



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 to create supportive, empowered education systems in which people at all levels see themselves as agents of their own change.



## PURPOSE, MISSION AND VALUES

NBA's mission is to contribute to improving education in developing world contexts by advancing open, sustainable, and cost-effective solutions to educational challenges. We believe that 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 be able to generate sustainable livelihoods and become active, engaged, and accountable citizens. Through our work, we strive to create space for stakeholders to engage and connect to promote meaningful change.



We are committed to the delivery of innovative, high-quality work, on time and at competitive prices to meet the needs of our clients and their educational constituencies. We strive to distil key knowledge we gain as we work and share it widely beyond our client base, with a view to maximizing the value of our work around the world. 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 on 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 educational 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; and
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 has a primary focus on Africa. While retaining a niche focus on the developing world, we have also extended our reach globally through work with clients such as the Commonwealth of Learning (COL), World Bank, Commonwealth Secretariat and United Nations Educational, Scientific and Cultural Organization (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 regarding educational planning, uses 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 since then. He has worked with various educational institutions (including UNESCO and the Commonwealth of Learning), assisting with transformation and research efforts that focus on effectively harnessing the potential of distance education methods, educational technology, and OER. Neil has travelled extensively through the developing world conducting research on educational policy, higher education, distance education, education management information systems, and educational technology for a range of organizations, governments, and donors. He works with OER Africa as the project's OER Strategist and is also currently consulting to the World Bank on a range of project activities across several African countries and in Asia.



**MONGE TLAKA** joined NBA in 2002 as Database and Systems project manager. Monge's role involves website development, improvement and quality control, including continuous content updates, monitoring of other websites targeting a similar audience and producing analytical reports on site visits and usage. She works closely with the clients and various subject experts to develop appropriate taxonomies and tagging for OER materials. 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. She also leads a range of media strategies producing online marketing materials, website content and keywords for Search Engine Optimizations (SEO), and works with copy editors and graphic designers to produce marketing materials, brochures and newsletters. Monge manages the website technical team and hosting environment. Together with the client, Monge supports the implementation of communication and advocacy strategies that promote OER across all publicity materials and websites.



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**ANDREW MOORE** has worked at Neil Butcher & Associates since 2003 as an author, materials developer, instructional designer, web interface designer, and educational technology trainer. He has also facilitated the development of ICT in Education policies at both national and institutional levels. He is currently managing several projects designed to provide capacity to staff at African ministries of education and higher education institutions to design, develop and deploy e-learning solutions using open resources. He has also helped others use the UNESCO ICT Competency Framework for Teachers to design professional development courses for teachers in Kenya, Rwanda, Togo, South Africa, Oman, Zimbabwe, Mozambique, and the Philippines. Andrew completed a Master of Education degree specializing in Computer Assisted Education at the University of Pretoria and has 14 years' experience teaching secondary education.



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**CATHY MACDONALD** is an expert project manager with over 18 years' experience, specialising in the implementation and management of education projects, nationally and internationally. Cathy has substantial experience in the management of large-scale, multifaceted content and materials development projects with multiple participants and stakeholders across South Africa and internationally. Cathy believes that education should support learners to be able to generate sustainable livelihoods and become active, engaged, and accountable citizens. She seeks to achieve this through her work in the TVET Sector where she is assisting the Department of Higher Education and Training to widen and improve access to quality further education opportunities for all South Africans through an Open Learning materials development approach. Cathy has a BSc Ed (Hons) ICT from the University of Durham in England and a Master's degree in Computer-integrated Education from the University of Pretoria.



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**MERRIDY WILSON-STRYDOM** is a senior researcher and project manager with 18 years' experience doing social and educational research in both traditional academic and applied environments. Merridy has worked at all levels of the education sector in South Africa and other developing country contexts, including schooling, technical and vocational education and training, community colleges, universities and skills development. She is well versed in qualitative and quantitative research methods, including monitoring and evaluation, institutional research, participatory and action research. She has published widely in national and international journals, has published two scholarly books and was an Associate Editor (Education and Social Sciences) for the South African Journal of Science from 2015-2017. Merridy has a PhD in Higher Education Studies from the University of the Free State and an MPhil in Development Studies from Oxford University, which she attended as a Rhodes Scholar. Amongst other clients, she is currently working with the African Leadership Academy (ALA), providing support for institutional learning, and is leading the monitoring and evaluation of the ALA Anzisha Prize programme that works with talented young African entrepreneurs.



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**SARAH HOOSSEN** is a lead researcher at NBA. Since joining NBA in 2006, Sarah has evaluated several projects in the area of education and technology, bringing data collection, research, problem solving, analytical, writing, and critical thinking skills. Sarah has worked with, and provided research services to several organizations including Microsoft, UNESCO, Commonwealth of Learning, GESCI, DAAD, and African Leadership Academy. Sarah has also published on issues related to distance education and open educational resources. Sarah manages several research projects, and is currently evaluating the effectiveness of an Africa Careers Network pilot programme (an initiative of the African Leadership Academy running in South Africa, Uganda, Rwanda, and Ethiopia), a project which aims to enhance the career trajectory of students. She has a Masters Degree in Social Science (Counselling Psychology) and started her career as a counselling psychologist.



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**JAMES SWASH** joined NBA in 2011 as a Senior Developer, Technical Advisor, Systems Administrator and Project Manager. James has been developing, setting up, hosting and maintaining various online platforms, learning management systems (LMS) and content management systems (CMS) since 2008. James worked as a junior developer in C# and .NET languages, using the Dot Net Nuke and Community Server platforms as well as database design using Microsoft SQL Server. James has Advisory, Training, PHP, MySQL, and Linux Server management skills in the Moodle and Drupal platforms. James is a proponent of using open source software and systems to enable and improve access to quality, relevant educational resources in Africa. James enjoys the research and implementation of these web technologies to provide meaningful improvements in education.



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**BENITA GOMES** joined NBA as an instructional designer and project coordinator in 2016, and specializes in instructional design, course development and training. Benita has developed curriculum content, courseware and multimedia training materials, facilitated training, and designed websites for a variety of projects and clients. Clients include the National Institute for the Deaf, Scripture Union South Africa, the Law Society of South Africa, the World Bank and the Government of India Ministry of Human Resource Development, Matthew Goniwe School of Leadership and Governance, the National Department of Health, and the Department of Higher Education and Training. Projects include the UNCESCO ICT Competency Framework for Teachers and the Kenyan ICT Competency Framework for Teachers Course. Benita offers insightful analysis of content and design to create value-added learning programmes that achieve desired business outcomes.



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**KIRSTY VON GOGH** joined NBA as a project manager in 2016 and since then her work has focused on early literacy and open licensing for a project funded by the William and Flora Hewlett Foundation. Her work on various projects includes research, editing, writing, and content development with a focus on open learning. Before joining Neil Butcher & Associates, Kirsty worked in educational publishing, producing titles for South Africa, Botswana, Lesotho, Swaziland and Namibia. Kirsty has extensive experience publishing print and digital textbooks, online assessment and courses, and resource materials for the schools' curricula across all grades and subjects.



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**MOHINI BAIJNATH** is a researcher, where she provides educational research and evaluation expertise. At NBA, she has worked for distinguished national and international organizations and government entities. She has managed projects for UNESCO Cairo, Artificial Intelligence for Development (AI4D) Africa, and the Flemish Association for Development Cooperation and Technical Assistance (VVOB). Mohini has also honed her skills in content development and narrative writing, developing instructional and promotional content for clients such as African Leadership Academy and the Department of Higher Education and Training. In 2017, she obtained her Master's degree in Sociology at the University of Cape Town, having attained her Honours degree in Social Anthropology at the same university. Her Master's dissertation examined conceptions of decolonization and academic freedom and their impact on South Africa's higher education landscape. Mohini's career interests lie at the nexus of research and education, which continues to drive her advocacy for accessible, high-quality education for all.



## SELECTED PROJECT PROFILES

### Research and Consulting

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

The African Economic Research Consortium (AERC) is working closely with NBA to launch an online version of their popular Collaborative Masters in Agriculture and Applied Economics (CMAAE). The AERC's mandate is to increase the number of effective economists within Africa. The CMAAE's enrolment had hit a ceiling partly as a result of the courses' requirement for participants to attend a three-month study period at their 'shared facility'. The facility, however, can only accommodate 60 students. NBA has provided AERC with a number of different technology mediated solutions to the problem and is currently supporting lecturers at the shared facility develop online versions of their courses using a learning management system and develop multimedia content to support online engagement of their courses.

#### *British Council*

NBA worked in conjunction with the British Council and the Department of Higher Education to develop a set of digital guidelines to introduce stakeholders to the A21, the new South African apprenticeship system. NBA further developed animations and interviewed prominent personnel in order to enrich the guidelines with multimedia assets. NBA also ran a social media campaign, incorporating MailChimp, Facebook, Twitter, LinkedIn, YouTube and SoundCloud, to spread awareness of the new system and the guidelines. The A21 digital guideline resources can be accessed below:

A21 Guidelines: <https://nadsc.dhet.gov.za/A21>

A21 Animations: <https://www.youtube.com/watch?v=WVSBQwB8J5c&list=PLwqwK07J4Hqw45xUnVI6Yg52pMYowYxUR>

A21 Podcasts: <https://soundcloud.com/andrew-moore-115219849/sets/a21-podcast-stakeholders>

#### *University of the Free State Eco-Vehicle Project*

The University of the Free State (UFS) has initiated an eco-vehicle project that aims to develop among senior undergraduate students the necessary graduate attributes needed to address issues of sustainable resources. Through the programme six sub-teams of senior undergraduate students will work together in larger teams to build eco-vehicles, powered by solar energy, with the aim of having five teams to compete in a race with the eco-vehicles in February 2021. Neil Butcher and Associates is currently providing instructional design and materials development support by creating the programme framework and help guides for the six skills programmes.

#### *Anzisha Prize, African Leadership Academy*

NBA is contracted to the Anzisha Prize (<http://anzishaprize.org/>) programme of the African Leadership Academy (ALA) (<http://www.africanleadershipacademy.org/>) to run their monitoring and evaluation processes and to conduct ad hoc research on specific issues as identified by Anzisha (2018-2020). The Anzisha Prize is a partnership between ALA and Mastercard Foundation. It runs a series of programmes and events and provide on-going support to build entrepreneurial activity of young people in Africa aged 15 to 22 years. NBA's work with Anzisha has included, amongst others, assistance with the writing of a theory of change, developing a results framework against which Anzisha's progress is measured, setting up on-going monitoring systems, designing and building a Management Information System (MIS), data collection and analysis and reporting. NBA has also provided management support for research that Anzisha has commissioned from across the African continent, has played a lead role in the conceptualisation and writing of the Anzisha Scenario, conducted background research on behaviours change communications and research to assist Anzisha to identify key moments of behaviour change for very young entrepreneurs.

### *African Leadership Academy Institutional Learning Support*

NBA has been working with the Institutional Learning (IL) division with the African Leadership Academy (<http://www.africanleadershipacademy.org/>) to provide strategic and practical support in the development of an institution-wide results framework to track performance against the ALA's Strategy 2023 (2018-2020). Having developed the results framework, NBA played an integral role in data collection and quality assurance for the baseline data and was responsible for preparing the comprehensive Strategy 2023 baseline report in early 2019. NBA continues to provide capacity building support to the IL, particularly in the areas of monitoring and evaluation and institutional research/learning. This includes participation in divisional workshops, support with data analysis and report writing.

### *World Bank*

Through Neil Butcher, NBA provides extensive ongoing support to the World Bank in its operations around the world, with focus on developing regions such as Africa, South India, and Eastern Europe. This includes support in programme design and preparation, programme supervision, and expert advice, assistance, and research support in several areas. While much of the support offered includes general programme support and monitoring, specific areas of expertise in which support is provided include: TVET, skills development, and labour markets; EMIS; teacher education; and educational technology. While the portfolio of countries changes from year to year, ongoing support has been provided in, amongst others, India, Indonesia, Romania, Serbia, Ethiopia, South Africa, Zambia, Mauritius, Lesotho, Tanzania, Burundi, and Somalia.

### *Commonwealth of Learning (COL) OER regional consultations and world OER survey*

NBA was contracted by the Commonwealth of Learning (COL) to develop the concept note, questionnaires and related documentation and reports (including the agenda and a country report template) for its regional consultations on open educational resources (OER). Two questionnaires – a survey of governments' OER policies, and an OER stakeholder survey – were prepared. The responses to these surveys were analysed and updated periodically prior to each regional consultation. Four presentations were prepared for COL based on an analysis of responses to the government and stakeholder surveys. The final report and presentation was prepared for the OER World Congress in September 2017.

### *UNESCO ICT Competency Framework for Teachers (CFT)*

NBA was contracted by the Commonwealth of Learning and the Commonwealth Secretariat to support the Ministry of Education in Guyana to implement the UNESCO Information and Communications Technology (ICT) Competency 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 that had been developed, the focus was on creating appropriate learning pathways by collating/joining suitable resources in their current form. The project has now been taken to scale, with NBA having developed similar strategies in St Vincent and 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>.

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. NBA was also required to support the development of national implementation strategies, including ensuring that other CFT activities being undertaken in those countries are incorporated into the country's implementation strategy, and to undertake peer review of the course materials, assessment instruments and related tools developed as a component of the national implementation strategies.

NBA is working with UNESCO to support the ICT Competency Framework for Teachers (CFT) Network of Champions. In 2017 NBA was contracted by UNESCO to research how the UNESCO ICT CFT had been used by different governments and educational institutions around the world and within different language groups. The following year NBA lead a team of UNESCO-appointed education experts revise and update the framework to reflect recent trends in educational technology. (Access the latest ICT CFT at <https://unesdoc.unesco.org/ark:/48223/pf0000265721>)

NBA also maintains the ICT CFT hub on OER Commons, a repository of openly licenced teacher training materials aligned to the competencies described in the ICT CFT. (See <https://www.oercommons.org/hubs/UNESCO>). Currently, NBA is coordinating the activities of a community of practice who support the use of the framework and the open licenced materials and provide guidance to governments and educational institutions who show an interest in using the ICT CFT and its resources.

### *Hewlett Open Licensing and Early Literacy Research Grant*

NBA currently has a grant from the William and Flora Hewlett Foundation to explore both the potential for open licensing to enhance the availability of mother-tongue early literacy reading resources in the global South and the attendant risks. Through an earlier grant from the Hewlett Foundation, research covered the impact of open licensing on the early literacy ecosystem, emerging innovations, and the implications for content creation, publishing, and use of reading materials in developing countries, primarily in Africa. Our research focused on picture books that children can read for pleasure rather than 'decodable' texts that are used for instruction. NBA is continuing this work and carrying out both desktop case studies and action research, with participation from key players in Africa. This research will explore whether open licensing can be employed sustainably by content producers – commercial and non-commercial alike – in the global South. The research also examines how the development of new technologies threatens to disrupt traditional publishing chains, and how these threats might be harnessed to create sustainable new business models.

### *Global e-Schools and Communities Initiative (GESCI)*

NBA has worked with the Global e-Schools and Communities Initiative (GESCI) to supplement the findings of their impact assessment of the African Leadership in ICT and Knowledge Society Development (ALICT) programme in 2016. The purpose of the impact study was to carry out a detailed assessment and analysis based on the information available and information generated through the study, on the results of the ALICT leadership programme effects and influence. NBA also worked with GESCI to prepare country reports in 16 African countries with the aim of understanding the status of the knowledge society (KS) in each of these countries. The work involved conducting desktop reviews, identifying essential policies, strategies, plans and papers on KS development in each of the countries as well as reviewing KS pillar documentation sets related to education, information and communication technology (ICT), and science, technology and innovation (STI). The process also included identifying the major actors, stakeholders and partners in each country and their role in KS pillar development.

## African University Engagement

### *OER Africa*

NBA has been integrally involved in *Saide's* OER Africa initiative (see <https://www.oerafrica.org/>) as a core project partner. Since 2008, OER Africa's mission has been to establish dynamic networks of African OER practitioners by sensitizing and connecting like-minded educators – teachers, academics, trainers, and policy makers – to develop, share, and adapt OER to meet the education needs of African societies. By creating and sustaining networks of collaboration – face-to-face and online – OER Africa supports African educators and learners to harness the power of OER. In turn, they can develop their capacity and join emerging global OER networks as active participants who showcase Africa's intellectual property, rather than passive consumers of knowledge produced elsewhere. This work has involved numerous collaborations with universities across Africa, engagement with key IGOs like UNESCO and the commonwealth of Learning, extensive research on OER, and establishment of OER Africa as a global thought leader in the OER space. In the current grant, OER Africa is undertaking collaborative work to develop the professional competences and skills of stakeholders within African higher education institutions so that they can implement OER practices to improve the quality of teaching and learning.

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

The Partnership for Higher Education (PHEA) Educational Technology Initiative (ETI) was a large-scale African university e-learning support initiative funded by a consortium of American foundations and managed by the South African Institute for Distance Education (*Saide*). The strategic objectives of the project were to:

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

The PHEA ETI focused on delivering a model for engaging institutions in the development of effective, integrated educational technology (ET) plans. NBA provided project management support to *Saide*, assisting seven institutions (Catholic University of Mozambique, Kenyatta University in Kenya, Makerere University in Uganda, University of Dar es Salaam in Tanzania, the University of Education, Winneba in Ghana, and the Universities of Ibadan and Jos in Nigeria) in implementing the ET plans 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 among course development teams;
- Procuring software applications necessary to produce effective e-learning courses; and
- Supporting research projects to assess the use and impact of e-learning on campus.

NBA 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.

## Information Technology and Knowledge Management

### *National Department of Health (NDoH) Knowledge Hub*

The Knowledge Hub (KH) is an online platform connecting the public health workforce to relevant, high quality continuing professional development (CPD) opportunities and resources. To provide excellent health care to patients, healthcare professionals need to improve their skills and performance, as well as to implement strategies to develop effective managers and health practitioners. Through the KH, they can:

- Access curated and effective professional development opportunities and resources, including online and blended-learning courses, face-to-face workshops, self-study resources, policies, guidelines and reference materials;
- Access an eLibrary of curated legislation, policies, guidelines, standard operating procedures (SOPs), reference materials, and best practices (without having to log into the system);
- Customize their experience based on their job profile and needs and making the information more specific and relevant.

The KH supports learning delivery either entirely online (e-learning) or combined with traditional face-to-face delivery (blended learning). The intention is to build a 'one-stop-shop' through which healthcare professionals can locate and access both mandatory training opportunities implemented by Department and a wider catalogue of recommended, approved CPD opportunities and resources that can help them do their jobs more easily and effectively. [www.knowledgehub.org.za](http://www.knowledgehub.org.za)

### *Implementing a business model based on open licensing at the Molteno Institute for Language and Literacy*

NBA is currently supporting the Molteno Institute for Language and Literacy with the implementation of a new business model, which is based on sharing all its educational resources and content under a suitable Creative Commons licence, to enable others to copy and share these resources without paying licensing fees. The project targets a series of strategic investments, including the development of a revised website and online payment gateway, intended to ensure that all aspects

of Molteno's innovative literacy methodology and its historical archive of literacy materials are readily accessible under open licences to governments, schools, teachers and students, while enabling Molteno to focus on developing a refined set of literacy services that will sustain the organization, thereby ensuring it can continue to fulfil its core mission.

### *Matthew Goniwe School of Leadership and Governance (MGSLG) online support*

During 2017, NBA helped the Matthew Goniwe School of Leadership and Governance (MGSLG) to develop and pilot an online ICT literacy programme, called MG Online, for approximately 10,000 teachers in Gauteng province. MGSLG personnel were capacitated to support the platform and the teachers who would use it to study online. Based on the pilot findings, MGSLG has approached NBA to continue to support the MG Online platform and course during 2018. NBA will assist in coordinating MGSLG personnel, trained in the development and pilot phases, to implement the findings of the pilot report and prepare the platform for a wider audience.

### *KFIT (Korean Funds-in-Trust) Rwanda e-Assessment*

As part of the UNESCO-Korean Funds-in-Trust (KFIT) framework, the ICT Transforming Education in Africa project supports the integration of ICT-based innovative approaches for education in Mozambique, Rwanda and Zimbabwe. NBA is currently working alongside the Rwandan Education Board (REB) on developing the capacity of pre- and in-service primary and secondary teachers to provide quality education through improving their skills to integrate ICT in education and using electronic assessments. NBA will also be facilitating policy development and knowledge sharing for the various stakeholders in this project.

### *Association of African Universities (AAU) website*

NBA is responsible for the design and development of the Association of African Universities website (<https://www.aau.org>), blog (<http://blog.aau.org>), and events website (<https://events.aau.org/gencon14/>) as well as websites for a range of AAU programmes. The AAU, with headquarters in Accra, Ghana, was founded in 1967, following recommendations made at an earlier conference organized by UNESCO in Antananarivo, Madagascar in September 1962 for the formation of such an apex organization. AAU's mission is to be the leading advocate for higher education in Africa, with the capacity to provide support for its member institutions in meeting national, continental and global needs.

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

NBA has been responsible for the design and development of the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM) website ([www.ruforum.org](http://www.ruforum.org)), which is managed and maintained using the open-source platform Drupal. We recently completed setting up a conference management system for hosting and management of the organization's events. Consultancy projects for RUFORUM include the production of two ICT brochures, for Kenya and Africa Universities. RUFORUM is a constantly expanding consortium (currently with 85 member universities in 35 countries in Africa), established in 2004 to oversee graduate training and networks of specialization in the Common Market for Eastern and Southern Africa (COMESA) countries.

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

NBA has been responsible for the design and development of the website of the *South African Labour Bulletin* (SALB) ([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 categorizing system for tagging SALB journal articles and digitizing all the journal articles produced between 1978 and 2010.



## Content and Course Development

### *Department of Higher Education and Training (DHET) Technical and Vocational Education and Training (TVET) Open Learning (OL)*

NBA is currently managing the development of curriculum content and open learning materials for the Occupational Certificate: Electrician Programme (OCEP) for the South African Department of Higher Education and Training (DHET). The DHET has selected the Occupational Certificate: Electrician programme as the first programme to be developed and delivered through the National Open Learning System (NOLS). One of the goals of the project is to define a general and broadly applicable practical approach and methodology to designing for and implementing Open Learning programmes within the TVET sector as a possible support strategy for the DHET to meet the targets outlined in the National Development Plan 2030 (NDP).

For exemplar materials visit <http://dhet-tvet-lms.co.za/course/view.php?id=30>

Username: guest

Password: guest

### *Adapting Current Open Learning Educational Resources to Produce Digital Teaching and Learning Resources (Courseware) for Mathematics and Science (Vocational)*

NBA is currently adapting Current Open Learning Educational Resources to Produce Digital Teaching and Learning Resources (Courseware) for Mathematics and Science (Vocational) for the South African Department of Higher Education and Training (DHET). For this project, the DHET has selected to develop open and self-facilitated text-based materials for the National Certificate (Vocational) programmes in Mathematics and Physical Science at Levels 2 – 4. This project is principally an open textbook design and development project that will culminate in the publication of learning materials in various formats that support maximum dissemination, access, use and educational impact as well as their reuse and adaptation by others. However, this project is also, importantly, a capacity development initiative to build the capacity of a group of existing TVET lecturers in the processes involved in creating new, high quality OERs through the reuse and adaptation of existing open materials.

## *Technical Assistance to Conduct Introductory and Provincial Open Learning Workshops for TVET Colleges and Universities*

Neil Butcher has been contracted by European Consulting for Developing Countries (ECFDC) to build the knowledge and understanding of Department staff in the extent and range of Open Learning approaches, Open Educational Resources, and the use of multi-media and materials development processes (Electronic, Online, Open Learning).

The specific objective of the assignment is to provide technical assistance to DHET staff in the Directorate: Career Development and Open Learning in:

- Building knowledge and understanding of the extent and range of open learning approaches, open educational resources, the use of multi-media and materials development processes (electronic, online, open learning), and introducing new developments and practices in the development of electronic, online, open learning materials;
- Developing a materials development model for the Department to adopt;
- Assisting the Department in setting up a unit for materials development; and
- Working with Department curriculum officials, open learning management team, materials developers, media experts, and instructional designers in developing an open learning materials development workflow for the Department.

## *Matthew Goniwe School of Leadership and Governance ICT for Teachers professional development course*

In partnership with the Gauteng Department of Education, the Matthew Goniwe School of Leadership and Governance (MGSLG) is administering an online ICT literacy programme for approximately 10,000 teachers in Gauteng province. Given NBA's extensive experience in working with the UNESCO ICT Competency Framework for Teachers (CFT) and implementing similar projects throughout Africa and the developing world, the team was invited to assist MGSLG in adapting existing open educational resources and developing new South Africa-specific content. In total, 56 units comprising 80 notional hours were developed. NBA assisted the MGSLG in training the facilitators to administer the course and developed the pilot programme, which was successfully concluded in the latter half of 2017. This course has now been accredited by the South African Council for Educators (SACE) so users will have the opportunity to earn points towards their continuing professional development (CPD) requirements by completing this course.

## *Law Society of South Africa's LEAD blended learning programme*

LEAD, the legal education division of the Law Society of South Africa, is in the process of redesigning its vocational training programme in order to harness distance education and blended learning methods to supplement, and in some instances replace, contact training. LEAD invited NBA to support and guide the organization in making better use of technology for legal teaching, learning and training. NBA provided a series of face-to-face workshops to guide LEAD content developers in the process of creating content suitable for an online environment, and also supported LEAD in developing and writing policy documentation for the implementation of blended learning within the organization.

## *UNESCO Regional Office of Southern Africa (ROSA) – Zimbabwe ICT Essentials for Teachers*

In 2017, UNESCO Harare in partnership with the Korean Funds-in-Trust (KFIT) began developing an ICT in education professional development programme for teachers. A successful bid gave NBA the opportunity to design a programme that would orient teachers with the necessary competencies to integrate ICT into their teaching and learning. In order to do this, the Rwanda ICT Essentials for Teachers course – also developed by NBA – was recontextualized and adapted to fit into the Zimbabwean context. This was possible because ICT competencies that were identified in both the Rwandan and Zimbabwean projects were aligned with the UNESCO ICT Competency Framework for Teachers (CFT). A total of twelve ICT Essentials for Teachers units were adapted using the Rwanda course and available OER, covering skills development in units that included the Educational Internet, ICT to Support Traditional Pedagogy, and ICT for Professional Development. Additionally, the project involved the creation of a train-the-trainer course, which took place in Gweru, Zimbabwe, a monitoring and evaluation framework, and a report that included findings from the pilot phase.

### *Global e-Schools and Communities Initiative Africa Digital Schools Initiative*

As part of the Global e-Schools and Communities Initiative (GESCI) Africa Digital Schools Initiative (ADSI), NBA undertook an evaluation of a GESCI multimedia-enhanced professional development course for teachers in Kenya, after which we supported the revision of a course designed to support science, technology, English and mathematics (STEM) teachers in East Africa. The course writer templates, which NBA helped to develop for the design of units of teacher training, incorporated both the UNESCO ICT Competency Framework for Teachers (CFT) skills and competencies and the TPACK (Technology-Pedagogy-Content Knowledge) framework.

### *DEG Information Multimedia Communication Further Education and Training (FET)/Technical and Vocational Education and Training (TVET)*

NBA was responsible for the development of diagnostic tests and accompanying MOOCs (massive open online courses) for Further Education and Training (FET)/Technical and Vocational Education and Training (TVET) colleges in South Africa, in collaboration with Information Multimedia Communication (IMC) in Germany with funding from DEG (Deutsche Investitions- und Entwicklungsgesellschaft). The project involved the design and development of diagnostically and remedially focused online e-learning courses covering basic Numeracy and Literacy.

### *National Institute for the Deaf occupational programmes*

In 2012, the National Institute for the Deaf (NID) was awarded a grant by the National Skills Fund (NSF) to develop blended learning occupational programmes for the Deaf and Persons with Hearing Loss. DK Strategic Services (DKSS) and NBA subsequently won the tender and were contracted to undertake context research and produce relevant occupational training programmes – using a blended learning model – for the delivery of learning and teaching to the Deaf and Persons with Hearing Loss attending NID College.

NBA was responsible for overall project management and creation of the following programmes:

- Links4Life Programme;
- Communication at Work Programme;
- Care Practitioner Programme; and
- Higher Certificate in Education (HCE) Programme.

The primary aim of the programmes was to equip the Deaf and Persons with Hearing Loss with the skills, knowledge, attitudes and values that will enable them to experience a high likelihood of success in post-school study and for finding employment.

### *Roger Federer Foundation professional development course for educators (Zambia)*

NBA was contracted by the South African Institute for Distance Education (*Saide*) to develop video segments to support the Roger Federer Foundation's professional development course for educators in Zambia. The video segments complement study units on improved teaching methodology and were filmed in rural community schools in Zambia. The videos are accessed using a tablet shared by teachers at the community schools.

## Policy Development

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

NBA facilitated a workshop in Victoria to support ministry personnel to 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 educational resources (OER), the creation of an online education learner management system and the role of ICT in teacher education.

# SELECTED PUBLICATIONS AND PAPERS

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