University Malaysia sponsored the Transnational Qualifications Framework (TQF) Management Committee Meeting and TQF General Meeting in Kuala Lumpur in July 2010. Abel Modungwa of the Botswana Training Authority attended the meeting.

Dr. Stanley Modesto of BOCODOL offered his book on “Communication and Study Skills for Distance Education Students as an OER” for publication on the VUSSC website.

The VUSSC Interlocutors Meeting was held in November 2010 in Kochi, India. The participants presented their respective countries’ progress to-date, challenges and next steps. A Monitoring and Evaluation training was conducted during the two-day meeting. Daniel Tau of BOCODOL attended the meeting and training.

**Open Schooling**

Botswana is one of six countries taking part in COL’s “OER for Open Schools (OER4OS)” initiative. Botswana hosted the Steering Committee Meeting in Gaborone in September 2009. The meeting focussed on the progress to date and made necessary adjustments and forward-looking strategies to ensure that outcomes would be fully achieved on time. Country Management Committees were established and have been meeting on a regular basis. Evelyn Nonyongo and Maria Madiope are country consultants for OER4OS.

Regular communications with the teams are taking place via Basecamp with consultants providing online support.

Three workshops were held in-country, of which the third workshop on print-based courses was held from 31 May-4 June 2010. Course materials for a secondary-level Geography course developed by Botswana team members were edited and uploaded to Moodle.

Lekopanye Tladi and Kago Monare of BOCODOL attended a 10-day Moodle Workshop in Namibia in October 2010.

As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open Schools Association (COMOSA). The inaugural meeting of COMOSA was held in Delhi in November 2009. Twenty-two partners, including Fancy Amey of BOCODOL signed the COMOSA Constitution.

COMOSA held its first Annual General Meeting in Delhi on November 21, 2010. The COMOSA website at [http://comosa.org/wordpress/](http://comosa.org/wordpress/) was launched. COMOSA’s activities for the next three years would include Research, Gender and Vocational and Technical Education. Fancy Amey of BOCODOL and Dr. Godson Gatsha of SADE-CDE attended the AGM.
The COL workshop on Copyright and OER was held in Delhi in November 2009. Fancy Amey of BOCODOL and participants from more than 20 countries attended the workshop.

SADC-CDE held a five-day research and publications capacity building workshop in Botswana in March 2010. The delegates included DEASA members from Botswana, Malawi, Swaziland, Zambia and Zimbabwe.

During this period, SADC-CDE enrolled eight faculty members from five SADC countries with the University of Pretoria for the Certificate in Gender, and 14 faculty members from four SADC countries at the BOCODOL for the Practitioner Research and Evaluation Skills Training (PREST) course, developed by COL.

Between July and December 2010, Open and Distance Learning (ODL) Policy Sensitisation and Policy Formulation Training Workshops, facilitated by SADC-CDE, were held in Botswana, Mauritius and Swaziland.

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

A workshop on Integrating Vocational and General or Academic Education was held in Botswana in July 2011. Victor Maika, Masego Bagopi, Tebo G. Ditshweu, Lechani Goitsemang, Michael Thebe, Lazarus Selebatso, Dr. Bogadi-Nage Sibande, Dr. Dikeme Kgamanyame and Jane Dikinya of Botswana attended the workshop.

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 including Mabel Bothasitse and Dikeme Kgamanyane of BOCODOL attended the workshop.

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. Botswana was represented by Dr. Godson Gatsha of SADC-CDE, Lechani Goitsemang and Mabel Bothasitse of BOCODOL.

The Quality Assurance Toolkit for Open Schools was launched during 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.

SADC-CDE arranged a workshop on online Learner Support in South Africa in November 2010.

A COMOSA workshop on “Research in Open Schooling” was held in Delhi, India in November 2010. A Research Agenda with ten areas was adopted and four (Curriculum and Course Development, Integrating, Vocational and General or Academic Education, Gender and Online Learning) were prioritised for the next two years. Fancy Amey of BOCODOL and Dr. Godson Gatsha of SADE-CDE attended the workshop.

BOCODOL participated in three COMOSA research projects:

- Research Study on Online Learning Success Variations/Factors,
- Integrating Vocational and Academic Education, and
- Gender Audit on Open Schooling.

COL sponsored a Gender-Sensitive ICT Strategy for Open Schooling Workshop in Maputo, Mozambique in July 2011. One of the purposes of the workshop was to promote understanding and discussion around the role of gender and ICT in Open Schools. Lekopanye Tladi of BOCODOL attended the workshop.
COL organised the COMOSA Annual General Meeting in Seychelles in February 2012. Forty-one people from 23 COMOSA member countries attended the meeting. The eLearning Maturity Model (eMM) workshop for the COMOSA members was held on 29 February 2012. Dr. Daniel Tau, Fancy Amy and Masego Bagopi of BOCODOL attended the AGM and eMM workshop.

COL organised an OER and Copyright Policy workshop for Open Schools in Seychelles on 1-2 March 2012. The face-to-face workshop was preceded by two online workshops. A draft “COMOSA OER and Copyright Policy” was prepared at the end of the workshop.

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. Dr. Tau of BOCODOL reported that schools used the BOCODOL content to support learners during the recent teachers’ strike. The OER will be introduced at a Head Masters’ conference in Botswana later in 2012. Members have also agreed to write a book on the “OER for Open Schools” experience for 2012/2013.

The launch of the “OER for Open Schools” materials was held on 2 March 2012. As a celebration of the achievement of countries, Masego Bagopi of BOCODOL gave a presentation on “Developing our Capacity as a BOCODOL team, a staff member’s perspective” at the launch. Dr. Tau, Masego Bagopi and Fancy Amy of BOCODOL attended the workshop and launch.

**Teacher Education**

Botswana is participating in the UNICEF-COL Child-Friendly Schools (CFS) initiative. Seezeni Tshweneyame of the Ministry of Education and Skills Development, Teacher Training and Development is the representative of Botswana for the CFS project. Partners include the Department of Teacher Training in the Ministry of Education and Skills Development, UNICEF Gaborone and BOCODOL.

The following CFS workshops have been held in Botswana:

- Standards refinement workshop, Mahalapye, April 2010.
- In-service and pre-service curriculum and standards review and validation workshop, Francistown, April 2010. More than 100 teacher educators from Colleges of Education, Principal Education Officers and Deputy Principals attended the workshop.
- Sensitisation workshop for teacher educators, August 2010. Seventy-five participants from 10 districts representing Teacher Resource Centres, Ministry of Education and teacher educators attended the workshop.
- CFS Preconference Workshop, Kochi, India, November 2010. Seenzeni Tshweneyame of the Department of Teacher Training and Development at the Ministry of Education and Skills Development and Altarelang K. Pitso of Mochudi In-service Centre attended the workshop.
- Seven Training of Teachers workshops for regional In-service coordinators, heads of education centres, education officers, school heads and principals, December 2010 to February 2011 in Central, Chobe, Kgalagadi, Kgotleng/South East, North West/North East and Gants. More than 320 participants were trained.
- Training of Teachers workshop for pre-service teacher educators, March 2011. Forty-three participants were trained.

**CFS Materials**

- 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.
- A Curriculum review report and a set of CFS standards and indicators for Teacher Education were completed.
- The draft manuals for teacher resource centre/in-service and teacher educators were completed.
All the activities in the CFS workplan were completed.

**Higher Education**

Alison Schmidt of Quality Works (Pty) Ltd. attended the COL Review and Improvement Method (COL-RIM) Debrief Workshop in Abuja in October 2009.

**LIVELIHOODS & HEALTH**

**Skills Development**

COL and UNESCO co-hosted a one-day ICT in TVET pre-conference workshop at the eLearning Africa Conference in Zambia in May 2010. COL sponsored Joanna Collymore, Department of Technical & Vocational Education & Training (Hairdressing & Beauty Therapy) to the eLearning Africa Conference.

**Healthy Communities**

In May 2010, Patience Maware from the Ministry of Agriculture in Botswana completed a three-week online regional training course on distance tutoring. She was also selected as a tutor for the 10-week script writing course on healthy communities that took place in August 2010.

**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”. G.B. Molelu, Sedisa Gomotsegang of the University of Botswana, Dr. Felix R. O’Mara and Phetolo Setlhare of the Tertiary Education Council and Helen B. Kupe attended the second workshop in Namibia in May 2010. The fifth workshop was held in Dar es Salaam in May 2011. Dr. Daniel Tau of BOCODOL attended the workshop.

COL, in collaboration with SchoolNet SA, Intel and Microsoft, hosted a seminar for Deans/Heads of Education from Southern African Development Community (SADC) countries on the integration of ICT in teacher pre-service education. Professor Richard Tabulawa of the University of Botswana attended the seminar in April 2010 in Cape Town, South Africa.

Boingotlo Alice Moses of BOCODOL attended the OER workshop in Mozambique in August 2011.

COL and UNESCO, with financial support from The William and Flora Hewlett Foundation, conducted 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. Dr. Daniel Tau of BOCODOL and Ted Thebenala of the Ministry of Education and Skills Development attended the Forum. This resulted in a 2012 World OER Congress at which the Paris Declaration on OER was adopted by the international community.

**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 Fancy Amey, Masego Bagopi, Lechani Goitsemang, Dr. Daniel Tau, Stanley Modesto of BOCODOL; Joanna Collmore, A.K. Pitsi and S. Tshweneyame of the Ministry of Education; Gangappa Kuruba of the University of Botswana and Dr. Godson Gatsha, COL Focal Point, of SADE-CDE.

Francistown College of Technical & Vocational Education was presented the Award of Excellence for Distance Education for Materials for its paper on the Botswana Technical Education Programme Certificate Course – The Human Body.

Dr. Godson Gatsha, Focal Point for Botswana, 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.

**eLearning for International Organisations**

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

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

**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 Botswana for 2012-2015 are:

- Continued support through the SADC-CDE,
- Inviting ODL practitioners to participate in its activities regionally and internationally,
- Assisting with capacity building in providing basic education to out-of-school children, youth and adults,
- Training technical and vocational teachers to become ODL practitioners, and
- Capacity building in skills development, entrepreneurship for the improvement of livelihoods through agricultural education initiatives and health education promotion through ODL.
LESOTHO

COL Focal Point: Dr. H.M. Lephotso, Institute of Extra-Mural Studies (IEMS), National University of Lesotho

BACKGROUND

A Commonwealth small state with a largely rural population of about two million, Lesotho faces distinct challenges in economic development and education. The country has become a strong COL partner and has contributed to COL’s budget since 2006.

SUMMARY

The Right Honourable Prime Minister of Lesotho, Bethuel Pakalitha Mosisili, and the First Lady visited COL in September 2009. The very senior delegation included the Honourable Minister of Health and Social Welfare, Dr. Mphu Ramatlapeng, and the Honourable Minister of Foreign Affairs and International Relations, Mohlabi Kenneth Tsekoa.

COL’s then President Sir John Daniel attended the National Day Celebrations in Lesotho on 11 March 2011 and had lunch with His Majesty King Letsie III, The Right Honourable Prime Minister and First Lady, Deputy Prime Minister, Minister of Health and Social Welfare and other Ministers.

Lesotho is an active participant in the Virtual University for Small States of the Commonwealth (VUSSC) and hosted a three-week training and materials development workshop in March 2011. Lesotho is also a member of COMOSA, and COL is working in open schooling, teacher education and skills development with partners in the country.

EDUCATION

Virtual University for Small States of the Commonwealth (VUSSC)

The main objectives of VUSSC are to:

- develop a collaborative network of Commonwealth small states,
- develop capacity in the use of information and communication technology,
- create and share learning materials at the post-secondary level, and
- establish a Transnational Qualifications Framework (TQF) that would enable the transfer of credits and qualifications.

Lesotho is one of the 32 small states of the Commonwealth, actively participating in the VUSSC initiative.
The 7th VUSSC training and materials development workshop on transport and logistics focusing on stevedoring was held in Apia, Samoa in November/December 2009. The workshop helped to build the capacity of workshop participants in information and communication technology (ICT) and content development as well as developing self-instructional materials for the transport and logistics-stevedoring course. Letsie Mohatonyane and Dr. Mamolete Mohapi of the National University of Lesotho attended the workshop.

The 8th VUSSC training and materials development workshop was held in Male, Maldives in March 2010, hosted by the Centre for Open Learning, Maldives. The participants developed a diploma programme on Sustainable Agriculture for Small States. The programme is aimed at learners who want to start their own business and those who want to pursue a career in agriculture extension services. Motsoene S. Molapo of the National University of Lesotho, Faculty of Agriculture attended the workshop.

Waynes K. Lofafa and Monica Makara also attended the 9th VUSSC Team Leaders Meeting in Singapore in February 2011, to prepare and train the team leaders for the workshop in Lesotho.

The 9th VUSSC training in materials development workshop for the development of Bachelor’s Degree in Business and Entrepreneurship was held in Lesotho from March 7-25, 2011. The workshop was organised by the National University of Lesotho and COL. Waynes K. Lofafa, Monica Makara, and K. Hlasa of the National University of Lesotho; Mphanya Tsui of the Lesotho Agricultural College, David Lephotso of IEMS, Nkotseng Leanya-Mphutlane of the Lesotho College of Education; Malitheba Metsing of the Lerotholi Polytechnic and Rapelang Sekatle of Limkonkwing University of Creative Technology attended the workshop.

Rev. Isaiah M. Makheta and Dr. Mamolete Mohapi of Lesotho attended the 10th VUSSC training and materials development workshop Educational Leadership in Singapore from 17 November-2 December 2011.

Dr. Mamolete Mohapi attended the VUSSC Management Committee in Seychelles in March 2012.

Thabiso Kenneth Saba of the National University of Lesotho participated in the VUSSC Managing and Facilitating Online Instruction course.

VUSSC has launched its own website (www.vussc.org), which includes online courses in disaster management, entrepreneurship, life skills and tourism. Developed by educators from small states of the Commonwealth, the courses are freely available to anyone for adaptation and use.

A Management Committee is now directing VUSSC’s activities, supported by COL’s Education Specialist for VUSSC, John Lesperance. The committee includes representatives from small states in all regions of the Commonwealth. Dr. Mamolete Mohapi of Lesotho is a representative for Africa/Mediterranean.

The 2nd VUSSC Management Committee Meeting was held in November 2010 in Kochi, India. The Committee reviewed the progress to-date and drafted the Plan for the next year. The VUSSC Interlocutors Meeting was held from Nov. 22-23, 2010 in Kochi, India. The participants presented their respective countries’ progress to-date, challenges and next steps. A Monitoring and Evaluation training was conducted during the two-day meeting. Dr. Mamolete Mohapi attended both meetings.

Open Schooling

As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open Schools Association (COMOSA). The inaugural meeting of COMOSA was held in Delhi in November 2009. Vincent Seutloa of the Lesotho Distance Teaching Centre was one of 22 partners who signed the COMOSA Constitution.
COL initiated and implemented a three-day awareness and training workshop on Monitoring and Evaluation in August 2010 at the Namibian College of Open Learning (NAMCOL). Twenty-eight participants from 12 countries attended the workshop. This was the first workshop of its kind to be held for open schools in Africa. Lesotho was represented by Mankabi Rantekoa and Monaheng Mohale of the Lesotho Distance Teaching Centre.

The Quality Assurance Toolkit for Open Schools was launched during PCF6 in Kochi in November 2010. The Toolkit will be used in all the countries affiliated to the COMOSA to develop their institutional Quality Assurance frameworks.

The Lesotho Distance Teaching Centre participated in the Gender Audit on Open Schooling.

Lesotho is one of six countries that took part in COL’s “OER for Open Schools” initiative. Lesotho attended the Steering Committee Meeting in Gaborone in September 2009. The meeting focussed on the progress to date, and made necessary adjustments and forward-looking strategies to ensure that outcomes would be fully achieved on time.

Regular communications with the teams were conducted via Basecamp with consultants providing online support.

The Country Management Committees met on a regular basis. Peter Fenrich and Ed Du Vivier were the Lesotho Country Consultants.

Three workshops were held in-country, of which the third was held in July 2010. Lesotho’s materials for English, Maths and Science were edited and Science has been uploaded on Moodle.

Sekelekele Heqoa and Mamocheta Makara of Lesotho College of Education attended a 10-day Moodle Workshop in Namibia in October 2010.

The COL workshop on Copyright and open educational resources (OER) was held in Delhi in November 2009. Vincent Seutloali of the Lesotho Distance Teaching Centre and ODL practitioners from more than 20 countries attended the workshop.

The Southern African Development Community Centre for Distance Education (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 COMOSA Annual General Meeting in Seychelles in February 2012. Forty-one people from 23 COMOSA member countries attended the meeting. The eLearning Maturity Model (eMM) workshop for the COMOSA members was held on 29 February 2012. Vincent Seutloali of the Lesotho Distance Teaching Centre attended the AGM and eMM workshop.

COL organised an OER and Copyright Policy workshop for Open Schools in Seychelles on 1-2 March 2012. The face-to-face workshop was preceded by two online workshops. A draft “COMOSA OER and Copyright Policy” was prepared at the end of the workshop.

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. Members have also agreed to write a book on the experience for 2012/2013.

The launch of the “OER for Open Schools” materials was held on 2 March 2012. As a celebration of the achievement of countries, Vincent Seutloali gave a presentation on “Supporting the faculty members from LDTC who participated in the OER4OS, a management perspective”. Vincent Seutloali also attended the workshop, Steering Committee meeting and the launch.
**Teacher Education**

Lesotho is one of the eight countries participating in the UNICEF-COL Child-Friendly Schools (CFS) initiative. The Contribution Agreement was signed by the Lesotho College of Education (LCE). The CFS Project Point People in Lesotho are:

- Dr. John Oliphant, Rector, LCE
- Dr. Koebu Khalema, Director of Academic Planning, Research and Consultancy, Lesotho College of Education
- Nurbek Teleshaliyev, Education Specialist, UNICEF Lesotho.

The partners in Lesotho include the Ministry of Education and Training, UNICEF Lesotho, Lesotho College of Education and the National University of Lesotho.

A baseline study was conducted to identify CFS gaps in teacher education curricula and teacher educators’ CFS knowledge and skills. It constituted the basis for developing supplementary training materials on mainstreaming CFS.

Meetings were held in April-July 2010 to develop monitoring and evaluation tools (CFS standards and Indicators) and critique/finalise the baseline study and the curriculum analysis in preparation for the development of supplementary training materials and the Training of Teachers (ToT) workshops. The Monitoring and Evaluation Framework for the project was also finalised during these meetings. Eighty-five teacher educators and other education personnel participated in these meetings.

The following CFS workshops have been held in Lesotho:

- Sensitisation workshop for teacher educators on CFS, June 2010. Fifty-three participants from the LCE, National University of Lesotho and the Ministry of Education and Training Special Education Unit attended the workshop.
- A CFS Workshop was held in Kochi, India in November 2010. Koebu Khalema, Dr. Michael Nkoboti of the Lesotho College of Education and Lati Makara Lets’ela of UNICEF Lesotho attended the workshop.
- Three Training of Teachers (ToT) workshops for teacher educators were held in February and March 2011; 115 participants were trained.
- One ToT workshop for in-service educators was held in February/March 2011; 21 participants were trained.
- A curriculum review workshop (23 participants) and a series of meetings were held from March-April 2011.
- Materials Development Workshop, April 2011. Teacher educators at the Lesotho College of Education and the National University of Lesotho (Faculty of Education) attended.

The CFS Handbook has been completed and is being used for subsequent training workshops for pre-service and in-service teachers.

**CFS Materials**

- 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.
- The draft manual for teacher educators (with material/handbook for in-service/inspectors) were finalised.
- The materials/manuals development, pilot testing, final revision and production and printing of materials were completed.
Higher Education

Malerato Kaimu of the Ministry of Education & Training attended the COL Review and Improvement Method (COL RIM) Debrief Workshop in Abuja in October 2009.

The COL RIM implementation is taking place at the National University of Lesotho.

LIVELIHOODS & HEALTH

Skills Development

COL organised a Flexible Skills Development Workshop in November 2010 in Maseru, Lesotho during the Commonwealth Association of Polytechnics in Africa (CAPA) Conference to provide an opportunity for 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.

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. Six participants from Lerottholi Polytechnic attended the workshop.

Healthy Communities

COL and UNESCO Windhoek collaborated to support organisational and capacity development in Mafeteng, the site of Lesotho’s first licensed community broadcaster. Working with the Lesotho National Commission for UNESCO and the Media Institute of Southern Africa (MISA) Lesotho, COL supported a capacity building process, run by the Media and Training Centre for Health (South Africa). It included three elements:

- A three-day study tour in January 2012, for three staff and board members of Mafeteng Multimedia Association and a representative of the UNESCO National Commission. They visited two communities in South Africa (Free State and Upington) to meet with community broadcasters (Qwa Qwa and Riverside) and their stakeholder partners in the public and civil society sectors.
- Twenty local Mafeteng community stakeholders and policy representatives engaged in three days of organisational development work in February 2012, related to community broadcasting. This resulted in an updated business plan for the media centre.
- An online mentoring programme following the face-to-face workshop in February.

Two individuals from Mafeteng also participated in a COL-sponsored one-week training run by the Media and Training Centre for Health in Cape Town, South Africa in April 2012. The focus of the training was on media production and broadcasting skills, with a view to running educational and development programming for social impact.

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”. The fifth workshop was held in Dar es Salaam, Tanzania in May 2011. Vincent S. Seutloali of Lesotho Distance Teaching Centre attended the workshop.

COL organised a two-day workshop on the use of ICT for Teaching and Learning at the School of Technology and Innovation, Newtown Johannesburg, South Africa in October 2011. Matselande B.P. Khaahloe, Dr. Mabataung V.L. Khati, Neo Sehalahala and Kasongo Kaland at the Lesotho College of Education 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 November 24-28, 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 Professor Mamolete Mohapi of the Institute of Extra-Mural Studies; Koebu Khalema, Michael Nkhoboti, Marathabile Khanye, Dr. Matselane Khaahloe of the Lesotho College of Education; and Bothephana Makhakhane of the National University of Lesotho.

Dr. H.M. Lephoto, Focal Point for Lesotho 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.

eLearning for International Organisations

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

- Three learners from the Central Bank/Ministry of Finance took the eLearning course on the Commonwealth Secretariat Debt Record Management System (CSDRMS) in 2010, and
- One learner took the WHO Effective Writing course in 2011.

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 Lesotho for 2012-2015 are:

- Developing both print and online materials for practitioners at all levels,
- Developing more flexible approaches to skills development,
- Use of mobile phones to improve livelihoods in the areas of health, farming and tourism,
- Promoting human resource development in business and entrepreneurship at the tertiary level, and
- Researching on teacher education capacity building.
MALAWI

BACKGROUND

With a largely rural population of about 15 million, Malawi is a landlocked country in southeast Africa. Malawi’s commitment to open and distance learning (ODL) dates back to 1965, when the Malawi College of Distance Education was established. The country faces a growing demand for education through distance learning.

Dr. Fred Msiska of Mzuzu University is a COL Chair. Ms. Bethel S. Masauli, the former Acting Principal of the Malawi College of Distance Education, was the Focal Point for COL from 2006-2011.

SUMMARY

COL’s work on healthy communities in Michinji district has been very successful. COL also works with partners in Malawi in teacher development (including the UNICEF-COL Child-Friendly Schools initiative), open schooling, skills development and integrating eLearning.

EDUCATION

Open Schooling

The Southern African Development Community Centre for Distance Education (SADC-CDE) held a five-day research and publications capacity building workshop in Botswana in March 2010. The delegates included Distance Education Association of Southern Africa (DEASA) members from Botswana, Malawi, Swaziland, Zambia and Zimbabwe.

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 including Masauko Nkolokosa of the Malawi College of Distance Education attended the workshop.

COL initiated and implemented a three-day awareness and training workshop on Monitoring and Evaluation in August 2010 at the Namibian College of Open Learning (NAMCOL). It was the first of its kind to be held for open schools in Africa. Twenty-eight participants from 12 countries attended the workshop. Malawi was represented by Esther Maulidi Bwino and Steve Chizeze Chagunda of the Malawi College of Distance Education.

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 the Commonwealth Open School Association (COMOSA) to develop their institutional Quality Assurance frameworks.
Higher Education

COL sponsored Mackenzie Chilambo of Mzuzu University to a conference on ODL in Cambridge, UK in September 2009.

LIVELIHOODS & HEALTH

Skills Development

COL sponsored Marjorie M. Phiri of Malawi to the Commonwealth Association of Polytechnics in Africa (CAPA) conference on Entrepreneurial Polytechnic in Abuja, Nigeria in April 2010.

COL organised the Flexible Skills Development Workshop on November 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. Esther Phiri of the University of Malawi, Zizwa Msukuma of the Technical, Entrepreneurial, Vocational Education and Training Authority and Godfrey Kafere of the Ministry of Education attended the workshop. COL sponsored Esther Phiri of the University of Malawi to the CAPA conference.

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. John Bisika, Permanent Secretary, Ministry of Education, Science & Technology; Chakufwa Mkandawire of Salima Technical College; Fanny Nkunika of TEVETA; Marjorie Phiri and Owen Mutega of Staff Development Institute and Abaca Fordfrey of UCC Soroti attended the workshop.

The Flexible Skills Development Online Community Learning Network is a forum for technical and vocational education and training (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 five members from Malawi.

Healthy Communities

Since April 2009, COL has provided support to MaiMwana Trust (Mchinji District) for Phukusi la Moyo, a community learning programme on maternal and child health that combines weekly radio programmes with learner support in the form of group discussions.

Following a programme design process in April-June 2009, mentoring on programme delivery skills training workshop was provided through December 2009. Sixty radio episodes were broadcast between May 2009 and September 2010. The programme has some 3,000 active learners and as many as 10,000 passive listeners in Mchinji district.

A second programme development workshop was held in Mchinji in March 2012, facilitated by Malawian development communication specialists Charles Simbi and Gladson Makowa. This resulted in the design of a second phase of Phukusi la Moyo, including 43 weeks of programming about maternal and child health. Fourteen individuals participated from MaiMwana community health groups, MaiMwana health project, Mchinji District Hospital, Mchinji District Authority and Mudzi Wathu Community Radio.

Phukusi la Moyo was selected as a site for research and evaluation as part of COL’s TYP 2009-2012. Annual reviews of the programme were completed in October 2009, October 2010 and August 2011. The research study “Evaluating the implementation and impact of the radio programme, Phukusi La Moyo, on
maternal and child care and care-seeking behaviour in Mchinji District, Malawi” was submitted to the National Health Sciences Research Committee in July 2011.

Story Workshop (Malawi) participated in the Healthy Community partners’ workshop to review and plan COL’s programming, held immediately prior to PCF6 in Kochi, India in November 2011, and also participated in the COL-UNESCO seminar, Learning from Community Media and PCF6’s Community Development theme.

Joke van Kampen of Story Workshop attended the international training-of-trainers workshop (Vancouver, Sept/Oct-09). 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.

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. Six participants from Malawi completed the course. Eighty-two scripts, including four from Malawi, were received for the African-Wide Scriptwriting Competition on Smallholder Farmer Innovation. Andrew Mahiyu’s entry on “Innovative farmers use animal dung to protect his crops by fending off hungry goats” and Gladson Makowa’s script on “What fattens pigs is still a mystery” are two of the top 15 winners.

The second course was on Healthy Communities where four participants from Malawi completed the course. A second script writing competition was held, and 128 entries were received.

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.

Story Workshop (Malawi) has been a key strategic partner in COL’s community learning programme initiative. COL contracted Story Workshop for the following activities:

- Facilitation of a community learning programme in Tanzania through a workshop integrating programme design and skills training held in November 2009.
- Preparation of a community learning programme handbook; draft was delivered in November 2009.
- Training on programme development skills in South Africa through a skills training workshop held in September 2010.
- Facilitation of a community learning programme in Lebialem, Cameroon on maternal and child health through a workshop integrating programme design and skills training held in November 2010.
- Scale up of the community learning programme Phukusi la Moyo in Malawi; ongoing through August 2011.

Joke van Kampen and Charles Simbi of Story Workshop and Florida Banda of MaiMwana Trust attended COL’s Healthy Community 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.

**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”. Rebecca Ngalande of the University of Malawi attended the first workshop for Heads of Commonwealth Universities on 28 April 2010 in Cape Town, South Africa. The fifth workshop was held in Dar es Salaam, Tanzania in May 2011. Fred Msiska of Mzuzu University attended the workshop.

Joyce Chitsulo of the Forum for African Women Educationalists in Malawi (FAWEMA) 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 Gladson E. Makowa of the Story Workshop Educational Trust and Joke van Kampen of Story Workshop.

Bethel Masauli, Focal Point for Malawi, 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.

**eLearning for International Organisations**

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

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

**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 Malawi for 2012-2015 are:
- Training workshops for teachers, tutors and lecturers in ODL philosophy, management and administration, course developers, researchers in ODL,
- Establishing a learner support unit for ODL,
- Promoting eLearning in ODL institutions, and
- Improving livelihoods programmes through information dissemination on radio and television.
MAURITIUS

COL Focal Point  Mrs. Janick Jaunbocus, Ministry of Tertiary Education, Science, Research and Technology

BACKGROUND

An island off the southeast coast of Africa in the Indian Ocean, Mauritius is a small state of the Commonwealth with a population of about 1.3 million. Mauritius has a long history with COL dating back the very early days of COL when Sir John Daniel, who would become COL’s third President, conducted national consultancy in Mauritius. Also, the first President of COL, the late Professor James Maraj, served as Executive Director of the Mauritius Tertiary Education Commission from 1995-1997. The country is a regular contributor to COL’s budget.

Mr. Vishoorow Luximon, the former Acting Director at the Ministry of Tertiary Education, Science, Research and Technology was the Focal Point for COL from 2011-2012. He succeeded Mr. Ricaud Auckbur, the former Director at the same Ministry, and Mr. H.B. Dansinghani, the former Director responsible for Educational Reforms & International Matters, who were the Focal Points from 2010-2011 and 2006-2010 respectively.

SUMMARY

Mauritius is an active partner in the Virtual University for Small States of the Commonwealth (VUSSC) and has two members on the VUSSC Management Committee. Mauritius hosted COL’s Regional Focal Points Meeting for Africa and the Mediterranean in March 2011. COL’s Lifelong Learning for Farmers programme is partnering with the National Productivity Competitiveness Council (NPCC) in Mauritius. COL assisted with the project report for an Open University in Mauritius and will support the establishment of the new institution.

EDUCATION

Virtual University for Small States of the Commonwealth (VUSSC)

The main objectives of VUSSC are to:
- develop a collaborative network of Commonwealth small states,
- develop capacity in the use of information and communication technology (ICT),
- create and share learning materials at the post-secondary level, and
- establish a Transnational Qualifications Framework (TQF) that would enable the transfer of credits and qualifications.
Mauritius is one of the 32 small states of the Commonwealth, actively participating in the VUSSC initiative.

The 7th VUSSC training and materials development workshop on transport and logistics focusing on stevedoring was held in Apia, Samoa in November/December 2009. The workshop helped to build the capacity of workshop participants in ICT and content development as well as developing self-instructional materials for the transport and logistics-stevedoring course. Harjiwan Kallee of the Mauritius Port Authority attended the workshop.

The 8th VUSSC training and materials development workshop was held in Male, Maldives in March 2010 hosted by the Centre for Open Learning, Maldives. Workshop participants developed a diploma programme on Sustainable Agriculture for Small States. The programme is aimed at learners who want to start their own business and those who want to pursue a career in agriculture extension services. Roshini Brizmohun of the Ministry of Agro Industry, Food Protection and Security and Ting Wah Siow Woong Hung of the Agricultural Research and Extension Unit (AREU) attended the workshop.

The 9th VUSSC training in materials development workshop for the development of a Bachelor’s Degree in Business Entrepreneurship was held in Lesotho in March 2011. D. Sheethiah of the University of Mauritius attended the Workshop.

Ranjeet Bhagooli of the University of Mauritius attended the Materials Development and Training workshop at the University of Seychelles in March 2012. Kaylash Allgoo participated in the VUSSC Management Committee meeting prior to the workshop.

Isswar Jheengut of the Mauritius College of the Air participated in for the VUSSC Managing and Facilitating Online instruction course. Kavita Purmessur of the Ministry of Education and Human Resources participated in the VUSSC LINUX online training course.

VUSSC has launched its own website (www.vussc.org), which includes online courses in disaster management, entrepreneurship, life skills and tourism. Developed by educators from small states of the Commonwealth, the courses are freely available to anyone for adaptation and use.

A Management Committee is now directing VUSSC’s activities, supported by COL’s Education Specialist for VUSSC, John Lesperance. The committee includes representatives from small states in all regions of the Commonwealth which included Ricaud Auckbur of Mauritius representing Africa/Mediterranean and Kaylash Allgoo of Mauritius, who serves as Chairperson of the Transnational Qualifications Framework (TQF).

COL and the Open University Malaysia sponsored the TQF Management Committee Meeting and TQF General Meeting in Kuala Lumpur in July 2010. Kaylash Allgoo of the Mauritius Qualifications Authority attended the meeting.

The 2nd VUSSC Management Committee Meeting was held in November 2010 in Kochi, India. The Committee reviewed the progress to-date and drafted the plan for the next year. The VUSSC Interlocutors Meeting was also held in November 2010 in Kochi. The participants presented their respective countries’ progress to-date, challenges and next steps. A Monitoring and Evaluation training was conducted during the two-day meeting. Ricaud Auckbur (member representing Africa/Mediterranean) and Kaylash Allgoo (TQF Management Committee Chair) attended both meetings.

Open Schooling

Between July and December, 2010, the Southern African Development Community Centre for Distance Education (SADC-CDE) facilitated ODL Policy Sensitisation and Policy Formulation training workshops in Botswana, Mauritius and Swaziland.
**Higher Education**

An international roundtable to showcase COL’s Quality Assurance toolkits was held in Colombo in August 2010. About 30 representatives from Australia, Bangladesh, Malaysia, Mauritius, Nigeria, Sri Lanka and non-Commonwealth countries took part. Sheela Thancanamootoo of the Mauritius Institute of Education (MIE) attended the roundtable.

COL facilitated the setting up process for the Open University through a consultancy in 2007. The Open University Bill has been passed in Parliament and awaits proclamation.

COL sponsored Amit Varma of the Ministry of Education and Human Resources to study the Master of Instructional Design on Technology online programme offered by the Open University Malaysia.

**LIVELIHOODS & HEALTH**

**Learning for Farming**

The Ministry of Gender Equality, the Ministry of Cooperatives, the Ministry of Agriculture, two banks, two non-governmental organisations (NGOs) and the proposed Open University of Mauritius joined the National Productivity and Competitiveness Council (NPCC) in a stakeholders’ workshop and have developed a roadmap for Lifelong Learning for Farmers initiative in Mauritius. The Ministry of Gender Equality has signed an agreement with COL’s partner, NPCC, to develop learning materials and L3F strategies among women in Mauritius for economic empowerment.

The Ministry of Gender Equality, Ministry of Agriculture, Mauritius Post and Cooperative Bank and Mauritius Commercial Bank have developed ODL materials relevant on lifelong learning for farmers. The Ministry of Agriculture has finalised a certificate course on Good Agricultural Practices and Fair Trade.

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. Shalini Mathaven and Naren Sukurdeep of the National Productivity Competitiveness Council attended the workshop.

The Ministry of Gender Equality, Child Development and Family Welfare, in collaboration with the National Productivity & Competitiveness Council and COL, officially launched the “Lifelong Learning for Women’s Empowerment” in Mauritius on 19 May 2011.

A course on Legal Literacy for Women in Creole was finalised. The course is reaching 700 women through mobile phones. The course is also available on interactive DVDs, which are being shown in 14 women’s centres, 54 social welfare centres and 101 community centres. At the end of 2011, 850 women had gone through the course.

COL facilitated a workshop in February 2012 in Nairobi, Kenya to discuss COL’s Three-Year Plan. Naren Sukurdeep, a consultant from Mauritius, attended the workshop.

COL, with the support of Mohammad Santally of the Virtual Centre for Innovative Learning Technologies (VCILT), University of Mauritius, has developed a training programme on ODL and eLearning in non-formal learning. 30 staff from the Agriculture Research and Extension Unit (AREU) and the Ministry of Gender Equality, Child Development and Family Welfare have participated in the training in order to strengthen ODL-based extension.
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”. K.D.V. Putty-Rogbeer of the Tertiary Education Commission, Mauritius attended the second workshop in Namibia in May 2010. The fifth workshop was held in Dar es Salaam, Tanzania in May 2011. Isswar Jheengut of the Mauritius College of the Air attended.

Pritee Auckloo and Anuradha Gungadeen of the Mauritius Institute of Education attended the OER workshop in Mozambique in August 2011.

COL and UNESCO, with financial support from The William and Flora Hewlett Foundation, conducted 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. Vicky A. Oojorah of the Mauritius Institute of Education (Centre for Open and Distance Learning) attended the Forum. This resulted in a 2012 World OER Congress at which the Paris Declaration on OER was adopted by the international community.

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 overall theme of the Forum was “Access and Success in Learning: Global Development Perspectives” with four main themes, namely: Social Justice, Community Development, Skills Development and Formal Education. COL also 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 Roshini Brizmohum of the Ministry of Education; Kaylash Allgoo of the Mauritius Qualifications Authority; Mohini Bali of the Government of Mauritius; Ravhee Bholah of the Mauritius Institute of Education; Mohammad Issack Santally of the University of Mauritius; Narendranath Sukurdeep of the National Productivity and Competitiveness Council; Wardah Santally; and Ricaud Auckbar of the Ministry of Tertiary Education, Science, Research and Technology and COL Focal Point.

The University of Mauritius was presented with the Award of Excellence for Distance Education for interactive, electronically delivered materials, which may be supplemented by materials developed in other media, for its paper on the Diploma in Web & Multimedia Development of the Virtual Centre for Innovative Learning.

The Ministry of Tertiary Education, Science, Research and Technology and COL co-hosted the Regional Focal Points Meeting for 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. Ricaud Auckbur, Focal Point for Mauritius, attended the Regional Focal Points Meeting.

Sir John Daniel, then President and Chief Executive Officer of COL, delivered a lecture on “Tertiary Education: How Open?” at the Public Lecture organised by the Ministry of Tertiary Education, Science, Research and Technology on 20 May 2011 in Mauritius.

eLearning for International Organisations

COL customises eLearning solutions to meet the capacity enhancement needs of international organisations around the world.
• One learner took the World Bank Effective Writing course in 2009,
• Two learners from the Central Bank/Ministry of Finance took the eLearning course on the Commonwealth Secretariat Debt Record Management System (CSDRMS) in 2010,
• One learner took the World Bank Effective Writing course in 2011, and
• One learner took the World Health Organization Effective Writing course in 2011.

LOOKING FORWARD

COL looks forward to the ongoing contribution of representatives from Mauritius who are playing important leadership roles with VUSSC. COL is committed to helping Mauritius establish its new open university. In particular, COL will assist with systems development and courseware.
MOZAMBIQUE

COL Focal Point: Ms. Zaida Paz Helena Baule, Ministry of Education

BACKGROUND

A southeastern African country with a population of about 22 million, most of whom rely on agriculture for their livelihoods, Mozambique faces many economic and educational challenges. A regular contributor to COL’s budget, Mozambique has worked with COL to expand access to learning for development through open and distance learning, particularly open schooling.

SUMMARY

Mozambique is an active member of the Commonwealth Open School Association (COMOSA) and has participated in several training events related to open educational resources (OER), quality assurance, integrating multimedia, and monitoring and evaluation.

EDUCATION

Open Schooling

As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open School Association (COMOSA). The inaugural meeting of COMOSA was held in Delhi in November 2009. Antonio D. Franque of the National Institute of Distance Education in Mozambique was one of 22 partners who signed the COMOSA Constitution.

The COL workshop on Copyright and OERs was held in Delhi in November 2009. Antonio D. Franque of Mozambique and open and distance learning (ODL) practitioners from more than 20 countries attended the workshop.

COMOSA held its first Annual General Meeting in Delhi in November 2010. The COMOSA website at http://comosa.org/wordpress/ was launched. COMOSA’s activities for the next three years would include Research, Gender and Vocational and Technical Education. Luis Uamusse of the Institute of Open and Distance Education (IEDA) attended the AGM.

COL co-facilitated a two-day workshop in Maputo, Mozambique in March 2010. Representatives from Tanzania, Zambia and Moises Magacelane and Benico Armindo of IDEA, Mozambique were trained to draft strategic plans for integrating multimedia in their open schools. The workshop was also the first step in supporting Mozambique, Tanzania and Zambia to develop digital content over the next two years.
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 including Lurdes Nakala of the National Institute of Distance Education and Amadeu Afonso of IDEA attended the workshop.

COL initiated and implemented a three-day awareness and training workshop on Monitoring and Evaluation in August 2010 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. Lurdes Nakala of the National Institute of Distance Education and Amadeu Afonso of IDEA attended the workshop.

A Manual for the Tutors of Learning Centres in Open Schools was translated into Portuguese in 2010. The manual is for those who would like to take up the task of acting as a tutor in an educational programme following ODL methodologies.

The Quality Assurance Toolkit for Open Schools was launched during PCF6 in Kochi in November 2010. The Toolkit will be used in all the countries affiliated to the COMOSA to develop their institutional Quality Assurance frameworks.

A COMOSA workshop on “Research in Open Schooling” was held in Delhi, India in November 2010. A Research Agenda with 10 areas was adopted and four areas (Curriculum and Course Development, Integrating Vocational Education with Academic Education in Commonwealth Open Schools, Gender and Online Learning) were prioritised for the next two years. Luis Uamusse of IEDA attended the workshop.

The Ministries of Education and Women and Social Action participated in the Gender Audit on Open Schooling.

COL sponsored a workshop “Gender-Sensitive Information and Communication Technology (ICT) Strategy for Open Schooling” in Maputo, Mozambique in July 2011. One of the purposes of the workshop was to promote understanding and discussion around the role of gender and ICT in Open Schools. Esperanca Michua and Manuel L.J. Simbine of the Ministry of Education and Maria Presentina Echeco of the Ministry of Women attended the workshop. Antonio D. Franque of the National Institute of Distance Education was the local organiser.

COL organised the COMOSA Annual General Meeting in Seychelles in February 2012. Forty-one people from 23 COMOSA member countries attended the meeting. The eLearning Maturity Model (eMM) workshop for the COMOSA members was held on 29 February 2012. Mr. Antonio D. Franque of the National Institute of Distance Education attended the AGM and eMM workshop.

**LIVELIHOODS & HEALTH**

**Healthy Communities**

Benilde Nhalevilo of Forum of Community Radios attended COL’s Healthy Community 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 supported the Forum of Community Radios (FORCOM) in a national training of trainers workshop run in March 2012 for 17 master community radio trainers from across the country. COL’s support enabled
FORCOM to engage two experts from Malawi to conduct 2.5 days of training on participatory content creation and programme development.

**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”. The fifth workshop was held in Dar es Salaam in May 2011. Josphat Maforo of the Catholic University of Mozambique attended the workshop.

The sixth OER workshop was held in Maputo, Mozambique in August 2011. There were 22 participants from Mozambique representing Universidade Eduardo Mondlane, the Ministry of Education, the Institute of Open and Distance Learning and Universidade Pedagógica.

COL and UNESCO, with financial support from The William and Flora Hewlett Foundation, conducted a project “Fostering Governmental Support for Open Educational Resources Internationally” to raise awareness of open educational resources (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. Antonio D. Franque of the National Institute of Distance Education and Remigio E. Rainde of the Ministry of Education attended the Forum. This resulted in a 2012 World OER Congress at which the Paris Declaration on OER was adopted by the international community.

**OTHER ACTIVITIES**

The COL Regional Focal Points Meeting (Africa and the Mediterranean) was held 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.

Lurdes Nakala of the National Institute of Distance Education attended the meeting on behalf of Zaida Paz Helena Baule, Focal Point for Mozambique.

**eLearning for International Organisations**

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

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

**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 Mozambique for 2012-2015 are:
• Developing and producing multimedia content for ODL programmes,
• Developing short professional courses through ODL,
• Developing supportive online materials at various levels,
• Providing scholarships in ODL, and
• Supporting the establishment of ODL for technical and vocational education and training (TVET).
NAMIBIA

COL Focal Point:  Mr. Beans Ngatjizeko, Ministry of Education

BACKGROUND

Namibia is a large country with a population of 2.2 million. It is active in numerous open and distance learning (ODL) initiatives and is a member of the Distance Education Association of Southern Africa (DEASA). COL’s Education Specialist, Open Schooling, Frances Ferreira is a former Director of the Namibian College of Open Learning (NAMCOL). Namibia is a regular contributor to COL’s budget.

Ms. Eva-Liisa Kafidi, the former Executive Secretary of the Namibian Open Learning Network Trust (NOLNet), was the Focal Point for COL from 2009-2010.

SUMMARY

Namibia is one of the lead partners in COL’s open schooling initiative. It is a member of the Commonwealth Open Schools Association (COMOSA) and the open educational resources (OER) for Open Schools consortium. Namibia is also active in the Virtual Universities for Small States of the Commonwealth (VUSSC) and participates in COL initiatives in teacher education, skills development and integrated eLearning.

EDUCATION

Virtual University for Small States of the Commonwealth (VUSSC)

The main objectives of VUSSC are to:

- develop a collaborative network of Commonwealth small states,
- develop capacity in the use of information and communication technology (ICT),
- create and share learning materials at the post-secondary level, and
- establish a Transnational Qualifications Framework (TQF) that would enable the transfer of credits and qualifications.

Namibia is one of 32 small states of the Commonwealth, actively participating in the VUSSC initiative.

The 7th VUSSC training and materials development workshop on transport and logistics focusing on stevedoring was held in Apia, Samoa in November/December 2009. Neville Asser Mbai of the Polytechnic of Namibia (Namibian German Centre for Logistics) attended the workshop.
The VUSSC Team Leaders Meeting in preparation for the Male workshop was held in Singapore in collaboration with the National Institute of Education at the Nanyang University of Singapore. The team leaders included Edwig Karipi of the Namibian College of Open Learning (NAMCOL).

The 8th VUSSC training and materials development workshop was held in Male, Maldives in March 2010, hosted by the Centre for Open Learning, Maldives. The participants developed a diploma programme on Sustainable Agriculture for Small States. The programme is aimed at learners who want to start their own business and those who want to pursue a career in agriculture extension services. Edwig Karipi of NAMCOL attended the workshop.

The 9th VUSSC training in materials development workshop for the development of a Bachelor’s Degree in Business and Entrepreneurship was held in Lesotho in March 2011. Wilhelmina Louw of NAMCOL attended the workshop.

Dr. N. Kgabi of the Polytechnic of Namibia attended the Materials Development and Training workshop at the University of Seychelles in March 2012.

Maurice Nkusi of the National Institute for Educational Development participated in the VUSSC LINUX Online Course. Ismael Uiseb of the University of Namibia, Indileni Daniel, Barbara Foster, Phyllicia Marshall, Deepa Deepak, Bujan Boddie and Ave Mann-Cross of NAMCOL participated in the VUSSC Managing and Facilitating Online Instruction Course.

VUSSC has launched its own website (www.vussc.org), which includes online courses in subjects such as disaster management, entrepreneurship, life skills and tourism. Developed by educators from small states of the Commonwealth, the courses are freely available to anyone for adaptation and use.

COL and the Open University Malaysia sponsored the Transnational Qualifications Framework (TQF) Management Committee Meeting and TQF General Meeting in Kuala Lumpur in July 2010. Franz Gertze of the Namibia Qualifications Authority attended the meeting.

The VUSSC Interlocutors Meeting was held in November 2010 in Kochi, India. The participants presented their respective countries’ progress to-date, challenges and next steps. A Monitoring and Evaluation training was conducted during the two-day meeting. Beans Ngatjizeko attended the meeting.

The 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

As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open Schools Association (COMOSA). The inaugural meeting of COMOSA was held in Delhi in November 2009. Paavo Pea of NAMCOL was one of 22 partners who signed the COMOSA Constitution.

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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 including Francine Keendjele and Jan Nitschke of NAMCOL attended the workshop.
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The Quality Assurance Toolkit for Open Schools was launched during COL’s Sixth Pan-Commonwealth Forum on Open Learning (PCF6) in Kochi, India in November 2010. The Toolkit will be used in all the countries affiliated to the COMOSA to develop their institutional Quality Assurance frameworks. A COMOSA workshop on Research in Open Schooling was held in Delhi, India in November 2010. A Research Agenda with 10 areas was adopted and four (Curriculum and Course Development, Integrating Vocational Education with Academic Education in Commonwealth Open Schools, Gender and Online Learning) were prioritised for the next two years. Heroldt V. Murangi and Paavo Pea of NAMCOL attended the workshop. NAMCOL participated in the Research Study on Online Learning Success Variations/Factors and The Gender Audit on Open Schooling.

COL sponsored a workshop “Gender-Sensitive ICT Strategy for Open Schooling” in Maputo, Mozambique in July 2011. One of the purposes of the workshop was to promote understanding and discussion around the role of gender and ICT in Open Schools. Francine Keendjele of NAMCOL attended the workshop. At the request of the Ministry of Education, Zambia, COL contracted Turning Points Consultancy CC, a Namibian company, which provided the services of Justin Ellis, to carry out an evaluation of the Zambia College of Distance Education (ZACODE).

Namibia was one of six countries that participated in COL’s “OER for Open Schools” initiative. Namibia attended the Steering Committee Meeting in Gaborone in September 2009. The meeting focussed on the progress to date, and made necessary adjustments and forward-looking strategies to ensure that outcomes would be fully achieved on time.

Country Management Committees were established and met on a regular basis. Jean Duperreault was appointed the Namibia Country Consultant.

Regular communication with the teams were conducted via Basecamp with consultants providing online support.

Three workshops were held in-country of which the third workshop was held in Nambia in June 2010. All print-based units for Jr. School Certificate (JSC) English, Entrepreneurship, Life Science, Physical Science and Geography have been completed and uploaded to the Moodle platform.

Wynand Diegaardt, Wilhelmina Louw, Audrey Poulton, Saara Munguungu and Edwig Karipi of NAMCOL attended a 10-day Moodle Workshop in Namibia in October 2010.

The COL workshop on Copyright and OERs was held in Delhi in November 2009. Paavo Pea of NAMCOL and ODL practitioners from more than 20 countries attended the workshop.

NAMCOL with the support of COL developed a comprehensive manual on the implementation of a Multi-Media Strategy on Open Schooling which serves as a model that could be replicated in other Commonwealth countries. The manual is available on COL’s website at http://www.col.org/openSchooling

COL, Wilhelmina Louw and Wynand Diergaardt of NAMCOL, co-facilitated a two-day workshop on “The development of a Multi Media Strategy” in Maputo, Mozambique in March 2010. The main resource material, used by NAMCOL was the Manual on the Implementation of a Multi-Media Strategy in Open Schooling that they had developed previously. Representatives from Mozambique, Tanzania and Zambia were trained to draft strategic plans for integrating multi-media in their open schools.

Frances Ferreira, COL Education Specialist, Open Schooling gave a presentation on “Providing Equitable Access to Education through ODL” at the National Education Conference in Namibia on 27 June 2011.
COL organised the COMOSA Annual General Meeting in Seychelles in February 2012. Forty-one people from 23 COMOSA member countries attended the meeting. The eLearning Maturity Model (eMM) workshop for the COMOSA members was held on 29 February 2012. Heroldt Murangi and Wilhelmina Louw of NAMCOL attended the AGM and eMM workshop.

COL organised an OER and Copyright Policy workshop for Open Schools in Seychelles on 1-2 March 2012. The face-to-face workshop was preceded by two online workshops. A draft “COMOSA OER and Copyright Policy” was prepared at the end of the workshop.

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. Members have also agreed to write a book on the experience for 2012/2013. Heroldt Murangi attended the Steering Committee Meeting.

The launch of the “OER for Open Schools” materials was held on 2 March 2012. As a celebration of the achievement of countries, Wilhelmina Louw of NAMCOL gave a presentation on, “The challenges and joys in translating the OER to the MOODLE course”. Heroldt Murangi and Wilhelmina Louw attended the workshop and launch.

Namibia launched its “OER for Open Schools” materials on 8 March 2012.

COL provided support to NAMCOL for a study on “Narrowing the Skills Gap Through Vocational Education and Training (VET)”, which was completed in February 2012.

**Teacher Education**

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 the Solomon Islands in June 2010. The capacity building initiative aimed to strengthen the current work of the Commonwealth Secretariat and COL on multigrade teaching through a programme to support teachers, using ODL strategies. Ericah Chilongo of the Namibia Institute of Educational Development, Eugenie Pienaar of Khomasdal Campus and Alfeus Dax of Namibia attended the meeting.

**Higher Education**

COL sponsored Florida Beukes of the University of Namibia to a Conference on ODL in Cambridge, UK in September 2009.

**LIVELIHOODS & HEALTH**

**Skills Development**

COL and UNESCO co-hosted a one-day ICT in TVET pre-conference workshop at the eLearning Africa Conference in Zambia in May 2010. COL sponsored Ndeshimona Afunde of the Learner Support Unit, NAMCOL to the eLearning Africa Conference.

Dr. Delvaline Mowes, Director of Centre for Lifelong Learning, Namibia was contracted as organisational development consultant to NIEPA in Nigeria.

**Healthy Communities**

In co-operation with UNESCO and the Media and Training Centre for Health (South Africa), COL supported capacity building of media, health and development groups in Keetmanshoop, specifically skills in non-formal ODL programme design. Twelve media, health and development groups were involved in a
preliminary consultation, peer exchange and a training session was carried out over four days in June 2010 with inputs from Radio Riverside (Upington, South Africa).

Follow-up training, co-funded by UNESCO, was carried out in April 2011 with a focus on ODL programme development skills; 15 media, health and development groups participated.

COL provided support for a meeting on Namibia’s community radio broadcasting sector in Windhoek in August 2011, organised by UNESCO, Friedrich-Ebert-Stiftung-Africa, the Media Institute for Southern Africa Namibian chapter and the United States Embassy. Franklin Huizies, Board Director with both the international and Africa boards of the World Association of Community Radio Broadcasters, provided inputs on national networking and the social impact of community media.

Manfred Isaacks of the Namibian College of Open Learning was trained in the GRINS software application in South Africa in September 2011. This software application enables the integration of mobile telephones to support interaction and user generated content in three radio stations (Atlantis, Upington and Worcester) in South Africa in September 2011.

Between March and June 2012, COL, in partnership with UNESCO Windhoek and Media and Training Centre for Health (South Africa), supported a needs assessment and feasibility study in Rehoboth for a community learning programme.

**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”. Franz Gertze of the Namibia Qualifications Authority attended the first workshop in Cape Town, South Africa in April 2010. Nine representatives from the Namibia Qualifications Authority and the UNESCO Cluster Officer Namibia attended the second workshop in Namibia in May 2010. The fifth workshop was held in May 2011 in Dar es Salaam. Heroldt Murangi of NAMCOL attended the workshop.

COL organised a two-day workshop on the use of ICT for Teaching and Learning at the School of Technology and Innovation, Newtown Johannesburg, South Africa in October 2011. Hildigonda J.M. Kruger of the National Institute for Educational Development, Irene H. Kaimu of Namibia Polytechnic and Rakel Kavena Shalyefu (Ph.D) of the Teaching and Learning Improvement Unit of the University of Namibia attended the workshop.

COL and UNESCO, with financial support from The William and Flora Hewlett Foundation, conducted 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. Jaco Du Toit of UNESCO Windhoek and Edwig Karipi of NAMCOL attended the Forum. This resulted in a 2012 World OER Congress at which the Paris Declaration on OER was adopted by the international community.

COL supported the attendance of 12 teachers representing 12 political regions in Namibia to attend a workshop “ICT in Education in Namibia” (25 to 26 June 2012)

**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 Corne Botes, Wynand Diegaardt and Francine Keendjele of NAMCOL; Ulrich Innozenz Hummel, Delvaline Lucia Mowes of the Polytechnic of Namibia and Beans Ngatjizeko of the Ministry of Education and COL Focal Point.

The Polytechnic of Namibia was presented the Excellence in Distance Education Award for Institutional Achievement.

The COL Regional Focal Points Meeting (Africa and the Mediterranean) was held 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. Beans Ngatjizeko, Focal Point for Namibia, was invited to the Meeting.

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 Namibia for 2012-2015 are:

- Expansion of vocational education and training in order to empower unemployed youth with adequate skills for self-employment,
- eSkills training for educators,
- Promoting ICT skills (mobile learning, etc.) across the entire education sector,
- Accelerating access to OER, and
- Addressing misconceptions and prejudices about ODL.
BACKGROUND

A small state of the Commonwealth with a population of about 88,000, Seychelles is an archipelago in the Indian Ocean. Seychelles has played a major role in the establishment and expansion of the Virtual University for Small States of the Commonwealth (VUSSC). A Seychelles national, John Lesperance, is currently COL’s Education Specialist, VUSSC. Seychelles has contributed to COL’s budget since 2008.

SUMMARY

Seychelles has taken a leadership role with VUSSC from its inception. The Hon. Minister Danny Faure was a vocal champion of the idea as Minister of Education. Seychelles is also playing an active role in the Commonwealth Open School Association (COMOSA) and participated in COL’s “Open Educational Resources (OER) for Open Schools”. Two institutions in Seychelles are undertaking quality audits with COL’s Review and Improvement Model (COL RIM).

EDUCATION

Virtual University for Small States of the Commonwealth (VUSSC)

The main objectives of VUSSC are to:
- develop a collaborative network of Commonwealth small states,
- develop capacity in the use of information and community technology (ICT),
- create and share learning materials at the post-secondary level, and
- establish a Transnational Qualifications Framework (TQF) that would enable the transfer of credits and qualifications.

Seychelles is one of the 32 small states of the Commonwealth, actively participating in the VUSSC initiative.

The 7th VUSSC training and materials development workshop on transport and logistics focusing on stevedoring was held in Apia, Samoa in November/December 2009. The workshop helped to build the capacity of workshop participants in ICT and content development as well as developing self-instructional materials for the transport and logistics-stevedoring course. Alexandre Alix Bastienne of the Land Marine Ltd. in Seychelles attended the workshop.

The 8th VUSSC training and materials development workshop was held in Male, Maldives in March 2010, hosted by the Centre for Open Learning, Maldives. Participants developed a diploma programme on
Sustainable Agriculture for Small States. The programme is aimed at learners who want to start their own business and those who want to pursue a career in agriculture extension services. Maryanne F. Marie of the Seychelles Agricultural and Horticultural Training Centre, Ministry of Education attended the workshop.

The 9th VUSSC training in materials development workshop for the development of Bachelor’s Degree in Business and Entrepreneurship was held in Lesotho in March 2011. Hazel Marengo Midzy of the School of Business Studies and Accounting attended the workshop.

Merina Andimignon of Seychelles attended the 10th VUSSC training and materials development workshop in Educational Leadership in Singapore from 17 November-2 December 2011.

The launch of the implementation of VUSSC courses was held in Seychelles on 2 March 2012. The Vice President of Seychelles, the Honourable Danny Faure, gave the opening speech. Seven speakers presented their experiences on the use of VUSSC course materials and the TQF. Jean-Michel Domingue of the Seychelles Qualifications Authority gave a presentation on “Referencing to the TQF and Registration of Courses”. Sixteen participants from educational institutions and agencies in Seychelles attended the materials development and training workshop at the University of Seychelles from March 5-16, 2012.

Jean Andre Alcindor of the Ministry of Education enrolled in the VUSSC Managing and Facilitating Online Instruction course and Michelle Rosalind Denys, also from the Ministry of Education, participated in the VUSSC LINUX online training course.

VUSSC has launched its own website (www.vussc.org), which includes online courses in subjects such as disaster management, entrepreneurship, life skills and tourism. Developed by educators from small states of the Commonwealth, the courses are freely available to anyone for adaptation and use.

A Management Committee is now directing VUSSC’s activities, supported by COL’s Education Specialist for VUSSC, John Lesperance from the Seychelles.

COL and the University of Seychelles (UniSey) signed a Memorandum of Understanding in 2010 to offer VUSSC courses. The Seychelles Tourism Academy (STA) has also agreed to offer the VUSSC Tour Guiding course that was completed in 2009.

COL and the Open University Malaysia sponsored the Transnational Qualifications Framework (TQF) Management Committee Meeting and TQF General Meeting in Kuala Lumpur in July 2010. Jean-Michel Domingue of the Seychelles Qualifications Authority attended the meeting.

The VUSSC Interlocutors Meeting was held in November 2010 in Kochi, India. The participants presented their respective countries’ progress to-date, challenges and next steps. A Monitoring and Evaluation training was conducted during the two-day meeting. Fiona Ernesto attended the meeting.

The 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. Seychelles has referenced the National Framework to the TQF in 2010.

Open Schooling

As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open Schools Association (COMOSA). The inaugural meeting of COMOSA was held in Delhi in November 2009. Alex Souffe of the Seychelles Ministry of Education was one of 30 partners who signed the COMOSA Constitution.

COMOSA held its first Annual General Meeting in Delhi in November 2010. The COMOSA website at http://comosa.org/wordpress/ was launched. COMOSA’s activities for the next three years would include
Research, Gender and Vocational and Technical Education. Alex Souffe of the Ministry of Education attended the AGM.

Seychelles attended the Steering Committee Meeting in Gaborone in September 2009. The meeting focussed on the progress to date and made necessary adjustments and forward-looking strategies to ensure that outcomes would be fully achieved on time.

Seychelles is one of six countries taking part in COL’s “OER for Open Schools” initiative. Country Management Committees were established, and they met on a regular basis. Agathe Lewin was appointed the Seychelles Country Consultant.

Three workshops were held in-country of which the third workshop on print-based course was held in July 2010. The Life Skills and Science team completed the print-based units, and these are being uploaded to Moodle.

Sandra Michelle Mathiot-Nizeyimana of the National Institute of Education and Veronique Pillay of Mont Fleuri Secondary, Seychelles attended a 10-day Moodle Workshop in Namibia in October 2010.

The COL workshop on Copyright and OER was held in Delhi on the 26th and 27th of November, 2009. Alex Souffe of the Ministry of Education and ODL practitioners from more than 20 countries attended the workshop.

COL initiated and implemented a three-day awareness and training workshop on Monitoring and Evaluation in August 2010 at the Namibian College of Open Learning (NAMCOL). Twenty-eight participants from 12 countries attended the workshop. It was the first workshop of its kind to be held for open schools in Africa. Seychelles was represented by Rosianna Jules and Sandra Mathiot Nizyeimana of the National Institute of Education.

The Quality Assurance Toolkit for Open Schools was launched during COL’s Sixth Pan-Commonwealth Forum on Open Learning (PCF6) in Kochi, India in November 2010. The Toolkit will be used in all the countries affiliated to the COMOSA to develop their institutional Quality Assurance frameworks.

A COMOSA workshop on Research in Open Schooling was held in Delhi, India in November 2010. A Research Agenda with 10 areas was adopted and four (Curriculum and Course Development, Integrating, Vocational and General or Academic Education, Gender and Online Learning) were prioritised for the next two years. Alex Souffe of the Ministry of Education attended the Workshop.

The National Institute of Education participated in the Gender Audit on Open Schooling.


With the assistance of the local “OER for Open Schools” Steering Committee and Marie-Reine Hoareau, Seychelles Focal Point for COL, COL organised the COMOSA Annual General Meeting in Seychelles in February 2012. Forty-one people from 23 COMOSA member countries attended the meeting. The Honourable Macsuzy Mondon, Minister of Education and the Permanent Secretary, attended the AGM.

The eLearning Maturity Model (eMM) workshop for the COMOSA members was held on 29 February 2012. Ten people from Seychelles representing the University of Seychelles, the Ministry of Education and secondary schools attended the AGM and eMM workshop.

COL organised an OER and Copyright Policy workshop for Open Schools in Seychelles on 1-2 March 2012. The face-to-face workshop was preceded by two online workshops. A draft “COMOSA OER and Copyright Policy” was developed at the end of the workshop.
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. Seychelles reported that the OER content has been used in some schools and is committed to the full roll-out in mid-2012. Members have also agreed to write a book on the experience for 2012/2013. Alex Souffe of the University of Seychelles and Mr. Michael Antoine of Grand-Anse Praslin Secondary School, Seychelles attended the Steering Committee Meeting.

The launch of “OER for Open Schools” was held on 2 March 2012. As a celebration of the achievement of countries, Rosianna Jules of the University of Seychelles gave a presentation on, “Our journey in making ODL content for conventional schools – a first for us”. Representatives from the University of Seychelles, Ministry of Education and several secondary schools attended the workshop and launch.

Higher Education

Jean-Michel Domingue of the Seychelles Qualifications Authority attended the COL Review and Improvement Model (RIM) Debrief Workshop in Abuja, Nigeria in October 2009.

The National Institute of Health and Social Studies (NIHSS) has committed to undergoing a COL RIM Assessment. Following the Assessment, implementation was completed at NIHSS in December 2011 and at the Seychelles Institute of Management in January 2012. The NIHSS implementation was part of a Commonwealth Secretariat-COL partnership.

LIVELIHOODS & HEALTH

Integrating eLearning

COL and UNESCO, with financial support from The William and Flora Hewlett Foundation, conducted 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. Alex Souffe of the University of Seychelles attended the Forum. This resulted in a 2012 World OER Congress at which the Paris Declaration on OER was adopted by the international community.

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Over 600 delegates from more than 50 countries attended PCF6. COL sponsored over 250 delegates to the Forum including Jean-Michael Domingue of the Seychelles Qualifications Authority, Fiona Ernesta of the Technical and Further Education, Ministry of Education and Alex Souffe of the National Institute of Education, Ministry of Education.

Marie-Reine Hoareau, Focal Point for Seychelles, attended the COL Regional Focal Points Meeting (Africa and the Mediterranean) 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.
eLearning for International Organisations

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

Two learners from the Central Bank/Ministry of Finance in Seychelles took eLearning course on the Commonwealth Secretariat-Debt Record Management System (CSDRMS) in 2010.

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 Seychelles for 2012-2015 are:

- ODL for outer islands,
- Capacity building for curriculum developers to create interactive online learning materials,
- Access to peer reviewed papers, materials and books,
- ODL for training in farming/agriculture, and
- Quality assurance for tertiary education.
South Africa is an acknowledged leader in open and distance learning (ODL). It contributes to capacity development in the continent and beyond through its experts. South Africa is a key partner to COL that participates in a number of COL activities.

As a major donor, South Africa has a seat on the COL Board of Governors. Jenny Glennie of the South African Institute for Distance Education (SAIDE) is a member of COL Board of Governors and the Deputy Chair (2009-2010 and 2011-2012). She is also a member of the Board’s Audit Committee.

Professor Veronica McKay of the University of South Africa is an Honorary COL Advisor. Mr. G. Jeppie of the Department of Higher Education & Training was the Focal Point for COL from 2009-2011.

South Africa is an active partner in the Commonwealth Open Schools Association (COMOSA) and has played a major role in the development of the Transnational Qualifications Framework (TQF) for the Virtual Universities for Small States of the Commonwealth (VUSSC), even though it is not a member of the consortium. COL is working with partners in South Africa in higher education, teacher education, healthy communities and integrated eLearning.

**Virtual University for Small States of the Commonwealth (VUSSC)**

Joseph Sannie Samuels of the South African Qualifications Authority (SAQA) was the Regional Guest at the TQF Management Committee Meeting in Vancouver in August 2009. SAQA has been instrumental in developing the TQF, which has been designed to support the transfer of programmes, learning materials and qualified people among the 32 small states and between the small states and other countries. The work was conducted by Dr James Keevy, under the leadership of the Executive Director, Samuel Isaacs.

COL and the Open University Malaysia sponsored the TQF Management Committee Meeting and the TQF General Meeting in Kuala Lumpur in July 2010. The purpose of the meeting was to “translate in the practice” the implementation of the TQF for VUSSC. Joseph Sannie Samuels and Shirley Anne Steenekamp of SAQA attended the meeting.
Open Schooling

As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open Schools Association (COMOSA). The inaugural meeting of COMOSA was held in Delhi in November 2009. Dr. Ephraim Mhlanda of SAIDE was one of 22 partners who signed the Constitution.

COMOSA held its first Annual General Meeting in Delhi in November 2010. The COMOSA website at [http://comosa.org/wordpress/](http://comosa.org/wordpress/) was launched. COMOSA’s activities for the next three years would include Research, Gender and Vocational and Technical Education. Tony Mays of SAIDE attended the AGM.

COL engaged Dezlin Jacobs of SchoolNet South Africa to conduct a five-day workshop in November 2010 in Morogoro, Tanzania for the female lecturers of the Institute of Adult Education (IAE) in the uses of information and communication technology (ICT).

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 including Ephraim Mhlanga of SAIDE 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). 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. Kirston Greenop of MINDSET was the consultant for the Workshop.

The Quality Assurance Toolkit for Open Schools was launched during COL’s 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.

A COMOSA workshop on “Research in Open Schooling” was held in Delhi, India in November 2010. A Research Agenda with 10 areas was adopted. Tony Mays of SAIDE attended the workshop.

COL workshop on Copyright and open educational resources (OER) was held in Delhi in November 2009. Dr. Ephraim Mhlanga of SAIDE and ODL practitioners from more than 20 countries attended the workshop.

The Southern African Development Community Centre for Distance Education (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.

Teacher Education

The annual Partners Advisory Council Meeting of the Teacher Education for Sub-Saharan Africa (TESSA) consortium was held in Cape Coast in August 2009. The University of South Africa, University of Fort Hare and University of Pretoria presented their progress reports at the meeting. The participants reviewed the programmes, and a Work Plan for 2010 was adopted.

South Africa is one of eight countries participating in the UNICEF-COL Child-Friendly Schools (CFS) initiative. The CFS Project Point People in South Africa are Hopi Mboweni, ACELO programme coordinator, University of Limpopo and Junko Mabuchi, Associate Education Specialist, UNICEF South Africa. Partners in South Africa include the Ministry of Basic Education, UNICEF South Africa and the University of Limpopo.
The following CFS workshops have been held in South Africa:

- Advanced Certificate in Education – Life Orientation (ACELO) Curriculum Review, March/April, 2010. Eleven participants from the University of Limpopo and one participant from the University of Johannesburg attended the workshop.
- Curriculum Review and Materials Development workshops, April 2010. Eight participants from the University of Limpopo attended.
- Materials Writing Retreat, June 2010. Eight participants from the University of Limpopo attended the workshop.
- Advocacy workshop with other universities to raise awareness on CFS and show how the University of Limpopo integrated CFS in the ACELO programme, November 2010. Twenty-six participants from the University of Limpopo, University of Venda, University of Witwatersrand, Tshwane University of Technology, Walter Sisulu University, Central University of Technology and University of Pretoria attended.
- CFS Workshop, Kochi, India, November 2010. Nineteen participants attended including Jenny Glennie of SAIDE; Hopi Mboweni and Professor M.J. Themane of the University of Limpopo and Junko Mabuchi of UNICEF South Africa.
- Curriculum writing workshop to develop/complete ACELO modules, Limpopo, March 2011. Thirteen participants from the University of Limpopo and UNICEF South Africa) attended.

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 by all participating countries.

A Curriculum Review was completed, and the draft ACELO modules were developed.

The modules for the Associate Certificate in Education-Life Skills programme at the University of Limpopo were finalised in November 2011 and are ready for use by students.

The Limpopo Province Department of Education, Link Community Development and nine post-secondary institutions took part in a Training of Teachers workshop at the University of Limpopo in February 2012.

COL hosted a National Discourse Colloquium on CFS in May 2012 that included representatives from UNICEF-South Africa, the Limpopo and Mpumalanga Departments of Education and 11 post-secondary institutions.

All the activities in the CFS work plan were successfully completed.

**Higher Education**

Professor Adele Thomas of the University of Johannesburg facilitated a case method workshop for the Commonwealth Executive MBA/MPA programme. The workshop was held in Dhaka, Bangladesh in September/October 2009.

Dr. Eleanore Johannes and Liane Griesel of UNISA attended the COL Review and Improvement Model (COL RIM) Debrief Workshop in Abuja in October 2009.

**LIVELIHOODS & HEALTH**

**Healthy Communities**

Gail White of Media & Training Centre for Health, South Africa, attended the international training-of-trainers workshop in Vancouver in September/October 2009. Key national and regional partners from...
different Commonwealth regions advanced the three-year plan for COL’s Healthy Communities initiative, linking it to UNESCO’s work in this area.

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

Three South Africans participated in the Healthy Communities course, one of the two Farm Radio International online training courses supported by COL 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.

In May 2010, COL conducted a half-day workshop with Media and Training Centre for Health (MTC) staff on designing community learning programmes. They were informed by demonstration projects in Malawi, Solomon Islands and Tanzania, and held discussions about adaptation in South Africa and a plan for follow-up activities in 2010-2011.

In October 2010, COL supported Story Workshop (Malawi) to conduct a five-day master trainers’ course in learning programme development in Cape Town, organised by MTC, in which 12 representatives of media and other stakeholder groups participated, including groups engaged in the development of community learning programmes in Northern and Western Cape provinces.

Working with UNESCO Windhoek, COL engaged MTC to support capacity and programme development in Namibia (ongoing from June 2010), Lesotho (2012), Cameroon (March 2012), Nigeria (February 2012), and Sierra Leone (November 2011).

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.

The GRINS software application, which enables the integration of mobile telephones to support interaction and user generated content was installed in three radio stations (Atlantis, Upington and Worcester) in South Africa in September 2011. Local staff were trained.

COL partnered with MTC to advance a community learning programme initiative in South Africa. In 2009, “Summer for All”, an HIV/AIDS community learning programme, was developed in Northern Cape Province, South Africa. The programme is increasing knowledge and support for people living with HIV and AIDS through identifying needs, monthly contact using radio and mobiles, face-to-face interactions and measuring the impact. Twelve representatives of health, development, media, and community groups in Upington have been trained in community ODL skills, and 18 episodes of “Summer for All” have been broadcast. By March 2011, 1,143 targeted learners were recruited in the greater Upington area, selected by high schools and non-governmental organisations, in particular the Northern Cape AIDS Forum.

In May 2010, COL conducted another half-day workshop with Radio Riverside staff on COL’s community learning model. The key areas covered included identifying key messages and expected learning outcomes as well as taking a more peer- and story-based approach to learning content.

COL has supported MTC to develop additional community learning programmes in Atlantis and Worcester in Western Cape Province. Consultations were done in both communities in December 2010. Design processes were conducted between January and March 2011 with programmes operational by April. Some 40 representatives of health, development, media and community groups in the two sites have been training in community ODL skills. Approximately 1,700 learners have been engaged in the two sites.
COL supported Gail White from MTC to attend the 10th World Conference of Community Radio Broadcasters in November 2010 in Argentina. COL and AMARC sponsored a session on educational media, in which she presented.

MTC participated in the Healthy Community partners’ workshop to review and plan COL’s programming, held immediately prior to PCF6 in Kochi, India in November 2011. MTC also participated in the COL-UNESCO seminar, Learning from Community Media, as well as PCF6’s Community Development theme.

COL and MTC organised the Healthy Community partners workshop in Cape Town in September 2011. Gail White and Busiswe Ngcebetsha of MTC attended. 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.

**Integrating eLearning**

The Commonwealth Computer Navigator’s Certificate (CCNC), an ICT literacy course based on the International Computer Driver’s Licence (ICDL) using open source software, has been conceptualised with the assistance of the ICDL Foundation, Cape Town. The materials are based on the ECDL/ICDL Syllabus Version 5.0 ([www.ecdl.com](http://www.ecdl.com)). The print-based materials are available at [www.col.org/ccnc](http://www.col.org/ccnc).

The CCNC CD (printed version) has been distributed to the ICDL and Computer Society, South Africa; Inkululeko Technologies (Pty) Ltd., Cape Town and the National Youth Development Agency, South Africa.

COL is developing modules on ICT Integration for Teacher Educators that will be available to all teacher training institutions and Ministries. Maggie Verster (principal writer) is working with teacher educators in The Gambia, Nigeria and Rwanda to develop the materials.

COL had consultative workshops and meetings on Teacher Development in ICT with the South Africa Department of (Basic) Education (DoBE) and the private sector in early December 2009. Agreements on collaboration were reached with the Department, Mindset Network, Microsoft, SchoolNet SA, University of KwaZulu Natal (UKZN) and Intel.

The Department of Education is willing to share materials developed for “Subject Advisors Training in ICT” with COL to use and further develop it. COL is awaiting formal consent by the DoBE. Microsoft has made “Partners in Learning” materials available to COL as OER. Intel will make “Intel Teach Materials” available to COL as OER and skoool (materials available to countries that need them).

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.

A series of OER capacity building workshops took place as part of the UNESCO-COL initiative, “Taking OER beyond the OER Community: Policy and Capacity”. Professor Magda Fourie of Stellenbosch University, Professor Cheryl Hodgkinson-Williams of the University of Cape Town, Dr. Tom Larney of North-West University and Professor N.A. Ogude of the University of Pretoria attended the first workshop on 28 April 2010 in Cape Town, South Africa.

Neil Butcher (NBA and OER Africa) facilitated four workshops and Professor Cheryl Hodgkinson-Williams (UCT) and Ms. Jenny Glennie (SAIDE) were speakers at the workshops. Mike Chiles (former Director in WCED) facilitated three online discussions and reported on all the workshops.
The first phase of the initiative concluded with a Policy Forum on 1 December 2010 in Paris, France where Mr. Chiles prepared the Issue Paper for UNESCO and reported on the meeting (http://oerworkshop.weebly.com). Dr. Tobias Schonwetter of the University of Cape Town attended the Forum.

COL and UNESCO, with financial support from The William and Flora Hewlett Foundation, conducted a project “Fostering Governmental Support for Open Educational Resources Internationally” to raise awareness of open educational resources (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. Dr. E.L. van Staden, Pat Bulling (COL Focal Point), Monica Koen, L. Mokwena, Firoz Patel, M.R. Shasha and Aruna Singh of the Department of Higher Education and Training; Dr. Jenny Joshua of the Department of Basic Education; Dr. J.C. Botha, Oupa Majhile, Dr. Makoe Makoe, Pam Ryan and Divya Singh of UNISA; Associate Professor Laura Czerniewicz of the University of Cape Town, Jenny Glennie of SAIDE and COL Board Member, Tony Mays of SAIDE and Neels van der Westhuizen of Siyavula of OER Publisher attended the Forum. This resulted in a 2012 World OER Congress at which the Paris Declaration on OER was adopted by the international community.

COL organised a two-day workshop on the use of ICT for Teaching and Learning at the School of Technology and Innovation, Newtown Johannesburg, South Africa in October 2011. Nineteen delegates from six universities participated in the workshop. Representatives from SchoolNet SA, Microsoft SA, General Smuts High School and St. John’s Preparatory School were presenters and facilitators at the workshop.

Neil Butcher was commissioned to develop a COL-UNESCO publication Basic Guide to Open Educational Resources and the UNESCO-COL Guidelines for OER in Higher Education.

Jenny Glennie (SAIDE and OER Africa) and Neil Butcher participated in the “UNESCO-COL Guidelines for OER in Higher Education” Expert Group.

The fifth workshop was held in Dar es Salaam in May 2011. Susanna Ackermann of Learnthings Africa, Neil Butcher and Andrew Moore of OER Africa attended the workshop.

As part of the implementation of the UNESCO ICT Competency Framework for Teachers, COL, in collaboration with SchoolNet SA, developed and introduced the Commonwealth Certificate for Teacher ICT Integration (CCTI) to Guyana, the Bahamas and Trinidad & Tobago. Gerald Roos and Janet Thompson (SchoolNet SA) assisted institutions in mentor training in these countries.

Gerald Roos and Neil Butcher worked with Ministry of Education officials in The Bahamas, Guyana and Trinidad & Tobago to develop ICT in Education Policies and Strategies for implementation.

An ICT Monitoring and Evaluation Workshop for the Caribbean took place on 24 November 2010 in Kochi, India. Neil Butcher and Shafika Isaacs facilitated the workshop.

Shafika Isaacs has managed the ICT in Education Survey in Caribbean countries and is conducting the impact study of eLearning in the Caribbean.

SchoolNet SA is assisting COL in the implementation of the CCTI programme in the Caribbean. Close to 100 mentors are being trained in The Bahamas and Trinidad & Tobago to act as local tutors in their countries by Gerald Roos and four South African teachers (Deb Avrey, Peter de Lisl, Brenda Howles and Fiona Beal).
Nineteen participants from the University of Pretoria, Wits University, University of South Africa, SAIDE, Central University of Technology, Vaal University of Technology, University of Witwatersrand and Effel Corporation attended the OER workshop in Mozambique in August 2011.

OTHER ACTIVITIES

COL’s then Vice President (now President) Professor Asha Kanwar was the Guest Speaker at the 6th Lecture in the ODL Occasional Lecture Series 2011 on 2 March 2011, organised by UNISA. She also conducted a two-day workshop on “Developing Research Proposals” at the University on 3-4 March 2011.

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 Jenny Glennie of SAIDE and a member of COL Board of Governors; Hopi Mboweni and M. Themane of the University of Limpopo; Gail White of Media and Training Centre for Health; Yvonne Lee Read, an Australian representing the University of Witwatersrand; Folake Ruth Aluko, a Nigerian representing the University of Pretoria; Shafika Isaacs of ICT4D Professional; Mike Chiles, a consultant and Quentin R. Williams.

The COL Regional Focal Points Meeting (Africa and the Mediterranean) was held 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. Mapaseka Letho of the Department of Higher Education and Training attended the meeting on behalf of Pat Bulling, Focal Point for South Africa.

eLearning for International Organisations

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

- Three learners took the World Bank Effective Writing course in 2010,
- Six learners took the World Bank Effective Writing course in 2011, and
- One learner took the UNHCR Effective Writing course in 2011.

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 South Africa for 2012-2015 are:

- Further development of the policy framework for ODL for the country,
- Developing and implementing governance, management and quality assurance standards for ODL,
- Diversifying the ODL curriculum in order to meet the diverse needs of learners from different socio-economic and language backgrounds, as well as learners with disabilities. The curriculum should include health education, poverty eradication issues and skills building for the country,
- Improving the funding model and mainstream the funding for ODL within the education budget of the country, and
- Proactively attacking the issue of the NEET (not in education, employment or training) youth in the country via ODL opportunities.
**SWAZILAND**

**COL Focal Point:** Mr. Peterson Dlamini, Ministry of Education & Training

**BACKGROUND**

Swaziland is a small state of the Commonwealth with a population of about 1.2 million people. One of the country’s key education challenges is the recruitment and training of teachers to meet the demands of free primary education. Swaziland is a member of the Distance Education Association of Southern Africa (DEASA) and a regular contributor to COL’s budget.

**SUMMARY**

Swaziland is participating in several key COL programmes including the UNICEF-COL Child Friendly-Schools (CFS) initiative, the Commonwealth Open Schools Association and the Virtual Universities for Small States of the Commonwealth (VUSSC). The focus has been on developing capacity in open schooling and tertiary institutions.

**EDUCATION**

**Virtual University for Small States of the Commonwealth**

The main objectives of VUSSC are to:

- develop a collaborative network of Commonwealth small states,
- develop capacity in the use of information and communication technology (ICT),
- create and share learning materials at the post-secondary level, and
- establish a Transnational Qualifications Framework (TQF) that would enable the transfer of credits and qualifications.

Swaziland is one of the 32 small states of the Commonwealth, actively participating in the VUSSC initiative.

The 9th VUSSC training in materials development workshop for the development of Bachelor’s Degree in Business and Entrepreneurship was held in Lesotho in March 2011. Vinah N. Nkambule of the University of Swaziland attended the workshop.

Dr. Walter Sukati and Dr. Betty Dlamini attended the 10th VUSSC training and materials development meeting in Educational Leadership in Singapore from 17 November-2 December 2011.

Sharayi Chakanyuka of the University of Swaziland participated in the VUSSC’s Managing and Facilitating Online Instruction course.
VUSSC has launched its own website (www.vussc.org), which includes online courses in subjects such as disaster management, entrepreneurship, life skills and tourism. Developed by educators from small states of the Commonwealth, the courses are freely available to anyone for adaptation and use.

COL and the Open University Malaysia sponsored the Transnational Qualifications Framework (TQF) Management Committee Meeting and TQF General Meeting in Kuala Lumpur in July 2010. Peterson Sipho Dlamini of the Swaziland Ministry of Education and Training attended the meeting.

Open Schooling

As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open Schools Association (COMOSA). The inaugural meeting of COMOSA was held in Delhi in November 2009. Dr. Walter Sukati of the University of Swaziland was one of 22 partners who signed the COMOSA Constitution.

The COL workshop on Copyright and open educational resources (OER) was held in Delhi in November 2009. Dr. Walter Sukati and open and distance learning (ODL) practitioners from more than 20 countries attended the workshop.

The Southern African Development Community Centre for Distance Education (SADC-CDE) held a five-day research and publications capacity building workshop in Botswana in March 2010. The delegates included Distance Education Association of Southern Africa (DEASA) members from Botswana, Malawi, Swaziland, Zambia and Zimbabwe.

COL organised a five-day workshop on Multimedia Learning at the University of Swaziland in August 2010. The focus of the workshop was to expose ODL practitioners, instructors and teachers at institutions involved in open and distance learning, to a broad but basic overview of multimedia learning methods and techniques.

Between July and December, 2010, ODL Policy Sensitisation and Policy Formulation Training Workshops, facilitated by SADC-CDE, were held in Botswana, Mauritius and Swaziland.

Enock Mkhwanazi of Swaziland attended a workshop on Integrating, Vocational and General or Academic Education in Botswana in July 2011.

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 including Nokuthula Vilakati of the University of Swaziland attended the workshop.

COL initiated and implemented a three-day awareness and training workshop on Monitoring and Evaluation in August 2010 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 including Glen Mazibuko and Nozipho Ziyane of the Emlalatini Development Centre.

The Quality Assurance Toolkit for Open Schools was launched during COL’s 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.

The University of Swaziland participated in the Gender Audit on Open Schooling

COL organised the COMOSA Annual General Meeting in Seychelles in February 2012. Forty-one people from 23 COMOSA member countries attended the meeting. The eLearning Maturity Model (eMM)
workshop for the COMOSA members was held on 29 February 2012. Glen Mazibuko of the Emlalatini Development Centre attended the AGM and eMM workshop.

COL organised an OER and Copyright Policy workshop for Open Schools in Seychelles on 1-2 March 2012. The face-to-face workshop was preceded by two online workshops. A draft “COMOSA OER and Copyright Policy” was prepared at the end of the workshop.

The launch of the “OER for Open Schools” materials was held on 2 March 2012. As a celebration of the achievement of countries, representatives gave a presentation on a specific topic at the launch. Glen Mazibuko of the Emlalatini Development Centre attended the workshop and launch.

**Teacher Development**

Swaziland is one of 10 countries taking part in the UNICEF-COL Child-Friendly Schools (CFS) project. The Contribution Agreement was signed by the Ministry of Education. The CFS Project Point People in Swaziland are Peterson Dlamini, Chief Inspector, Ministry of Education and Training and Lineo Vilakazi, Education Specialist, UNICEF Swaziland.

CFS partners include the Ministry of Education & Training, UNICEF Swaziland, Nazarene Training College, Ngwane Teachers College, William Pitcher College and the University of Swaziland.

CFS workshops held in Swaziland include:

- Schools as Centres of Care and Support (SCCS) Curriculum Review and Refinement Meetings and Standards and Indicators for SCCS Review and Refinement Meetings, January-February 2010. Sixteen people were trained.
- Curriculum and Standards Review Workshop, March 2010. Sixteen participants/resource personnel from the Ministry of Education and Training, teacher training colleges, the University of Swaziland and UNICEF attended.
- Pilot testing workshops for 29 teacher educators, September 2010; for 31 Teacher Resource Centre managers, head teachers and in-service personnel, August 2010; and for 57 head teachers in September 2010.
- Training of Teachers (ToT) capacity building workshop for primary head teachers, inspectors, and TRC managers at Manzini, Shiselwenwas, October 2010. Forty-six people attended the workshop.
- ToT meeting in Hhohho, Lubombo, October 2010. Forty-two participants attended the workshop.
- Three ToT capacity building workshops for teacher educators from Ngwane Teacher Training College, Nazarene College and William Pitcher College, SCOT and UNISWA, October 2010. A total of 163 participants were trained.
- The CFS pre-conference workshop was held in Kochi, India in November 2010 prior to PCF6. Peterson S. Dlamini of the Ministry of Education & Training, Jane Malinga of the Ngwane Teacher Training College and Lineo Vilakazi of UNICEF Swaziland attended the workshop.
- 170 participants attended a one-day sensitisation/training workshop in March 2012 for pre-service educators on how to use the Inqaba, a guide for implementing the seven CFS Pillars in a school/classroom situation.

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 by all participating countries.

A curriculum review report, a set of CFS standards and indicators for teacher education and the manuals for TRCs/head teachers and teacher educators for CFS were completed.
All activities in the CFS workplan have been successfully completed.

Higher Education

Dr. Walter Sukati of the University of Swaziland attended the COL Review and Improvement Model (COL-RIM) Debrief Workshop in Abuja, Nigeria in October 2009.

COL sponsored Nokhutula Vilakati and Karen Ferriera-Myers to take the Master of Instructional Design and Technology (MIDT) online programme offered by the Open University Malaysia.

LIVELIHOODS & HEALTH

Skills Development

COL sponsored Thobile Sukati of Swaziland to the Commonwealth Association of Polytechnics in Africa (CAPA) conference on Entrepreneurial Polytechnic which was held in Abuja, Nigeria in April 2010.

Integrating eLearning

COL and UNESCO, with financial support from The William and Flora Hewlett Foundation, conducted 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. Dr. Walter Sukati and Nokuthula Thembi Vilakati of the University of Swaziland attended the Forum. This resulted in a 2012 World OER Congress at which the Paris Declaration on OER was adopted by the international community.

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 November 24-28, 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 Sharayi Chakanyuka and Dr. Walter Sukati of the University of Swaziland; Jane Maseko of the Ministry of Education and Peterson Dlamini of the Ministry of Education and COL Focal Point.

Peterson Dlamini attended the COL Regional Focal Points Meeting (Africa and the Mediterranean) in Mauritius in May 2011. The meeting is held once in 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.

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 Swaziland for 2012-2015 are:
- Completing the first phase of mainstreaming the Child-Friendly School models to all Primary schools in the country and start the process in secondary and high schools,
- Finalising the national ODL policy and implement it by first building capacity in the four teacher training institutions to use ODL methodologies to train and upgrade larger numbers of teachers to address the shortage of teachers,
- Building capacity in pre-service teacher training colleges so they can successfully handle both full-time and distance education programmes,
- Providing technical support for capacity building workshops on material/curriculum development for use on Distance Teacher Education mode, and
- Establishing a Department of Distance Education in the Ngwane Teacher Training College and Nazarene Teacher Training College.
BACKGROUND

A country of about 44 million people in East Africa, Tanzania has made significant progress towards achieving universal primary education in recent years. Tanzania has a long association with COL, particularly through the Open University of Tanzania, and is a regular contributor to COL’s budget. Professor Tolly Mbwette, Vice Chancellor of the Open University of Tanzania is an Honorary COL Advisor and a UNESCO-COL Chair in Open and Distance Learning (ODL).

SUMMARY

COL is working with Tanzania partners in a number of areas, including open schooling, teacher development, skills development and healthy communities.

EDUCATION

Open Schooling

The COL workshop on Copyright and open educational resources (OER) was held in Delhi in November 2009. Lambertha Mahai of the Institute of Adult Education, Tanzania and ODL practitioners from more than 20 countries attended the workshop.

COL engaged Schoolnet South Africa to conduct a five-day workshop in November 2010 in Morogoro for the female lecturers of the Institute of Adult Education (IAE) in the uses of information and communication technology (ICT). The 25 lecturers learned about the personal and professional growth opportunities and experiences afforded by the use of ICT.

The Southern African Development Community Centre for Distance Education (SADC-CDE) Gender Winter School was held in Pretoria, South Africa from June 1-4, 2011. Participants from Botswana, Lesotho and Tanzania attended the training.

Dr. Wilberforce Meena of Tanzania attended a workshop on Integrating, Vocational and General or Academic Education in Botswana in July 2011.

A strategic session with the Institute of Adult Education and COL was held in Tanzania in September 2010 to discuss a plan of action to support IAE’s initiative to mainstream open schooling into secondary education. Thirteen participants from IAE including its Director and COL Focal Point Ms. Lambertha Mahai attended the session. Areas identified were: capacity building and support to develop multi-media
material using radio, TV and eLearning, training in instructional design, policy development, monitoring
and evaluation, and training.

As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of
the Commonwealth Open Schools Association (COMOSA). The inaugural meeting of COMOSA was held
in Delhi in November 2009. Ms. Lambertha Mahai of the Institute of Adult Education was one of 22
partners who signed the COMOSA Constitution.

COMOSA held its first Annual General Meeting in Delhi in November 2010. The COMOSA website at
http://comosa.org/wordpress/ was launched. COMOSA’s activities for the next three years would include
Research, Gender and Vocational and Technical Education. Lambertha Mahai of the Institute of Adult
Education attended the AGM.

COL co-facilitated a two-day workshop in Maputo, Mozambique in March 2010. Representatives from
Mozambique, Zambia and Leonia Kassamia and Rashid Mohamed Chuachua of the Institute of Adult
Education, Tanzania were trained to draft strategic plans for integrating multi-media in their open schools.
The workshop is also the first step in supporting Mozambique, Tanzania and Zambia to develop digital
content over the next two years.

In December 2009, COL assisted the Institute of Adult Education (in collaboration with the Ministry of
Education and Vocational Training) with the preparation of a guide for registering and accrediting ODL
providers. The draft guidelines were submitted to the Ministry of Education for consideration.

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 including Fidelice Mafumiko and Tadei Mamba of the Institute of Adult Education.

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.

A COMOSA workshop on “Research in Open Schooling” was held in Delhi, India in November 2010. A
research agenda with 10 areas was adopted and four (Curriculum and Course Development, Integrating,
Vocational and General or Academic Education, Gender and Online Learning) were prioritised for the next
two years. Lambertha Mahai of the Institute of Adult Education attended the workshop.

The Institute of Adult Education participated in the Research Study on Integrating Vocational and
Academic Education and the Gender Audit on Open Schooling.

COL sponsored a Gender-Sensitive ICT Strategy for Open Schooling Workshop in Maputo, Mozambique
in July 2011. One of the purposes of the workshop was to promote understanding and discussion around the
role of gender and ICT in Open Schools. Genoveve Kituli Ntiluhoka of the Institute of Adult Education
attended the workshop.

COL organised the COMOSA Annual General Meeting in Seychelles in February 2012. Forty-one people
from 23 COMOSA member countries attended the meeting. The eLearning Maturity Model (eMM)
workshop for the COMOSA members was held on 29 February 2012.

COL organised an OER and Copyright Policy workshop for Open Schools in Seychelles on 1-2 March
2012. The face-to-face workshop was preceded by two online workshops. A draft “COMOSA OER and
Copyright Policy” was prepared at the end of the workshop. The launch of the “OER for Open Schools”
materials was held on 2 March 2012. As a celebration of the achievement of countries, representatives gave
a presentation on a specific topic at the launch.
Lambertha Mahai of the Institute of Adult Education attended the COMOSA AGM, eMM workshop, OER & Copyright Policy for Open Schools workshop and launch.

**Teacher Education**

Dr. Cornelia Muganda of the Open University of Tanzania attended a writers’ workshop on the OER for English Language Teaching (ELT) in Accra in August 2009. The writers reviewed the draft modules and uploaded the draft modules onto the ODL template.

**LIVELIHOODS & HEALTH**

**Skills Development**

COL in partnership with the Commonwealth Association of Polytechnics in Africa (CAPA) facilitated a workshop for institutional heads from Kenya, Tanzania and Uganda in flexible approaches to technical and vocational education and training (TVET) in June 2010. Athman A. Ahmed of the College of Business Education and Naiman S. Lemeirut and Joseph Msambichaka of the Mbeya Institute of Science and Technology attended the workshop.

Following the application of a readiness evaluation, Mbeya Institute of Science and Technology (MIST) has been selected to join 11 key institutions for flexible development activities. The institutions have entered into a long-term partnership with COL to build 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 an online community of practice. Sixty eight people from MIST have participated in the various capacity building activities.

COL sponsored Scholastica Loppa of Mbeya Institute of Science and Technology 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 CAPA conference to provide an opportunity for 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. Scholastica Loppa of MIST and Athman A. Ahmed of the College of Business Education attended the workshop.

COL engaged Nicholas Kimolo of Futuristic Ltd. Kenya to carry out an ICT Infrastructure Assessment on 10 institutions including MIST 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 membership and advocate for technology-enhanced ODL in skills development in Kampala, Uganda in May 2011. Tumwidike Linnah of the Tanzania Institute of Accountancy; M. Lusato of MIST; E.E. Mgonja and Hans Luambano of the National Institute of Transport and A.A. Ahmed of the College of Business Education attended the workshop.

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. Prof. J. Msambichaka and Dr. Lusajo Minga of MIST attended the meeting.

COL organised a five-day workshop at the Masai Technical Training Institute, Kenya in the development of audio and video learning materials for TVET in November 2011 for TVET institutions from six African
countries. Watson Yotham and Lulu Lufilenge of Mbeya Institute of Science & Technology 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 16 members from Tanzania in the Network.

COL consultant David Walker was at Mbeya Institute of Science & Technology from 27 March - 7 April 2012 to advise on strategic planning, establish distance learning through outreach centres and establish a TV and radio station. Staff members of the Institute were involved in a range of workshops and activities over the 10 days.

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. Professor Joseph Msambichaka and Dr. Naiman Lemerut of the Mbeya Institute of Science & Technology attended the meeting.

COL sponsored Professor Joseph Msambichaka and Dr. Naiman Lemerut of the Mbeya Institute of Science & Technology to the CAPA Conference on 28 April 2012.

**Healthy Communities**

In May 2010, one Tanzanian participated in a three-week online regional training course on distance tutoring.

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. Ten Tanzanians completed the course. Eighty-two scripts, including seven from Tanzania, were received for the African-Wide Scriptwriting Competition on Smallholder Farmer Innovation. Lazarus Laiser’s entry on “Transforming bicycles into a vehicle of innovation” was one of the 15 winners. The second course was on Healthy Communities; three Tanzanians completed the course.

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

A community learning programme on HIV/AIDS was developed in Karagwe, Tanzania in November 2009. The workshop included participation from Karagwe local public administration, three community radio stations, the Community Media Network of Tanzania and groups of people living with HIV/AIDS as well as the Institute for Adult Education and the Media Institute of Southern Africa, Tanzania.

Rose Haji of Gender and Media Southern Africa attended 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.
**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”. Professor Tolly Mbwette of the Open University of Tanzania (OUT) attended the first workshop in April 2010 in Cape Town, South Africa. The fifth workshop was held in Dar es Salaam in May 2011. Rainen Moshi and Nehemn Mallya of Muhimbili University of Health & Allied Sciences and Mulembwe Munaku of the University of Dar es Salaam attended the workshop.

COL conducted a one-day advocacy workshop on OER with the Open University of Tanzania in May 2011. The workshop explored how to use OER to enhance existing courses and offerings, improve existing materials, create new parts of courses/offerings, create new courses and use students to generate OER. Twenty-two participants from OUT attended.

COL conducted a one-day workshop on OER for 27 participants at the Institute for Adult Education in May 2011.

A TVET instructional design workshop for Kenya, Tanzania and Zambia took place in April 2011 in Luanshya, Zambia. Two participants from Mbeya Institute of Science and Technology participated in the workshop.

COL and UNESCO, with financial support from The William and Flora Hewlett Foundation, conducted a project “Fostering Governmental Support for Open Educational Resources Internationally” to raise awareness of open educational resources (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. Gideon Paul Kwegisabo of Muhimbili University and Dr. Fidelice Mafumiko of the Institute of Adult Education, Ministry of Education and Vocational Training, attended the Forum. This resulted in a 2012 World OER Congress at which the Paris Declaration on OER was adopted by the international community.

**OTHER ACTIVITIES**

COL’s then Vice President (now President) Professor Asha Kanwar gave the keynote addresses at the African Council of Distance Education (ACDE) Pre-conference Workshop on ELearning on 8 July 2011 and the ACDE Conference on 13 July 2011. She also presented a paper on “Leading with Power and Influence” at the Workshop for Vice Chancellors, Principals and Provosts at Mzumbe University on 11 and 14 July 2011.

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 November 24-28, 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 Joseph Msambichaka of Mbeya Institute of Science and Technology, Shiv Kumar Tripathi, an Indian national representing Mzumbe University and Bart Sullivan, a Canadian based at Farm Radio International affiliate in Tanzania. Lambertha Mahai of IAE and COL Focal Point also attended PCF6.

Lambertha Mahai, Focal Point for Tanzania, 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.

**eLearning for International Organisations**

COL customises eLearning solutions to meet the capacity enhancement needs of international organisations around the world. Learners from Tanzania were involved as follows:

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

**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 Tanzania for 2012-2015 are:

- ODL upgrading programmes for open schools practitioners who develop ODL study materials and curriculum, and teacher professional development in science and language subjects,
- Training in eLearning and use of ICT including mobile phones in teaching and learning,
- Developing a national ODL Quality Assurance system,
- Strengthening the UNESCO-COL Chair at the Open University of Tanzania, and
- Collaborative open schooling research in the use of mobile phones and the vocationalisation of secondary education.
BACKGROUND

With a population of about 13 million people, Zambia was recognised by the World Bank in 2010 as being one of the world’s fastest economically reforming countries. While Zambia makes considerable use of distance education to extend access to formal education, most public institutions are severely constrained by lack of finance and manpower. There is potential for open and distance learning (ODL) to be used to strengthen formal education by training primary teachers, extend access to secondary education and tertiary access, and contribute to skills development. Zambia is a regular contributor to COL’s budget.

SUMMARY

Zambia is actively participating in a number of key COL activities including COL’s flexible skills development initiative, the Commonwealth Open Schools Association (COMOSA), “OER for Open Schools” and the UNICEF-COL Child Friendly Schools project. Partners in Zambia are also undergoing training under COL’s healthy communities initiative.

EDUCATION

Open Schooling

As part of COL’s initiative to establish and strengthen open schools, COL assisted in the establishment of the Commonwealth Open Schools Association (COMOSA). The inaugural meeting of COMOSA was held in Delhi in November 2009. Weddina Nyangu of the Directorate of Distance Education (DODE), Ministry of Education was one of 22 partners who signed the COMOSA Constitution.

COMOSA held its first Annual General Meeting in Delhi in November 2010. The COMOSA website at http://comosa.org/wordpress/ was launched. COMOSA’s activities for the next three years would include Research, Gender and Vocational and Technical Education. Weddina Nyangu attended the AGM.

At the request of the Ministry of Education, Zambia, COL contracted the services of Justin Ellis to carry out an evaluation of the Zambia College of Distance Education (ZACODE) and submit recommendations on measures to be taken to redesign the operations of the college. The report was submitted to the Ministry of Education in December 2009. A follow-up was made to the Ministry of Education in January 2011.

Zambia is one of six countries which participated in the “Open Educational Resources (OER) for Open Schools” initiative led by COL. Zambia attended the Steering Committee meeting in Gaborone, in September 2009. The meeting focussed on the progress to date and made necessary adjustments and forward-looking strategies to ensure that outcomes would be fully achieved on time.
Country Management Committees were established and they met on a regular basis. ZACODE was included in the “OER for Open Schools” initiative. Evelyn Nonyonya was appointed Zambia’s Country Consultant in 2009.

Regular communication with the teams was conducted via Basecamp with consultants providing online support.

Mathews Musonda and Newton Ng’ambi of ZACODE attended a 10-day Moodle Workshop in Namibia in October 2010.

The William and Flora Hewlett Foundation/COL Open Resources for Open Schools Workshop was held in Lusaka from 31 January- 9 February 2011. The purpose of the workshop was to complete draft units in Commerce and Physical Sciences and a minimum of eight units for Mathematics (print-based OER only). The participants were 15 Master Teachers. A review workshop on the OER was held in July 2011 in Lusaka.

The print-based OER workshop aimed at assisting Master Teachers to finalise their OER took place in Lusaka, Zambia in July 2011. Fourteen people attended from ZACODE, Luanshya Girls, Luanshya Boys, Nkulumashiba Basic and Kamatipa Basic.

The COL workshop on Copyright and OER was held in Delhi in November 2009. Weddina Nyangu of DODE, Ministry of Education, Zambia and ODL practitioners from more than 20 countries attended the workshop.

The Southern African Development Community Centre for Distance Education (SADC-CDE) held a five-day research and publications capacity building workshop in Botswana in March 2010. The delegates included members of the Distance Education Association of Southern Africa from Botswana, Malawi, Swaziland, Zambia and Zimbabwe.

Supported by COL, the BBC and the Directorate of Distance Education, Zambia, 18 pupils and nine teachers from Kanyonyo Basic School, Western Province, Kabulonga Basic School, Lusaka, and Mepezemi Park Basic School, Eastern Province took part in a three-day journalism training workshop in 2009. School Report News Day in Zambia became a virtual cultural exchange with students in Lusaka interviewing pupils from the UK about school life – and teachers from Japan about body slapping!

COL co-facilitated a two-day workshop in Maputo, Mozambique in March 2010. Representatives from Mozambique, Tanzania and Zambia attended the workshop. Gladys Sakala and Abel Simbeya of Educational Broadcasting Services, Zambia were trained to draft strategic plans for integrating multimedia in their open schools. The workshop is also the first step in supporting Tanzania, Mozambique and Zambia to develop digital content over the next two years.

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 open schools. Ten participants from seven countries including Rhonda Mweeta of the Directorate of Open and Distance Education, Ministry of Education attended the workshop.

COL initiated and implemented a three-day awareness and training workshop on Monitoring and Evaluation in August 2010 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. Zambia was represented by Rhonda Mweeta of the Directorate of Open and Distance Education and Enid Mainza Habweza of the Zambia College of Open and Distance Education.

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.
A COMOSA workshop on “Research in Open Schooling” was held in Kochi, India in November 2010. A Research Agenda with 10 areas was adopted and four (Curriculum and Course Development, Integrating, Vocational and General or Academic Education, Gender and Online Learning) were prioritised for the next two years. Weddina Nyangu of DODE, Ministry of Education attended the workshop.

The Directorate of Open and Distance Education, Ministry of Education participated in the Gender Audit on Open Schooling.

COL sponsored a Gender-Sensitive information and communication technology (ICT) Strategy for Open Schooling Workshop in Maputo, Mozambique in July 2011. One of the purposes of the workshop was to promote understanding and discussion around the role of gender and ICT in Open Schools. Inutu Akushanga Kalumiana of DODE, Ministry of Education attended the workshop.

COL organised the COMOSA Annual General Meeting in Seychelles in February 2012. Forty-one people from 23 COMOSA member countries attended the meeting. The eLearning Maturity Model (eMM) workshop for the COMOSA members was held on 29 February 2012.

COL organised an OER and Copyright Policy workshop for Open Schools in Seychelles on 1-2 March 2012. The face-to-face workshop was preceded by two online workshops. A draft “COMOSA OER and Copyright Policy” was prepared at the end of the workshop. The launch of the “OER for Open Schools” materials was held on 2 March 2012. As a celebration of the achievement of countries, Martha Sitali of the Ministry of Education gave a presentation on “What difference did this initiative bring to the ZACODE staff’s work ethic and professional development?"

Ms. Sitali attended the COMOSA AGM, eMM workshop, Steering Committee Meeting, OER and Copyright Policy workshop for Open Schools and the launch.

Teacher Education

COL has provided a grant in support of the improvement in primary teacher programmes in Zambia and Uganda. The objectives are to broaden awareness and understanding of Teacher Education for Sub-Saharan Africa (TESSA) resources at a range of primary teacher training institutions and support rurally-based colleges to explore the inclusion of TESSA resources in their programmes.

An OER workshop (focused on distance teacher education) with 10 teacher training colleges was held in Lusaka, Zambia in November 2009. The objective of the workshop was to learn how to develop ODL modules with a focus on how to use existing materials and how to integrate OER (such as TESSA). This workshop was jointly organised with VVOB (a Flemish Association for Development Cooperation and Technical Assistance).

Three COL-TESSA workshops were held in Zambia in December 2010: in Lusaka, at Malcolm Moffat College of Education in Serenje and at Kitwe College of Education in Kitwe. Eighty-five teacher educators from nine colleges participated in the workshops.

COL-TESSA worked with the University of Zambia to disseminate the TESSA OER materials to 12 teacher training institutions. Each college received three copies of the six TESSA folders of Teacher Education Guidance: TESSA Handbooks, and Key Resources; Literacy, Numeracy, Science, Social Studies/Art and Life Skills.

Zambia is one of 10 countries participating in the UNICEF-COL Child-Friendly Schools (CFS) initiative. The CFS Project Point Persons in Zambia are Yuko Oki, Programme Officer, Education, UNICEF Zambia and Luckson Malambo, Ministry of Education. The partners in Zambia are the Ministry of Education, UNICEF Zambia and National In-Service Teachers’ College. A Baseline Study was conducted at the outset of the project.
A CFS curriculum and standards review workshop was held in April 2011 for 25 teacher educators from the Southern, Eastern, Copperbelt, Northern, Central, Luapula, Western, Lusaka and Northwestern provinces.

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 by all participating countries.

A meeting on the development of the content outline of the supplementary training manual for teacher educators was held in Lusaka in February 2012. The local consultant Mr. Tambulukani, Luckson Mlambo of the Ministry of Education and five other persons participated in the meeting.

In April 2012, the Supplementary Manual was completed. A Training of Trainers workshop would be held in August 2012.

**LIVELIHOODS & HEALTH**

**Skills Development**

COL was invited by the Department of Vocational Education and Training in the Ministry of Science, Technology and Vocational Training to work with them on developing a national ODL technical and vocational education and training (TVET) policy. COL contracted George Herd to conduct a comprehensive situational analysis of the use of ODL in TVET in Zambia. The consultancy contributed to the development of a national strategic framework and policy guidelines for ODL in TVET in Zambia.

A national stakeholders meeting was held on 31 May 2010 at which the role of ODL in TVET was highlighted. Approximately 50 participants from various ministries and institutions attended the meeting.

Following the application of a readiness evaluation, Technical & Vocational Teachers College (TVTC) and the Zambia Institute of Business Studies and Industrial Placement (ZIBIP) have been selected to join the 11 key institutions for flexible 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 an online community of practice. 48 people from TVTC and 34 from ZIBSIP have participated in the various capacity building activities.

The Principal of TVTC, Pascal Chewe, and the Training Manager of ZIBIP, Francis Bwlaya, attended the COL’s Sixth Pan-Commonwealth Forum on Open Learning in Kerala, India in November 2010. They will develop institutional policies and develop staff capacity to introduce ICT into TVET teaching and administration.

Pascal Chewe, Pascal Ngosa, Victor Mulenga and Sangster Jere from the Technical and Vocational Teachers College (TVTC) worked with a COL consultant and colleagues from the Kenya Technical Teachers College to develop materials for ICT in TVET teaching.

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 one year. Pascale Chewe, Sangster Jere of TVET and Francis Bwalya of ZIBIP attended the workshop.

COL sponsored Dorothy Siame of Zambia to the Commonwealth Association of Polytechnics in Africa (CAPA) conference on Entrepreneurial Polytechnic in Abuja, Nigeria in April 2010.
COL and UNESCO co-hosted a one-day ICT in TVET Summit as a pre-conference workshop at the eLearning Africa Conference in Zambia in May 2010. COL sponsored Sangster M. Jere of TVTC to the Summit and eLearning Africa Conference.

COL facilitated a workshop for institutional heads from Zambia in capacity Building for the Flexible Skills Development Initiative in Lusaka, Zambia in June 2010. Twenty-eight participants in senior managerial positions at TVET institutions responsible to the Ministry of Science, Technical and Vocational Training attended the workshop.

COL sponsored Elidah Silungwe Simwanda of Luanshya Technical & Business College to the CAPA conference in November/December 2010 in Maseru, Lesotho. Elidah S. Simwanda also attended the COL Flexible Skills Development Workshop in November 2010 in Maseru, Lesotho. The workshop was held during the CAPA conference to provide an opportunity for 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.

COL engaged Nicholas Kimolo of Futuristic Ltd. Kenya to carry out an Information and Communication Technology (ICT) Infrastructure Assessment on 10 institutions including the TVTC and Zambia Institute of Business (ZIBIP) 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 membership and advocate for technology-enhanced ODL in skills development in Kampala, Uganda in May 2011. Francis Bwalya of ZIBIP, Sangster Jere of TVTC and Kasanda Sayila of Kabwe Trades attended the workshop.

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. Nsofwa Paul and Moses Tembo of TVTC and Moonga Kabatana of ZIBIP 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 20 members from Zambia 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. Pascale Chewe and Sangster Jere, FSD Champion of the Technical & Vocational Teachers College and Francis Bwalya and Makupe Mubanga of ZIBIP attended the meeting.

COL sponsored Pascale Chewe, Sangster Jere, Francis Bwalya and Makupe Mubanga to the CAPA Conference in Kenya on 28 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. Three Zambians completed the course. Eighty-two scripts, including one from Zambia, were received for the African-Wide Scriptwriting Competition on Smallholder Farmer Innovation. The second course was on Healthy Communities; four Zambians
completed the course. Filius Chalo Jere’s script about “AIDS support program gives positive people a new lease of life” was one of the winners.

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

**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”. Professor Mutale Mike Musonda of Copperbelt University attended the first workshop in April 2010 in Cape Town, South Africa. The fifth workshop was held in Dar es Salaam, Tanzania in May 2011. Mtonga Chola of the Zambia College of Distance Education, Ministry of Education, Dickson Mwansa of Zambia Open University and Anne L. Sikwibele of Mulungushi University attended the workshop.

A TVET instructional design workshop was held in Luanshya, Zambia in April 2011. Three participants from Technical and Vocational Teachers’ College Management Board and two from the Zambia Institute of Business Studies attended the workshop.

Lemmy Kangwa of the National In-Service Teachers’ College and Chishimba Nkosha of the University of Zambia 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 Francis Bwalya of Zambia Institute of Business; Pascal Chewe of the Technical Vocational Teachers College, George L. Nahonge and Weddina Nyangu of the Directorate of Open and Distance Education (DODE), Ministry of Education.

The COL Regional Focal Points Meeting (Africa and the Mediterranean) was held 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. Victor Muyatwa, Focal Point for Zambia, 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.

- One learner took the World Bank Report Writing course in 2010,
- One learner took the UNHCR Operational Data Management course in 2010, and
- One learner took the World Bank Report Writing course in 2011.
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 Zambia for 2012-2015 are:

- Quality assurance,
- Teacher development ,
- Open and alternate schooling,
- eLearning for education sector development, and
- Learning and skills for livelihoods.
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).