The Challenges of ODL in Developing Countries: The Way Forward

Olugbemiro Jegede

Excited to Be Part of Your Retreat

- Thanks to Prof Adamu Hassan, the Director DLC ABU for this historic invitation.
- Glad that DLC an integral part of the growth and development of ABU. A Mark of Excellence.
- As an Alumnus of ABU, it is really my pleasure and honour to be part of your Retreat.
- Exciting using a DL Technology in a DL retreat thousands of kilometres away.
- Look forward to my physical visit to DLCABU

Collateral Learning and the Eco-Cultural Paradigm in Science and Mathematics Education in Africa

1995

Olugbemiro Jegede

Focus

- Introduction
- Education and Development
- The History of ODL World wide & Nigeria
- Why use ODL in Higher Education
- Indices of Indispensability
- Uniqueness of ODL
- Challenges of ODL in Developing Countries
- Conclusion

Education and Development

The Questions

- Why educate everyone?
- Why LLL for All?
- Why remove disparities in educational access?
- Why search for alternative delivery modes
- Why look for flexible and cost effective means?

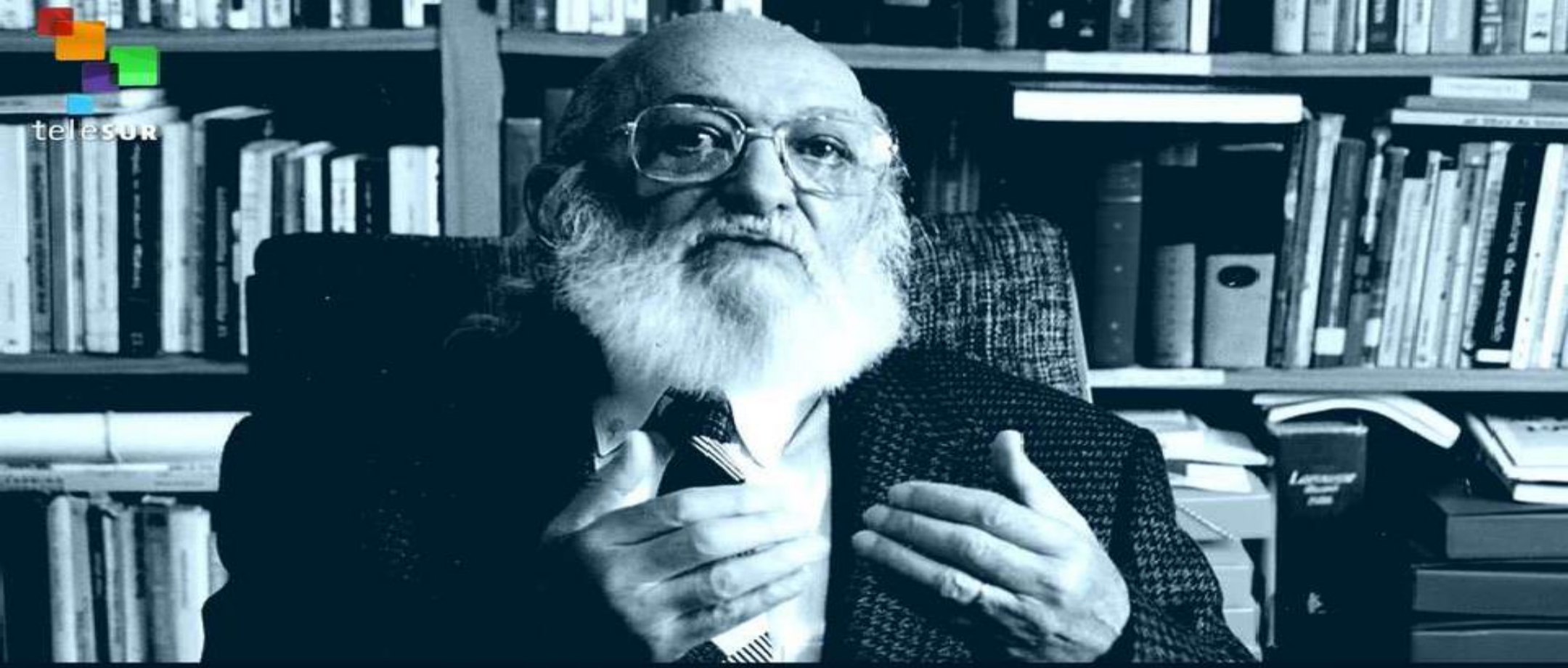
Global Dilemma

- 20th & C21st global changes
- Provide two contrasting aspects of humanity: development and doom
- Search for peace, cure for AIDS, life XX
- War, catastrophes, digital divide
- Education identified as solution

Nelson Mandela,
an anti-apartheid revolutionary,
Fmr South Africa President,
and
Nobel Peace Prize awardee

”Education is the most powerful weapon which you can use to change the world.”

“No country can really develop unless its citizens are educated.”



"EDUCATION DOES NOT CHANGE THE WORLD. EDUCATION CHANGES PEOPLE. PEOPLE CHANGE THE WORLD."

PAULO FREIRE

SEPT. 19, 1921 – MAY 2, 1997

National Policy on Educ

- "education is the most important instrument of change in any society". And that "any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution"

Goals of the C21st

- sustainable development
- highly educated, mobile and adaptable workforce
- multi-skilled and multi-tasked
- a knowledge and a learning society
- use of ecological and geographical conditions to a nation's advantage

Commitment to Education

- 1948: the Universal Declaration of Human Rights article 26 ensures right to free elementary education for all children.
- 1990: the World Declaration on Education For All
- 2006: the UN Convention on Rights of People with Disabilities
- MDGs & SDGs Agenda 2030
- The 2015 United Nations Paris Climate Change Conference (*Conference of Parties 21)*,
- Agenda 2063 (AUC/ENECA/NEPAD), and
- Continental Education Strategy for Africa (CESA 2016).

UN Declaration

- UN General Assembly in 1948 proclaimed the Universal Declaration of Human Rights as the solution for educational problems in the world
- Article 26 deals with the right to education
  - Everyone has the right to education
  - Education shall be directed to full development of the human personality
  - Parents have a prior right to choose the kind of education that shall be given to their children
- The Agenda document considers the strategic importance of education in human development

Education and Development

- clear relationship between a country's institutional governance frameworks, economic progress and education offered its people.
- Level of development in Africa related to the level of education
- Illiteracy, poverty, low development indices have roots in Low level of Education

Sub-Sahara Africa

Obvious Characteristics

Sub-Sahara Africa

POPULATION

- Over 1.2 billion, 75% rural
- 3% population growth
- The world's youngest region.
- Have 30% of the world's poorest people.

EDUCATION

- 45% of the population are children under 15 years
- Higher Educ need 465,000 academics
- Weak STEM base

State of the World

- Declaration for the Millennium Development Goals (MDGs) in 2000
- Declaration on Education For All in 1990
- 72million children out of school
- 759 million adults without basic education
- 18 million primary school teachers needed in 2015
- Global demand for higher education to hit 263 million by 2025

Demography

- Population 198,078,189 as of Sunday, December 16, 2018, based on UN estimates.
- Nigeria's grows by 2.7 % annually, population will double by the year 2066.
- 110 million youth under the age of 25 years rising to over 200 million in 50 years' time.
- 22.1million out of 42.1 million in primary schools;
- 10.4 million out 33.9 million Nigerians eligible for secondary education, are in school
- Has the highest rate of out-of-school children in the world.

5 Indices of
Indispensability

Index 1

Demographic Trends

Index 2

Rising Enrolments

Index 3

Lifelong & Life-wide Learning

Index 4

Globalisation

Index 5

Knowledge as a Commodity

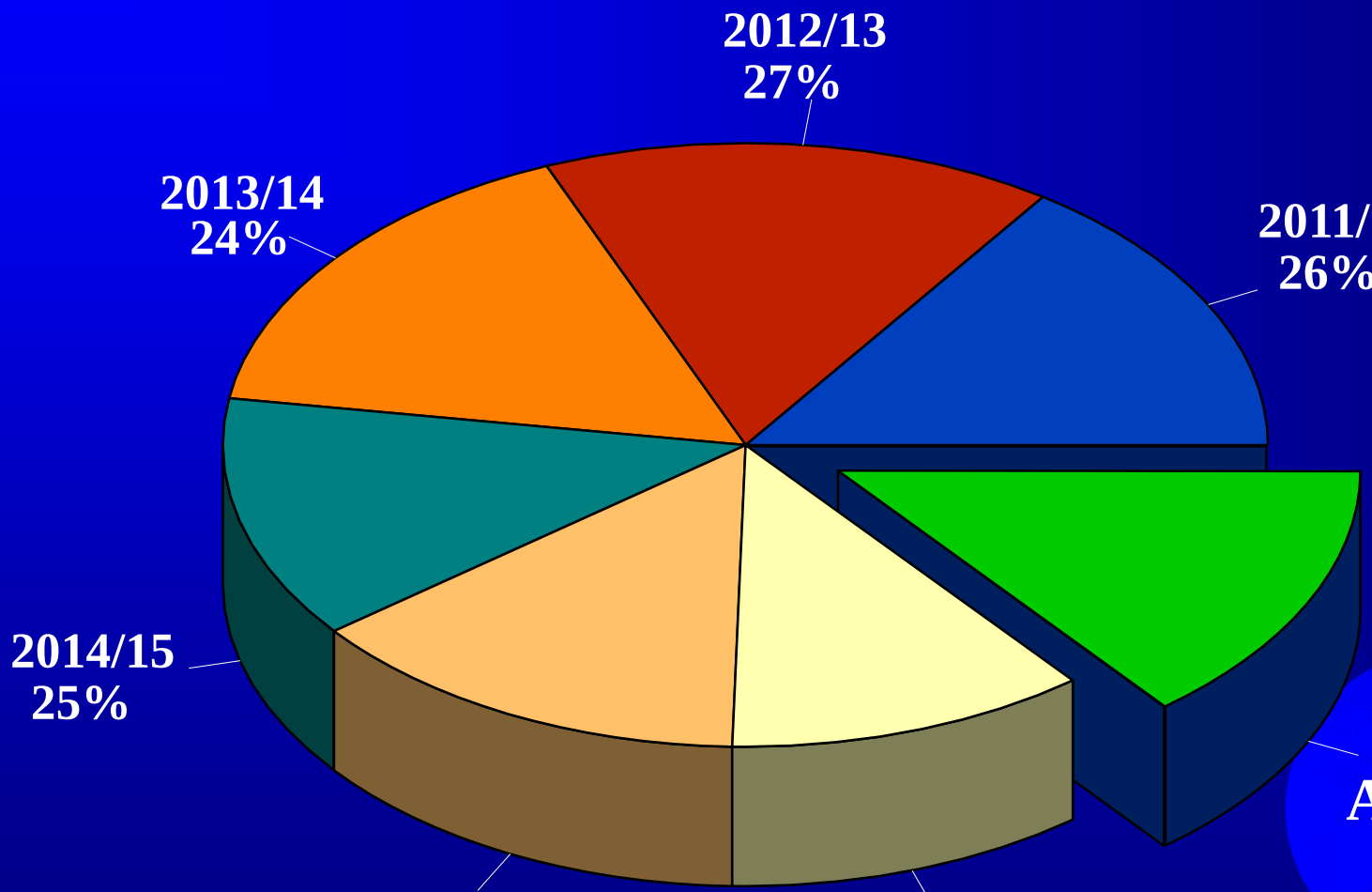
Dividend of Demography

- Effective and efficient management of the dividend of Demography and access to higher education
- Africa has over 1.2 billion inhabitants, half of this are under the age of 25 years.
- Nigeria has 198 million people with only 25 per cent in higher institutions.
- Africa must take advantage of its enormous demography to ensure unfettered access to higher education.
- A new paradigm for mass education must be explored.
- .

Enrolments

Level	Number	Students	No Access
Primary	56,000	42.1 million	20.1 million
Secondary	12,000	33.9 million	23.5 million
Voc & Tech	140	4.5 million	2.7 million
Col. of Educ	138	650,000	3 million
& Polytechnics	113	450,000	2 million
University	171	1,996,312	6 million

ADMISSIONS


2012/13
27%
2011/12
26%
2013/14
24%
2014/15
25%
2015/16
30%
2016/17
28%
Average
28%

Concerns

- Formal education system cannot cope with admission requests
- About 28 per cent of applicants admitted to Universities, Polytechnics & Colleges of Education
- Need to enhance Education for All and Life-long Learning initiatives
- Need to search for alternative forms of instructional delivery
- Illiteracy, poverty, low development indices have roots in low level of education

Way forward

- Lay a solid foundation for education in the new century
- Seek a cost-effective, efficient, robust, and flexible mode to educate all
- Be part of the global economy and use of ICT for all aspects of our national and individual activities

Goals of C21st HE in Africa

- TrustAfrica says it is critical to:
- "Develop a high quality, massive, vibrant, diverse, differentiated, innovative, autonomous and socially responsible higher education sector that will be a driving force [in achieving the continent's long-term development goals].
- Produce the human capital required for the continent's inclusive and sustainable development, democratic citizenship, and repositioning as a major global actor."

Open Access: a 21st Century Imperative

Mass Education

Open and Distance Learning:

- weapon of mass instruction
- democratises and liberalises education
- flexible and life long
- quality assured and includes all
- allows individualised learning and at own pace

What is DL?

- DL has many labels: ‘Correspondence’, Telematic, ‘Distributed’, E-learning, ‘Online Learning’, ‘Virtual Learning’
- Instruction by a mode other than the conventional face-to-face method
- Characterised by physical separation between the teacher and the learner, instruction delivered through a variety of
- Media including print, and other information communication technologies to learners

Characteristics

- cost-effective system of instruction independent of time, location, pace and space
- used for a variety of learning situations: primary, secondary, tertiary, vocational and non-formal education
- thrives on economy of scale
- focused on QA, well designed instructional packages, student support

Open Learning

- *Open Learning* - flexibility of and access to instruction in order to ensure broad availability of educational opportunities to all

- Openness disregard age, previous level of academic achievement, and other factors, creating artificial barriers to education as a life-long pursuit in a democratic environment

Modes of ODL

- Mixed mode: convergence, Deakin Uni
- Franchise mode: offshore licensing
- Industry special universities
- Cross-border collaborator mode
- Dual Mode: UI, OAU, Charles Stuart
- Single mode: NOUN, OUUK, OUHK, UNISA

Close access Open

- restricted
  - closed
    - rigid
    - entry qual
    - time bound
    - expensive
- open
  - flexible
  - equitable
  - equality
  - cheap

Extensive learner support

Instructionally designed materials

Learner-focused, modular, thematic

Individualised and self-paced

Allows for different levels of independent programmes: e.g. B.Sc, MSc, Ph.d

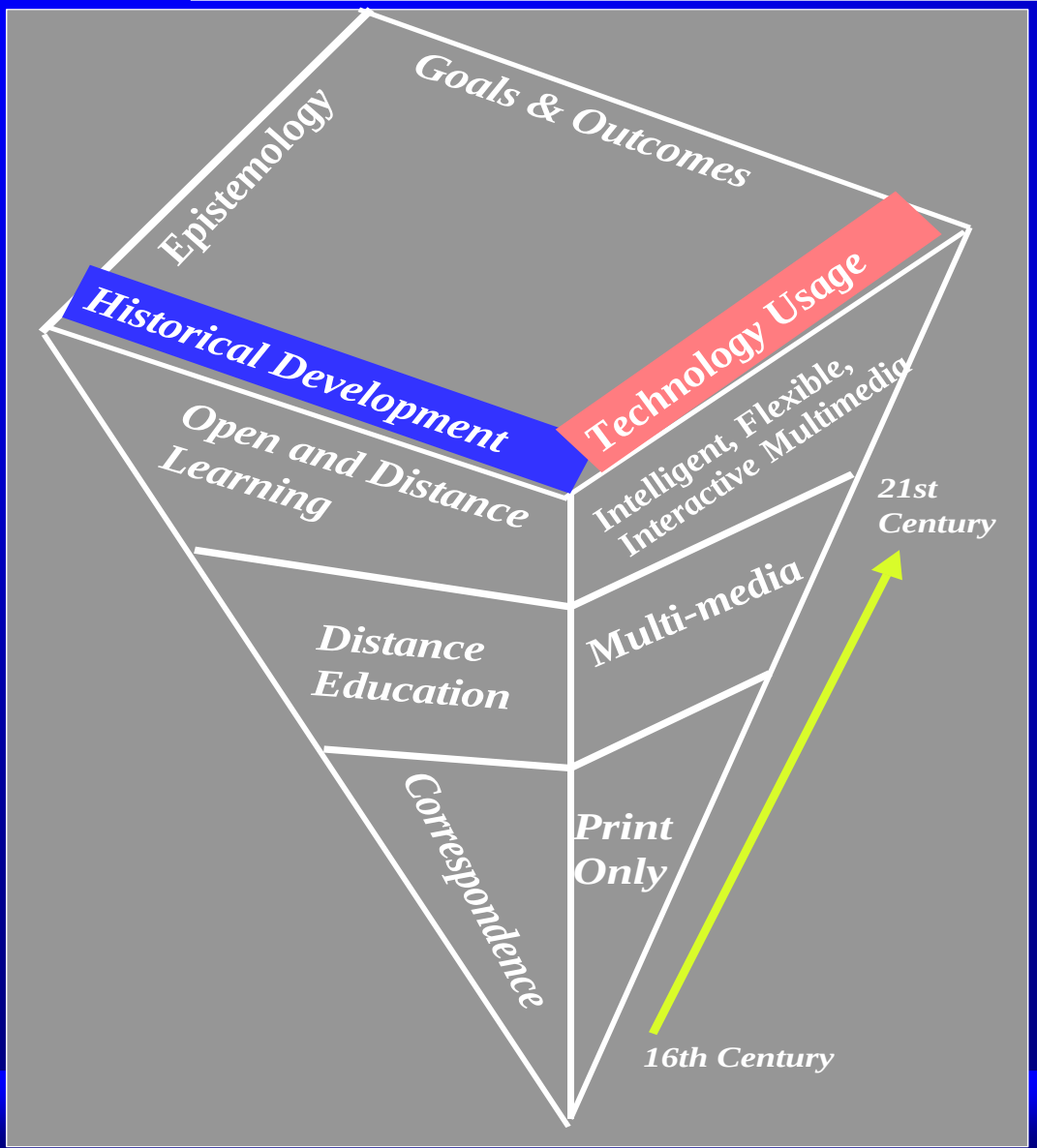
Factors shaping ODL

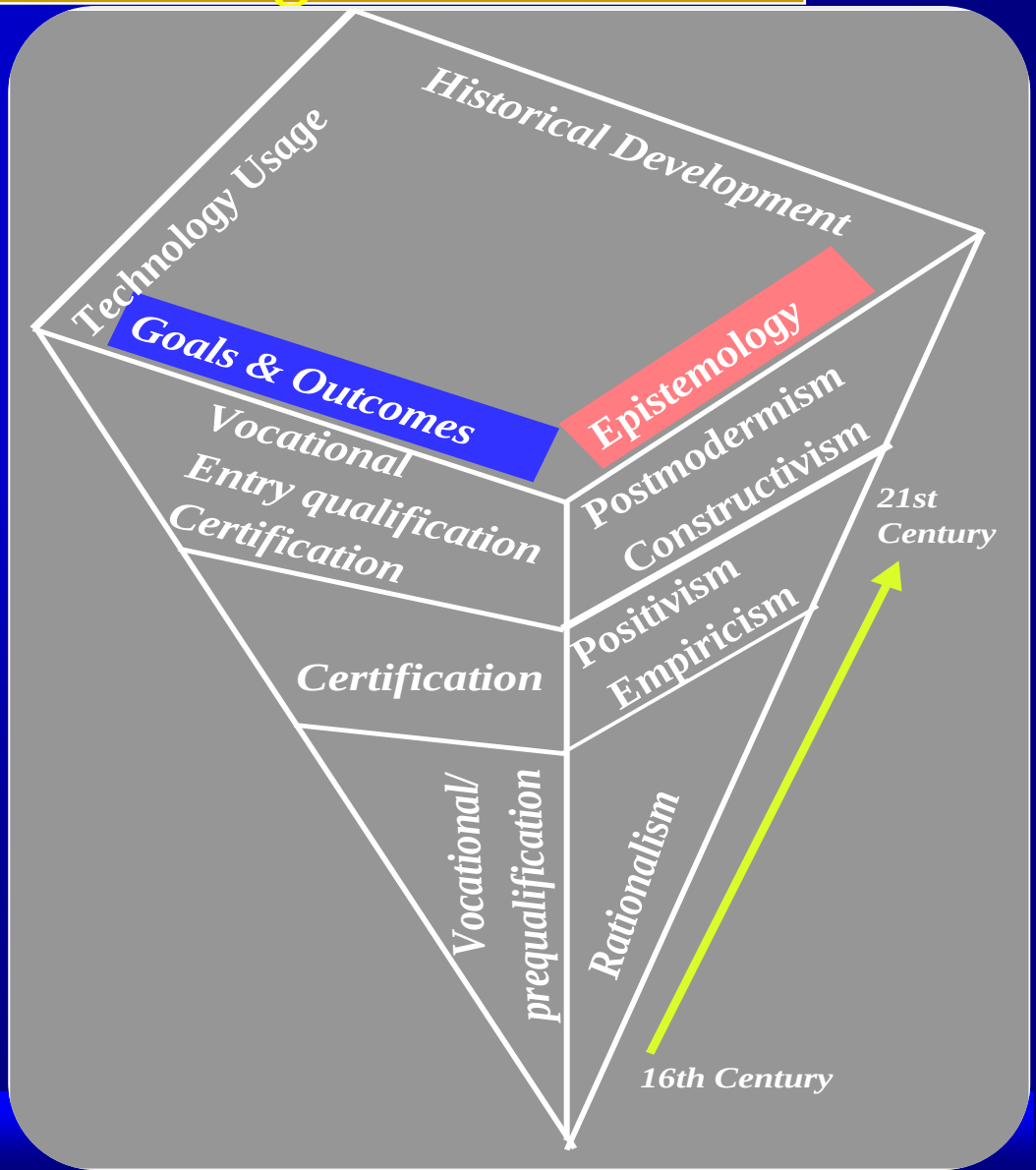
- Quasi-separation of learner and tutor/institution
- Provision of Instructional materials and student support services
- The use of technology to mediate instruction
- Two-way communication between student and institution for management purposes
- Use of one-to-one, learning groups or tutorial groups for counselling, tutorials and management

History of ODL

- 1728 – Caleb Phillips and Anna Tickner to teach short hand
- 1840 –Sir Isaac Pitman to teach short hand and made feedback on assignments
- 1828 – University of London ‘People’s University’
- 1882 – University of Chicago
- 1889 - Queen's University in Canada
- 1906 – Columbia University
- 1911 – University of Queensland
- 1946 – University of South Africa
- 1969 – UK Open University
- 1972 – Athabasca University
- 1990 – New Zealand Open Polytechnic

A cuboidal-pyramidal illustration ©Jegede 1999





History of ODL in Nigeria

- 1947 – Oxford University Extra mural studies at the UCI
- GCE of London and Cambridge as correspondence
- Rapid Results College and Wosley Hall as first set of organised distance learning programmes in Africa
- 1960 – English Radio Programme by NBC, ETP of NTV
- 1972 – ABU University of the Air
- 1974 – COSU, COSIT, DLI of UNILAG (first tertiary Dual mode Univ)
- 1978 – NTI
- 1983 – NOU (planning started in 1976)
- UI – 1988, UNIFE (OAU) - 2003
- 2002 – NOUN
- Other DLI/DLC

N Policy on Educ

- *First edition 1977, revised 1981, 1988, 2004*
- *2 major philosophical principles and 5 main national goals*
- *"education is the most important instrument of change in any society".* **And that** *"any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution"*

NPE and ODL

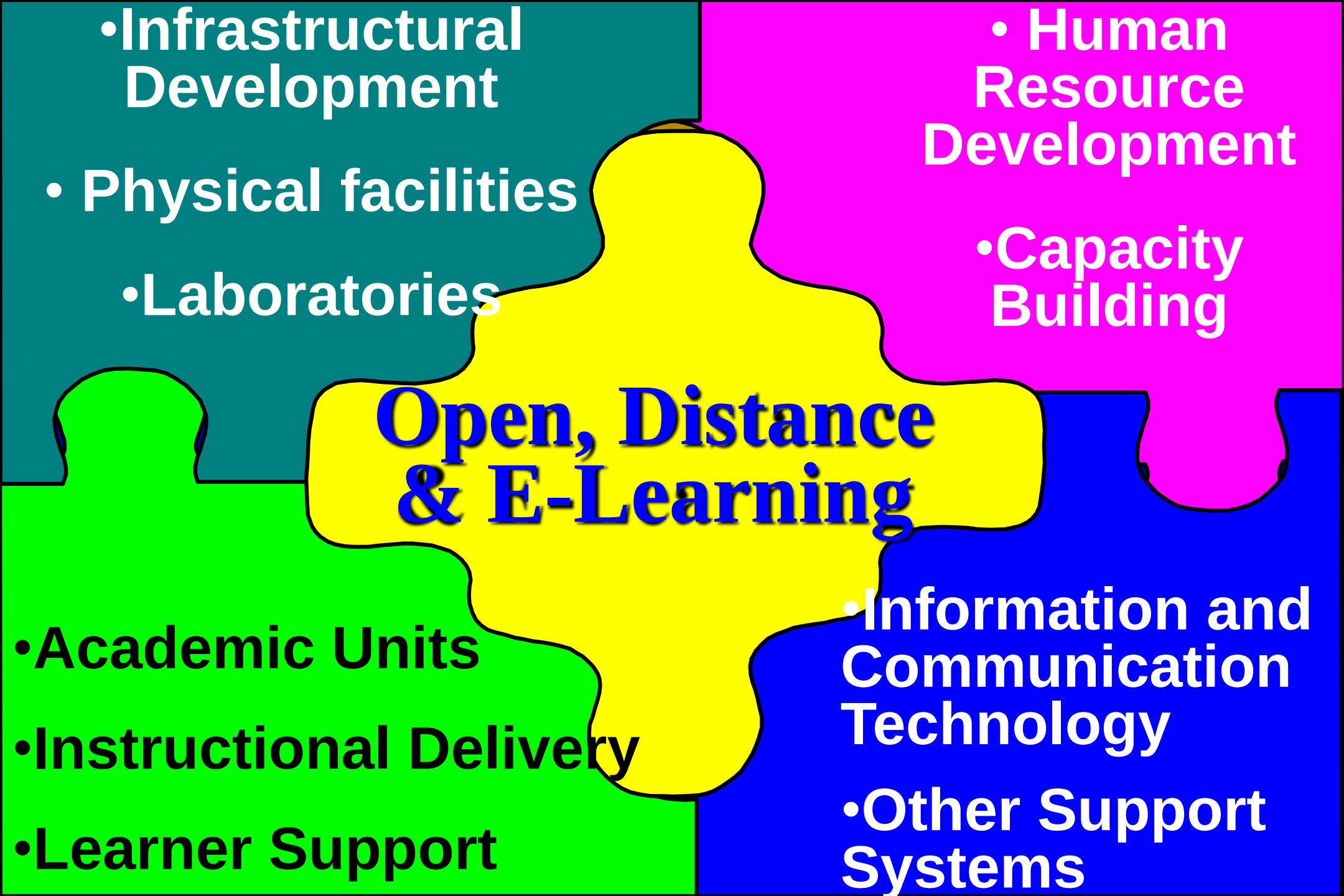
Government adopted:

"policies which were to be directed towards ensuring that there are equal and adequate educational opportunities at all levels".

"make life-long education the basis for the nation's education policy"

"after primary education an individual will be able to choose between full-time studies, combining work with studies…alternative mode of learning"

"the education system structured to develop the practice of self-learning".


•Infrastructural Development
• Physical facilities
•Laboratories
• Human Resource Development
•Capacity Building
Open, Distance & E-Learning
•Academic Units
•Instructional Delivery
•Learner Support
•Information and Communication Technology
•Other Support Systems

Status of ODeL in Africa

- **Continental Effort:**
- **Many Africa governments are now taking ODL seriously with the advent of SDG Life long learning for All**
- **A number of Africa Presidents/Head of State trained through ODL –Egypt, South Arica, Zimbabwe, Nigeria, Ethiopia**
- **African Union planning to establish Pan African Virtual & E-Learning University (PAVEU)**
- **Slow adoption of ICT for delivering quality higher education**
- **The future of ODeL is quite bright in Africa**

Achievements in ODL

- The enactment of a national policy on open and distance education and its incorporation into the National Policy on Education;
- Strengthening teacher education development through the National Teachers Institute (NTI);
- Establishment of National Open University of Nigeria,
- Resuscitation of the National Open Distance Education Network (NODEN);
- Promotion of dual mode delivery of education in some conventional universities;
- The reconvening of an Advocacy workshop on ODL held in April 2009 where the first Decade Plan on ODL (2000 – 2010) was evaluated and 2010 – 2020 declared as the second decade;
- Inauguration of two Committees to work on refocusing ODL in line with the recommendations of the advocacy workshop.

Uniqueness of ODL

- The ODL institution is quite different
- Must be treated differently
- The characteristics of an ODL institution suggest that its setting up and management are more demanding
- Adequate, appropriate and well qualified human resource must be found
- Your materials are open to the world!

Major Challenges

- gulf between intent and action
- lack of capacity and capability
- political expediency driving the Plan
- inequity & economic/political/digital divide
- absence of a central coordinating and monitoring unit for the Plan
- lack of cooperation/ collaboration amongst sectors/organisations

Strategic Issues

Policy Matters1

- Africa has about 40 institutions using ODL, less than 10 are OUs
- Fewer than 10 countries have ODL policies (Cameroon, Nigeria, Namibia, Sierra Leone)
- ODL policy influences access, equity, quality assurance, regulation of cross border education, develop skills training, provide realistic budgetary framework, direct expansion of infrastructure.
- Without a well crafted and implementable ODL policy no country in Africa would meaningfully use ODL for educational and in-country development issues

Policy Matters2

- Lack of political will and sincere support for ODL
- Support from govt must be top down
- African govts spend pittance on education and hardly anything on ODL
- Nothing goes to ODL from external aids
- Countries with ODL policy need to review them in line with contemporary development

Professional deficiency

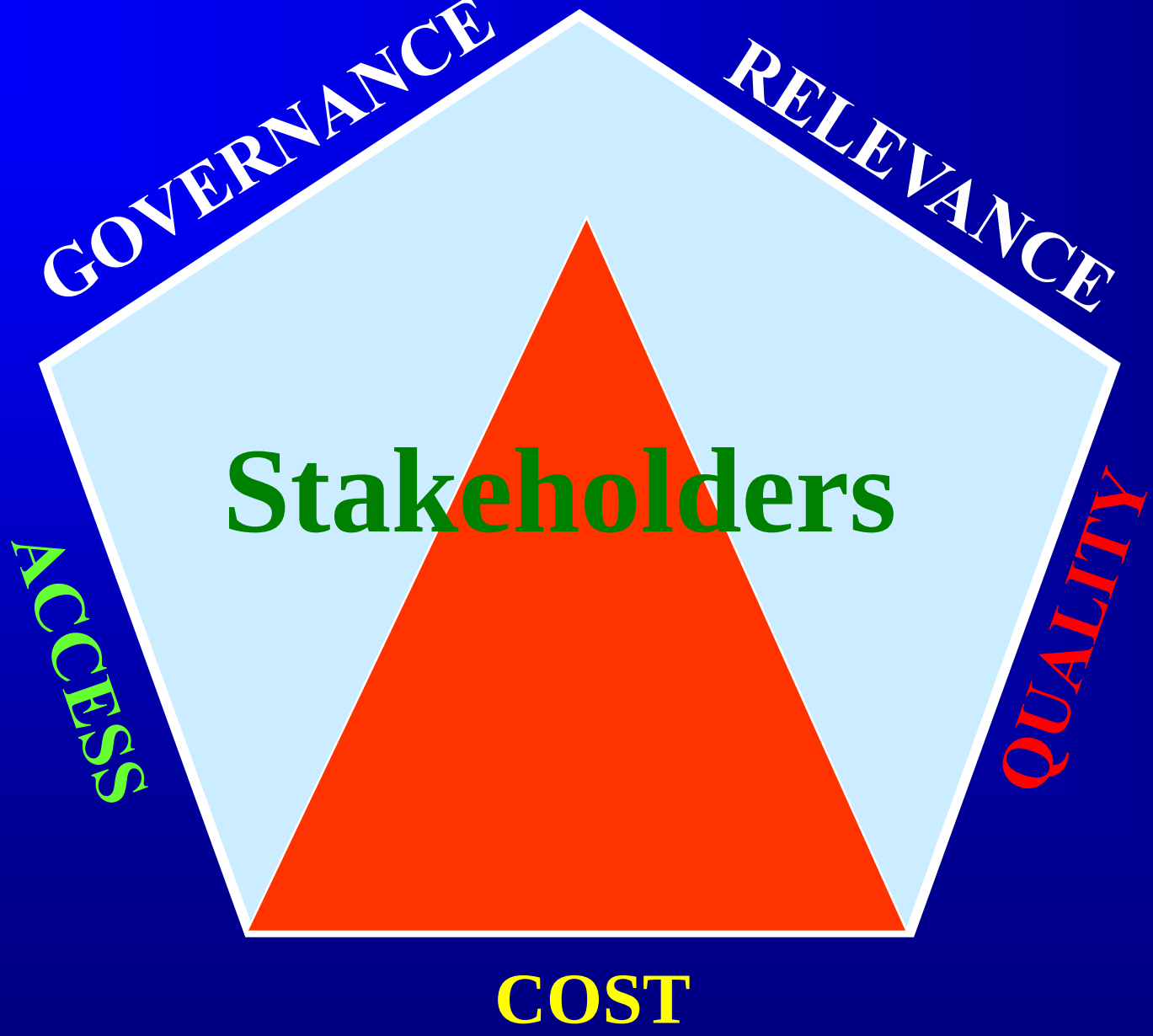
- Many ODL practitioners don't really understand how ODL works
- inadequate massive and comprehensive advocacy
- Practitioners do not appreciate the shift from dominantly teaching-based to dominantly learning-based approach of ODL
- Learning, as defined in ODL is still an emerging and little understood model of social action

Early Planning

- Does it fit the university culture?
- Is your mission statement related to the University's and used as foundation?
- Use scenario planning
- Use strategic compass
  - Identify what you do best and use as beacons
- Combine top-down with bottom-up approach

The Iron Triangle of Education

The NIGAVEKAR pentagon



Understanding ODL

Low Awareness

- Lack of or limited advocacy and appreciation of what ODL means
- General ignorance and illiteracy in the society
- Treated as poor cousin of f2f
- Resistance by and threat to other sectors and organisations and employment bodies
- Government appears confused about the placement of ODL

Lack of Support

- No knowledge of the Philosophical Foundation
- Limited understanding of the actual role of ODL in a country's development in literacy and human capital development
- Not fully appreciated as a disciplinary study
- Actions and policy not backed by research and scholarship

Competition within the education sector

- ODL is hardly regarded as complementary to conventional f2f system
- ODL seen as threat to the conventional F2F system
- Academics in F2F never prepared to appreciate or learn the ODL way
- Regulatory agencies are often in opposition to ODL

Resourcing ODL

Physical Infrastructure

- Limited physical Infrastructure
- Issues with location and siting
- Issues with energy supplies
- Maintenance of Facilities
- Limited warehouse facilities & distribution networks

Human Resources

- No clear path of human resource outlay
- Limited learner support systems
  - Academic support
  - Non-academic support: Administrative, Guidance Counsellors, Instructional facilitators
- Non-availability or poor study Centre facilities

Courseware

- Poor quality
- Issues with sourcing of the materials
- Limited use of OER
- Faulty design features and pathways
- No policy on delivery
- Poorly managed assessment systems

Learner Support

- Academic support
- Non-Academic support
  - Administrative
  - Psychological
  - Guidance Counsellors
  - Instructional facilitators
- Study Centres – regional, state, community

Technology

Use of Technology

- Choice, type, size and appropriateness
- Ease of Access and Learner-friendliness
- Scalability and Robustness
- Development of E-learning facilities: LMS, SMS
- Use of IT in TMA and Examinations

Other Issues

Some Inputs

- Quality Assurance
- Customer Relationships
- Business Model
- Cost Structure and Revenue Streams

Regulatory or Co-ordinating Framework

What is Regulation?

- **General:**

Principle or rule (with or without the coercive power of law) employed in controlling, directing, or managing an activity, organisation, or system.

- **Legal:**

Rule based on and meant to carry out a specific piece of legislation (such as for the practice of education).

Who Regulates?

- Regulations are enforced usually by **a regulatory agency** formed or mandated to carry out the purpose or provisions of a legislation.
- The provisions of a legislation is also called regulatory requirement.
- NUC, NBTE, NCCE, EBEC, TETFUND, CBN
- NCC, NMC, NJC,PENCOM, COREN, ACON, the UN system, EU, AU, ECOWAS, SADEC

Why Regulate?

- Regulation is driven by several motives:
- the technical justifications by a government that is assumed to be acting in pursuit of the public interest.
- rationalisation and coordination
- rights-based and social rationales

Regulatory Strategies

- Three main approaches to regulation:
- "Command and control,"
- Performance-based, and
- Management-based.

Command and Control

- government bureaucracy often uses this.
- the majority of regulations have taken the form
- the regulatory agency sets forth methods, materials, and the processes by which the regulated entity must operate.
- creates certainty—for the government, the regulated entity
- easy for the regulator to observe and evaluate, and therefore to determine compliance.
- Critics say it is expensive, stifles innovation and the regulator may not necessarily have the ability to develop the most efficient safeguards.

Regulatory Activities

- Prescribe the Benchmark Minimum Academic Standards (BMAS)
- Accreditation
- Quality Assurance
- Assessment and Evaluation of Staff
- Visitation

September 2000 Workshop

- In September 2000, Government held a historic national workshop titled "*Towards Evolving a National Policy on Distance Education in Nigeria*." Profound outcomes of the workshop, which propelled the development ODL in Nigeria, included the following
  - The need for the establishment of an inter-sectoral coordinating body to continually review the practice and development of DE in Nigeria,
  - The need to develop a comprehensive policy that will regulate and promote the growth and development of DE in Nigeria, and
- All these led to the development of a 10-year Plan (2001-2010) for rejuvenating ODL which was endorsed to serve as a catalyst for the rapid turn-around of education in Nigeria.

Need to Regulate ODL

NACODE

- Following the preliminary work of the National Open and Distance Education Committee (NODEC) set up on 7th July, 2009 by the Federal Ministry of Education,

- a 37-member group was inaugurated on 7th January, 2010 as the National Advisory Committee on Open and Distance Education (NACODE).

- The Terms of Reference (TOR) of the Committee were, amongst others, to advise government on refocusing the practice of ODL in Nigeria. The Committee given ninety days to submit its report.

Rationale

- Given the anticipated expansion in the use of ODL in Nigeria and the need to address all other areas Nigeria is found wanting as indicated in the results of the evaluation of our performance in a Decade of Distance Education in Nigeria (2001 – 2010), it has become absolutely important and compelling for Nigeria to have an agency that will coordinate all the areas of ODL as we aim to achieve enhanced access to quality education within the next decade.

Charge to Developing Countries

- work towards the establishment of an Agency whose main responsibilities and roles would include, amongst others, the following:
- draw up a code of practice for both overseas and local providers of Open and Distance Learning (ODL);
- determine the benchmarks for quality assurance and its applications from time to time;
- develop guidelines to check the proliferation of ODL certificates;
- propose strategies to strengthen collaboration and partnerships that offer support for ODL; and
- any other criterion that will fast track Africa's ODL to make it globally competitive.

Report & Recommendations

ToR 7

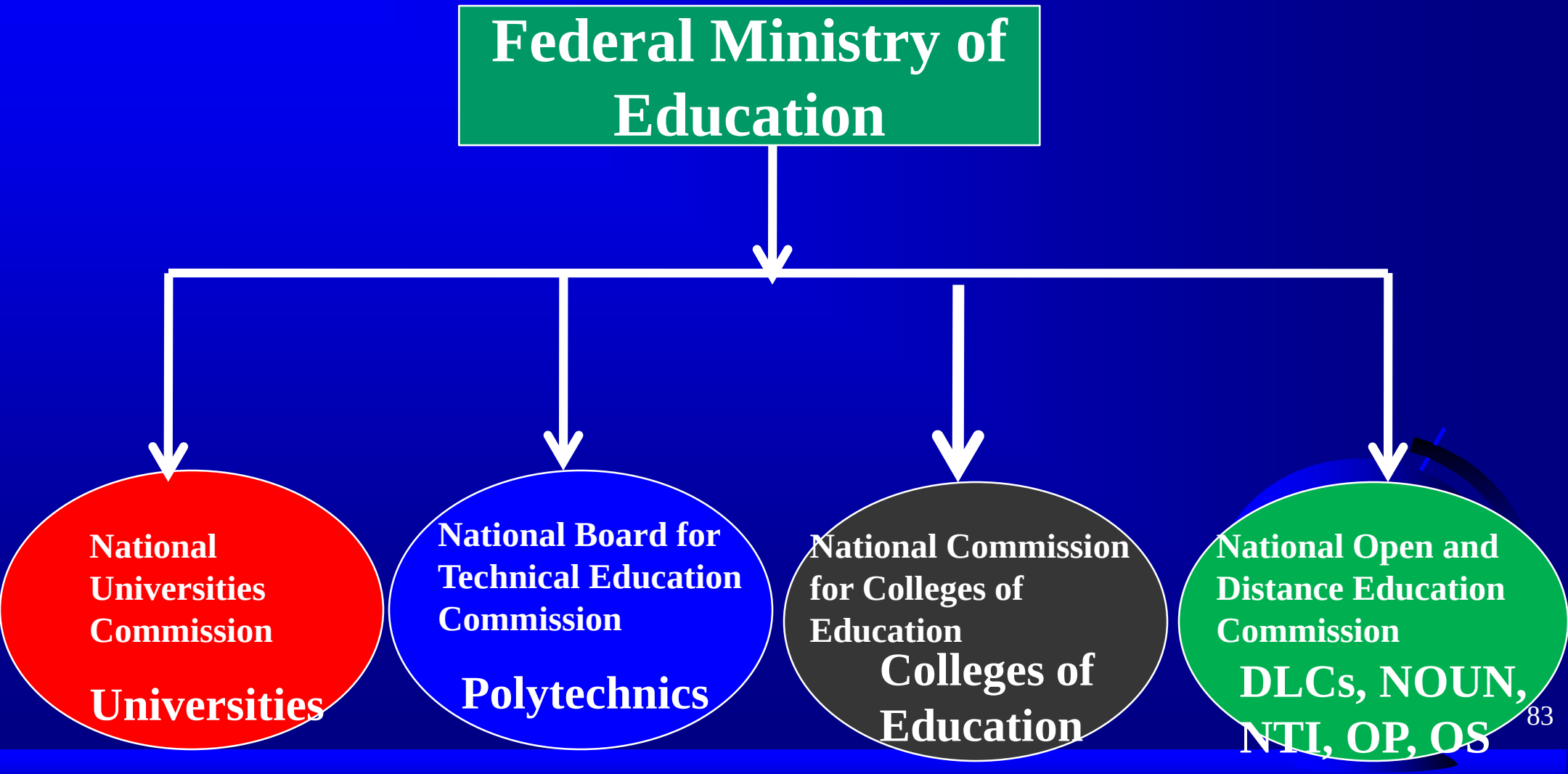
To recommend and suggest the modalities for the establishment of an agency to manage, regulate and promote the growth and development of ODL activities in Nigeria and to suggest a viable organogram for such an agency to effectively articulate a clear, concise and pragmatic vision of open and distance learning appropriate and relevant for the 21st century and beyond.

- **Recommendation:**
- ***There shall be established a National Open and Distance Education Commission (NODEC). It shall be the agency to manage, regulate and promote the growth of ODL activities in Nigerian education system. The agency shall be similar to the existing regulatory agencies such as NUC for Universities; NBTE for mono and polytechnics and NCCE for colleges of education.***

What Next???

The Report was submitted to Government 9 months after, in September, 2010.

Regulation of HE in Nigeria



Critical Success Factors

- relate plan to your national policy
- political will and support at the highest level of government
- commitment to adequate funding
- regular check on milestones and benchmarks on the strategic plan
- an appropriate institutional culture
- shared vision and committed staff

Thank you

And enjoy the remaining part of your Retreat