



GROWTH   
EDUCATION   
VALUE   
STRATEGY 



ORGANIZATIONAL PROFILE 



## OUR VISION

Neil Butcher & Associates (NBA) is committed to improving equitable access, quality, and effectiveness of education in developing countries.



## PURPOSE, MISSION AND VALUES

We believe that effective education should equip learners to think critically, creatively, and independently, as well as to develop a sense of agency and responsibility for their lives and the world in which they live. Education should support learners to engage with the world of work and thus generate sustainable livelihoods, as well as becoming active, engaged, and accountable citizens. We believe that innovative teaching methodologies and judicious use of technology to enhance learning are key success factors for effective education.



As consultants and project sub-contractors, we establish working relationships with educational providers and others working in the education sector to ensure the delivery of high quality products and services. We are committed to the delivery of innovative, excellent quality work, on time and at competitive prices to meet the needs of our clients and their educational constituencies. In this way we hope to contribute to the development of education in South Africa, Africa, and beyond.



## OUR CORE SERVICES

In striving to fulfil our vision, we provide the following core services:

1. Offering strategic planning and policy advice to significant role players in education planning and implementation.
2. Designing projects and preparing detailed implementation strategies for educational initiatives of all scales.
3. Conducting research and evaluation in the education sector.
4. Developing and aggregating content for course, curriculum and training materials development; working in multiple media including print, video, audio and online multimedia.
5. Developing, supporting and promoting the use of Open Education Resources (OER).
6. Harnessing the use of open-source and proprietary ICT systems to develop online portals, specialising particularly in content development and management services.
7. Developing the capacity of educators to harness technology effectively to design and implement effective educational courses and programmes.

## Geographical Spread

Based in Johannesburg, South Africa, NBA's primary focus has been on Africa, we have extended our reach globally (but with a niche focus on the developing world) through work with clients such as the Commonwealth of Learning, World Bank, Commonwealth Secretariat, and UNESCO.

## OUR TEAM

Established in 2000, the NBA team brings a diversity of skills and expertise to help realize our vision.

**NEIL BUTCHER** is based in South Africa, from where he has provided policy and technical advice and support to a range of national and international clients in educational planning, use of educational technology and distance education, both as a full-time employee at the South African Institute for Distance Education (SAIDE) from 1993 to 2001 and as Director of Neil Butcher & Associates. He has worked with various educational institutions, assisting with transformation efforts that focus on effectively harnessing the potential of distance education methods, educational technology, and OER. Neil has travelled extensively conducting research on higher education, distance education, and educational technology for a range of organizations, governments, and donors. He is currently working with SAIDE on its OER Africa Initiative, which is funded by the Hewlett Foundation and is managing the Partnership for Higher Education in Africa's Educational Technology Initiative. He also consults to the World Bank, UNESCO, Commonwealth of Learning, and other global organizations on projects around the world.



**MONGE TLAKA** is the Database, Website, and IT Project Manager at NBA. She has a National Diploma in Technology-based Education and Training and a Diploma in Information Technology Project Management. She is based in South Africa, and joined NBA in August, 2002. Monge has managed a range of online database and web development projects for various organizations. She has gained extensive experience in publishing content online, developing interactive tutorials, and implementing online social media strategies. Monge also has extensive experience in collecting data, conducting interviews, training staff, and reporting. She has travelled extensively in Africa, providing support and training using a range of educational technologies and Learning Management Systems.



**ANDREW MOORE** completed a Masters' in Education degree specializing in Computer Assisted Education at the University of Pretoria in 2002. He also has 14 years' experience teaching secondary education in Cape Town (Westerford High), Durban (Kearnsy College) and Johannesburg (St Stithians College), where he was appointed Director of IT (Academic). Andrew has worked at Neil Butcher and Associates since 2005 where he has worked as an author, materials developer, instructional designer, web interface designer and educational technology trainer. He is currently managing a number of projects designed to provide capacity to staff at African higher education institutions to design, develop and deploy e-learning solutions. Other projects focus on providing capacity to courseware developers across the continent to identify, adapt, and share Open Education Resources (OER).



**CATHY MACDONALD** attained a BSc. Ed (Hon) ICT from the University of Durham in England. In 2009 she completed a Master's degree in Computer-integrated Education at the University of Pretoria. At NBA, she brings strong project management skills to the team and is involved in the management and coordination of various projects and events. Cathy also has experience in developing learning materials and is currently managing the development of four occupational programmes for the National Institute for the Deaf in Worcester, South Africa. The first programme is a bridging programme called 'Links4Life' and is currently being run as a pilot. Each programme will make use of a blended learning approach. Other programmes include: Communication for the Deaf and Hearing Impaired in the Workplace, Education Certificate for Deaf and Hearing Impaired and a Care Practitioner Programme for the Deaf and Hearing Impaired.



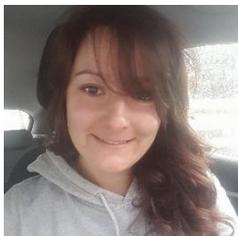
**SARAH HOOSEN** has a Masters' Degree in Social Science in Counselling Psychology, and worked at two student counselling centres at higher education institutions in South Africa. Sarah is currently working at NBA as a researcher and project manager. She has worked on several projects in the African higher education arena, including developing a strategy for a South African university to enhance its financial sustainability, conducting research on higher education in Africa and supporting the development of a strategy for Harmonization of Higher Education in Africa and an African Quality rating mechanism. Sarah has also been involved in evaluating a number of projects in the area of education and technology, and has published a number of papers on distance education and open educational resources.



**JAMES SWASH** has practical experience in IT, ranging from database/website development and design to providing technical advice and training to a range of clients on the use of educational technology. James worked as a full-time employee at Blue Matrix Software from January 2008, and has been a full-time employee at Neil Butcher and associates since June 2011. James has a thorough knowledge of Java Programming, Visual Basic. Net, VB Script, PHP, SQL/MySQL, Database Design, C++ Programming, HTML Programming, Software Engineering, Advanced Data Structures in Java Programming and C# Programming. He has developed C# and PHP websites and Applications in the education sector on DNN, Drupal and Moodle platforms. As well as building and maintaining SQL/MySQL data driven websites, he has over four years' experience in installing and maintaining Windows and Linux servers and hosting environments.



**BENITA GOMES** obtained her BA Degree in English Literature and her Post Graduate Certificate in Education at Rhodes University in 2004. Benita has worked as a teacher and trainer, both in South Africa and in Buenos Aires, Argentina, where she was responsible for the instructional design and delivery of educational materials. In addition, Benita has experience in the Corporate Sector as an Instructional Design Consultant and Marketing and Communications Manager for a Travel Management company. Benita joined the NBA team as an Instructional Designer and Project Coordinator in 2016 and specialises in instructional design, course development and training. She has since made a positive contribution towards the following projects: National Institute of the Deaf Project, Scripture Union Courseware Development, the Kenyan ICT CFT Course Online Facilitator's Training and the Law Society of South Africa Blended Learning Programme.



## SELECTED PROJECT PROFILE

### Research and Consulting

#### *DOE e-schooling Feasibility Study*

In 2009, NBA joined a team led by KPMG as educational experts in a Feasibility Study on e-Education conducted on behalf of the South African Department of Education and National Treasury. This wide-ranging consultative and research exercise led to a comprehensive analysis of the potential for e-education in South Africa's schooling system. It included: a Needs Analysis, which argued the case for investing in e-Education to assist the Department to deliver its core services and meet its needs; an Options Analysis, which outlined a range of possible service delivery options and recommended preferred service delivery options for ICT infrastructure; connectivity; curriculum and content; monitoring, research and evaluation; a Project Due Diligence; an overview of Procurement Options and recommendations regarding preferred procurement options; a Value Assessment of the Preferred Procurement Options; an Economic Valuation; a Governance and Human Resourcing Structure; an Implementation Plan; and a proposed Way Forward.

#### *ICT Professional Development Strategy for Teachers in the Caribbean and Pacific*

NBA was contracted by the Commonwealth of Learning and the Commonwealth Secretariat to support the Ministry of Education in Guyana to implement the UNESCO ICT Competence Framework for Teachers (CFT) in that country. As well as creating a national strategy, NBA has developed pre-service and in-service teacher education courses in Technology Literacy and Knowledge Deepening, both of which are aligned to the UNESCO ICT CFT. Rather than rewriting or changing the resources which were developed, appropriate learning pathways were created by collating/joining suitable resources together in their current form. The project has now been scaled, with NBA having developed similar strategies in St Vincent & the Grenadines, Trinidad and Tobago, Dominica, and Samoa, as well as sharing the courses for implementation in those countries. All of the materials can be accessed at <http://ccti.colfinder.org>.

#### *Harnessing OER for the Effective Use of the ICT CFT*

In 2013, NBA was contracted by UNESCO to support the development and review of the national ICT strategies of Kenya, Indonesia and Oman for the use of the UNESCO ICT CFT harnessing OER and support the development of national implementation strategies. NBA was also required to ensure that other CFT activities being undertaken in those countries are incorporated into the country's implementation strategy as well as to undertake peer review of the course materials, assessment instruments and related tools developed as a component of the national implementation strategies.

#### *New Partnership for Africa's Development (NEPAD) e-schools*

In 2006 and 2007, NBA was contracted as the educational expert to join a consortium led by Ernst & Young, which was responsible for development of a business plan for the NEPAD e-Schools Initiative. The business plan used the articulated vision of the NEPAD e-Schools Initiative to define related targets, objectives, activity frameworks, and related resourcing requirements for attainment of this vision. In addition, it developed country strategies which could then be used to guide and inform the management of implementation process at country level.

### *Research for the African Union Commission (Harmonisation of Higher Education Programmes across Africa, African Higher Education Quality Rating System, Midterm Evaluation of the Second Decade of Education)*

Working with the African Union Commission, NBA conducted desktop research on harmonisation of higher education programmes across Africa. We also prepared, disseminated and analysed questionnaires sent to key stakeholders to obtain their views on harmonisation of higher education programmes. The results of the research informed the development of a Strategy for Harmonization of Higher Education Programmes in Africa for the African Union, which was promoted and discussed through NBA's coordination of the AU Harmonisation Discussion List. Following this research and advocacy project, NBA was further involved in developing an African Higher Education Quality Rating System for the AU to support the development of institutional cultures of quality and commitment to quality. In addition, it aims to ensure that performance of higher education institutions (HEIs) can be compared against a standard set of criteria, to foster comparability among qualifications, improve the quality of delivery in HEIs, enable Africa to compete more effectively at a global level, provide a means of identifying Centres of Excellence, and determine leading universities in running the AU Scholarship Scheme. Furthermore, NBA also conducted the Midterm Evaluation of the Second Decade of Education for Africa, 2006-2015 for the AU.

### *The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) Advocacy Strategy*

In 2009 RUFORUM developed an Advocacy and Publishing (RAP) Strategy. The strategy defines who should benefit from RUFORUM's advocacy and publishing activities. NBA responded to RUFORUM's request for a proposal to enhance relevance and visibility of universities in national development. NBA was involved in the identification and packaging of stories demonstrating success of higher education in African agriculture. The project involved conducting case study research at the University of Malawi (Bunda College of Agriculture), writing up the case study, compiling the research as a brochure. NBA also worked with RUFORUM in 2013 in order to copy edit, design, print and deliver 200 copies of the book: *Dirty Hands, Fine Minds: The Story of an Agricultural Research and Training Network in African Universities* to Kigali, Rwanda. This was particularly challenging as the entire process needed to be completed in less than a month.

### *University of South Africa (UNISA) Organizational Architecture*

Neil Butcher has been contracted by Unisa to assist in the development of a revised organizational architecture for the institution. This process involves a comprehensive review of policies, systems, work processes, and work culture to help prepare the University for transitioning from printed-based distance education to an open and distance learning methodology in which the entire transactional environment with students is digitized. This highly ambitious, but essential change has commenced with a full review and summary of key policy positions, and subsequent development, through widespread consultation, of a report on a new operational and business model for the institution, which is now being prepared for Senate submission. This is expected to lead to a rolling programme of institutional change running through until 2017.

### *University of the Free State Tri-Campus Project*

In 2005, NBA was contracted by the Free State Higher Education Consortium (FSHEC) to implement a Tri-Campus Project, in order to re-assess the role that three of its campuses should be playing in the sub-regions of the Free State province in which they are located. FSHEC is a consortium made up of the University of the Free State (UFS), Central University of the Technology (CUT), Free State School of Nursing (FSSON), and University of South Africa (UNISA). The FSHEC Tri-Campus project focused on strategic planning for higher education campuses in the Free State that have been incorporated with UFS and CUT during the reshaping of the South African higher education landscape. The planning process involved a range of research and consultation activities during the course of 2005, and led to a comprehensive Strategic Plan for the FSHEC.

### *World Bank, Indonesia*

Neil Butcher is currently providing ongoing technical support to the Ministry of Education and Culture in Indonesia. This is focused on supporting the Ministry to integrate ICT into schools and universities in the country, and is being provided through the World Bank office in Jakarta. The support offered has been wide-ranging advisory support, which is now leading to the design of specific strategies and systems to help the Ministry achieve its educational objectives for the country.

### *African Economic Research Consortium (AERC)*

In this project NBA was asked to ascertain the viability of converting a successful masters course (Collaborative Masters Applied Agricultural Economics (CMAAE)) – into a blended learning course. Various scenarios were presented and a pilot was designed to convert three of the modules. – Research and Consulting.

### *Hewlett OER Action Research*

NBA currently has a William and Flora Hewlett Research Grant to investigate different ways that Open Educational Resources (OER) can impact positively on teaching and learning. A component of this research is to identify how OER can be used to transform conservative traditional educational environments. One project site, for example, is using the students to interpret the curriculum and build media attuned to their peers learning preferences. This is done by helping them adapt and contextualise existing open History resources.

### *Impact Evaluation of Senegal Sankore Project and Kenyan Primary School ICT Integration Programme*

The New Partnership for Africa's Development (NEPAD) has, since 2003, been coordinating the NEPAD e-Schools Initiative. This Initiative is a partnership between NEPAD, African governments, and civil society that aims to transform all African primary and secondary schools into e-Schools. With funding support from the International Initiative for Impact Evaluation (3ie), the services of NBA have been engaged to conduct the impact evaluation of selected projects in Kenya (Kenyan Primary School ICT Integration Programme) and Senegal (Sankore Project). The output of these impact evaluations will be a framework for effective implementation of ICT projects in education for use by African Ministries of Education, which includes monitoring and evaluation.

### *National School of Government*

In this project, which ran from 2014 to 2015, Neil Butcher was contracted by Particip (a German consulting firm) to provide technical support on mainstreaming eLearning at the National School of Government (NSG). The specific objective of the project was to ensure quality, credible, and relevant learning offered by the NSG with an increased focus on eLearning in order to meet growing learning development needs. The aim of the project is to ensure the quality of eLearning interventions that are rolled out within the NSG quality management framework for curriculum. The process ran over several months, comprising ongoing consultation, interviews, planning workshops and meetings, engagement with service providers, online surveys, and desktop research. During the project, several deliverables were produced, including an approved ICT Strategy, a report on an eLearning survey administered to staff, business requirements statements for an Enterprise Content Management System and a Student Information System, an overview of professional development requirements for staff, and revised workflows for mainstreaming eLearning into curriculum development.

## African University Engagement

### AgShare



NBA has been providing project leadership and implementation support to Saide as the lead African partner in the AgShare Pilot and Planning Project. Working in partnership with four universities in East Africa, the AgShare planning and pilot project has produced exciting results through the creation of African-based, open curricular Agricultural materials that can be easily localized ([www.oerafrica.org/agshare](http://www.oerafrica.org/agshare)). The OER Africa team (NBA and Saide) have performed a diverse range of roles and worked closely with the team from Michigan State University (MSU). OER Africa has, in all the pilots, offered support to the institutional pilots from a distance, monitoring project plans to keep the activities on track, providing support and advice to project leads where required, and acting as an external reviewer of materials produced during the pilot activities.

### OER Africa



OER Africa is a ground-breaking initiative established by the South African Institute for Distance Education (Saide). As a lead partner in this initiative, NBA has been responsible for much of the conceptualization of OER Africa, including preparing its research agenda, driving advocacy and network, and drafting strategies to ensure synergy between educational technology policies and initiatives and OER. NBA also played a leading role in supporting higher education institutions across Africa in the development and use of OER to enhance teaching and learning. This included conducting OER sensitization, capacity building and policy review workshops, and providing support around policy and financial considerations. Furthermore, NBA's responsibility for advocacy and network building also resulted in collaborations around joint creation of OER and their integration and use within programmes and modules with several educational institutions.

For example, partners such as the University of Education, Winneba, University of Malawi, and the African Council for Distance education have embraced the notion of OER policy development, are now in the process of implementing these policies, either on their own, or through the establishment of collaborative task forces. For example, at Bunda College of Agriculture at the University of Malawi, NBA's facilitation of a series of OER, capacity building and writing workshops, together with ongoing support, resulted in the development of a Communications Skills textbook created from freely available OER.

In driving the research agenda, NBA made significant contributions to journal publications such as Distance Education, Vol. 32, No. 2, August 2011, the COL-UNESCO Guidelines on Open Educational Resources (OER) in Higher Education, and in editing the UNESCO/Commonwealth of Learning (COL) collection entitled OER as a catalyst for educational change in higher education: Case studies and reflections from practice.

NBA managed the project budget and assisted in initiating several new partnerships under the OER Africa banner, including the African Health OER Network and the African Storybook Project. NBA has also been responsible for the design, development and management of the OER Africa website (<http://www.oerafrica.org>), which showcases the work that is being done through the OER Africa project. This also included the following services:

- Developing appropriate taxonomies and tagging for OER materials.
- Sharing metadata with global OER repositories to increasing visibility of African OER.
- Leading the OER Africa social media strategy and working with copy editors and graphic designers to produce marketing materials, brochures and newsletters.

- Regular website improvements and quality control, including continuous content updates.
- Producing analytical reports on site visits and usage.
- Hosting and maintenance of the website.

### *African Health OER*



## **African Health OER**

The African Health OER project was a three-year effort to develop a sustainable and scalable OER programme to support health education. Network partners - which included OER Africa, a consortium of African medical schools, and the University of Michigan - worked together in order to facilitate the creation and sharing of OER. NBA has been involved in the project since the design phase - in conceptualising the project and in the overall management of the project. Additionally, NBA was instrumental in engaging university leadership to implement institutional policy frameworks that facilitate the success of OER; collaboratively developing OER and deploying these in curricula. For example, NBA assisted in facilitating policy workshops at University of Ghana and Kwame Nkrumah University of Science and Technology, resulting in these institutions having developed institutional OER policies. NBA has also supported Muni University in Uganda in developing an OER strategy. Muni is including OER in some of its courses, and will include OER as a focal area in its ICT policy. Additionally, NBA supported South African higher education institutions involved in the project through site visits and on-going mentoring via email, skype and conference calls - helping the universities embrace the open licensing environment, assisting the universities to make strategic decisions, and increasing their levels of investment in OER production. This also involved creating multiple guides on OER production to support the institutional activities.

Furthermore, NBA has also been involved in establishing and supporting collaborative content development programmes for health professions curricula. For example, it facilitated a project with the University of Malawi's Kamuzu College of Nursing to create an OER module on effective counselling, interviewing, clinical decision-making, and analysing and interpretation of data techniques. NBA conducted capacity building workshops to support the project, and supported the materials development process with an OER training intervention, online technical support for video editing, web development, and quality assurance of the materials.

NBA was also instrumental in negotiating partnerships with several health organizations globally, and has assisted African partners in their request to build websites for their networks. Furthermore, NBA promoted the collaboration and its outputs through developing and managing the Health OER section of the OER Africa Website: [www.oerafrica.org/healthoer](http://www.oerafrica.org/healthoer). NBA assisted in publishing quarterly newsletters to keep members informed about the latest news/events and developments regarding the African Health OER Network. Additionally, it supported the development of an OER Request facility creating the opportunity for partners and institutions to request, and respond to requests for, specific educational content.

### *The Partnership for Higher Education (PHEA) Educational Technology Initiative (ETI)*

The Partnership for Higher Education (PHEA) Educational Technology Initiative (ETI) is a large-scale African university e-learning support initiative funded by a consortium of American Foundations and managed Saide. The strategic objectives of the project are to:

- Support teaching and learning initiatives which integrate educational technology;
- Promote collaborative knowledge creation and dissemination;
- Get core institutional systems to work so that they support teaching and learning more directly;
- Research and report on educational technology activity in African universities by means of a long term project.

The seven institutions participating in the PHEA ETI include Catholic University of Mozambique, Kenyatta University in Kenya, Makerere University in Uganda, the University of Dar es Salaam in Tanzania, the University of Education, Winneba in Ghana, and the Universities of Ibadan and Jos in Nigeria.

The PHEA ETI has been implemented in two parts, Part A focused on delivering a model for engaging institutions in the development of effective, integrated Educational Technology Plans. Part B of the Programme of Work was based on the planning, exposure and research which took place in first part of the project. During Part B, NBA has provided support to institutions in the following areas:

- Deployment and stabilization of e-learning platforms, particularly Learning Management Systems, and technical capacity building in their maintenance;
- Producing, piloting, and reviewing e-learning courses;
- Building instructional design and technical capacity amongst course development teams;
- Procuring software applications necessary to produce effective e-learning courses;
- Supporting research projects to assess use and impact of e-learning on campus.

We have also managed a series of inter-institutional activities, including an annual workshop of project participants, a large multi-site research project, development of case studies of best practice in partnership with academics within the institutions, and production of various tools and resources that are being shared through the website for general use. Throughout the project, an external evaluator has prepared annual reports - also available online - which attest to the significant positive effect that the project has had on e-learning amongst the participating universities.

### *ICT Strategy for the Botswana Open University*

In this project, Neil Butcher provided extended support to the Botswana College of Open and Distance Learning (BOCODOL) during 2014 and 2015 in the development of an ICT Policy and Strategy as part of its preparation to transform into the Botswana Open University. The work comprise workshops, face-to-face meetings and interviews, online surveys, desktop research, and preparation of various reports. In addition to producing the policy (which was approved by the institution in late 2014) and an accompanying implementation plan, Mr Butcher also prepared an ICT Acceptable Use Agreement for students and staff, a Change Control Policy, a Disaster Recovery Policy, a review of suitable library systems for BOCODOL, and a vision document on the future use of ICT at the Open University. Finally, James Walsh ran user training for staff on the use of DSpace for thesis management.

### *Vaal University of Technology (VUT)*

This project, which commenced in 2015, involves provision of technical support to the Vaal University of Technology (VUT) in conducting policy reform to integrate teaching and learning, assessment policy, and eLearning into a single integrated strategy and academic plan.

## Information Technology and Knowledge Management

### *International Association for Digital Publications (IADP) Open Access Project*

The IADP's Affordable Access e-Learning Programme was designed to facilitate the collaborative development and use of relevant, open access e-learning courseware at selected universities (the 'Open Access Project') and to provide affordable online and offline access to digital publications (the 'e-Book Project'). Two of the pilots that made up this project involved providing staff at higher education institutions with the skills to adapt Open Educational Resources (OER) and re-purpose them as quality but cost effective learning materials for students in Malawi and Botswana.

### *Microsoft Partners in Learning (PiL) Network*

NBA has supported Microsoft SA, and the MS WECA division, in conceptualizing and promoting an African chapter of the Microsoft Partners in Learning Network, a social network designed to support teachers. Taking into account issues around bandwidth, access to digital technologies, computer skills and a culture of 'not-sharing' amongst African educators. NBA devised strategies to address issues related to platform architecture, available content, desired functionality and interactivity, marketing and promotion as well as training end users. Activities included daily platform maintenance, liaising with the development team in the USA and country visits to Namibia, Nigeria, Ghana & Mauritius to set up educator communities of practice.

### *VUMA! Portal*

NBA designed, constructed and project managed the VUMA! Portal project which has been running successfully for over three years. The core purpose of the VUMA! Portal is to provide university students with support in adjusting to university, including study skills, writing skills, life skills and careers/job skills support. The online space is an interactive one that gives students the opportunity to engage with their peers on various aspects of their personal and university lives ([www.vuma.ac.za](http://www.vuma.ac.za)). Working together with technical and other contractors, the Skills Zone project was conceptualized as the heart of the VUMA! Portal. Through the Skills Zone NBA has created a vibrant and flexible online learning space for students focused on strengthening and building critical skills in priority areas. Developing and bringing together a collection of suitable open source learning materials, a coherent learning package has been created in the form of 20 – 45 minute tutorials. This project can be accessed at [www.vuma.ac.za](http://www.vuma.ac.za).

### *Health Academy Knowledge Hub*

The Academy for Leadership and Management in Health Care (ALMaH) was launched by the Minister of Health in November 2012. Its vision is 'to be the meeting point for all matters related to leadership and management in health care in South Africa'. Its mission is 'to grow, promote, and support leaders and managers at all levels of the health system in order to improve health; strengthen the health system; improve the patient and community experience of the health system; and promote equitable universal access to quality health care for all'. In operationalizing this vision and mission, it has defined several key aims:

- 1) Advancing national thinking, setting direction, and positioning the Academy as a key component of the health system, its values, policies, and programme;
- 2) Promoting the development, support and profile of health leaders and managers in their contribution to strengthening health systems;
- 3) Establishing the Academy as a beacon of good practice, a focal point and resource for addressing health leadership and management;
- 4) Promoting coherence between the service requirements for health leadership and management and the responses of education and training institutions;
- 5) Sharing of evidence-based practices and peer experiences; and
- 6) Maintaining oversight, monitoring and evaluation / review.

### *National PG Diploma HE*

The Postgraduate Diploma in Teaching and Learning in Higher Education (PG Dip in T&L in HE) is the first South African qualification designed specifically for academic staff in their complex roles as university teachers in this country. The important role that effective teaching and learning plays in higher education is increasingly being recognised internationally as well as in South Africa through national teaching excellence awards, teaching development grants and the growing field of scholarship in teaching and learning. NBA is supporting the consortium with the development and maintenance of the website and online Learning Management System, as well as with the administration and analysis of student evaluation surveys.

### *Regional Training Centre e-Library Portal*

NBA is working with I-TECH to develop an e-Library system to serve as a knowledge portal for the national and 9 provincial health departments. This is an initiative to strengthen the country's health systems by building human and organizational capacity at regional training centres; supporting provincial, district, and sub-district health departments to increase access to HIV, AIDS, and TB integrated care and treatment; developing leadership and management skills among district, sub-district, and health facility managers; and improving the collection, management, and use of health data.

## Website Development

### *African Storybook Project*

NBA is developing and designing a database-driven website *Saide's* African Story book initiative with a vision of providing all African children enough stories in a language familiar to them to practise reading and learn to love reading. On the website ([www.africanstorybook.org](http://www.africanstorybook.org)) users will be able to, find enjoyable African stories for children to read; translate/version the stories into a local language or variety/dialect; adapt the stories for your context and the reading level you need; create your own stories using one of our templates on the website for others to engage with and use; and also download and print the stories, or read them on a variety of devices. We are also assisting with procuring and managing devices, connectivity and usage of the website in the pilot sites in South Africa, Kenya, Uganda and Lesotho.

### *Asia-Pacific Economic Cooperation (APEC) OER*

NBA assisted the Asia-Pacific Economic Cooperation (APEC) Technical Assistance and Training Facility (TATF) in building Open Educational Resource capacity in APEC member economies and developing a web platform for APEC OER which 'showcases' a library of select APEC OER (<http://oer.apecwiki.org>). We also developed a 'Briefing Policy Note' on OER relevance for APEC as well as development and analysis of a survey of Vocational Education OER in APEC.

### *Commonwealth Certificate for Teacher ICT Integration (CCTI) OER Repository*

NBA has developed and designed the database-driven website for The Commonwealth Certificate for Teacher ICT Integration (CCTI) project. Using the Drupal open source platform, which powers millions of websites and applications, a resource repository was created to provide powerful searching and basic access to open education resources. The CCTI project purpose is to improve teachers' experience of teaching ICT in the classroom and also increasing school management involvement in ICT implementation in schools globally.

### *Centre for Education and Policy Development (CEPD) Website*

NBA has assisted the Centre for Education and Policy Development (CEPD) in developing a website for the organization. NBA has mainly taken on a technical role, but also assisted CEPD with website content ([www.cepd.org.za](http://www.cepd.org.za)).

### *Diocesan Website*

The Anglican Johannesburg Diocese website is a DotNetNuke based website with 132 portals where each portal represents a different parish in Johannesburg ([www.anglicanjoburg.org.za](http://www.anglicanjoburg.org.za)). The purpose of the website is to digitise the parish administrative tasks and get parishes to work together for the greater good of the Diocese. The website includes account handling functionality, insurance handling functionality, custom permission roles and functionality that allows administrators to change roles per portal as well as support for multiple feedback modules.

### *Human Resource Development Council of South Africa (HRDCSA) Website*

The HRDCSA website is the online presence for the Human Resource Development Council of South Africa (HRDCSA). It is a database-driven website ([www.hrdcsa.org.za](http://www.hrdcsa.org.za)) that uses the Drupal platform and MySQL. The HRDC is chaired by the Deputy President of the Republic of South Africa and managed by the Minister of Higher Education and Training and is responsible for facilitating conditions which promote the optimal participation of all stakeholders in the planning, identification and resolving of systemic human resource and skills blockages, stewardship, coordination, monitoring and evaluation of HRD programs, projects and activities in the country.

### *The Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) Website*

NBA has been responsible for the design and development of the Universities Forum for Capacity Building in Agriculture (RUFORUM) website. We have deployed the Drupal open source platform to manage and maintain their website. We recently completed the set-up of a conference management system to host and manage RUFORUM's conferences and events. We have also completed a number of consultancy projects for RUFORUM including the production of 2 ICT brochures for Kenyatta and Africa University. RUFORUM is a consortium of 29 universities in Eastern, Central and Southern Africa, and was established in 2004 to oversee graduate training and networks of specialization in the Common Market for Eastern and Southern Africa (COMESA) countries. ([www.ruforum.org](http://www.ruforum.org)).

### *South African Theological Seminary (SATS)*

NBA has developed, designed the database-driven website ([www.satsonline.org](http://www.satsonline.org)) for the South African Theological Seminary (SATS) since 2008. NBA is currently managing and maintaining the SATS system including their Christian Lounge, Theological Research, The Conference and the SATS e-Campus (Moodle site). SATS is a fully accredited and registered distance education institution, which focuses on equipping students for service in local churches.

### *South African Institute for Distance Education (Saide) Website*

The South African Institute for Distance Education (Saide) is committed to the process of transforming education and training. It is guided by its mission to increase equitable and meaningful access to knowledge, skills and learning through the adoption of open learning principles and distance education methods. NBA has worked with Saide over the last ten years and has completed a number of consultancy projects for and on behalf of Saide. This includes the design and development of their website ([www.saide.org.za](http://www.saide.org.za)) as well as the website for National Association Distance Education and Open Learning in South Africa (NADEOSA) ([www.nadeosa.org.za](http://www.nadeosa.org.za)) and the International Association for Digital Publications ([www.iadpnet.org](http://www.iadpnet.org)).

### *South African Regional Universities Association (SARUA) Website*

NBA has been involved in the development and maintenance of the South African Regional Universities Association (SARUA) website for the last 3 years. The website publicizes the activities of the organization. NBA is involved in maintaining the website and adding content on an ad hoc basis. ([www.sarua.org](http://www.sarua.org))

### *South African Labour Bulletin (SALB)*

NBA has been responsible for the design and development of the South African Labour Bulletin's website ([www.southafricanlabourbulletin.org.za](http://www.southafricanlabourbulletin.org.za)). This involved the deployment of an online payment facility allowing SALB publication users to subscribe and pay online. We also assisted SALB in defining a categorising system for tagging SALB journal articles and digitizing all the journal articles produced between 1978 and 2010.

### *Thutong National Education Portal*

In early 2003, the National Department of Education released a tender to build a national education portal ([www.thutong.doe.gov.za](http://www.thutong.doe.gov.za)). NBA as part of a consortium of partners won the bid to develop this portal. Since then, NBA has been the key driver of the consortium and has been responsible for a variety of activities including hosting, maintenance as well as developing new technical functions as required by the National Department of Education.

Through the Thutong Portal, the South African Department of Education has aimed to lead the drive to improve learning in the country through appropriate use of technology. Thutong's key focus has been on creating strong and vibrant online communities of practice in order to facilitate discussion and sharing of information and ideas amongst peer networks, and in an effort to encourage South African educators to develop and improve education by sharing the country's common intellectual capital. The development and maintenance of the national education portal has been a challenging and complex undertaking. It has straddled a wide range of aspects of the education system, and demanded simultaneous management and integration of many different information requirements. This has also required ongoing engagement with several players – many with competing interests. We hope that the work we have done has made a positive contribution to improving the quality and impact of education delivery in South Africa.

### *Resilient Africa Network Southern Africa Resilience Innovation Lab*

NBA has been involved in the development and maintenance of the Drupal based website for Southern Africa RILab (SA RILab) since 2014. SA RILab is one of the four Resilience Innovation Labs under the Resilient Africa Network and is hosted by the University of Pretoria School of Health Systems and Public Health with partners at Africa University, Lilongwe University of Agriculture and Natural Resources and University of Limpopo.



## Content / Course Development

### *Occupational Programmes for the National Institute for the Deaf*

NBA is currently in the process of developing occupational training programmes for the National Institute for the Deaf in Worcester, South Africa. Each programme makes use of a blended learning approach and is specifically designed to meet the needs of the Deaf and Persons with Hearing Loss. The first programme is a bridging programme called 'Links4Life' and is currently being run as a pilot over a one year period. Other programmes include: Communication in the Workplace, Higher Certificate in Education and a Care Practitioner Programme.

### *Entrepreneurship Programme (Allan Gray Orbis Foundation)*

NBA was involved in pulling together the framework for the three-year Entrepreneurship Programme for the Allan Gray Orbis Foundation. They were also involved in the workshop, design and production of the programme and the design of facilitator and student manuals.

### *Skills for a Changing World (UFS)*

NBA assisted the University of the Free State with the design and development of the *Skills for a Changing World Programme*. The purpose of this programme is to provide educational opportunities for those who are currently excluded from post-schooling education both at Further Education and Training (FET) level and Higher Education (HE) level. In addition to preparing students for further study, the programme also aims to prepare students for the world of work by focusing on the development of generic skills that are essential for successful functioning in today's economy. The print materials can be accessed here: [www.oerafrica.org/oeraction/SkillsforaChangingWorld/tabid/324/Default.aspx](http://www.oerafrica.org/oeraction/SkillsforaChangingWorld/tabid/324/Default.aspx)

### *Telkom Basic ICT Skills*

NBA developed multimedia lessons/materials on basic ICT literacy for the Telkom Foundation in 2005. NBA's involvement included authoring content, compiling storyboards, producing and conducting usability testing on the materials created. Training was also provided to adult learners at various community centres based in rural areas across South Africa.

### *Umsombomvu Youth Fund (UYF)*

In 2005 NBA was contracted by the Umsombomvu Youth Fund to develop multimedia online content. The UYF was established to respond to the young unemployment crisis in South Africa. The 'Finding Work' and 'Starting a Business' series were developed to provide young people with information on career development, employment, entrepreneurship, citizenship and health and well-being. The project involved the development of two interactive modules focused on "Starting a Business" and "Finding Work". These were packaged to be installed on individual computers from CD-ROM. The resources were used to provide out of work youth with support through the UYF Youth Centres.

### *COL African Virtual University Massive Open Online Course Mentor*

NBA supported the African Virtual University (AVU) develop, and facilitate, a Massive Open Online Course (MOOC) course entitled 'Using ICT to Enrich Teaching and Learning' using the EdCast platform. A large contingent of teachers drawn predominately from developing world contexts participated in this four week online course and were exposed to both theory and practice of using technology to support their teaching and school administration.

### *COL Hewlett Open Mathematics Textbook*

The Open Mathematics Textbook is an innovative approach to using Open Educational Resources (OER) to support the teaching and learning of the Caribbean Examinations Council's CSEC Mathematics curriculum. The 'textbook' is in reality an online platform that matches open Maths resources to specific objectives within the syllabus. Educators and learners have the ability to add new resources, re-order the sequence and if necessary remove resources to better support teaching and learning. A pilot is currently underway in Antigua and Barbuda.

### *TVET Diagnostic Testing and Online Bridging Course Project*

The TVET Diagnostic Testing and Online Bridging Course Project is being implemented in partnership with the Department of Higher Education and Training (DHET) and IMC (a learning technology company - [www.im-c.de/en/](http://www.im-c.de/en/)) with funding from the German Investment and Development Corporation (DEG - [www.deginvest.de](http://www.deginvest.de)). The project aims to develop an online diagnostic testing and bridging course system using Mathematics and English MOOCs to support students entering the TVET system at NQF Level 2. This online system will be developed to support and complement existing competency and placement tests.

### *Occupational Programmes for the National Institute for the Deaf*

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meet the needs of the Deaf and Persons with Hearing Loss. The first programme is a bridging programme called 'Links4Life' and is currently being run as a pilot over a one year period. Other programmes include: Communication in the Workplace, Higher Certificate in Education and a Care Practitioner Programme.

### *UNESCO ICT CFT*

NBA is supporting UNESCO and the Ministries of Education in Kenya, Rwanda, Oman, Indonesia and the Philippines to develop Teacher Education programmes that encourages the integration of ICT into teaching, learning and school administration. The UNESCO ICT Competency Framework for Teachers (CFT) provides the structure and required exit competencies for teachers while Open Education Resources are being used to provide cost effective but quality resources that can be adapted for the different national contexts. All of the project sites are also experimenting with blended learning methodologies to disseminate the content and coordinate teacher activities.

## Policy Development

### *Seychelles Ministry of Education - ICT in Education Policy Development*

NBA facilitated a workshop in Victoria to support ministry personnel develop a draft policy to encourage the integration of Information and Communication Technologies (ICT) into the Seychelles education sector. The draft policy included directives to support capacity building, the development of school infrastructure, the encouragement of digital administrative reporting, ICT maintenance strategies, the development of an education repository of open resources, the creation of an online education learner management system and the role of ICT in teacher education.

## A SAMPLE OF RESEARCH AND EVALUATION PUBLICATIONS

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