International development projects, supporting education, health, business, children and more...

Using open education to change lives
Using distance learning to support development

Education changes lives. Without high quality education, we wouldn’t have life-saving doctors, couldn’t get jobs, couldn’t produce enough food and couldn’t communicate across cultures.

Around the world, too many people don’t have access to these opportunities. But that’s something we can change. As a world leader in modern distance education, The Open University is determined to use our experience and expertise to open up education in places where it is needed most.

Our development projects are absolutely in tune with our mission as a global university. We promote educational opportunity and social justice by providing high-quality university education to all who wish to realise their ambitions and fulfil their potential.

Africa and Asia

Our early projects TESSA and HEAT have trained over half a million teachers and health workers in Africa. Now we have a responsibility to build on these programmes, supporting education, health and small businesses around the world. We are currently working across both Africa and Asia, including Bangladesh, India and Pakistan.

We want to be sure that what we do makes a genuine difference in people’s lives. That’s why many of our projects come about at the request of local governments and institutions. We work with experts on the ground and check that what we do is having a positive measureable impact.

We will continue to invest our time, our resources, our passion and our commitment, building on our work in Africa and adapting it to support learners in Asia and across the globe.

Martin Bean

Vice-Chancellor and President,
The Open University
Addressing urgent needs in Asia and Africa

What use are distance learning approaches in rural Ethiopia or deprived neighbourhoods in India? Isn’t modern distance learning all about internet access and online collaboration?

The Open University prides itself on being open to all, whether you’ve got a fancy laptop, a basic mobile phone or just pen and paper. You might be a health worker who cares for a remote community or a teacher who can’t get to a training centre - whatever your circumstances, we’ll find a way to get the learning to you.

We support Africa and Asia in addressing major long term issues like health, teacher education and equal access for girls. We’re also training people to respond to the latest issues, such as the rapidly changing world of business and management.

Freely accessible learning resources

The rise of Open Educational Resources (OERs) has created a new means for universities to share knowledge around the world. From individual teaching videos to full courses, these flexible materials are can be used and adapted by anyone. The Open University uses its expertise in blended learning to combine these resources with the appropriate technology and learner support, creating a tailored solution for specific needs.

Our project teams work in partnership with governments, funding partners, NGOs and in-country experts. Focusing on healthcare, teacher education and business capabilities, our partnerships enable the creation of locally relevant content, the implementation of practical skills training, the roll-out of programmes across states and countries, and the development of cost-efficient technology solutions. Together, we improve the lives of millions of people across sub-Saharan Africa and South Asia.

Daniel Nti

Director, International Development
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A look at Asia

OVER 2 MILLION PEOPLE ARE UNEMPLOYED IN BANGLADESH

ONLY 5% OF PEOPLE IN BANGLADESH CAN ACCESS THE INTERNET, BUT 56% HAVE A MOBILE PHONE SUBSCRIPTION

LITERACY RATES FOR PEOPLE AGED 15 AND ABOVE IN BANGLADESH ARE JUST 60%

PARA-TEACHERS, WHO HAVE LITTLE TRAINING, MAKE UP HALF THE PRIMARY TEACHERS IN 7 INDIAN STATES

42% OF CHILDREN IN INDIA DON'T FINISH PRIMARY SCHOOL

4% OF CHILDREN IN INDIA NEVER GO TO SCHOOL

THE SALARY GAP BETWEEN SOMEONE WHO SPEAKS ENGLISH AND SOMEONE WHO CANNOT IN PAKISTAN IS 10-15%

70% OF JOB ADVERTS IN PAKISTAN REQUIRE ENGLISH SPEAKERS

ONLY 3.7% OF UNIVERSITY-AGED PEOPLE IN PAKISTAN ENTER TERTIARY EDUCATION

SOURCES: 1) UN DATA, 2) UNESCO, 3) TEACH FOR INDIA, 4) EUROMONITOR FOR THE BRITISH COUNCIL, 5) THE GUARDIAN (UK)
Working in Asia

The Open University’s expertise in teacher education, language learning and appropriate technology is addressing key needs in Southern Asia. An award winning programme in Bangladesh is helping 25 million people improve their English as a route out of poverty, using inexpensive mobile phones, the internet, print materials, television and peer-to-peer learning. In India, a network of teacher educators and specialised educational resources is set to transform the way that teachers teach, enabling their students to learn more. Projects are all created in direct response to government need and underpinned by local and international partnerships.

To find out more, visit www.open.ac.uk/idv
English in Action

Location: Bangladesh
Sector: English language teaching
Project Life: 2008 – 2017
Funder: UK aid

By 2017, English in Action will reach 75,000 teachers and over 10 million students.
Ground-breaking language teaching

*English in Action* uses technology to transform language teaching across Bangladesh.

**Why learn English?**

The Government of Bangladesh sees English as crucial for participation in the global economy.

As the international language of the internet and of business, English can offer people in Bangladesh many opportunities. These include better earning potential and better career prospects for individuals and, for businesses, a bigger customer base and increased investment from outside Bangladesh. Yet for many years, only an elite minority in Bangladesh have had access to English language learning.

**A class of 10 million learners**

For over 10 million primary and secondary school students to improve their English language skills by 2017, the teaching needs to get students really taking part. How can you learn a language if you can’t hear or practice it?

*English in Action* is helping teachers teach English more effectively, through a professional development programme. The programme promotes Communicative Language Teaching (CLT) - techniques which get students talking in class - instead of just quietly listening. Pupils learn to communicate by communicating.

**A trainer in your pocket**

Teachers in Bangladesh face many daily challenges, including large classes. They often can’t travel from rural areas to the major training centres. To counter these issues, in *English in Action* all teachers use mobile phones, containing an SD card pre-loaded with professional development and classroom resources for teachers to use in school.

Professional development videos of authentic classrooms are locally produced, showing teachers using communicative teaching techniques. So too are audio files of dialogues and stories from the national textbooks, which can be played in class to bring the language to life and encourage students to respond.

Everything produced by *English in Action* is linked to the national textbook, so teachers can easily slot it into their existing teaching. In addition, the programme provides teacher guides, a teacher-partner in each school and local cluster meetings with other teachers. Teachers become more confident teaching in English and creating interaction in class.

To find out more, visit [www.eiabd.com](http://www.eiabd.com)

“Earlier, I had a very formal and distant relationship with my students. Now I have established a positive relationship with them, in order to help them develop a positive attitude towards learning English.

*EIA teacher, Beanibazar, Sylhet*
Working with Government, local and international partners

Set up at the request of the Government of Bangladesh, English in Action is funded by UK aid from the UK Government. The project is implemented by the Government of Bangladesh, together with international and in-country partners. From 2017, the Government of Bangladesh will embed the English in Action approaches within its regular education structures and programmes.

A consortium of partners are working together to implement the programme, including managing partner BMB Mott MacDonald, The Open University, BBC Media Action, and two national NGOs – the Underprivileged Children’s Educational Programs (UCEP) and Friends in Village Development Bangladesh (FIVDB).

It’s not just in schools

BBC Janala (‘window’ in Bangla) is providing dual-language TV programmes, low-cost-language lessons over the phone and more, as part of the English in Action programme. Nearly a quarter of the adult population in Bangladesh are learning English using English in Action’s TV, mobile, newspaper and web resources.

An “Oscar” for language teaching

English in Action has been internationally recognised with a prestigious British Council ELTons award, which is known informally as “the Oscars of English Language Teaching”. The programme took home the award for excellence in local innovation in 2013.

To find out more, visit www.eiabd.com
My students became astonished hearing my fluent English. One of my students named Tuhin, asked me in Bangla ‘How can you speak English so fluently, sir?’ I replied in English ‘It’s easy to speak in English if you practise it more and more’.

Md. Abdul Motaleb, Assistant Secondary Teacher, Sadar, Laxmipur.

A lasting impact

*English in Action* is keen to keep learning and refining the programme to meet teachers’ real needs, so rigorous research is undertaken into *English in Action’s* benefits. Independent assessors from Trinity College London and researchers from the University of Dhaka carry out this research to see whether the project really makes a difference.

- *Over 90% of teachers in the English in Action programme now design class activities to encourage communication.*
- *75% of teacher talk is now in English. It was near zero before.*
- *25% of lesson time is now student talk. This is equal to best international practice.*
- *In just 12 months, students’ results in English improved by 15%.*

To find out more, visit [www.eiabd.com](http://www.eiabd.com)
1.3 MILLION

1.3 MILLION MORE TRAINED TEACHERS ARE NEEDED IN INDIA

BANKS AND DHERAM, 2013
Education is the true alchemy that can bring India its next golden age. Our motto is unambiguous: All for knowledge, and knowledge for all.

Shri Pranab Mukherjee, President of India

Transforming teaching in India

TESS-India aims to significantly improve the classroom experience of teachers and millions of schoolchildren across India.

A million more trained teachers

Teachers are the driving force for educational change and the economic prosperity it brings. TESS-India (Teacher Education through School-based Support) provides a unique opportunity to use new and emerging technology to shape and nurture current and future generations of primary and lower secondary school teachers in India, bringing about tangible changes in classroom practice.

A learning network

Led by The Open University, TESS-India will create the first network of freely available, high quality, distance learning teacher education resources in India. Co-written by UK and Indian teaching experts, these resources will help teacher educators to improve both the quality and numbers of teachers in India.

TESS-India will produce Open Educational Resources (OERs) to support primary and secondary school teacher education in Mathematics, Science, English and Leadership, and the mother tongue at primary level. These freely available resources will be adapted into five Indian languages, beginning with seven focus-states across India, and made available in various formats. These will include downloadable audio visual materials, showing examples of great teaching in action.

Teachers learn in class too

It can be difficult to apply frameworks learned outside the school to everyday teaching, so TESS-India embeds teacher training in the classroom from the start. The new and redesigned teacher education programmes encourage teachers to seek support from colleagues, and offer practical, hands-on guidance, backed by video material from other classrooms in the same State.

Supporting trainers, teachers and students

Working with teacher education institutions, TESS-India plans to reach a million teachers by 2015, helping their pupils achieve more. The enhanced teacher education system will embed practice-based, school focused training, so teachers will be better equipped to support students. Increased capacity and improved classroom practices will help transform teaching in India.

Drawing together expertise

Working alongside the Indian Government, TESS-India will be rolled out in partnership with seven Indian States, non-governmental organisations (NGOs) and other teacher education providers.

TESS-India is supported by UK aid funding from the UK Government.

To find out more, visit www.open.ac.uk/ido
TEL-S-HEP

Location: Pakistan
Sector: English language teaching
Project Life: 2012 – 2013
Funder: The British Council Pakistan

AVERAGE MINIMUM WAGE IN PAKISTAN FOR NON-ENGLISH SPEAKERS:
US$71 PER MONTH

AVERAGE STARTING SALARY IN PAKISTAN FOR AN ENGLISH-SPEAKING SALARIED PROFESSIONAL:
US$480 PER MONTH

EUROMONITOR 2010
English has surfaced as a global language and good English reading and writing skills are an international requirement for most universities and multinational companies.

Dr Nasser Ali Khan, The Higher Education Commission, Pakistan

Speaking the language of business

Advanced English language skills will offer Pakistan’s graduates better employment opportunities.

“Where is the university?”

If you’ve started learning a second language, you might have learned how to ask for directions or order a meal. But could you discuss academic ideas in a university tutorial or a business proposal?

English is the official language of higher education, business, government and law in Pakistan. Yet university lecturers and students alike can find communicating about academic subjects in English a challenge. One solution is multilingualism, switching between English throughout degree level study. However, both lecturers and students are keen to implement the English medium policy of higher education.

English skills for study and work

Following an analysis to establish the nature of English language use in universities, and the perceptions of students, lecturers and employers about the need for English language development, the TELS-HEP project (Transforming English Language Skills in Higher Education in Pakistan) developed four training modules. Written by authors in Pakistan, fully supported by The Open University, the modules address academic English, professional development for lecturing in English, English for employment and trainer training. Culturally sensitive and packed with interactive content, these modules were piloted with a group of Higher Education institutions.

Supporting lecturers, reaching students

To make a real impact, the TELS-HEP project targeted both lecturers and students. 500 teachers from 12 universities across Pakistan were involved in the pilot stage. This phase alone is improving academic English for 10,000 students. A full measurement and evaluation programme encourages teachers and students to tell the project team what really works for them and what doesn’t, so the modules are highly relevant when they are rolled out across Pakistan.

Working in partnership

TELS-HEP builds on the English Language Teaching Reforms introduced by the Higher Education Commission of Pakistan. The project is funded by the British Council in Pakistan. Academics from the 12 participating universities developed the syllabus, wrote the materials and disseminated the modules.

Spreading the word

As the modules become widely used across Pakistan, the project will contribute to the professional development of lecturers teaching through the medium of English in Higher Education. They will also enhance the use of the English language by students, both while studying and when taking their first steps into graduate employment.

To find out more, visit www.open.ac.uk/ido
A look at Africa

Almost half the population in Sub-Saharan Africa lives on less than $1 a day.

Around 30% of people in Sub-Saharan Africa don’t have sustainable access to an improved water source.

Only 43% of births in rural Africa are attended by skilled health personnel.

567 women die from pregnancy-related causes in Africa every day.

Average class sizes in Sub-Saharan African countries can reach 84 pupils, compared to fewer than 30 in OECD countries.

Only 64% of girls across Sub-Saharan Africa complete primary education to final grade.

2 million more teachers are needed in Sub-Saharan Africa.

About 38% of the adult population in Sub-Saharan Africa lack basic literacy and numeracy skills.

A third of children aged between 5 and 14 in Sub-Saharan Africa have to work.

Working in Africa

Using its expertise in providing education covering health, teaching and business, The Open University has been supporting development across sub-Saharan Africa since 1992. From an award winning teacher education programme to ground breaking health training, projects are designed to deliver sustainable benefits at a significant scale. Programmes combine the OU’s development, distance learning and academic expertise with practical implementation plans, delivered in partnership with governments, NGOs and in-country experts. Through addressing skills and leadership gaps, these projects improve the lives of millions of people across the region.

For further information about this project visit www.open.ac.uk
TESSA

Location: sub-Saharan Africa
Sector: Teacher education
Project Life: From 2005 onwards

30 MILLION CHILDREN IN SUB-SAHARAN AFRICA ARE CURRENTLY OUT OF SCHOOL
UNESCO, 2012
When we go in the schools and we ask them to use TESSA materials, you find they’re really demonstrating something more complex to the learners. And the learners are participating in what is being done. Because they see what is being done, they were involved, they are part of it.

Aron Otto, Teacher Educator, Uganda

Ground breaking, award-winning teacher education

The TESSA programme is directly addressing an urgent need across sub-Saharan Africa to improve the quality of teaching, giving children a better chance at a good education.

No school today. Or any day

Around a third of primary teachers in sub-Saharan Africa are unqualified or underqualified, and an extra two million teachers are needed in the region. It’s one of the reasons why 30 million children don’t go to school.

The existing teacher education institutions do not have the capacity to train the huge numbers needed, and building new institutions is a long and costly process. A different kind of solution is needed: one which improves the quality and quantity of teacher training, and which works face to face and at a distance.

Transforming teacher education

In direct response to requests from teacher education institutions across the region, the Teacher Education in sub-Saharan Africa programme, or TESSA, launched in 2005.

Drawing on the OU’s teaching expertise, TESSA is a resource bank of teacher education materials, authored by African educationalists and academics, based on the national curricula of countries across sub-Saharan Africa. It is being used by teacher education institutions to enhance the training of both new teachers and those already in the classroom. TESSA materials introduce and demonstrate participatory methods, and a child-centred approach to teaching and learning.

Alongside 75 subject based teaching units on literacy, numeracy, science, social science, the arts and life skills, TESSA resources are packed with practical ideas, including classroom activities and guidelines for teaching very large classes. The materials are available online and offline, in digital and printed formats and in Arabic, English, French and Kiswahili. TESSA resources are sensitive to the cultural diversity of the region and freely available for teachers and teacher trainers to use, adapt and share.

Reaching huge numbers of schools

Around half a million teachers in sub-Saharan Africa have already used TESSA resources to improve their practice. TESSA has the potential to meet the same need for many more teachers. By enabling teachers to developing their own skills and teaching practice in the classroom, teachers can continue to work as they learn.

To find out more, visit www.tessafrica.net
Continuous improvement
TESSA has spent eight years developing the networks, materials, partnerships and networks for the programme, and the team balances continuous development of resources investigating how they work in practice.

Open Educational Resources are a relatively new development, so The Open University is keen to learn more about how they can be developed and used in different ways. Open Educational Resources (OERs) are freely available teaching and learning materials, which can be adapted by anyone for their specific needs.

The TESSA team is currently researching:
- How teacher education differs across different countries and traditions
- The professional and practical issues faced by teachers in sub-Saharan Africa
- How Open Educational Resources can be most effective

All the research feeds back into TESSA and similar development projects, making sure that they are culturally appropriate, easily accessible and relevant to the real issues faced by teachers.

A thriving network
TESSA is a community of teacher educators, of which The Open University is a founding member. The programme is made possible by a growing network of sub-Saharan academic institutions, global consultative and strategic partners, and support from both African and UK governments.

The TESSA programme has been funded by charitable trusts, including the Allan and Nesta Ferguson Charitable Trust and the William and Flora Hewlett Foundation, and by Open University alumni.

Current projects are being funded by The Allan and Nesta Ferguson Charitable Trust (Teaching Early Reading) and The Waterloo Foundation (Secondary Science Teacher Education).
Extending the TESSA programme

Children’s literacy

Reading is a particular issue in African schools – too many children leave compulsory education without being able to read confidently. Turning marks on a page into sentences and concepts is a complex process, especially if students and teachers use different languages. A new module in Teaching Early Reading, using local African stories, will give teachers the tools they need to support children’s literacy right from the pre-primary years, including how to spot reading difficulties early.

Secondary level science

Many African countries don’t have enough secondary science teachers, and the lack of female science teachers is putting girls off studying the subject. TESSA is expanding into secondary level education with new Open Educational Resources for new teachers in training, building the confidence and competence of science teachers. 15 study units work alongside the national curriculums in five countries, making science relevant in classes which may have very little practical science equipment.

... and working with Teaching Assistants

In many countries in Africa, the work of unqualified para-teachers is vital in supporting overstretched teachers with large classes. Increasing the number of women in schools encourages girls’ academic progression. Find out more about how we are supporting teaching assistants in Malawi on page 22.

Impact

• Since launch, TESSA materials have been used to reach over 500,000 teachers
• TESSA has won numerous awards including the Queen’s Anniversary Prize for Higher Education in 2009 and a WISE (World Innovation Summit for Education) Award in 2011
• 19 different teacher education programmes in 10 countries have used TESSA content

To find out more, visit www.tessafrica.net

“I love coming to school. Every day when I come in, it’s a joyful day for me. TESSA is always ready to deliver. Before TESSA we had nothing else. TESSA is totally pupil or child centred.”

Millicent Acquah, teacher in Ghana
Access Into Teaching

Location: Malawi
Sector: Teacher education
Funder: UK aid

10% OF CHILDREN

ONLY AROUND 10% OF CHILDREN HAVE ACCESS TO A FEMALE PRIMARY TEACHER IN RURAL AREAS OF MALAWI

GOVERNMENT OF MALAWI, 2008
Everyone thought I was finished, but now they see that I am not, that I am becoming someone important.

A Scholar in Chikwawa district

Creating more teachers, one girl at a time

The Access Into Teaching project provides a pathway into teaching for more women in Malawi.

A lack of female teachers

A chronic shortage of teachers in Malawi means many students don’t get the support they need. Yet without a secondary school qualification, the next generation can’t take up teacher training. This cycle means that the number of teachers never improves.

It is a particular problem for girls. Just a few of the total number of teachers in Malawi are women. Girls aspiring to become teachers often miss the opportunity to fulfil their potential.

Keeping girls in school

Many girls in Malawi have completed secondary school, but have not received enough support to achieve the grades needed for a teacher education programme. The Keeping Girls in School (KGIS) project offers them a second chance at a teaching career, providing a bridge between secondary school and teacher education.

Part of Keeping Girls in School, a UK aid programme funding various projects in Malawi, the Access Into Teaching project offers girls two methods of support. A one year upgrade course via distance learning prepares the girls to pass their entry qualification for teacher training. Distance learning means girls can stay with their families and ensures people in rural areas have the same access. At the same time, girls also gain first hand classroom experience through a Teaching Assistant placement in a local primary school.

Inspiring the next generation

Building on a pilot of 1,000 study places, 2,000 young women of secondary school leaving age are being funded as KGIS Scholars. These women aim to become role models to primary school girls when they take up classroom placements in their own communities, providing mentoring and inspiration to an estimated 160,000 girls over the life of the project.

In addition to encouraging a positive perception of female teachers in Malawi, the Keeping Girls in School model is being adapted for use in other countries.

A collaborative effort

The project is delivered in partnership with the Forum for African Women’s Educationalists – Malawi (FAWEMA) and endorsed by the Malawi Government. The initial 1,000 scholarships were funded by the Scottish Government Development Office, and the current project is made possible by UK aid funding from the UK Government.

To find out more, visit www.open.ac.uk/ido
Improving Girls’ Learning Outcomes

Location: Sierra Leone
Sector: Teacher education
Project Life: From 2011
Funder: UK aid

240,000 CHILDREN

240,000 SCHOOL-AGED CHILDREN IN SIERRA LEONE ARE NOT IN EDUCATION

ACTION AID, 2007
More effort needs to be made to increase girls’ enrolment and retention in schools and influence attitudes on the importance of education for women.

*United Nations Girls Education Initiative*

Creating role models for girls in school

A lack of female teachers in Sierra Leone is making it hard for girls to aspire to a career of their own. The *Improving Girls’ Learning Outcomes* project aims to break the cycle.

**Multiple barriers to education**

Gender discrimination makes it even harder for girls to get an education in Sierra Leone. If they are also living in poverty, in a rural area or have a disability, few manage to stay on after primary school. Only 27% of girls are still enrolled in school by secondary level.

**Creating role models for girls**

The *Improving Girls Learning Outcomes* project brings together a range of partners, led by Plan UK, each tackling one of the factors which make it so difficult for girls to attend school. These include school facilities, mentoring girls, addressing community attitudes and boosting the quality of teaching and learning.

The Open University is leading a strand to bring more young women into the teaching profession. Only 16% of primary school teachers are female, affecting attendance, confidence and aspirations amongst female students. The Open University will enable young women to become learning assistants in primary schools and then support them into teacher training.

**A chance at a career**

550 girls of senior secondary age and above will be supported into teaching, through a combination of self-supported study and experience in a primary school.

**Getting a taste for teaching**

As Learning Assistants, girls will be clustered in primary schools, where they can access mentors and tutorials easily. They will assist girls in grades 5 and 6 and girls with special needs, so as they learn they also act as role models for the younger girls, inspiring them to stay on at school. Coordinated by Teacher Training Colleges, the learning assistants will have clearly defined roles and responsibilities in the classroom, and will be equipped with the tools and skills they need to be effective.

**Preparing for college**

The classroom placement is a launchpad for the second step. While they are gaining experience in the classroom as Learning Assistants, The Open University will provide girls with self-study material specifically adapted to support girls to pass the entrance exam. The curriculum and study resources are being designed in workshops facilitated by The Open University, drawing on the expertise of Teacher Training Colleges, head teachers and Ministry officials.

**Partners**

Working with the lead partner in the project consortium, Plan UK, the OU is providing technical support, enabling local organisations to implement the project. The project is made possible by UK aid funding through the *Girls Education Challenge Programme* by the UK Government.

To find out more, visit [www.open.ac.uk/ido](http://www.open.ac.uk/ido)
HEAT

Location: Ethiopia
Sector: Healthcare training
Project Life: From 2011
Funders: UNICEF, The Allan and Nesta Ferguson Charitable Trust and The Barr Foundation

1 IN 9 DIE YOUNG
IN SUB-SAHARAN AFRICA, ONE CHILD IN NINE DIES BEFORE THE AGE OF FIVE
The HEAT programme is having a positive impact on the health of our communities, particularly for mothers and children.

Mohammed Hussein Abaseko, Senior Technical Adviser to the Ethiopian Federal Ministry of Health

Upgrading basic healthcare in Ethiopia

The innovative HEAT programme is designed to help reduce the number of mothers and children dying in sub-Saharan Africa.

A lifetime without essential healthcare

Around 1 billion people never see a health worker in their whole lives (WHO, 2010). In rural parts of sub-Saharan Africa, where there are often no nurses and midwives, frontline community health workers can be a lifeline.

Ethiopia’s Health Extension Workers (HEWs) deliver critical services to thousands of people. They play a vital role, so they need training which is up to date, high quality and relevant for their communities.

Theory and practice

The Open University’s HEAT (Health Education and Training) programme provides supported work-based learning in many key areas: maternal health, newborn and childhood illnesses, communicable diseases, immunisation, nutrition, family planning and more. HEAT’s theoretical resources can be used for self-directed study when a rural health post closes for the day, or in a classroom alongside practical skills training, delivered by expert practitioners.

Available to anyone, online or to print, HEAT resources are now also being used by nurses, midwives and paramedics across sub-Saharan Africa.

The skills to save lives

Supporting training for thousands, the HEAT programme aims to help the Government of Ethiopia upgrade the skills of current Health Extension Workers and train new recruits. Between them, these health workers provide community health services to a rural population of around 65 million people. They have the potential to save millions of lives.

International support

The HEAT programme content was written by African health experts, with support from the OU. In Ethiopia, the practical training is delivered by local implementation partners.

Originally funded by UNICEF and The Allan and Nesta Ferguson Charitable Trust, with current funding from The Barr Foundation, HEAT has been developed in close partnership with the Federal Ministry of Health in Ethiopia, UNICEF, the World Health Organisation and AMREF (African Medical and Research Foundation).

Scaling up to reach more communities

HEAT has the potential to help revolutionise the training of frontline community health workers, improving access to healthcare. Discussions are underway to replicate HEAT across sub-Saharan Africa, helping the region train the 1 million additional health workers needed to reach its Millennium Development Goals.

To find out more, visit www.open.ac.uk/africa/heat
Strengthening Human Resources for Health

Location: Ethiopia  
Sector: Healthcare management  
Project Life: 2012 – 2017  
Funder: USAID, through Jhpiego

WHO, 2009

1 DOCTOR
40,000 PATIENTS

THERE IS ONE DOCTOR FOR AROUND 40,000 PEOPLE IN ETHIOPIA
Medical care remains beyond reach for many Ethiopians, particularly in remote and conflict-affected areas. 

*Médecins Sans Frontières*

Making the most of healthcare training

The *Strengthening Human Resources for Health* project offers professional training in Ethiopia and will ensure new skills are used effectively.

**Strengthening capacity in health systems**

Health professionals in Ethiopia, such as midwives and anaesthetists, play a key role in supporting mothers and newborns and in reducing infectious diseases including TB, malaria and HIV/AIDS. Yet there just aren’t enough of them trained to the levels needed to address Ethiopia’s health problems.

Health workers don’t only need training before they start working. To create a responsive health workforce, managers need to recruit the right people, provide on-going training, deploy them effectively and motivate them through positive management, ensuring that Ethiopia builds up an experienced, committed system of qualified professionals.

**Professional healthcare education**

To help tackle the current shortages, the *Strengthening Human Resources for Health* project (HRH) will train new staff, upgrade healthcare skills and ensure new knowledge is retained and used to benefit the whole community. Two new postgraduate programmes will focus on making these skills improvements sustainable.

The Open University is working with four universities in Ethiopia to produce Masters degrees in Health Economics and in Human Resource Management for Health. By training local health experts to write open and distance education resources, the OU is enabling local universities to deliver this much-needed professional health management education using a blend of face to face teaching and distance learning.

**Building and retaining skills**

HRH will help Ethiopia’s shortage of healthcare and management professionals through high quality training for a range of health workers. By supporting improvements in health and human resources management, together with regulatory and governance systems, HRH will focus on retaining these skills in a sustainable health workforce.

**Drawing on expertise**

The project brings together a range of experts in health, management and learning. Lead partner Jhpiego, a non-profit health organisation affiliated with the Johns Hopkins University, is working with sub-partners The Open University, Management Sciences for Health (MSH), the Ethiopia Midwives Association (EMA) and the Ethiopia Association of Anaesthetists (EAA) to deliver lasting health care improvements.

To find out more, visit www.open.ac.uk/africa/heat
CREATE

Location: Tanzania, Ethiopia, Uganda and Kenya
Sector: Child rights
Project Life: 2010 - 2014
Funder: The Oak Foundation

1/3 OF CHILDREN

IN SUB-SAHARAN AFRICA, MORE THAN A THIRD OF CHILDREN ARE ENGAGED IN CHILD LABOUR.

UNICEF, 2013
There are many children who suffer major violations of their rights. They live in very harsh conditions, are systematically discriminated against, abused, and denied participation in decision-making processes.

Yanghee Lee, Chairperson of the Committee on the Rights of the Child

Keeping children safe and supported

CREATE will deliver high-quality child rights education for professionals in East Africa, helping to protect children from emotional, physical and sexual abuse.

A safe, secure childhood

Childhood should be a time of nurturing, play and learning in the family and school, free from responsibility or employment. Children shouldn’t face violence in their homes and communities, or in the health settings where they seek support and care.

Yet few professionals working with children are aware of the important role that they could and should play. Professionals can support children in their day to day practice, challenge and prevent rights violations (such as extreme poverty, discriminatory legislation and violence against children) and promote conditions supporting well-being, health and development for children.

CREATE the future for child rights

In 2010, government representatives, professionals, NGOs and civil society groups from Ethiopia, Kenya, Tanzania and Uganda came together to agree a radically new and sustainable approach to child rights education. CREATE (Child Rights Education in East Africa) embeds child rights resources directly within professionals’ core training.

Available both online and in print, the materials are being developed by local experts. The learning resources will be adapted for the specific challenges for children in each country. And as open source materials, they can be freely accessed and adapted.

Reaching front line workers

CREATE’s reach could potentially extend to hundreds of thousands of professionals working with children and young people. Beginning with health workers, often a child’s first contact with professional services, CREATE’s resources can be adapted for teachers, the police and the military too.

Seeing children differently

CREATE aims fundamentally to change the way professionals work with children, helping to promote an environment in which they are better respected, protected and fulfilled. By changing attitudes amongst those responsible for children, CREATE can transform their lives.

Many partners, working together

The Open University’s key partners in CREATE are CRED-PRO, a child rights organisation with extensive experience in developing teaching materials, and MS-TCDC in Tanzania, a major provider of training in human rights and governance in East Africa.

CREATE is working collaboratively with the governments in all four countries, and with academic partners, UNICEF, civil society organisations and health professionals. Funding to date has been provided by the Oak Foundation.

To find out more, visit www.open.ac.uk/ido
ABLE Ghana

Location: Ghana
Sector: Business education
Project Life: 2009 – 2011
Funder: UK Department for Business, Innovation and Skills through the British Council.

150 STUDENTS
AN AVERAGE UNDERGRADUATE ACCOUNTANCY CLASS IN GHANA IS AROUND 150

IBRAHIM BEDI, LECTURER, UNIVERSITY OF GHANA BUSINESS SCHOOL.
Employer surveys report that tertiary graduates are weak in problem-solving, business understanding, computer use, communication and teamwork skills. A “total lack of practical skills among technology graduates” was reported by employers in Nigeria... Similar complaints were voiced by Ghanaian firms.

Accelerating Catch-up: Tertiary Education for Growth in Sub-Saharan Africa. The World Bank, 2009

Supporting employability in Ghana

ABLE Ghana helped business schools develop graduates who are ready for employment or to set up their own businesses.

Management for the real world

The world of business has changed beyond recognition in recent years. Networking is replacing hierarchies, IT skills are needed at every level and many people work independently with their own objectives.

Business schools around the world are evolving quickly to remain relevant to these new roles. Yet in countries such as Ghana, large classes, lack of technology and limited access to learning resources make it hard for business schools to embrace the new approach to teaching.

Rethinking business school teaching

ABLE Ghana (Advancing Business Learning for Employability in Ghana) worked with Ghana’s leading business schools to ensure their courses prepare students fully for the new business world. Modern management education is more than just theory: students learn through putting ideas into practice, applying their learning to everyday business, examining the experiences of other organisations and picking up soft skills like problem solving.

Learning from local business cases

The project brought together business schools from across Ghana to examine new approaches to teaching. The OU kickstarted the process by making available its own course material. New course content has been created as free, adaptable Open Educational Resources (OERs), relevant to small and medium enterprises (SMEs) and entrepreneurs.

Huge classes have made it difficult to arrange placements with local businesses. Yet the case studies in the existing curriculum were often from the US, bearing limited relevance to the local economy. A key part of the solution is locally developed case studies, which explore the realities of jobs and businesses in Ghana.

ABLE Ghana also looked at how technology and peer assessment can help lecturers manage large cohorts, and how experience-based methods can prepare students for new ways of managing.

Partners and contributors

ABLE Ghana worked with Business Schools from five African universities and institutes. The programme was supported by employer representatives in Ghana, and funded by the UK Department for Business, Innovation and Skills through the British Council.

To find out more, visit www.open.ac.uk/ido
Together, we help change the world

The projects in this booklet only happen because of the generous support and commitment of The Open University’s partners and funders, including trusts and foundations, governments, NGOs, other major benefactors, local partners and the OU’s alumni community.

The support of our partners enables the OU to share our expertise wherever it is needed most, building capacity in health, education, child rights and management. We help create learning materials and networks, and then ensure that our partners have the knowledge and skills to keep on learning long into the future.

We would like to warmly thank our partners - they make it possible for us to give more children an education, provide access to the global economy and improve healthcare.

Award winning international development

With our partners’ support, we have been able to develop programmes and projects which are recognised for their innovation and impact:

• TESSA won a Queen’s Anniversary Prize for world-class excellence in higher and further education

• English in Action won a British Council ELTons award, known informally as “the Oscars of English Language Teaching”

• Dr Basiro Davey, an academic expert on the HEAT programme, was awarded an MBE for services to higher education and to health education.

And many more, including OU students and alumni.

To find out more about the OU’s programmes and projects, please visit www.open.ac.uk/ido
With thanks to…

And many more, including OU students and alumni.
Using open education to change lives

The Open University’s international development projects support education, health, business, children and more around the world. Using its expertise in teaching and research, the OU helps build capacity and enhance the educational infrastructures of developing nations.

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