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ODL: Fundamentals, Justification and Going Dual Mode

Olugbemiro Jegede

BY SA

Focus

- Introduction
- Education and Development
- The History of ODL World wide & Nigeria
- Why use ODL in Higher Education
- Indices of Indispensability
- Justification of ODL in Nigeria
- Modes of ODL delivery
- Conclusion

Great to Be Here

- Thanks to COL & NOUN RETRIDAL for this historic workshop. It is an honour.
- Commend Universities for planning DLCs as integral part of the growth and development of Higher Education in NIgeria.
- As the biggest and greatest proponent of ODL on the continent, I am glad that NOUN is providing leadership in this area.
- This presentation is only a very brief panoramic review of ODL.
- It is like DLC Course 101 as prelude to a vast area requiring extensive discussion.

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

1995

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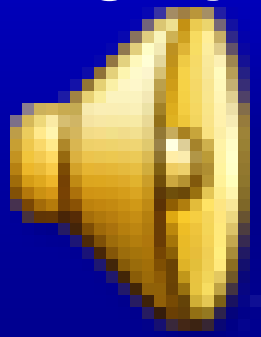
Redemption Song

Bob Marley

- Old pirates, yes, they rob I,
  Sold I to the merchant ships
  Minutes after they took I
  From the bottomless pit

- But my 'and was made strong
  By the 'and of the Almighty
  We forward in this generation
  Triumphantly



- Won't you help to sing
  These songs of freedom?
  'Cause all I ever have
  Redemption songs
  Redemption songs

- Emancipate yourself from mental slavery
  None but our self can free our minds
  Have no fear for atomic energy
  'Cause none of them can stop the time
  How long shall they kill our prophets
  While we stand aside and look?

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

Ability Vs Capacity

- ability of a country is determined by its capacity
- ability - skill, talent, fitness, propensity
- capacity – aptitude, competence, facility, power

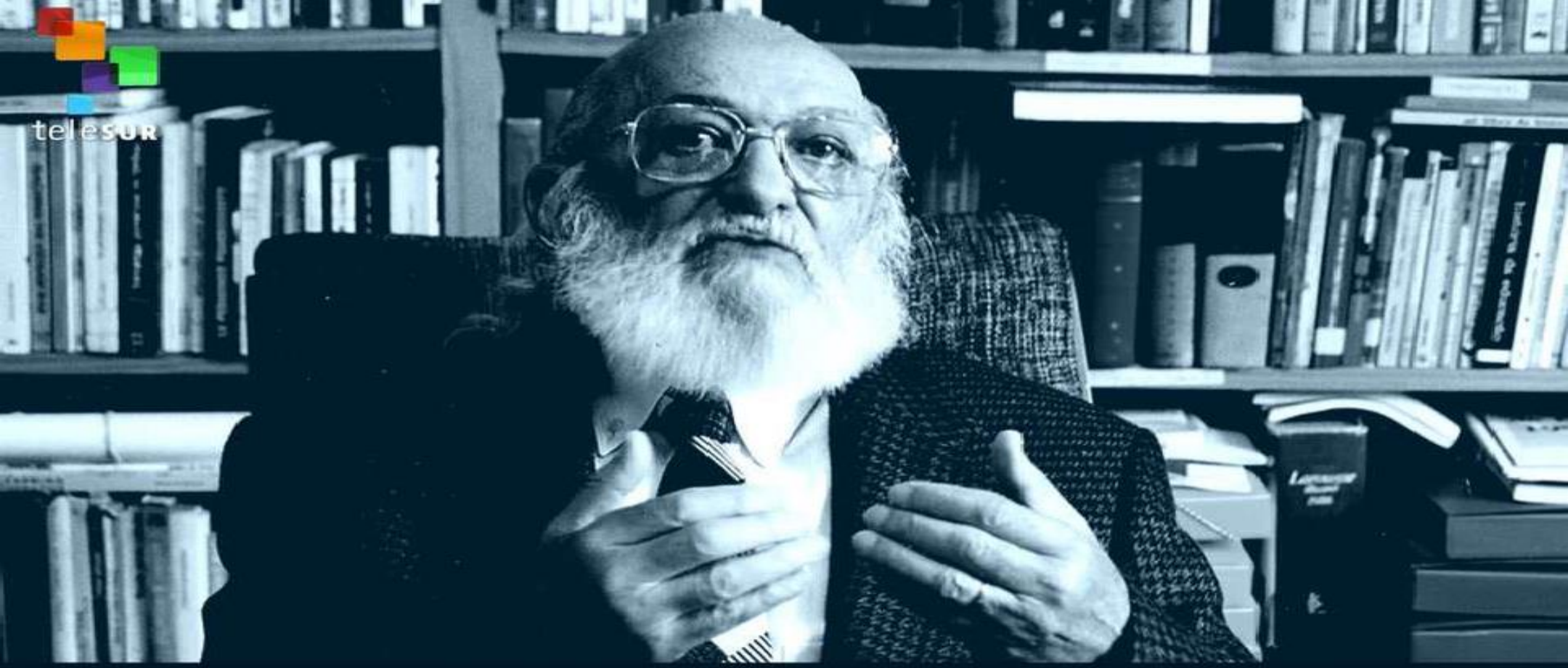
Education and Development

- 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

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

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).

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

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

Security and Fairness

- ‘human history becomes more and more a race between education and catastrophe’ (HG Wells)
- ‘human insecurity comes in many forms. The most basic and lethal are illiteracy and innumeracy’ (Amartya Sen)
- ‘only the well educated will be able to act effectively in the Information Society’ (Michael Barber)

Sub-Sahara Africa

Obvious Characteristics

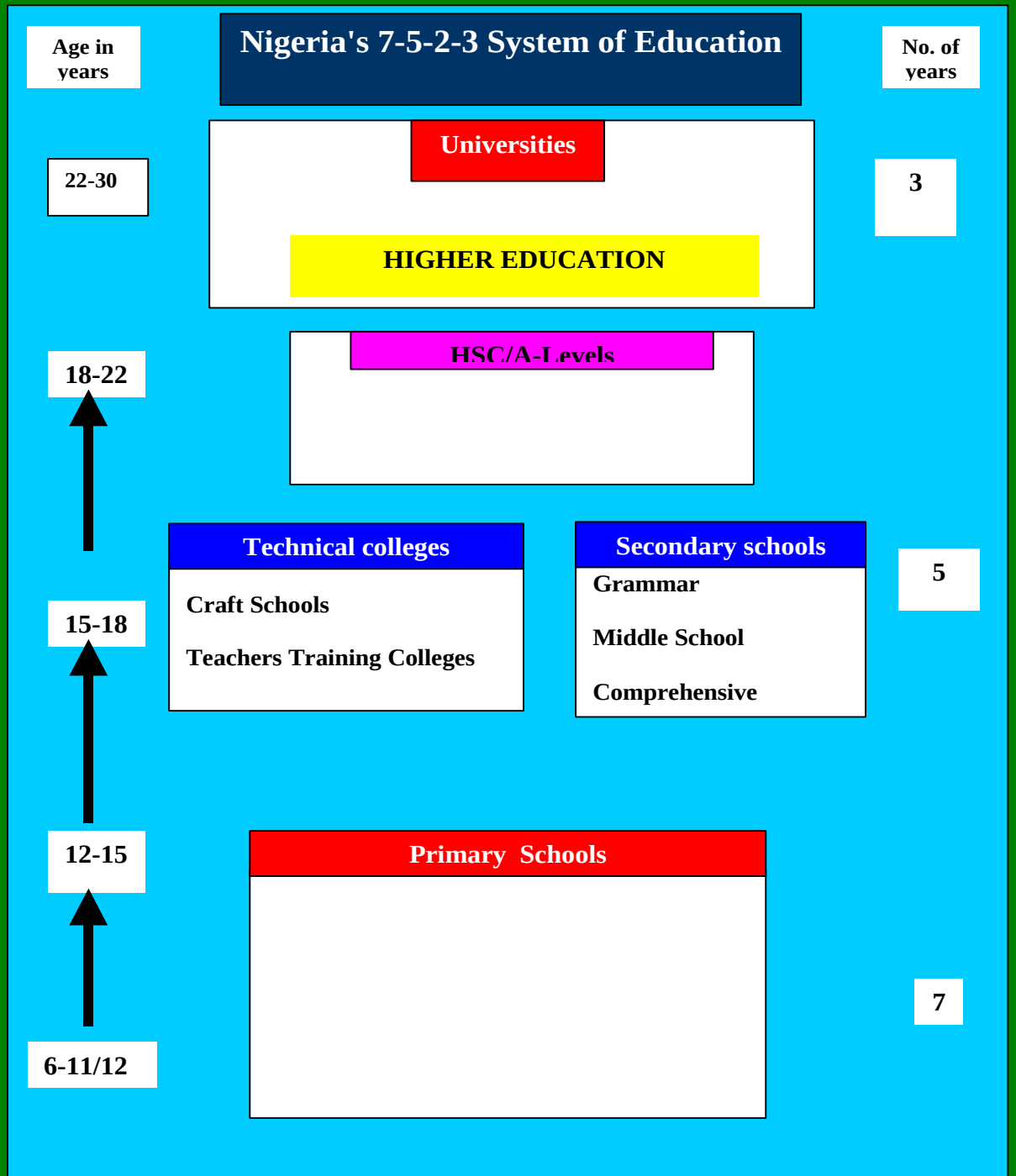
Sub-Sahara Africa

POPULATION

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

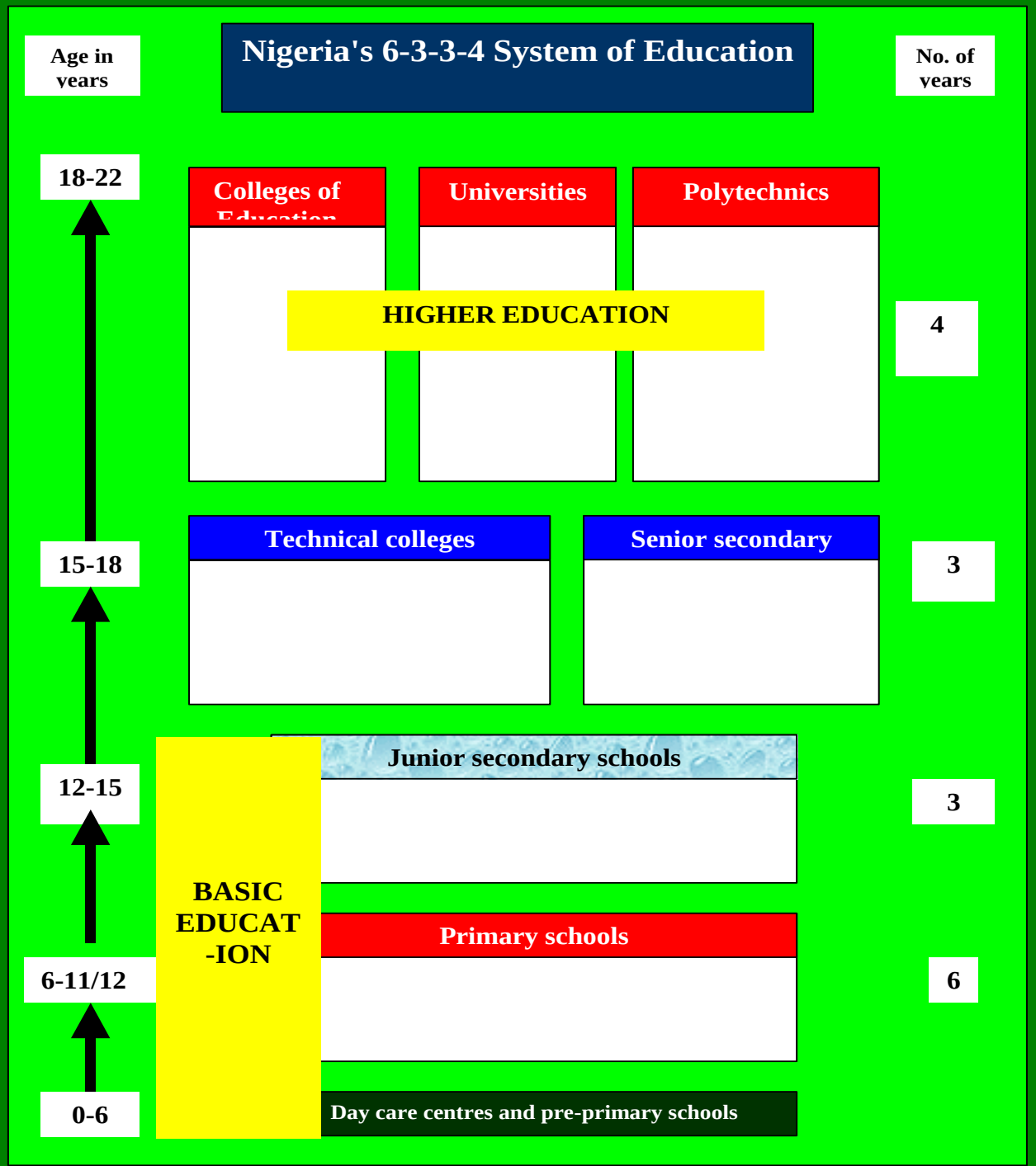
EDUCATION

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



Education Before 1960

- 7-5-2-3 system
- One University College – Ibadan
- Less than 700 students in higher education
- Few went abroad
- Correspondence
- < 1,000 secondary schools
- < 5,000 primary schools



Education After 1960

- 6-3-3-4 system
- National Policy on Education
- 143 Universities
- 149 Colleges of Education
- 95 Polytechnics
- 10,000 secondary schools
- 56,000 primary schools

Demography

- Population 199,809,030 as of Monday, April 8, 2019, based on UN & Worldometers.
- 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.

Illiteracy
&
its price

Security and Fairness

- ‘human history becomes more and more a race between education and catastrophe’ (HG Wells)
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Open and Distance Learning

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

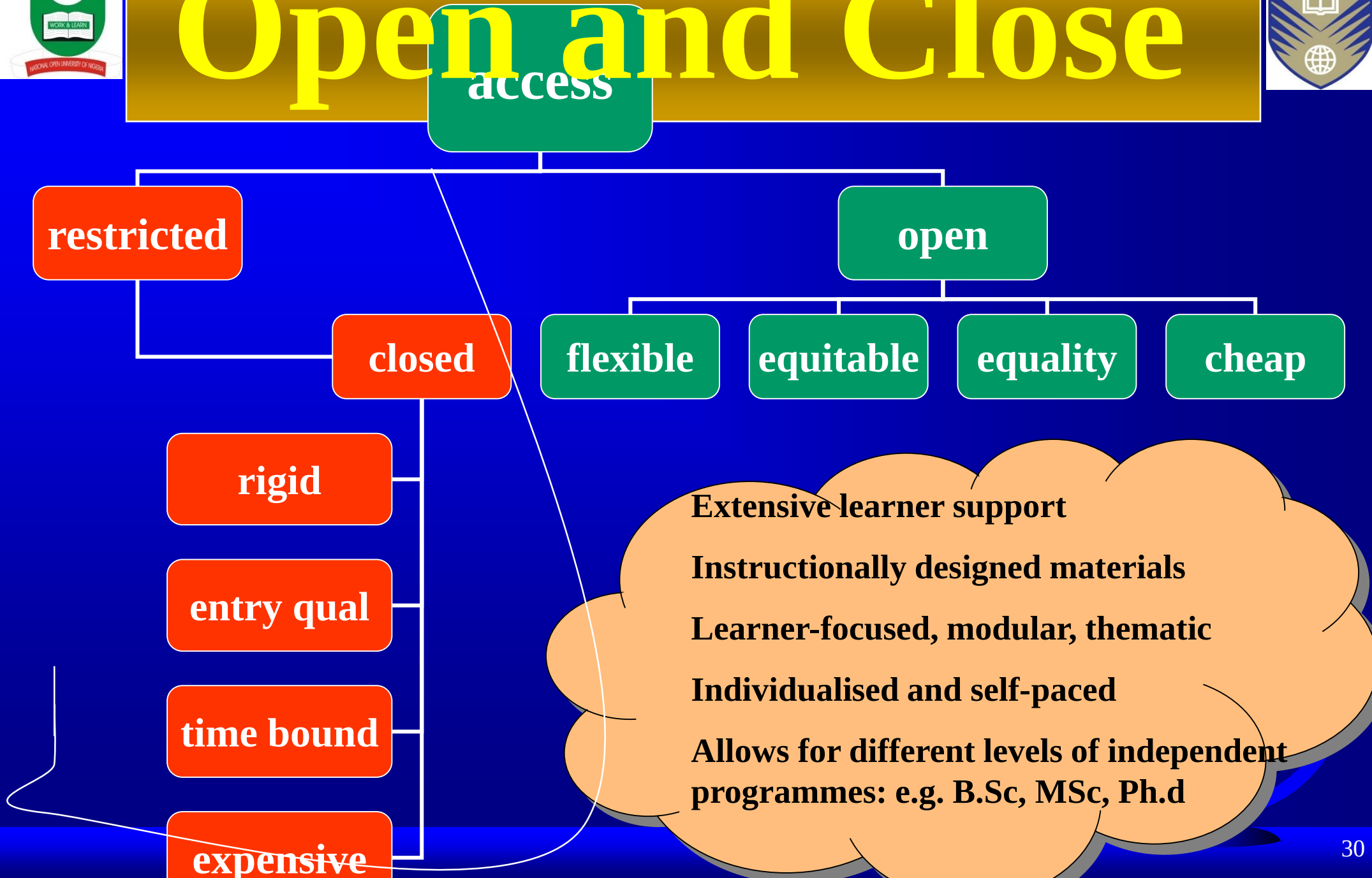
- cost-effective system of instruction independent of time, location, pace and space
- used for a variety of learning situations: primary, secondary, tertiary, vocational and non-formal education
- thrives on economy of scale
- focused on QA, well designed instructional packages, student support

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

Open and Close



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

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

Justification for ODL

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".

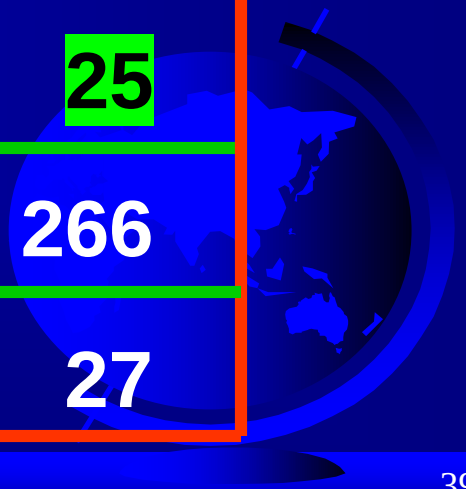
5 Indices of
Indispensability

Index 1

Demographic Trends

Demographic Trends

Area	Population (millions)	Natural increase	Doubling times (years)
World	6 000	1.7%	40
Asia	3 000	1.8%	38
Africa	1 000	3.1%	25
Europe	510	0.3%	266
Kenya	34	3.0.%	27



World –9billion in 2025

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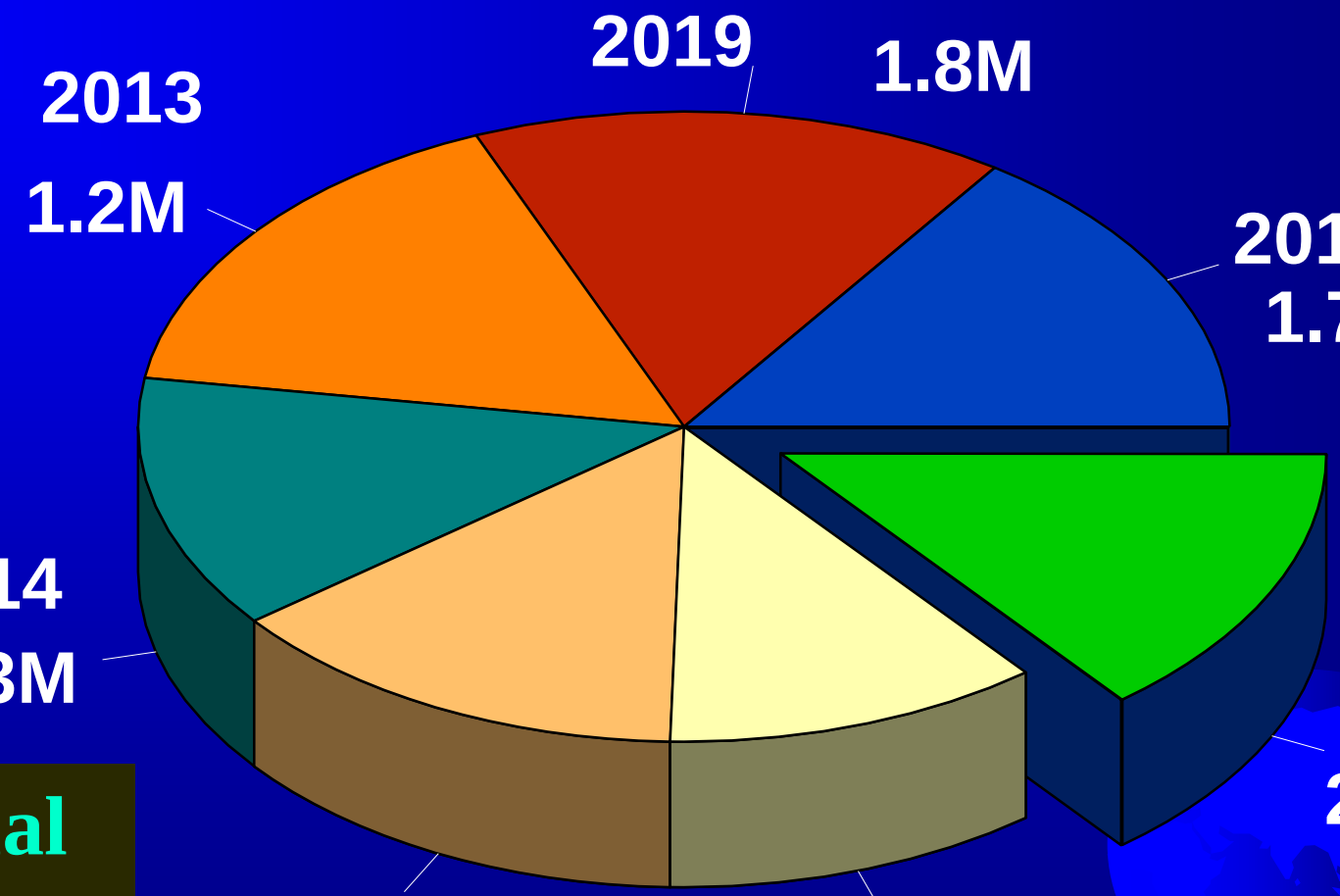
Rising Enrolments

JAMB UTME



Average annual admission -20%

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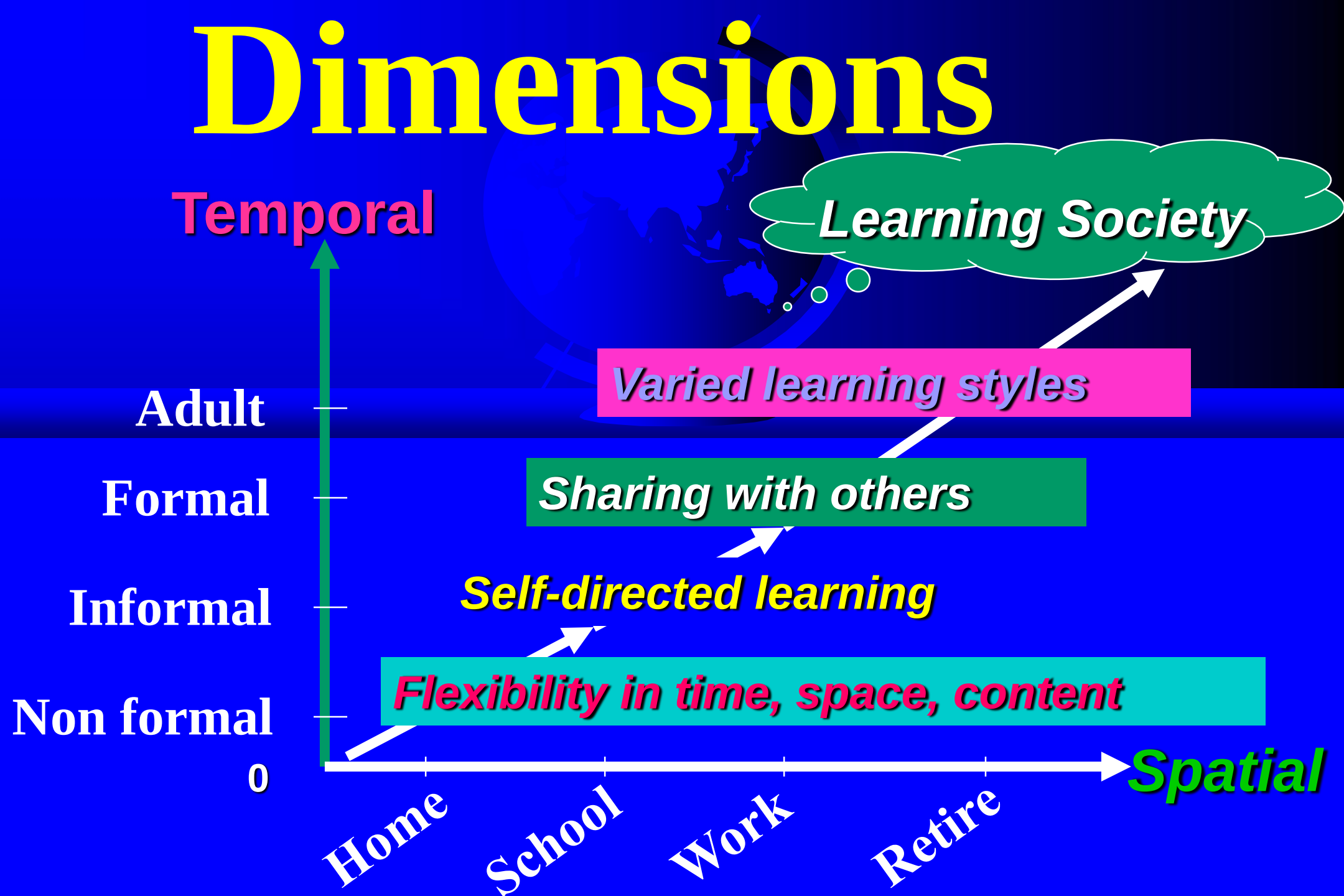
Lifelong & Life-wide Learning

Lifelong Learning

- making learning a continuous lifelong activity
- learning through a flexible, easily accessible mode
- development of a ‘Learning’ or ‘Knowledge Society
- global movement towards ODL

Dimensions


Temporal
Learning Society
Varied learning styles
Adult
Sharing with others
Formal
Informal
Self-directed learning
Flexibility in time, space, content
Non formal
0
Spatial
Home
School
Work
Retire

‘Cradle to the Grave’

- Coping with the constant change in life.
- Need to successfully manage our daily living in today’s world calls for making learning a continuing lifelong activity.
- Lifelong learning not as a privilege or a right but a necessity for every individual
- Lifelong learning will become the norm rather than the exception as a means of getting the whole society to learn continuously – from “cradle to the grave” as some would say.

Index 4

Globalisation

Transient times

The transition from the Industrial to the Information Age was encapsulated by Dolence and Norris (1995), who argued that to survive organisations would need to change from rigid, formula driven entities to organisations that were “fast, flexible and fluid”

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

Index 5

Knowledge as a Commodity

Knowledge First

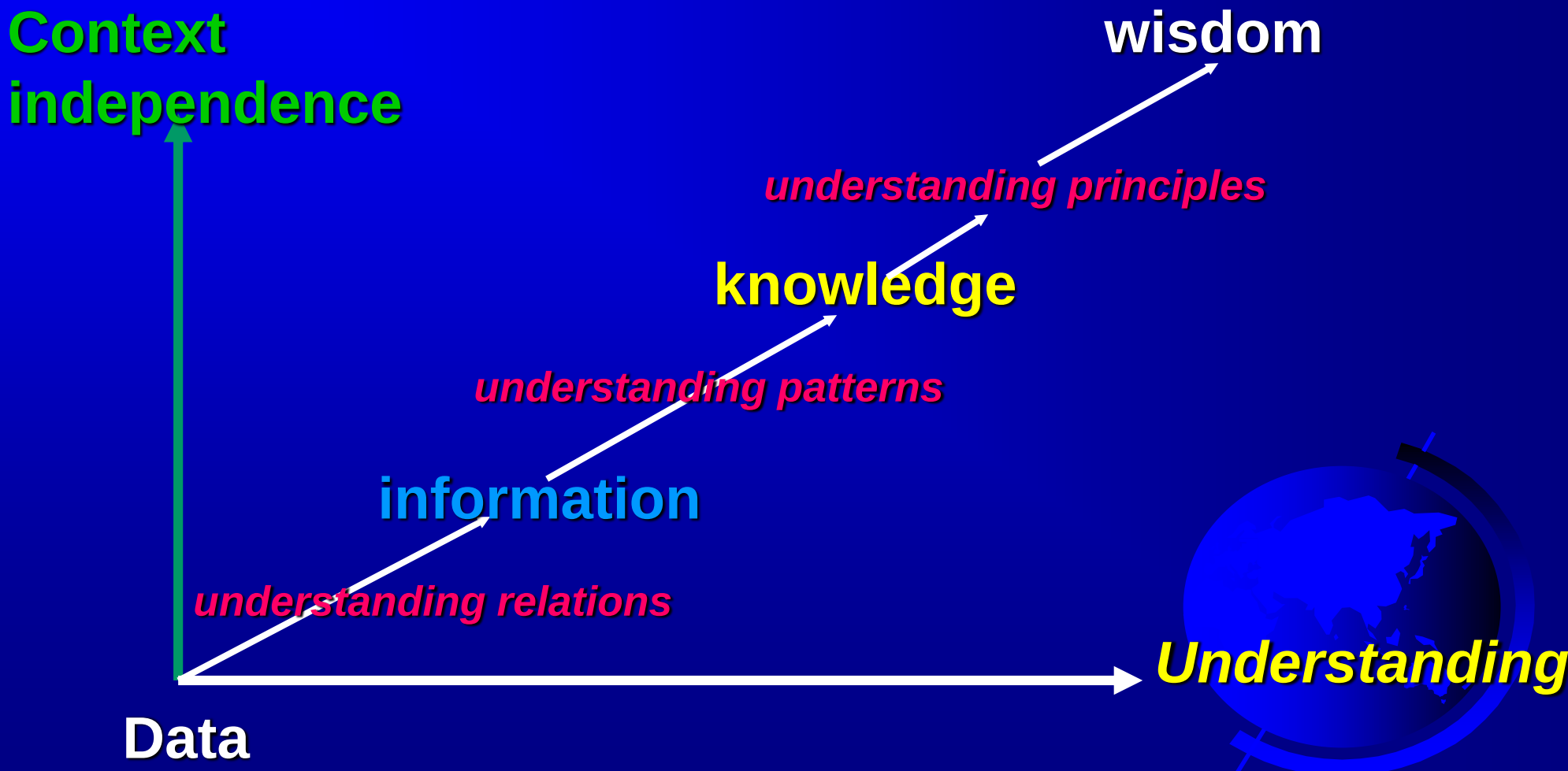
"I will give you wisdom and Knowledge. And in addition, I will give you more wealth, treasure, and fame.."

2 Chronicles 1:12

Knowledge is the Word!

- Social thinkers from Confucius through Buddha, Plato, Aquinas, Ibn Khaldun, Calvin, Newton, Rousseau, Comte, Mill, Marx, Gramsci, Nyerere to Wallerstein, Castro and Castells all allocate a special place to knowledge in their theories of development.
- Education for them is the foundation for whatever form of development or progress one espouses.
- Manual Castells: "knowledge and networks"

What is knowledge?



[Adapted from Bellinger 1999]

Foolishness

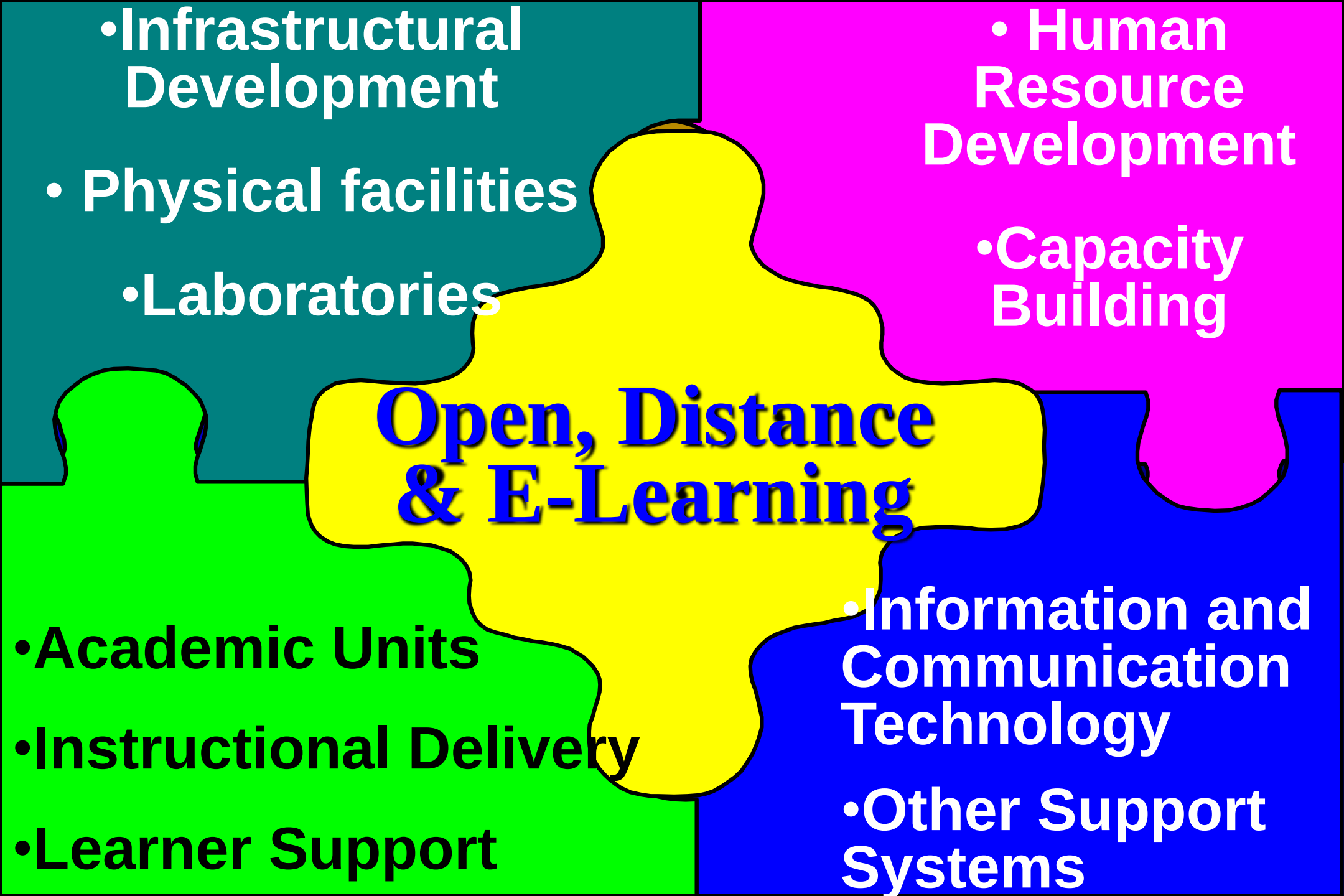
"Foolish people! How long do you want to be foolish? How long will you enjoy making fun of knowledge? Will you never learn?.."

Proverbs 1:22

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


•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

Modes of ODL

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

Dual Mode

- Deliberate strategic decision of parent institution: response to needs & unmet demands (local & national)
- Aims at enhancing access and therefore usually caters for very large numbers
- Has two main arms: the main Institution and a DLC, separate governance structure
- DLC Operates semi- autonomously
- Facilities and resources are common and shared

Why ODL is different and must have its own Strategic Focus

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!

How Strategic?

- Does it fit the university culture?
- Is your mission statement 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

Keep In Mind

- Expanding access has to do with
- Human capital development, and
- Intellectual capital
- ODL calls for:
  - Commitment
  - Passion
  - Interest

Conclusion

What Vision?

"*Where there is no vision, the people perish..*" **Prov 29:18**

Unsustained Vision?

- The giant of Africa with Lilliputian outcomes
- Goldman Sachs ranks Nigeria as one of N11 countries with great potential.
- Why can't we turn this to positive end?
- FG says:
  - history of economic stagnation, declining welfare and social instability for past 30 years. In spite of our resource endowment & potential for growth, our visioning have not been sustained.

Major Threats

- 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 among units within the institution

Thank you

Enjoy the rest of the Workshop