

Strategic partnership for the co-design of an innovative and scalable eportfolio ecosystem to improve the quality and visibility of skills

D3.4 – COUNTRY-SPECIFIC OPEN DAYS

Sack¹, Karina; Calero¹, Rosa; Stromeyer¹, Rebecca; Mul¹, Marion; Langer¹, Caspar

Muyinda², Paul; Nfuka⁴, Edephonce; Opiyoh³, Michael, Mancini⁵, Federica

¹ICWE (Germany), ²Makerere University (MAK), ³Maseno University (MU) ⁴Open University of Tanzania (OUT), ⁵Open University of Catalonia (UOC)

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<p>Abstract: During the initial phase of the three year span of the EPICA Initiative, the three partnering Universities; The Open University of Tanzania (OUT), Makerere University (MAK) and Maseno University (MU), have each organised one country-specific event in their own country – Kenya, Tanzania and Uganda. These first ‘Open Day’ events related to D3.4 took place at the beginning of the project in Month four.</p>	
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History

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EXECUTIVE SUMMARY

In support of the communication activities in WP3, the deliverable at hand (D3.4) defined the plan for the three partnering Universities; The Open University of Tanzania (OUT), Makerere University (MAK) and Maseno University (MU) to each organise a country-specific event, taking place in the countries of their institutions – Tanzania, Uganda and Kenya.

The first events related to D3.4, served as Open Day dissemination events, taking place at the beginning of the project in April 2018 (MAK on April 12th, OUT on April 19th, MU on April 27th). They provided each university with the opportunity to present the EPICA project to local stakeholders (academic, business, industry, policy makers, etc.) to raise awareness and to engage them for future activities of the project.

In total, the workshops engaged with approximately 150 attendees who were present in total at the three events. The attention of these country specific workshops extended to a larger audience beyond the events themselves via social media, both print and digital publishing outlets, as well as televised reporting.

The activities of all Open Days have been summarised and published on the project website.

ICWE, as the leader on this deliverable, assisted each partnering African University with organisational, marketing and communication measures to ensure a smooth and successful delivery of these events.

MYD, as the leader on the Deliverable 3.2 - EPICA Promotional Material, designed the dissemination and promotional material to be utilised and distributed at each Open Day. These included a brochure, poster and marketing and communication pull-up banners.

This document is based on the terms and conditions established in the Grant Agreement and its Annexes, as well as in the Consortium Agreement specifications and requirements.

The use of the present guidelines can ensure better collaboration among the partnering Universities, the Consortium members, individuals and groups. These can also facilitate the entire Consortium to become engaged in the work that is produced by the project.



Abbreviations and Acronyms

AVU	African Virtual University
CA	Consortium Agreement
DICT (MAK)	Director Information and Communication Technology Support (Makerere University)
DVC PRI (MU)	Deputy Vice Chancellor Partnerships, Research and Innovation (Maseno University)
DVC RS/LT (OUT)	Deputy Vice Chancellor of Regional Services/Learning Technologies (The Open University of Tanzania)
GA	Grant Agreement
ICDE	International Council for Open and Distance Education
ICWE	ICWE GmbH
IEMT (OUT)	Institute of Educational and Management Technologies (The Open University of Tanzania)
KICD	Kenya Institute of Curriculum Development
MAK	Makerere University
MU	Maseno University
MYD	MyDocumenta
OUT	The Open University of Tanzania
PEDR	Plan for Exploitation and Dissemination of Results
PPT	PowerPoint
PR	Public Relations
UOC	Open University of Catalonia



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1. INTRODUCTION

To guarantee high visibility of the EPICA Initiative and to ensure the outcomes are widely disseminated with stakeholders and interested parties locally and regionally within the countries of the partnering African universities, OUT, MAK and MU, have each organised a country-specific event respectively in – Tanzania, Uganda and Kenya.

During the three year span of the project one Open Day and one workshop will be held in each country of the above mentioned partnering universities. The details of the first Open Days are outlined below:

D3.4: First Country-specific Open Days

The first events (D3.4) served as an Open Day dissemination event, taking place at the beginning of the project in April 2018 - Month four, providing each University the opportunity to present the project to local stakeholders (academic, industry, policy makers, etc.) to raise awareness and to engage them for future activities of the project.

Table 1: D3.4 – Country-specific Open Days

Upon completion of each event, the activities of the workshops were summarised and published on the project website for optimum dissemination.

ICWE, as the leader on this deliverable assisted each partnering University where possible in regards to, organisational and logistical practices, the appropriate steps to follow, how to identify local stakeholders and how to best market the event to ensure successful delivery.

The programme for the half-day events went from 8:30-13:00. Introductory presentations on EPICA and the core ePortfolio strategy were prepared by consortium partners. They were presented to the attending stakeholders by African EPICA partner universities.

2. OBJECTIVES

The objectives of organising the country specific Open Days by the three African partner universities are outlined below:

- Presentation of the EPICA project to different stakeholders;
- Presentation of the pedagogical and technological adaptation to the local contexts;
- Presentation of the process of the project: adaptation of ePortfolio strategy, pilot and validation;
- Identification of synergies for collaboration with stakeholders;
- Identification of specific regional labour market requirements, such as entrepreneurial encouragement, employability skills, educational sector spending



3. ACTIVITIES

The activities expected from each partner for each Open Day involved:

- Selection and invitation of participants;
- Planning of workshop time and location;
- Production and distribution of Open Day material;
- Collection of names and contact details of attendees;
- Acquiring of permission to use data recorded during the Open Day;
- Chairing of Open Day;
- Distribution of Open Day minutes;
- Presenting EPICA to the stakeholders;
- Engaging and Encouraging Q&A;
- Setting up focus groups at the Open Day;
- Collecting information of the Open Day, including questionnaires;
- Sending a report of the Open Day to be included as part of deliverable D3.4.

4. LOCATION

The Open Days were organised on different premises:

- One Open Day by the Makerere University, Kampala, Uganda – held on Campus
- One Open Day by the Open University of Tanzania, Dar es Salaam, Tanzania – ODL Tower, Council Chamber of the ODL Tower in Dar es Salaam
- One Open Day by the University of Maseno, Maseno, Kenya – held in the Kisumu Hotel's Oseno Hall.

5. CALENDAR AND RELATED TASKS

Open Day at MAK on April 12th, 2018

Open Day at OUT on April 19th, 2018

Open Day at MU on April 29th, 2018

The tasks to ensure that the Open Days have a major impact in the region included:

- 1) A list of all potential stakeholders related to the field
- 2) Invitation stakeholders to the Open Day
- 3) Preparation of the Agenda
- 4) Preparation of the Powerpoint (PPT) presentations supported by the consortium partners
- 5) Preparation of dissemination materials including a brochure, poster and marketing and communication pull-up banners which were delivered by MYD who is the lead on Deliverable 3.2 - EPICA Promotional Material. Examples of the brochure, poster and pull-up banner designed by MYD are attached to this report in Annexes 1 – 4.



5.1 STAKEHOLDERS

The Open Days were organised for approximately 40-60 national stakeholders that would represent:

- Universities
- Policy makers / influencers
- Scientific and education community
- Teachers
- Students
- Business Community and Industry Groups

In order to determine the key stakeholder groups whose interests should be taken into account for the country specific Open Days, ICWE completed an initial analysis of potential EPICA stakeholders which consists of universities, teachers' associations, students' associations, national education bodies, African and global stakeholders involved in education, skills, employability, entrepreneurship as well as local/national businesses, professional bodies, labour and employers' organisations and federations and industry groups.

5.2 INFORM ALL STAKEHOLDERS IN THE THREE AFRICAN PARTICIPANT COUNTRIES

An invitation letter was prepared by each partner university signed by the Vice Chancellor of the university to invite the identified stakeholders related to the field who could be interested in learning more about the project, as well as take part in the scalability process once the project ends. ICWE and the partner universities used their networks to disseminate the Open Days in the three countries, via email and social media. An example of an invitation letter is provided below under 5.5.

5.3 PREPARE THE AGENDA

Initially, ICWE proposed an agenda for the Open Days taking into consideration the following factors:

The aim of the Open Days was to create awareness about the EPICA project to different stakeholders in the individual regions so they get to know the project, how this can be useful to them and so they can be considered as potential users and beneficiaries of the outcomes of the project. This will allow end-users to be involved in the entire process and that the ePortfolio meets their pedagogical, technological and social requirements. For universities and colleges, its aim is to improve teaching methods in response to demand for highly skilled professionals. Students and workers are at an advantage by obtaining visible transferable skills, using it as an outreach that helps potential employers gain deeper insights into their capabilities and work in a way that they can fully control. The offer to employers and businesses is a platform for first picks of most suitable candidates for jobs by viewing candidates' professional developments. The cross benefit of the ePortfolio is an axis which is mutually beneficial for all stakeholders and allows them to be part of a breakthrough project that will directly contribute to modernising institutions with the aim of improving youth employability by providing a visible way to show and validate their skills needed for the workplace.



EPICA – D3.4: - Country Specific Open Days

The initial agenda which was reviewed by the partners was modified with the following considerations:

- It was considered that the duration of the agenda may be too long for people with different objectives.
- To make the Open Days more interactive and to allow the participants to engage properly, UOC suggested to break up the day with activities through an interactive focus group instead of just having presentations throughout the duration of the Open Day.

The revised agenda recommended by ICWE is outlined below. It was adapted to the specific needs of each partner university.

PART 1 (*)

08.30 – 09.00	Registration of participants, coffee, tea
09:00 – 09:10	Welcome, agenda and introduction of participants
09.10 – 09.30	Setting the scene – Overview of the EPICA Project – Co-design Approach. Q&A
09.30 - 10.00	ePortfolio – State of the Art – Competency-based approach. Q&A
10.00 – 10:30	The Process of EPICA: <ul style="list-style-type: none"> - Users' Needs Analysis: Pedagogical and Technological Requirements & Technological Adaptation - Pilots and Validation - Engagement of stakeholders: website, newsletter subscription and social media links
10.30-10.45	Q&A - End of the meeting Part 1
10.45 – 11.15	Coffee break

Table 2: Revised Agenda – Part 1

PART 2 (**)

11:15 – 12.15	Breakout session: Focus Groups & Interviews with key stakeholders
12:15 – 12:30	Q&A – Feedback and evaluations collected
12.30	End of the meeting Part 2

Table 3: Revised Agenda – Part 2

(*) Part 1: the first part of the Open Day targeted all stakeholders identified by the partner universities and constituted the main group to spread the word about EPICA within their institutions. The expected number of participants varied depending on each partner but it is anticipated that the ideal number should be between 30-50 people, and this was achieved. This part ended after the Coffee Break. The target groups identified included teachers, students, directors of educational institutions* (secondary and tertiary), business industry groups* such as chambers of commerce, federation of employers, key businesses* in the region who are looking to employ graduates, as well as policy makers* from government. For this Part 1 a special invitation letter was sent.



() Part 2:** the second part of the Open Day was designed to address the key stakeholders*, these have been indicated in the list with an asterisk, who can provide highly valuable feedback which is relevant for the success of the project. This part was organised as an interactive breakout session that was planned directly with UOC. The purpose was to analyse the users' needs with organised Focus Groups and interviews for this selected group. The target group of this second part of the Open Day received an additional invitation asking them to remain until the end of the Open Day

5.4 POWERPOINT PRESENTATIONS

In order to maximise the time of the African universities organising the workshops, all EPICA partners committed to sending 5-10 slides of their own expertise and related to their role in the project, for the different sections that will be explained in the workshops. With this in mind, the following was expected:

Contributions by Partners:

Content	Prepared by
Welcome, agenda and introduction of participants	ICDE
Setting the scene - Overview of the EPICA Project	ICDE
ePortfolio – State of the Art – Competency-based approach	MyD
Users' Needs Analysis: Pedagogical and Technological Requirements and Technological Adaptation	UOC
Pilots	UOC
Validation	ICDE
Website URL, Newsletter Subscription and Social Media Links	ICWE
Focus Groups questions	UOC

Table 4: Revised PPT Specifications

The Makerere University Open Day was presided over by the Vice Chancellor Professor Barnabas Nawangwe who was represented Deputy Principal, Associate Professor, Paul Birevu Muyinda. The first session was chaired by Associate Professor Jessica Aguti and Dr. Jamia Mayanja, and the EPICA project overview was by Associate Professor and EPICA Project Coordinator Paul Birevu Muyinda while the ePortfolio State of the Art presentation was given by John Kizito from the Faculty of Computing and Information Technology. The Focus Group session was chaired by Mr. Kitumba Frank, the Director Information and Communication Technology Support (DICT).

The Open University of Tanzania Open Day in Dar es Salaam was officially opened by Acting Vice Chancellor, Prof. Deus Ngaruko. The attendees were welcomed by the Open Day facilitator, OUT's Marketing Officer, Mwanuzi Babygeya and OUT's EPICA Project Coordinator, Dr. Edephonc Ngemera Nfuka, the Director Institute of Educational and Management Technologies (IEMT), who also offered one of the keynote presentations on the project, whilst another presentation was given by the project's technical member, Mr.



Shadrack Mbogela. The Open Day was officially closed by the Acting Deputy Vice Chancellor of Regional Services/Learning Technologies (DVC RS/LT) and the Dean of the Faculty of Science, Technology and Environment Studies, Dr Fweja.

Maseno University's Open Day was opened by Dr. Benson Nyambega Director of Research, Innovations and Publications who represented the Deputy Vice Chancellor Partnerships, Research and Innovation (DVC PRI), Prof. Chacha. All three presentations were held by the EPICA Project Coordinator Michael Opiyoh, who is also the eCampus' Head of the Technical Team. The fourth presentation was delivered by Dr. Jackline Onyango, Senior Deputy Director, Kenya Institute of Curriculum Development (KICD) This presentation was titled "Competence Based Curriculum the Kenyan Case" and was an overview of the national development aims of Kenyan education system. The fifth presentation was delivered by the Director of the eCampus, Dr. Mildred Ayere which discussed findings of the data analysis that was conducted by the EPICA team.

5.5 INVITATION LETTERS

The Universities MAK, MU and OUT proposed invitation letters for the different target stakeholders. The invitation letters ensured that each target group was clearly addressed according to their expected role in the Open Day. Below is an example of MU's invitation letter. All invitation letters were signed by the Vice Chancellors of the different partner universities who hosted the Open Days.

An example of an invitation letter used by Maseno University can be found attached to this report in Annexe 5.

5.6 FOCUS GROUP

As explained in 5.3., the decision was made to organise a Focus Group to analyse the skills gap during the Open Days in the three African partner Universities, addressing only the main key stakeholders who were in a position to add special value to the project due to the nature of their institutions or relevant positions. These Focus Groups addressed at least eight persons with the following key profiles:

- Scientific and education community (staff/recent graduate and undergraduate representatives)
- Business Community
- Public Sector

These were organised as a breakout participatory session to ensure a high interaction with the audience.

The purpose of the Focus Group was to analyse which skills recent African graduates are lacking by identifying:

- Demands from businesses, industry groups and potential employers with regard to the skills and knowledge that are relevant for African graduates and future employees to possess and in order to be able to take advantage of the opportunities offered to them in the diverse industries of the local labour markets as well as;
- Recent graduates' readiness for entering the labour market.

Concrete actions that need to be undertaken in the local context were discussed and new proposals (from academics, employers, graduates and students) were initiated in how to equip learners for the marketplace while they are still in the educational system.



To save time and encourage deliberations, the stakeholders were divided into trainer, trainee and student groups. The Focus Groups were guided by a moderator. A script was provided by the partners. Audio was recorded for reference purposes.

5.6.1 ORGANISATION OF THE FOCUS GROUPS

- Brief introduction to the context, topic and goal of the focus group performed by UOC via teleconference.
- Focus group dynamised by a person from the African partner university previously trained by UOC and equipped with all the necessary information/protocols. UOC followed up the session and eventually communicated with the moderator via chat.

Requirements: the focus groups were carried out in English. Participants should have at least an intermediate level to participate.

The sessions were recorded and consent forms were distributed and signed by the participants.

5.6.2 PARTICIPANTS' PROFILE FOR THE FOCUS GROUPS

Profile	Description	Indicative Number
Scientific and Education Community	<ul style="list-style-type: none"> - teachers of the participant universities, - representatives of University Associations, - staff working in internships programs - representatives of University-Industry Liaison Office promoting relations with professional bodies, government, and non-profit organisation - additional key university staff - representative of Students' Organisations - representative of alumni services helping in job placement - recent graduates 	4 persons
Business and Professional Community	<ul style="list-style-type: none"> - members of the employers' organisations, - representative of private companies, - management consultants, - representative of a professional body and careers services 	2 persons
Public Sector	<ul style="list-style-type: none"> - members of the Ministry of Labour, - regional development officers, - representatives of the public sector, etc. 	2 persons

Table 5: Specific Profiles to take part in Focus Group



5.6.3. CONTENT OF THE FOCUS GROUP

The objective of the Focus Group was to provide a 360° portrait of the employability skills in the African partners' countries from the stakeholders' perspectives.

- Identify the skill gap through the analysis of supply and demand of new graduates' employability skills in Africa from different perspectives.
- Analysing the skill gap's main reasons (level of co-operation between education and private sector, policies, recruitment processes, connections, etc.).

A selection of some provisional questions are provided below:

SCRIPT FOR THE FOCUS GROUP

Open question: Let's do a quick round of introductions. Can each of you tell the group your name, your position and any other thing you consider relevant for this session?

Primary Questions	Secondary Questions
According to your experience, what are the skills required/valued by employers into the today and future african labor market?	
What is your perception of recent graduates readiness for entering the labour market?	<ul style="list-style-type: none"> • do you think students are equipped with the necessary skills to cope with the type of work envisaged for them? • are graduates equipped with the right skills for employment and entrepreneurship?
What is your perception of new graduates' skill shortages?	<ul style="list-style-type: none"> • what employability skills graduates are currently acquiring and what are missing?
How is the process of recruitment of recent graduates facilitated?	<ul style="list-style-type: none"> • do industry associations work with employers, postsecondary institutions, and/or training organizations to facilitate students and employers' dialogue? • do universities have alumni services, job boards, an industry liaison office, a technology transfer office, or other that facilitate students and employers' connections? • does the government offer any service or specific program that facilitate student and employers' connections?
Could you mention local initiatives undertaken to foster employability between stakeholders: the economic sector, the universities, the professional bodies, etc.?	<ul style="list-style-type: none"> • co-operation in design of educational programmes, curriculum and learning activities? • internships? • public-private strategic partnerships? • support services to foster entrepreneurship? (mentoring, active involvement of students in



	<p>research activities, co-working spaces, incubation facilities, access financing, etc.)</p> <ul style="list-style-type: none"> • foster mobility and internationalization?
How could a better alignment of the students' skills with the skills required by economic sector be ensured?	(explore previous secondary questions)
What kind of impact do you think a promotion of the recognition of skills could have on the employability of recent graduates?	<ul style="list-style-type: none"> • how could graduates skills facilitate the process of recruitment? • how could graduates' skills be better presented to employers or clients?
Exit Question: Is there anything else you'd like to say on this topic?	

Table 6: Questionnaire for the Focus Group

5.7 REPORTS

A milestone in WP3 is the 'country specific Open Day reports'. The reports were prepared by the three African partner universities organising the Open Daysworkshops. They were required to compile all related information to ensure that the reports include the information needed to comply with the quality standards of all EPICA deliverables.

The reports from the workshops were set to include:

- The number of attendees
- Visuals such as photos and graphics
- Information on the process
- Information and feedback on the content
- Summary of any other discussions and suggestions

The reports are comprehensive and were sent to the partners with all the required attachments, as they are attached to this report, D3.4.

6. CONCLUSION

It was agreed by all EPICA partners that the organisation of the Open Days in the African partner universities met the objectives to create awareness of the EPICA project with key stakeholders related to the different sectors that the project addresses. The participants who attended the Open Days were convinced of the relevance of this initiative and are committed to take part in the different phases of the project where they are looking forward to playing a significant role as contributors and final users. The relevance of the participants and their views on the initiative added prestige to the already existing high reputation of the African partners. The number and quality of attendees met the expectations and the targets that were set.



EPICA – D3.4: - Country Specific Open Days

The Open Days received local print and online media awareness and was broadcasted in the main news by the Tanzania Broadcasting Company.

The information collected through the Open Days and their Focus Group meetings will constitute the basis for the next steps of the project, which is especially relevant for the Users' Needs Requirements and the Skills Gap Analysis, the crucial backbone of the project and its potential.

The views exchanged by the diverse participants at the events were extremely useful and allowed all sides to understand the individual experiences and situations that exist in the different sectors. This demonstrated the relevance of such multi-stakeholder events which allowed all groups to share their perspectives and approaches. All participants agreed that most graduates were not equipped with employable skills, and that the knowledge they gained was too theoretical with little practical experience and hardly any competencies that were relevant for the workplace. They concurred that there is a strong need for the following specific demand led, practical and transferable skills:

- Communications skills
- Entrepreneurship
- IT literacy and computer sciences
- Creativity
- Analytical thinking
- Problem solving attitude

The participants agreed that the use of ePortfolios would harness an evidence-based approach to address the skills gap by making learning visible and that ePortfolios are powerful, creative and readily accessible platforms which are increasingly used as global learning tools in both secondary and higher education to validate the skills acquired. They saw that with the scope of assessing the skills gap within their own organisations, this tool could be highly effective in providing insight into the capabilities of individuals with a feedback mechanism that allows processes to be tailored to target any shortfalls. For learning institutions they could offer a diverse process for evidence-based assessment over a period of time of an individual's growth. The focus groups acknowledged that by ensuring that learning institutions and workplaces collaborate to enhance the student's experiences, more meaningful connections could be offered to students through hands-on training, internships and field work. These work placements during their studies could support graduates in developing the relevant skills and understanding needed for later employment.

Validating the skills and knowledge acquired in these contexts could further support a comprehensive digital archive of milestones to support this picture of personal growth, professional development, achievements and continuity that remains a reference useful to both the student and any future employer. The institutions present confirmed that validation allows educators to determine students' understanding of topics, providing technical assistance in programme implementation. In measuring students' knowledge, attitudes and skills over-time, competency related topics can be designed to target individual module deficiencies. All stakeholders agreed on the necessity to include Competency Based Education and Training (CBET) within all curricula.

A final conclusion was the need to ensure that proper mechanisms for data protection were put into place to safeguard the ePortfolio users.

The Consortium Partners were extremely grateful to the Partner Universities, The University of Makerere, The University of Maseno and the Open University of Tanzania, and their EPICA project coordinators and teams. Their commitment to and achievement in delivering these high quality events set the basis for future milestones of the project. UOC's commitment and support to the process of the Focus Group meetings were an excellent addition to the programme and attracted relevant questions and discussion points to deliver the outcomes required.



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Annexe 1



an innovative and scalable eportfolio ecosystem to improve the quality and visibility of student skills

Contact information:
Website: [http:// www.epica-initiative.africa](http://www.epica-initiative.africa)
Email: contact@epica-initiative.africa

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Contact information:
Website: <http:// www.epica-initiative.africa>
Email: contact@epica-initiative.africa



Annexe 2



Strategic partnership for the co-design of an innovative and scalable eportfolio ecosystem to improve the quality and visibility of skills



UNIVERSITIES AND COLLEGES

improve teaching methods to respond to the demand for more highly skilled workers



STUDENTS AND WORKERS

obtain more visible, transferable skills, acquired in both formal and informal education



EMPLOYERS AND BUSINESSES

identify and recruit the most suitable candidates for jobs



Contact information:

<http://www.epica-initiative.africa> Email: contact@epica-initiative.africa



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EPICA

Strategic partnership for the co-design of an innovative and scalable eportfolio ecosystem to improve the quality and visibility of skills



UNIVERSITIES AND COLLEGES

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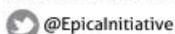
EMPLOYERS AND BUSINESSES

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Contact information:

<http://www.epica-initiative.africa> Email: contact@epica-initiative.africa



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Annexe 3



Strategic partnership for the co-design of an innovative and scalable eportfolio ecosystem to improve the quality and visibility of skills



UNIVERSITIES AND COLLEGES

improve teaching methods to respond to the demand for more highly skilled workers



STUDENTS AND WORKERS

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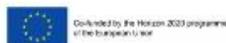
EMPLOYERS AND BUSINESSES

identify and recruit the most suitable candidates for jobs



Contact information:
<http://www.epica-initiative.africa> Email: contact@epica-initiative.africa

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Annexe 4



MASENO UNIVERSITY
OFFICE OF THE VICE-CHANCELLOR

Date: _____

Dear

RE: INVITATION TO MASENO UNIVERSITY EPICA OPEN DAY ON COMPETENCY BASED LEARNING (CBL) AND THE ROLE OF TECHNOLOGY IN CBL.

This is to invite you to an EPICA Open Day organized by Maseno University eCampus scheduled for **Friday 27th April 2018** at **Kisumu Hotel** as from **9.00 am – 1.00pm**. Maseno University in collaboration with The European Commission, International Council for Open and Distance Education; ICWE GmbH; Fundacio Per A La Universitat Oberta De Catalunya; Documenta Creaciones Multimedia Avanzadas SL; The Open University of Tanzania; and African Virtual University, is implementing a collaborative research Project titled: *StratEgic Partnership for the Co-design of an Innovative and SCAlable eportfolio Ecosystem to Improve the Quality and Visibility of Skills* or EPICA for short.

The Open Day will run for half a day and is aimed at sharing the EPICA Innovation with its stakeholders (policy makers, government agencies, the business community, employers, students, academia etc.); also to share the findings of EPICA Project which examined the skill gaps in the Kenyan industry and explored the use of competency based learning in filling the gaps. It further seeks to explore the competency based learning curriculum: The new curriculum being adapted in Kenya and the role of technology in implementing it. We kindly request you to attend and contribute towards demystifying the concept.

The objectives of organizing this event are to:

- Present the EPICA project to the different stakeholders
- Identify synergies for collaboration with the stakeholders
- Engage with local stakeholders to give room for their involvement
- Role of Industry in the practice of the CBL pedagogy

You have been identified as a key stakeholder to take part in the EPICA Open Day so as to find out more and get involved in the EPICA outcomes. Your timely feedback on ability to attend will be highly appreciated. Please send your feedback via email to epica@maseno.ac.ke by **15th April 2018**.

We have attached the programme for your reference.

Kind Regards,

PROF. JULIUS NYABUNDI,
VICE-CHANCELLOR,
MASENO UNIVERSITY

