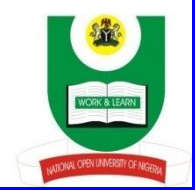
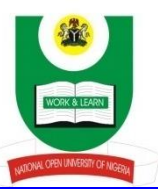


Regulation of Open and Distance Learning Activities

Olugbemiro Jegede





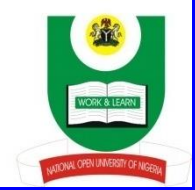


FOCUS



- ✓ Introduction
- ✓ Review of the Previous Lectures and discussions
- ✓ What and Why of Regulation in ODL
- ✓ Examples of Regulators and Regulatory Practices
- ✓ Regulatory Activities in Nigeria Higher Education
- ✓ FGN's Response to the need to regulate ODL
- ✓ Committee on NODEC
- ✓ Way Forward?
- ✓ Conclusion





Contacts

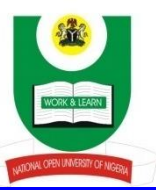


- Telephone: **+(234) 8034116363**
- **jegedeo@gmail.com,**
- **ojegede@noun.edu.ng,**
jegedeo@olugbemirojegede.com
- Website:
www.olugbemirojegede.com





Understanding Regulation



What is Regulation?

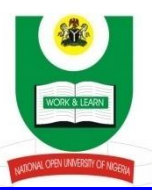
■ General:

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).

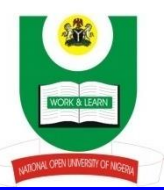




Who Regulates?



- 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

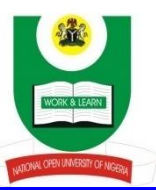


Why Regulate?



- 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

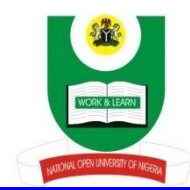




Regulatory Strategies

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



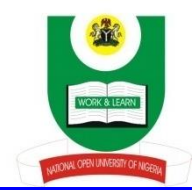


Command and Control



- 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.

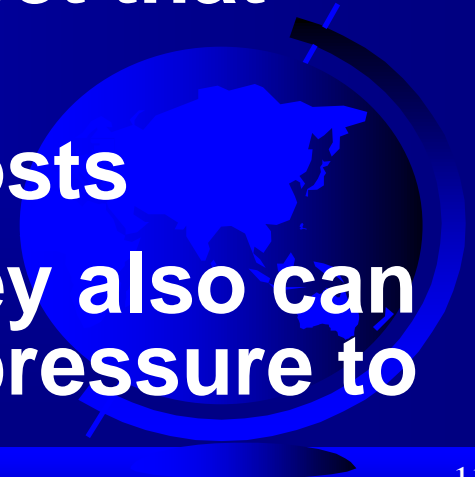


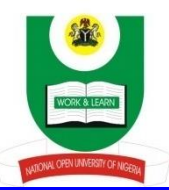


Performance-Based



- Regulator does not dictate the materials or processes the regulated entity must use to achieve societal goals,
- Sets ultimate production standards that the entity must meet.
- P-B allows the regulated entity the flexibility to determine the most efficient way to meet that standard.
- It promotes innovation and reduces costs
- If not monitored and enforced well, they also can lead to bad behavior by actors under pressure to produce results.



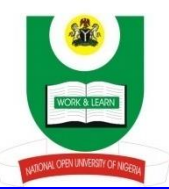


Management-Based



- Used where there are heterogeneous institutions, diffuse goals and hard to measure.
- Institutions “self-regulate.” The institution sets the standards and evaluates itself (or through a third, non-governmental party) to determine whether it has achieved these goals.
- Promotes innovation by enabling institutions to develop, and therefore buy into, their own standards. It is also cost effective
- Difficult for regulators or private evaluators to determine whether the goals and processes established by the institution will actually benefit society





Know Your Tools

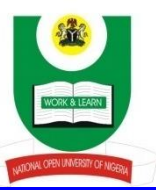


Those seeking to reform the regulation of higher education must understand the available tools.

In many complex areas, such as higher education,

- **Command and control regulation still predominates**
- **The regulatory scheme involves a mixture of approaches.**





Regulatory Activities



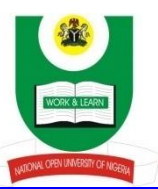
- **Prescribe the Benchmark Minimum Academic Standards (BMAS)**
- **Accreditation**
- **Quality Assurance**
- **Assessment and Evaluation of Staff**
- **Visitation**





Regulating Higher Education

Regulation of HE in Nigeria

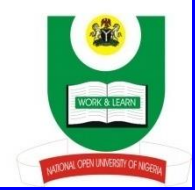


**Federal Ministry of
Education**

**National Universities
Commission (NUC):
Universities**

**National Board for
Technical Education
(NBTE):
Polytechnics**

**National Commission
for Colleges of
Education (NCCE):
Colleges of Education**



NUC

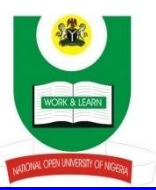


■ National Universities Commission

➤ Set up 15 January 1974

- with the responsibility of advising the Federal and State Governments of all aspects of university education and the general development of universities in Nigeria



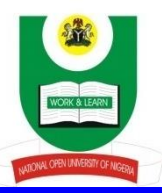


Functions of NUC



- prepare, periodic master plans for the balanced and co-ordinated development of **all universities** in Nigeria and such plans shall include-
 - (i) the **general programmes** to be pursued by the universities, in order to ensure that they are fully adequate to meet national needs and objectives;
 - (iii) recommendations for the establishment of **new academic units** in existing universities or the **approval or disapproval** of proposals to establish such academic units;





Academic Units?



- includes departments, faculties, schools, colleges, institutes, **centres** and all such academic divisions in the universities at the postgraduate, undergraduate, pre-degree and non-degree levels

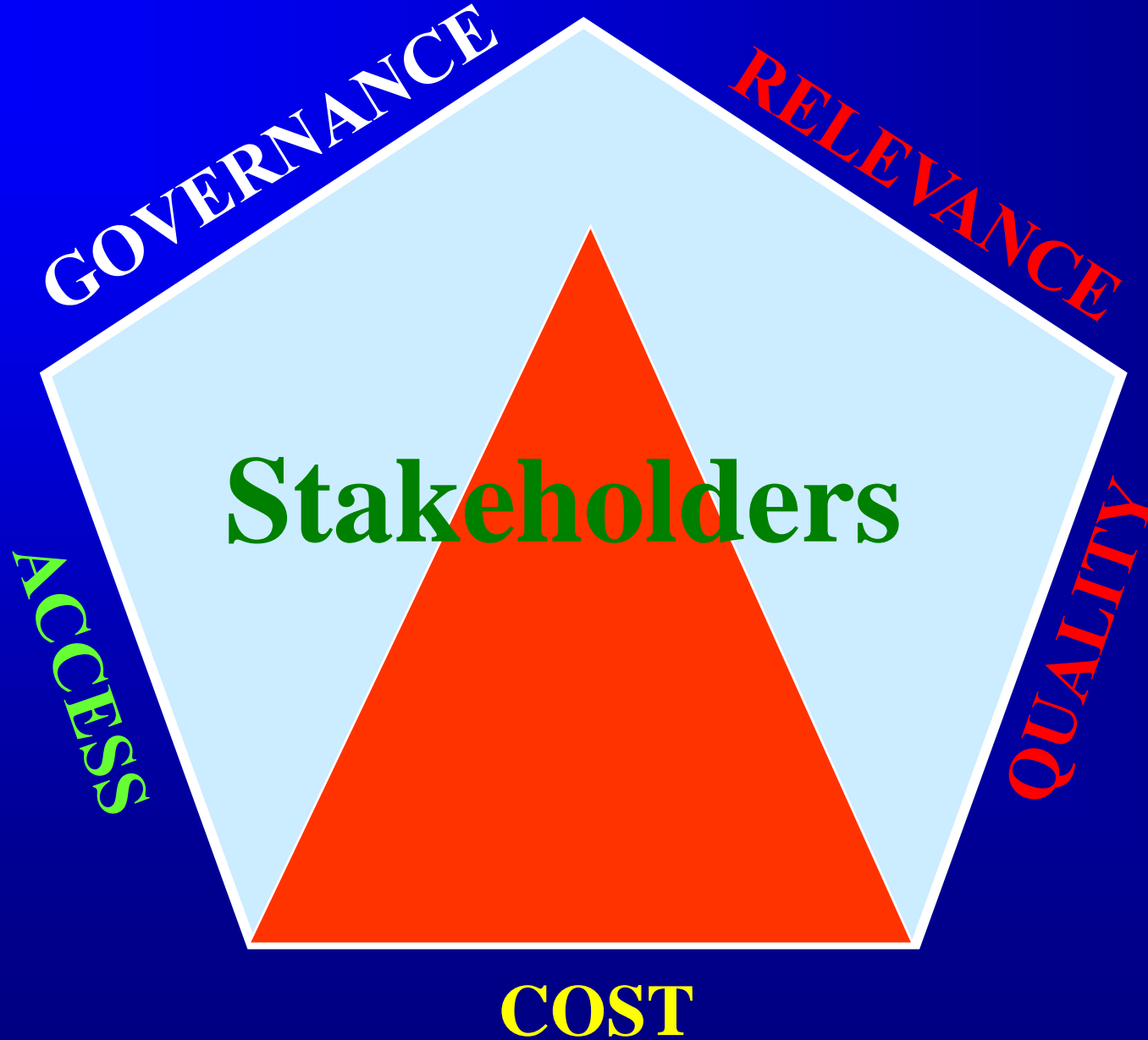


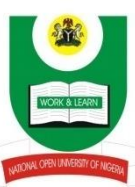


Need to Regulate ODL

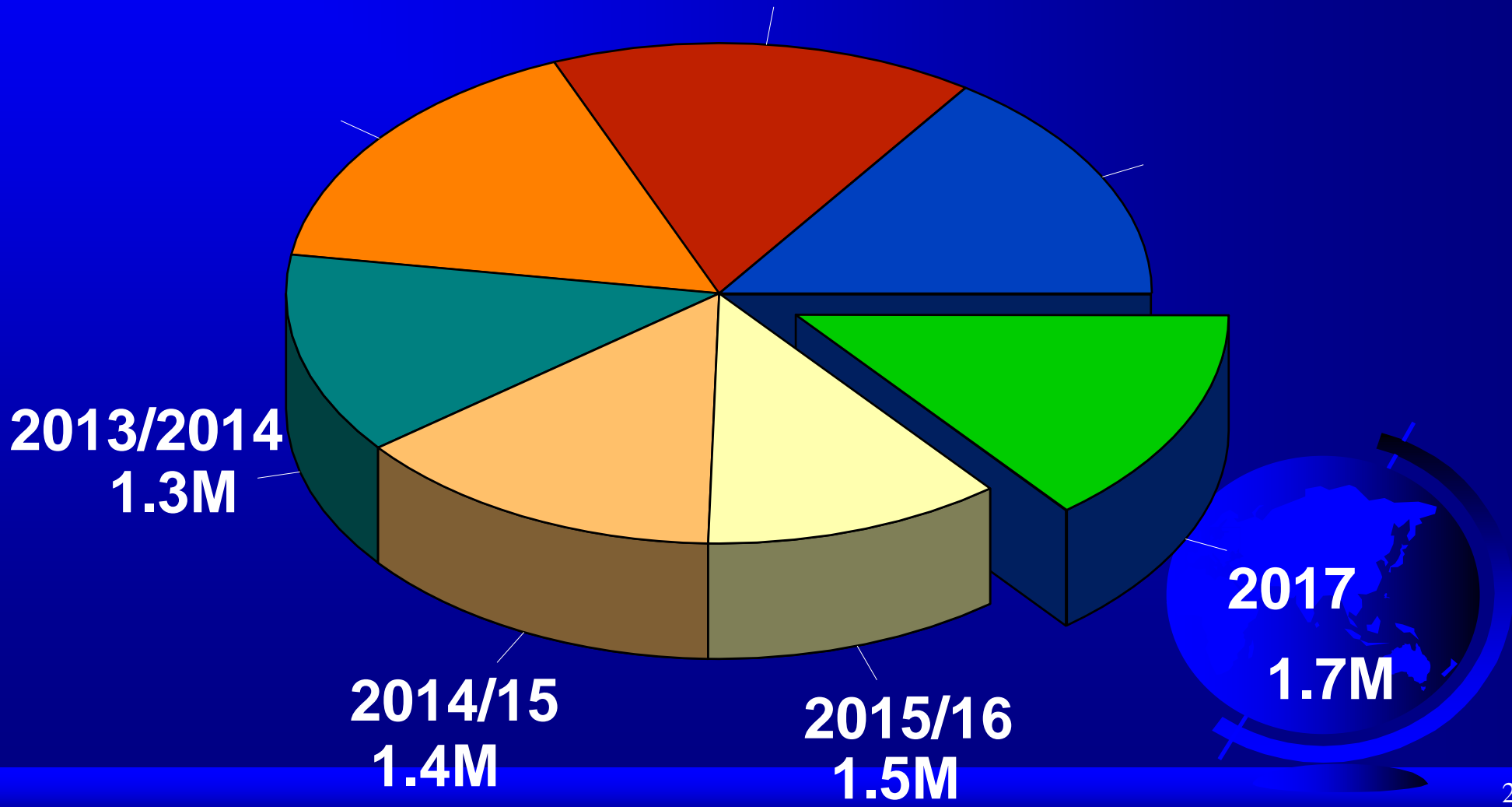
**The Iron Triangle of
Education**

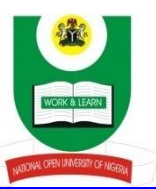
**The
NIGAVEKAR
pentagon**



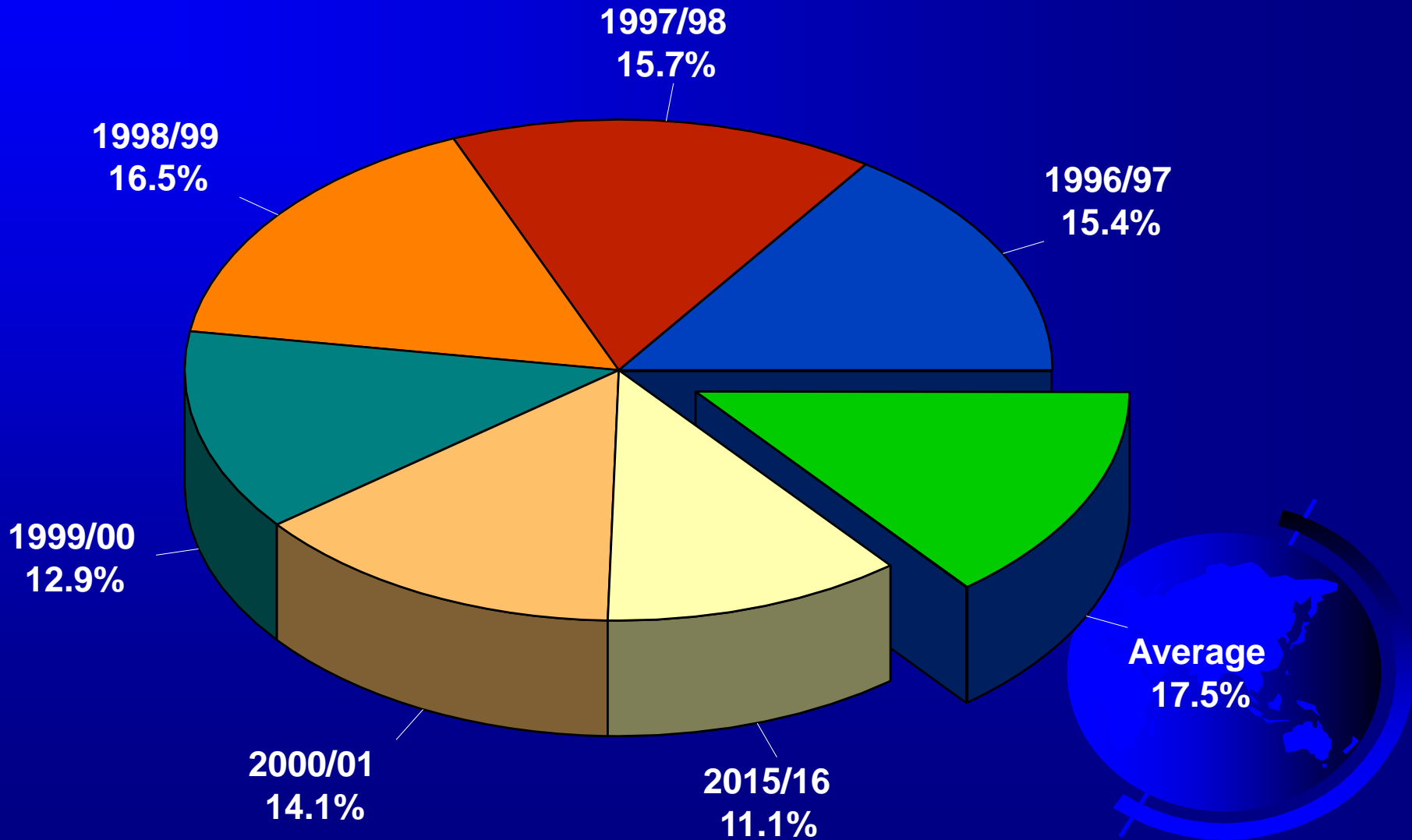


JAMB UTME



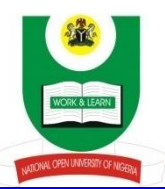


ADMISSIONS





Open Access: a 21st Century Imperative

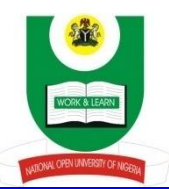


Goals of the C21st



- 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



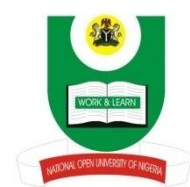


September 2000 Workshop



- 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.



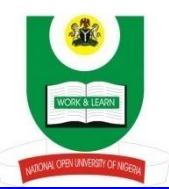


History of ODL in Nigeria



- 1947 – Oxford University Extra mural studies at the UCI
- GCE of London and Cambridge as correspondence
- Rapid Results College and Wolsey 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 DI /DI C

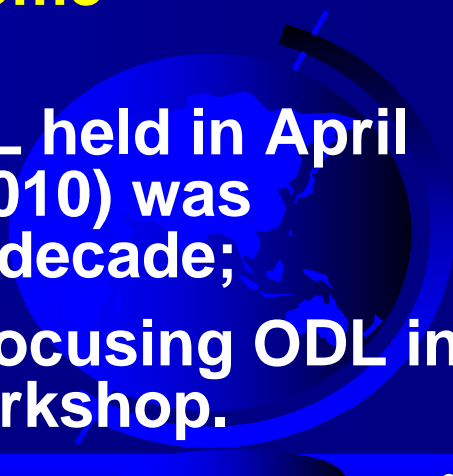




Achievements in ODL

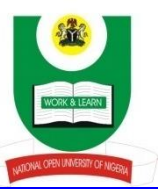


- The enactment of a national policy on open and distance education and its incorporation into the National Policy on Education;
- Establishment of National Open University of Nigeria,
- Resuscitation of the National Open Distance Education Network (NODEN);
- Strengthening teacher education development through the National Teachers Institute (NTI);
- **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;
- (vii) Inauguration of two Committees to work on refocusing ODL in line with the recommendations of the advocacy workshop.





Actions of FGN

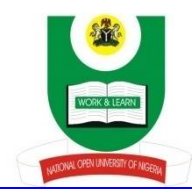


NACODE



- 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.

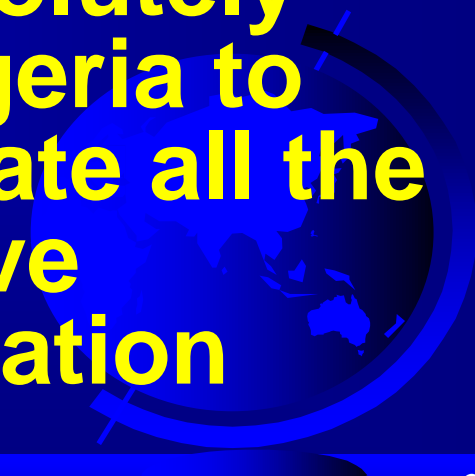


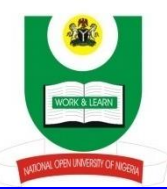


Rationale



- 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 enhances access to quality education within the next decade.**



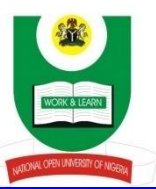


Charge to the Committee



- 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 in Nigeria; and
- any other criterion that will fast track Nigeria's ODL to make it globally competitive.





7 ToR & Sub-Committees



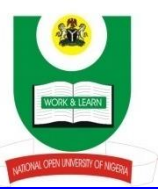
- **Develop the comprehensive documentation required to be used in setting up the agency. Such documentation must contain the briefs of the Organisation.**
- **Draw up the draft Bill for setting up, and to guide the work of, the Agency.**
- **Recommend the structure of such an organisation including the various units and their functions. An organogram should be included.**
- **Provide a chart of how the Agency should relate to existing or proposed regulatory agencies which undertake similar responsibilities in other areas of the education sector.**
- **Suggest how the Agency should coordinate the work of the National Open and Distance Education Network (NODEN) including and develop guidelines for such coordination activities.**
- **Suggest the modalities for the resuscitation of the West African Distance Education Association (WADEA) and how the Agency should midwife such an association providing schedules of how the association would be self sufficient within the shortest time possible.**





**Report
&**

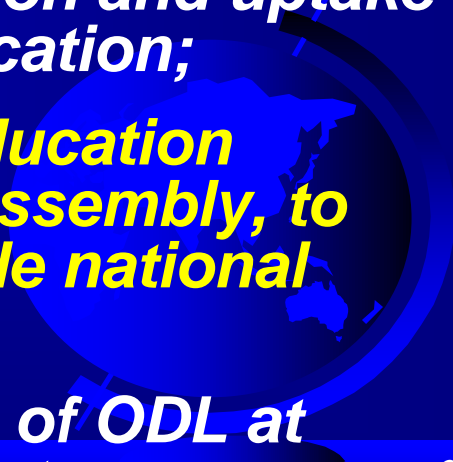
Recommendations

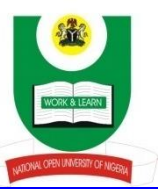


ToR 1



- To recommend and develop a set of comprehensive guidelines for advocacy and collaborative partnerships, including resource mobilisation strategies, among federal, state, local governments and other stakeholders in the effort to actualise the national goals for education through open and distance learning.
- **Recommendations:**
- *Advocacy, using a combination of all media available, should be a joint responsibility of the Federal, State and Local Government to create awareness in ODL with a view to ensuring the effective participation of all stakeholders in the popularisation and uptake of ODL as a way to enhance access to quality education;*
- ***Establishment of a National Open and Distance Education Commission (NODEC), by an Act of the National Assembly, to determine minimum national standards and provide national coordination;***
- *(iii) Inclusion of the establishment of Departments of ODL at Federal and State levels, in line with the NODEC Act.*





ToR 2



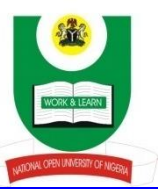
- To suggest cost effective routes, stating the potential advantages and disadvantages of each route, and outline their cost implications for building and strengthening capacity of existing institutions providing open and distance learning.
- Recommendation:
- *As a general rule, **ODL must institutionalise self-regulation and ensure continuous improvement and innovation.** Quality audit should cover teaching effectiveness, assessment of programmes/courses and lecturers, text books, facilitators and capacity development.*



ToR 3

- To design a strategic and sustainable action path for the participation of, and collaboration with, the Organised Private Sector (OPS) and other Non-Governmental Organisations (NGOs) in providing quality open and distance education in Nigeria.
- Recommendation:
 - *There is an urgent need for the involvement of OPS and NGOs in the delivery of education to Nigerians through ODL as it is done in other developed countries of the world, with participation in:*
 - *Quality assurance mechanism of the programme;*
 - *ICT driven instructional materials;*
 - *Creation of access to ODL and capacity building for resource persons;*
 - *Endowment by OPS, NGOs and public-spirited individuals.*



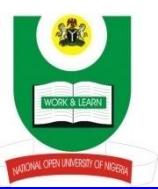


ToR 4



- To develop the rationale, policy, and strategic objectives for an inter-governmental platform for the participation of media houses, information and communication technology providers, publishers and other relevant bodies in enhancing the practice of open and distance learning.
- **Recommendation:**
- *Formulation of a national policy to promote collaboration between the Ministry of Education and the Ministry of Information and Communication, as well as their relevant parastatals, in order to create an enabling environment for the deployment of information and communication tools in the delivery of ODL programmes.*

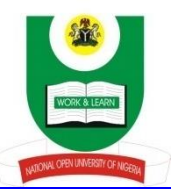




TOR 5



- TOR 5: To recommend and describe the **relationship arrangements, with implementation options, between the existing educational regulatory bodies and institutions offering open and distance learning programmes** in order to ensure parity and maintenance of standards.
- Recommendation:
- ***NODEC, as proposed, is expected to coordinate, formulate, regulate and promote ODL in addition to policy advocacy. While the above functions are straightforward and in line with what is happening in other countries, such as India, Namibia and South Africa, the performance of the regulatory function must be streamlined and new laws created against the background of the above established regulatory functions by NUC, NBTE and NCCE.***



ToR 6

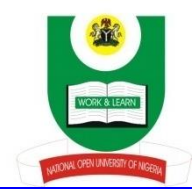


To identify and recommend the **establishment of new open and distance learning institutions, including but not limited to open school, open polytechnic and open college of education with a view to expanding and enhancing access to education** pursuant to the realisation of EFA, MDGs and Vision 20-2020.

- **Recommendations:**

- *All the existing ODL centres should be strengthened through:*
- *Funding;*
- *Capacity building on ODL knowledge and skill;*
- *Infrastructural facilities;*
- *Expansion to access by increasing academic programmes; and*
- *Constant review of curriculum to meet national/regional needs.*
- **As a necessary strategy, plans on establishment of open schools, open colleges of education and open polytechnics in the future, should be put in place within two (2) years. In doing so, it is very important to learn from the experiences of NOUN, NTI and other international institutions such as Indira Ghandi National Open University (IGNOU) and the Namibian College of Open Learning.**



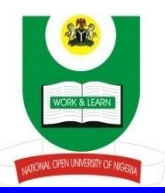


ToR 7



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.



Thank you



**Good luck and my
very best wishes**