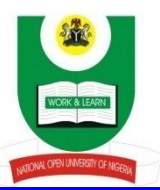


*Changing the
Narrative of Mass
Education in 21st
Century Nigeria*

Olugbemiro Jegede

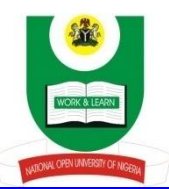




My Coordinates



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- Snapchat, Twitter, Telegram,
- Skype, Zoom



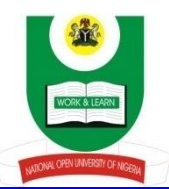
Thanks for the Honour



- Pleased and honoured to deliver the Keynote Address at this One Day Symposium.
- Great to see our friends from the University of London being led by Sir Mike Winter, an experienced academic in the field of Education.
- Very soothing to have the fellowship of other colleagues, academics and VCs, Provosts, Rectors (past and current) and others.

Thanks to the Executive Secretary,
NUC, Prof. Abubakar Rasheed and
Prof Peter Okebukola





FOCUS

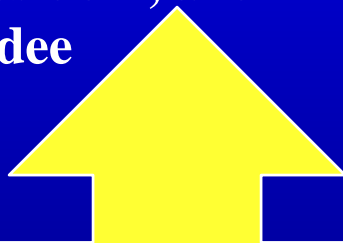


- ✓ Introduction
- ✓ Education and Development
- ✓ The History of ODL World wide & Nigeria
- ✓ The Place of ODL in National Development
- ✓ The Old Narrative and the Need for Change
- ✓ Indices of Indispensability
- ✓ Towards a New Narrative of Mass Education
- ✓ The Place and Role of ODL Policy & Practice
- ✓ Conclusion





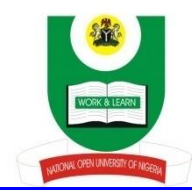
Nelson Mandela,
an anti-apartheid revolutionary,
former South Africa President, and
Nobel Peace Prize awardee



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

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

“There is nothing I fear more than waking up without a programme that will help me bring a little happiness to those with no resources, those who are poor, illiterate, and ridden with terminal disease.”

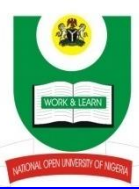


N Policy on Educ



- “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”

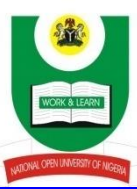




Education for Development

- Since Independence, Nigeria has demonstrated an irrevocable and unwavering commitment to education as tool for national and personal development.
- The country also regards the pursuit of education as an inalienable right of every citizen.
- Nigeria values the strategic importance of education in human development.



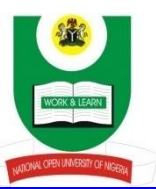


Development Needs of the C21st



- 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





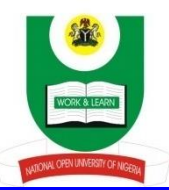
Requirements



Individual and institutional levels:

- **skills and ability to be creative with knowledge**
- **technical know-how and transfer of technology**
- **policy analysis**
- **development management**
- **assessment of alternative courses of action**





Commitment to Education



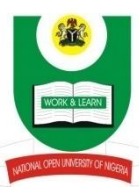
- 1948: the Universal Declaration of Human Rights article 26 ensures right to free elementary education for all children.
- 1990: the World Declaration on Education For All
- 2006: the UN Convention on Rights of People with Disabilities
- MDGs & SDGs
- The 2015 United Nations Paris Climate Change Conference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



Demography 1



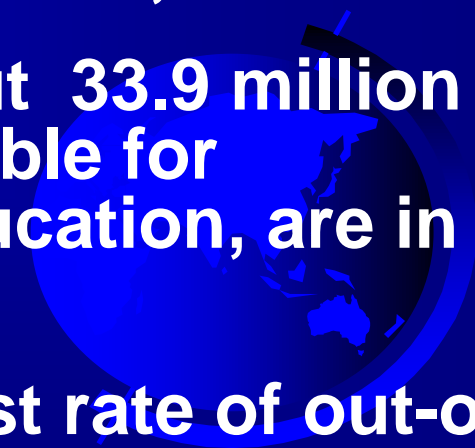
- Population 190,886,311
- Gained political independence from Great Britain in 1960
- Runs a democracy with a Federal system of Governance
- Republic with 36 states and the FCT,
- 6 Geopolitical zones
- 774 Local Governments

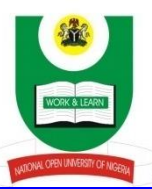


Demography2



- 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 world¹²



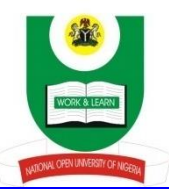


The Questions



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





Justification of ODL

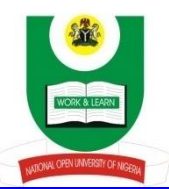


- Growth in population and the attendant escalating demand for education at all levels
- The difficulty of resourcing education through the traditional means of formal education
- Provide education for all irrespective of environmental, social or cultural circumstances
- Adequately meet the huge unmet the demand for education at all levels and by all sectors.
- Social goals of boosting rural economy, eradicate poverty, eliminate illiteracy, and boost technological and computer literacy.





Earliest Narrative

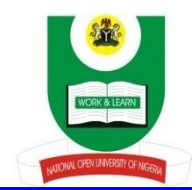


Evolution of ODL



- ODL is virtual teaching
- First documented in 1728 when Caleb Phillipps advertised for students to learn shorthand
- Evolution: **correspondence** to **distance learning** to **online learning** to **technology enhanced** to **ODL** to **ODeL** to **Virtual learning**
- Distance learning first used in 1892 at the University of Wisconsin
- 3 conceptual models for network-based educational services:
 - Virtual Class/Campus
 - Flexible & open Learning
 - On-demand learning



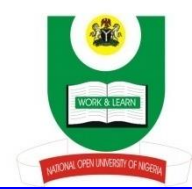


History of ODL



- 1728 – Caleb Phillipps and Anna Tickner to teach short hand
- 1840 – Sir Isaac Pitman to teach short hand and made feedback on assignments
- **1858 – University of London ‘People’s University’ External System**
- 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





NPE and ODL



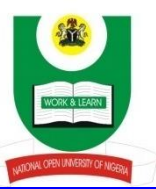
Government adopted:

“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”.

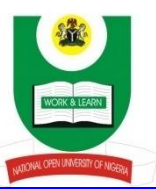


ODL & Nigeria1



- **Correspondence education (Colonial times)**
 - **Rapid Result College**
 - **Wosley College**
 - **Pitman Institute**
 - **Exam Success Correspondence**
 - **GCE of London and Cambridge Correspondence**
- **Oxford Univ extra mural studies at UCI 1947**
- **First DE course by Radio in 1960 by NBC**
- **Educational Television Programmes of the then National Television of Nigeria (NTV)**





ODL & Nigeria2



After Political Independence

■ Ahmadu Bello University

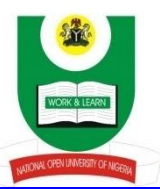
- University of the Air in 1972
- Teachers In-Service Education programme (TISEP) in 1975

■ University of Lagos

- Correspondence and Open Studies Unit (COSU, 1974); (COSIT, 1976; DLI, 2001)

■ The National Teachers Institute, established in 1976

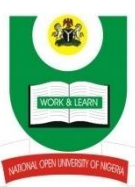




ODL & Nigeria3



- May 1980, the then Minister of Education, Dr. I. C. Madubuike, inaugurated the Presidential Planning Committee on: ***“Open University System for Nigeria”***.
- July 22, 1983, the National Open University Act was signed into the Law by President Shehu Shagari.
- However, on April 25, 1984, while delivering a National Broadcast on the 1984/85 budget, the then Military Head of State, announced the closure of the National Open University.
- The ODL was integrated with the UNIABUJA in 1989/90 as Centre for Distance Learning & Continuing Education.
- NOUN established in 2002, began operations in 2003 as the first successful major response to the huge unmet demand for education which had built up

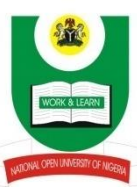


Enrolments

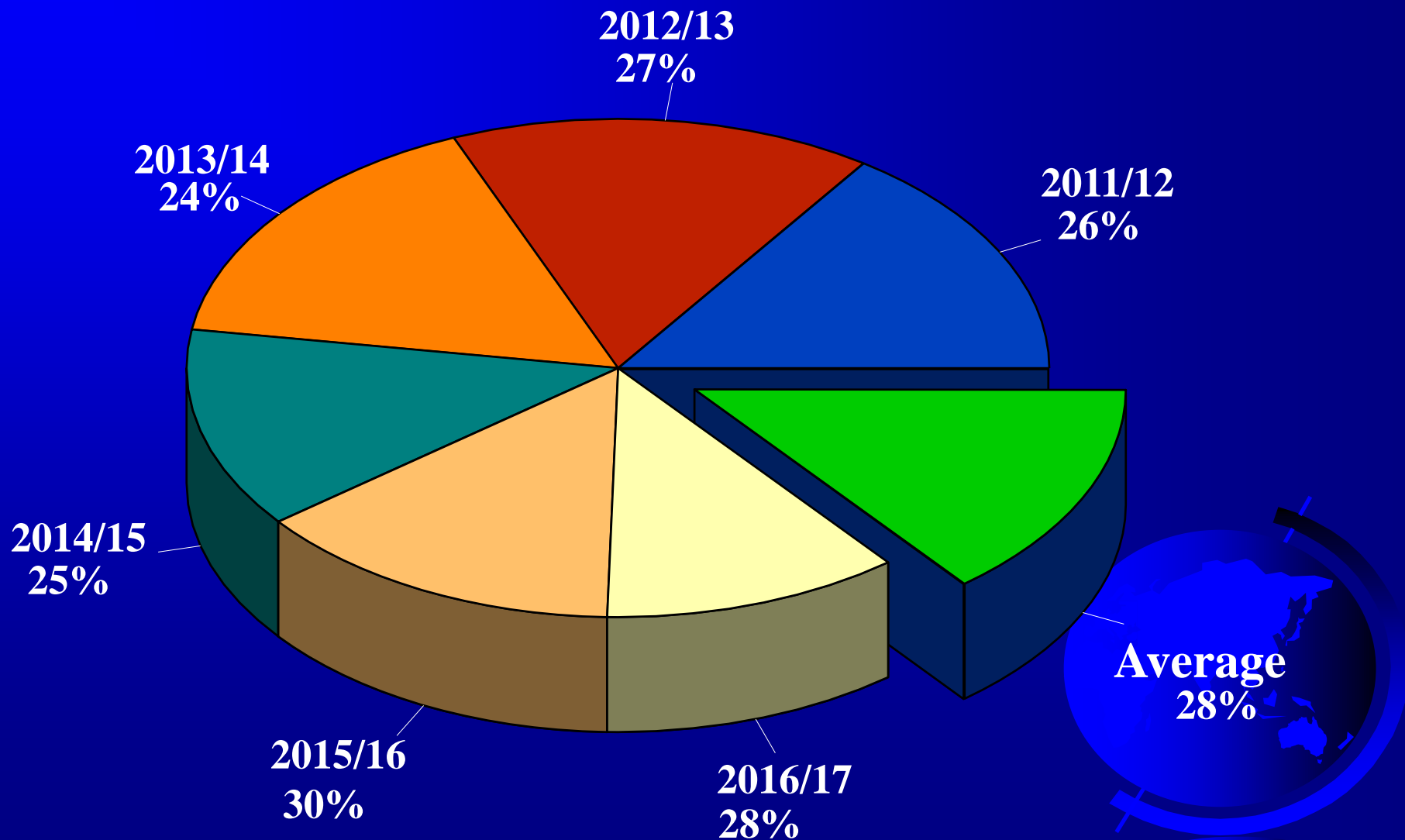


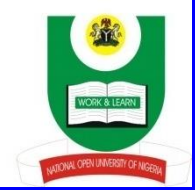
Level	Number	Students	No Access
Primary	56,000	42.1 million	20.1 million
Secondary	12,000	33.9 million	23.5 million
Voc & Tech	140	4.5 million	2.7 million
Col. of Educ & Polytechnics	138	650,000	3 million
University	113	450,000	2 million
	153	1,996,312	6 million





ADMISSIONS






Concerns

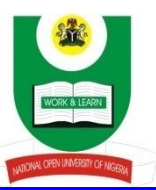


- **Formal education system cannot cope with admission requests**
- **About 28 per cent of applicants admitted to Universities, Polytechnics & Colleges of Education**
- **Need to enhance Education for All and Life-long Learning initiatives**
- **Illiteracy, poverty, low development indices have roots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



A stylized globe with a dark blue background. The globe is light blue and shows the continents. In the foreground, there are silhouettes of several people sitting around a table, suggesting a meeting or educational setting. The globe is positioned in the upper center of the image.

The Burden of Not Educating



Security and Fairness



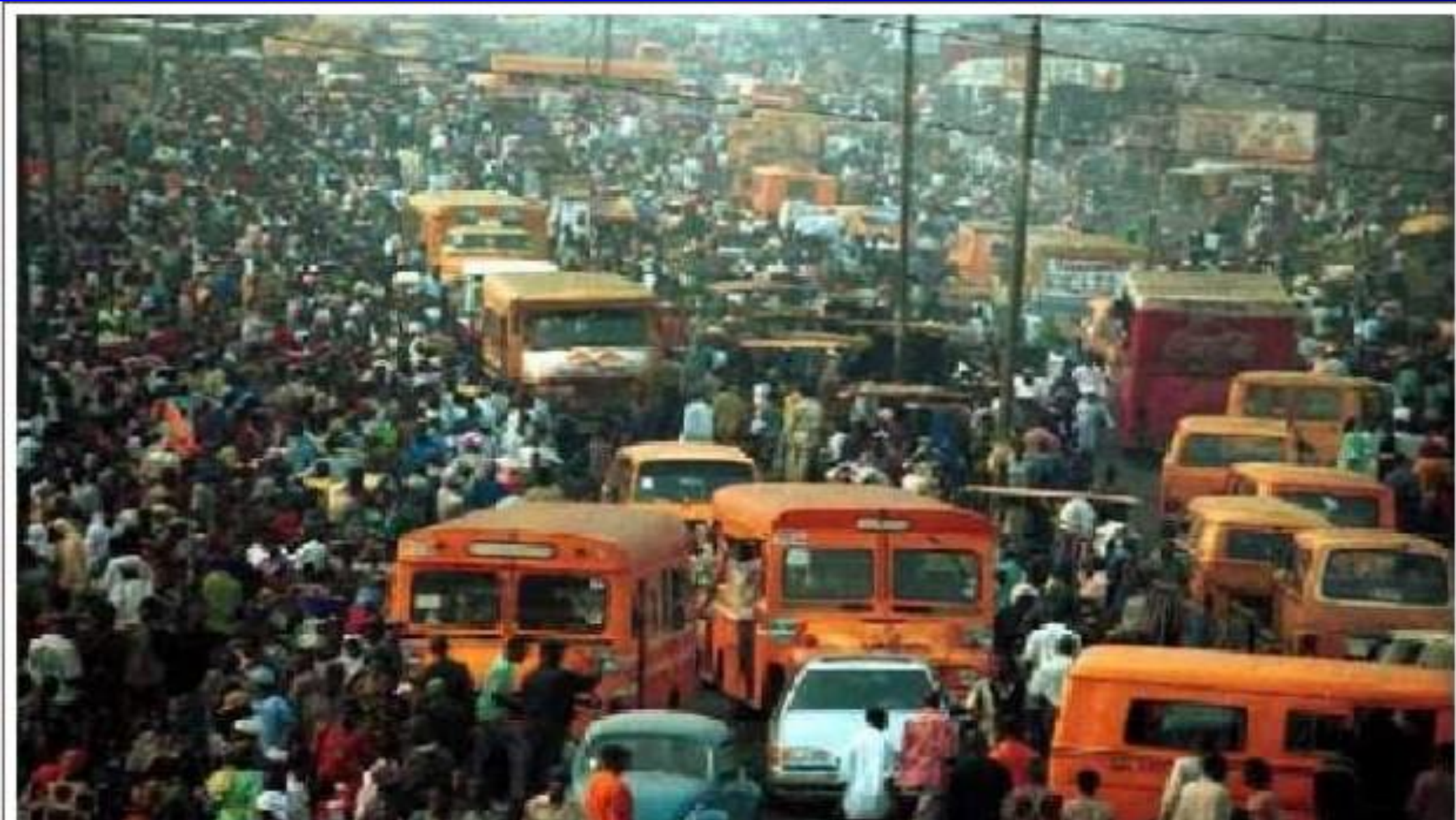
- ‘human history becomes more and more a race between education and catastrophe’ (HG Wells)
- ‘human insecurity comes in many forms. The most basic and lethal are illiteracy and innumeracy’ (Amartya Sen)
- ‘only the well educated will be able to act effectively in the Information Society’ (Michael Barber)



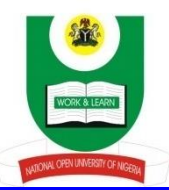
**Imagine the burden of
educating....**



Imagine the burden of **not educating...**

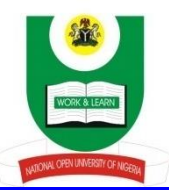






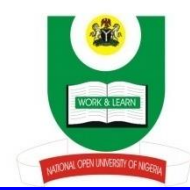
Relapse into Illiteracy1

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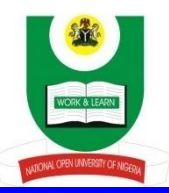
Relapse into Illiteracy2





Relapse into Illiteracy3





Relapse into Illiteracy

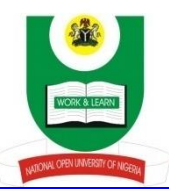


Page 10—SUNDAY Vanguard, NOVEMBER 5, 2017

Point

COMPETENCE TEST ROW

Pry six teachers who failed junior class' exam want to continue to teach in Kaduna schools —Uba Sani

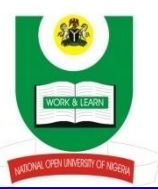


‘Blame the System’



Education is a **shared responsibility between us all** – governments, schools, teachers, parents and private actors. Accountability for these responsibilities defines the way teachers teach, students learn, and governments act. It must be **designed with care and the principles of equity, inclusion and quality**”.

(UNESCO Director General, Irina Bokova Global Education Monitoring Report 2017)



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**



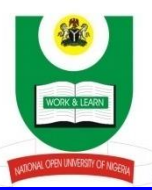


What is DL?



- 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

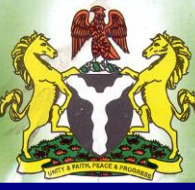
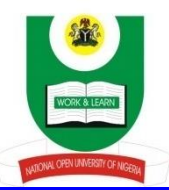




Characteristics

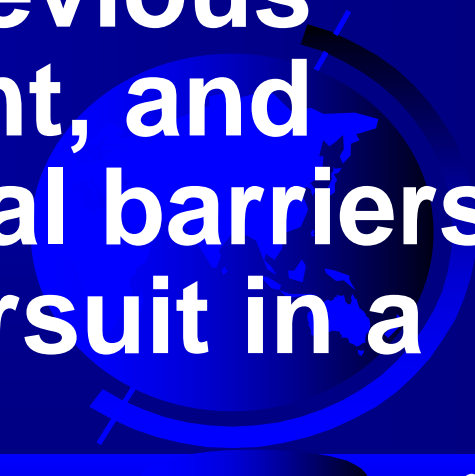
- **cost-effective system of instruction independent of time, location, pace and space**
- **used for a variety of learning situations: primary, secondary, tertiary, vocational and non-formal education**
- **thrives on economy of scale**
- **focused on QA, well designed instructional packages, student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

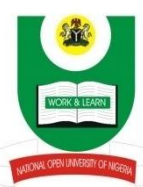




Open Learning

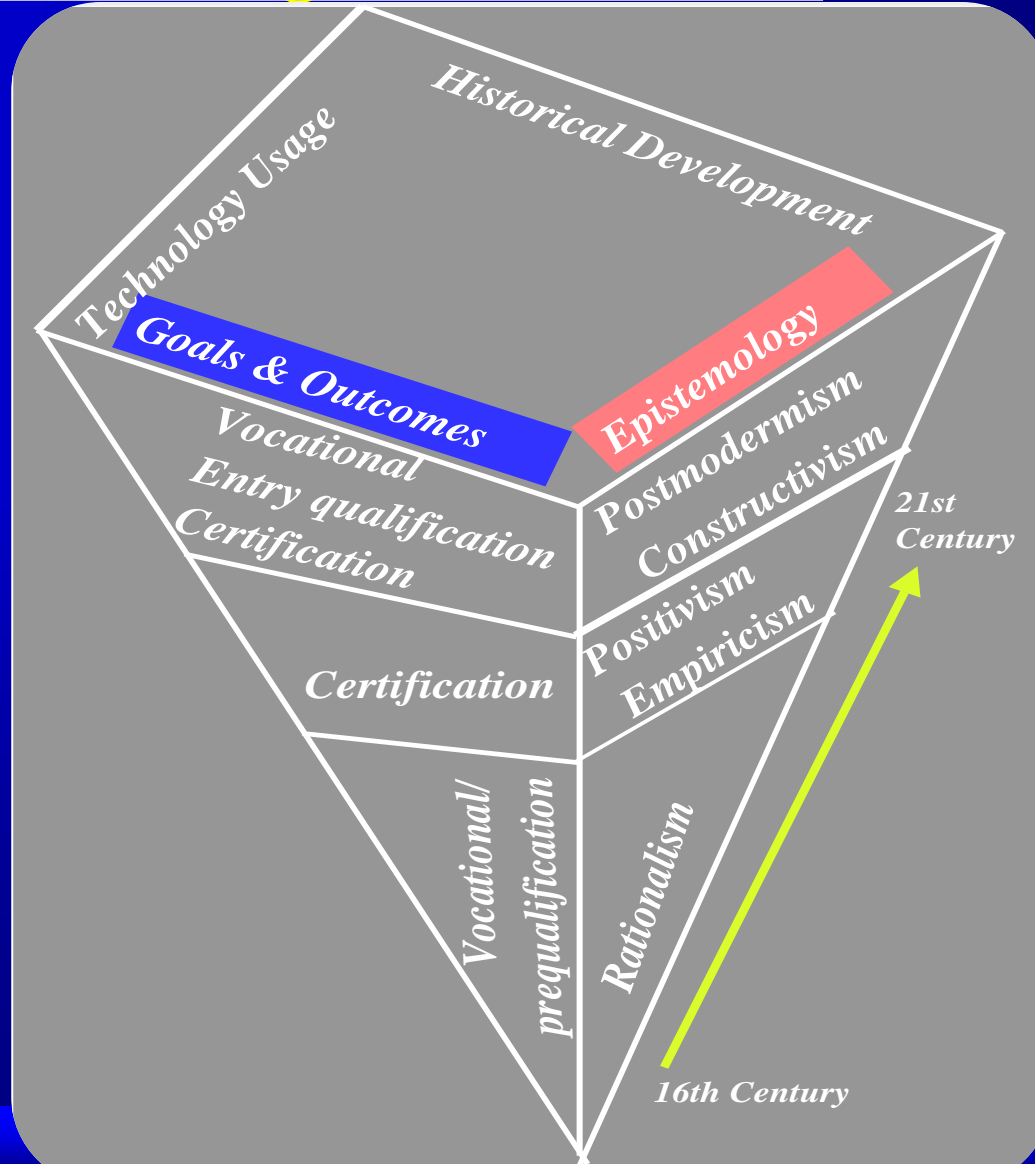
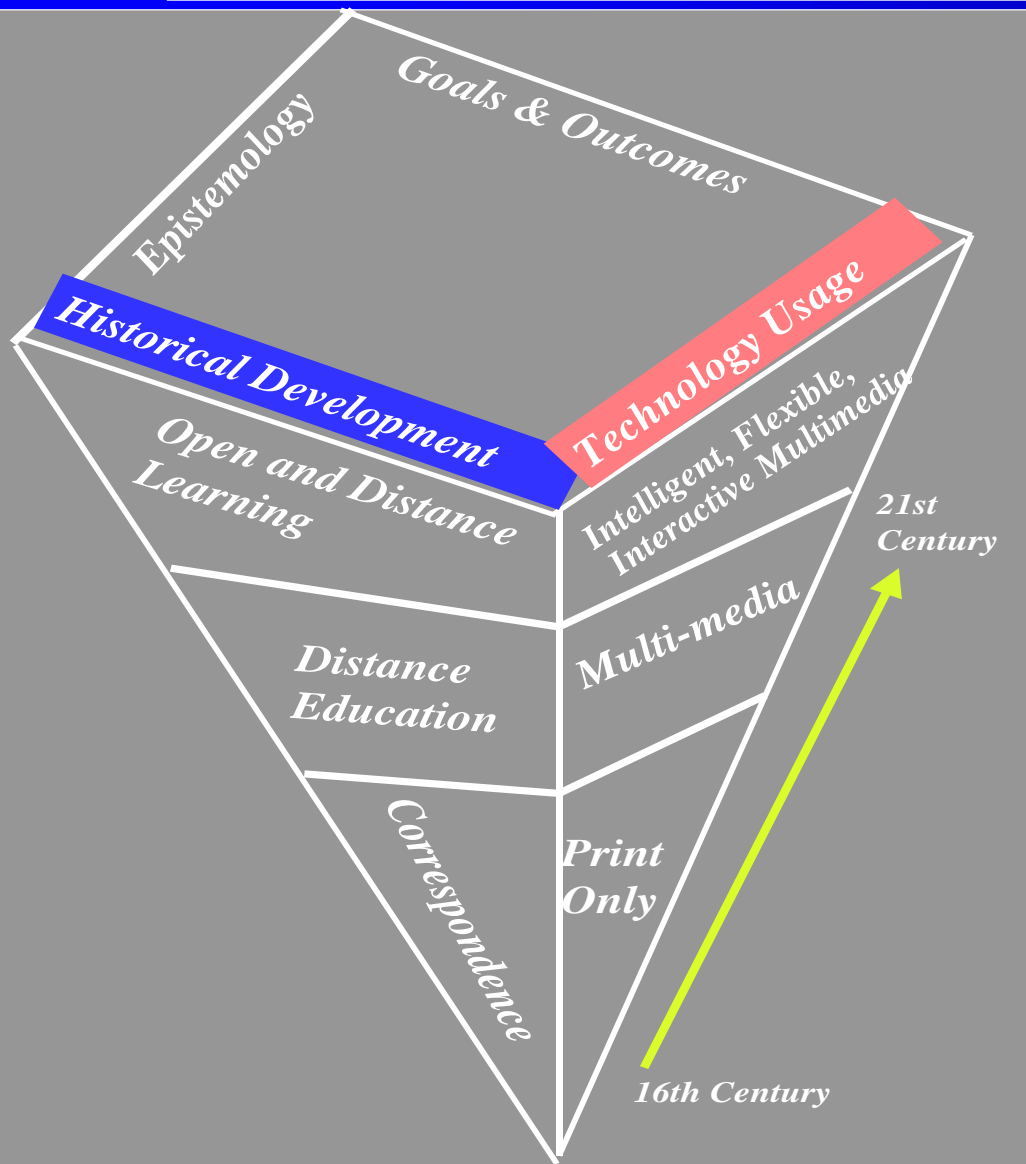
- ***Open Learning*** - flexibility of and access to instruction in order to ensure broad availability of educational opportunities to all
- **Openness** disregards age, previous level of academic achievement, and other factors, creating artificial barriers to education as a life-long pursuit in a democratic environment



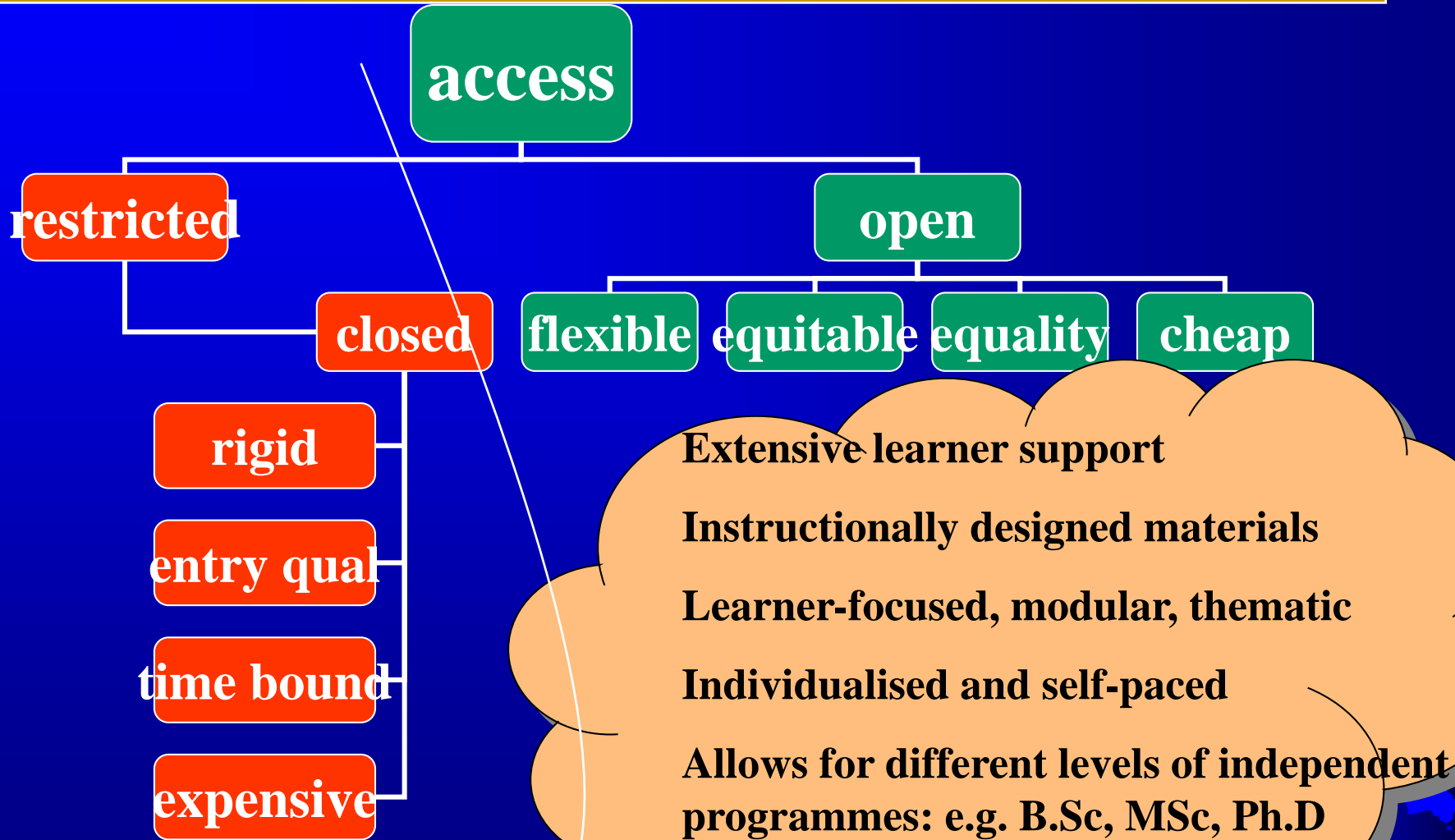


A cuboidal-pyramidal illustration

©Jegede 1999



Close and Open

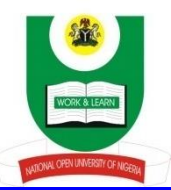




Open Access: a 21st Century Imperative



5 Indices of Indispensability



Index 1



Demographic Trends

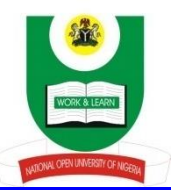


Demographic Trends



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, Nigeria -380m in 2066

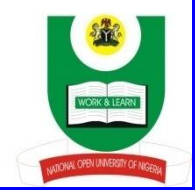


Index 2



Rising Enrolments



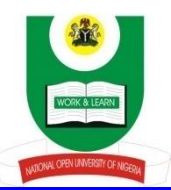


Index 3



Lifelong & Life-wide Learning



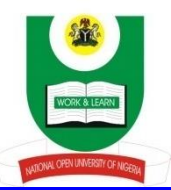


Index 4



Globalisation



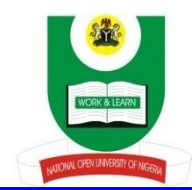


Index 5



Knowledge as a Commodity






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

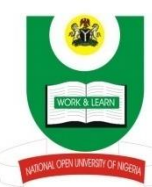




**Towards a
C21st**

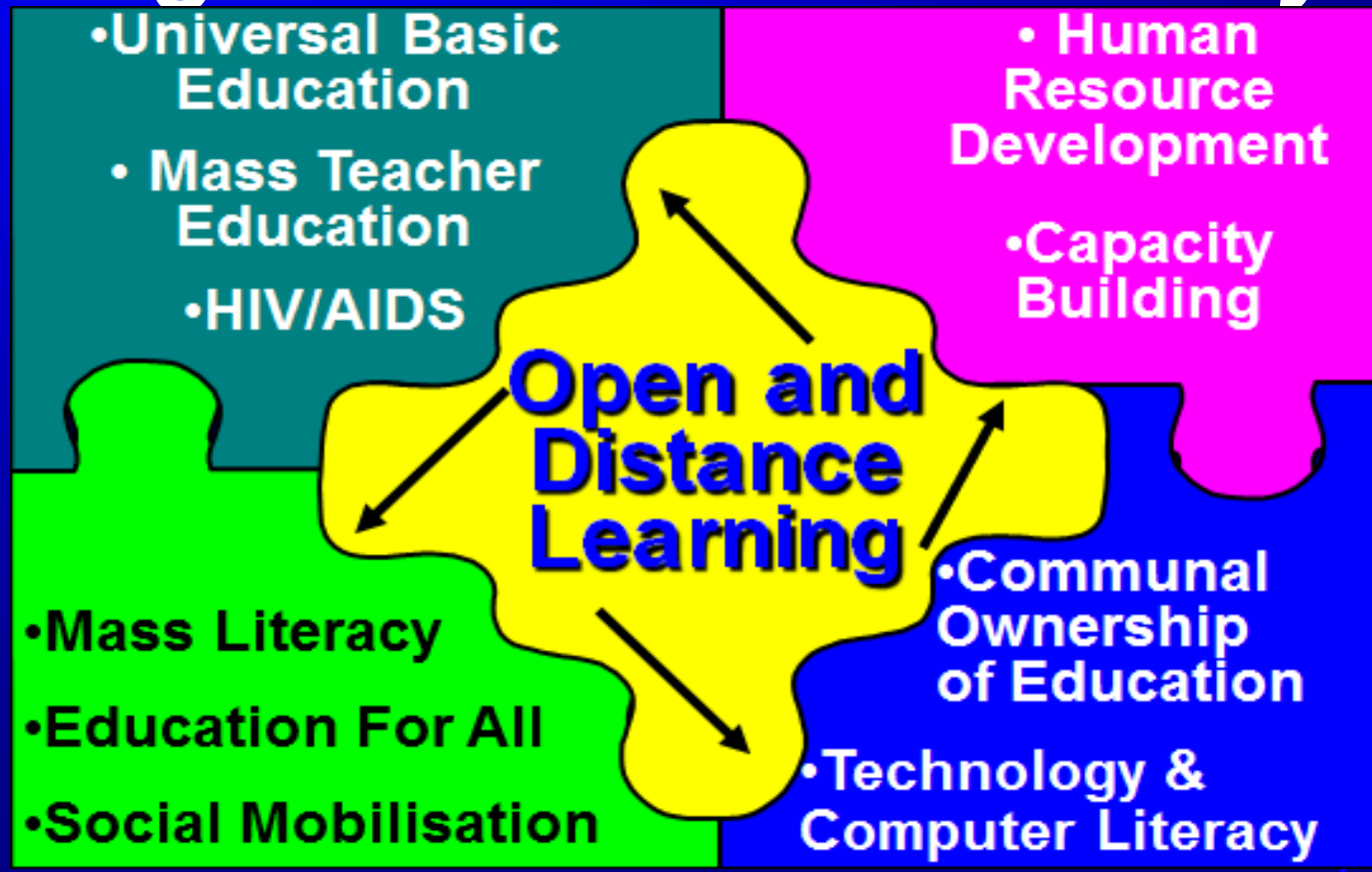
Narrative

(Policy & Practice)

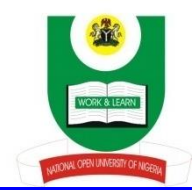


Mainstreaming ODL

Need to fully Integrate Distance Learning into the Education System



The versatility of ODL as Central focus for Solving National Educational Needs

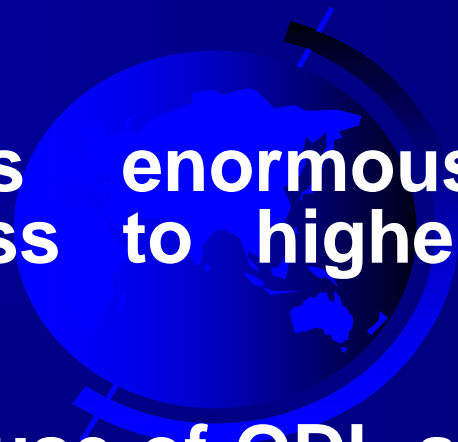


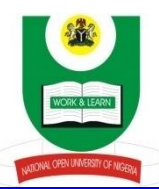
Dividend of Demography



Effective and Efficient Management of the Dividend of Demography

- With 190 million people with 153 Universities, 113 Polytechnics, 26 Monotechnics and 138 Colleges of Education, the figures of applicants do not reflect that the educational system is taking full advantage of the dividend of demography.
- Nigeria must take advantage of its enormous demography to ensure unfettered access to higher education.
- This can only be fully realised through the use of ODL at the tertiary level of education





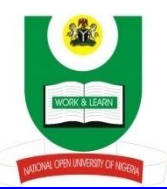
Enhanced Access



A New Paradigm for Enhanced Access to Higher Education Required:

- Encourage more dual mode institutions
- *Establish Open School, Open College of Education and Open Polytechnic*
- Inclusive education: nomadic, non-formal, adult literacy cascaded within the comprehensive ODL Plan





Sound ODL Policy

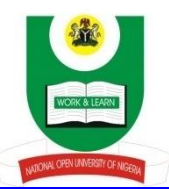


The Massification and Democratisation of Higher Education as Per the NPE and the African Higher Education Summit

The following are required:

- A revamped, comprehensive and extensively futuristic higher education ODL Policy
- The section of the NPE on ODL to be reviewed to include Sustainable Development Goals (SDGs).
- Seek and promote partnership with overseas institutions for a variety of offerings.
- E-learning/cross border education to be regulated





Robust ICT Infrastructure



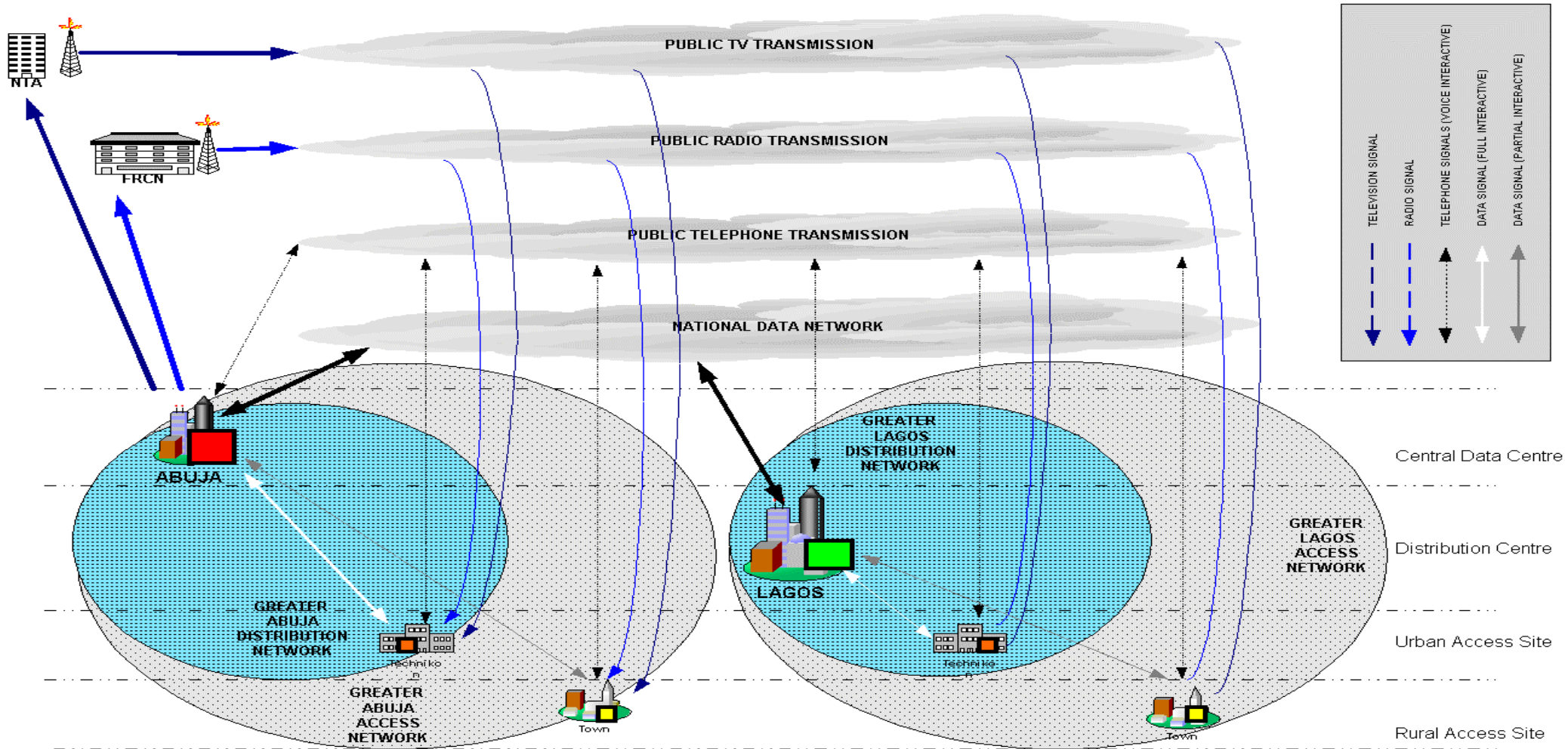
The Use of Information and Communications Technology for ODL in Higher Education

- ❖ The ICT infrastructure architecture and its use by all to be designed and built through inter-sectoral participation.
- ❖ Use facilities and resources at the NUC, NITDA, NCC, NARSDA, NTA, NBC, NOUN, NBTE, NCCE, MoE, Mol, and OPS.



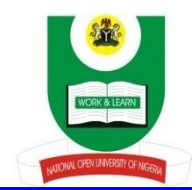


ICT Set-up



**Distance Learning Network:
Hierarchical Model:
Architectural Model**

Model showing all distance learning networks and flow of information



Action Plan

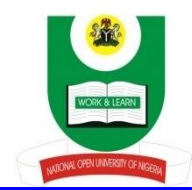


- Progressively enhance student enrolment in a no-semester Open Learning system
- Create socially relevant demand-driven new academic programmes
- Achieve high level of staff competencies
- Create linkages with other universities and the Organised Private Sector
- Use of NOUN resources (Study Centres, RETRIDAL) as shared entrepreneurial and income generating ventures





Conclusion



UNESCO

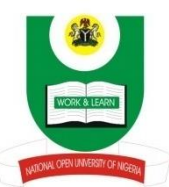


“Education needs to fundamentally change if we are to reach our global development goals”

Press release: 6 September 2016

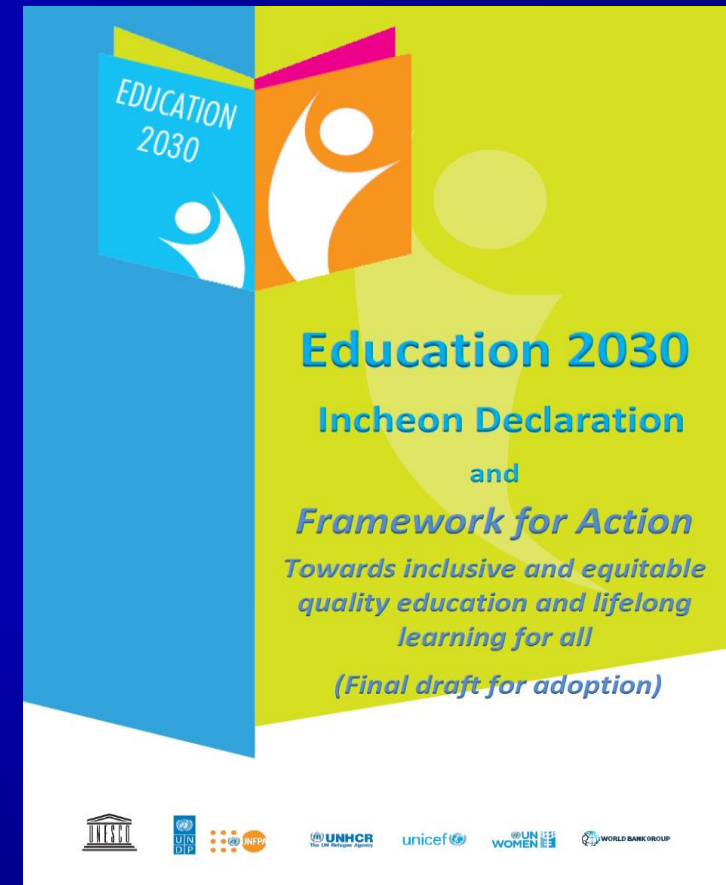


Education 2030 Framework for Action (FFA)

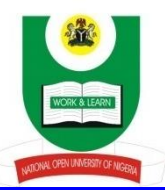


Target 3, point 43.:

A well-established, properly-regulated tertiary education system can increase access, equity, quality and relevance, and narrow the gap between what is taught at tertiary education institutions and what economies and societies demand.



November 2015

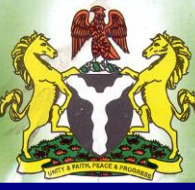
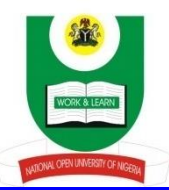


The Knowledge-based Economy



- There are increasing signs that **our current paradigms for higher education**, the nature of our academic programs, the organization of our colleges and universities, and the way that we finance, conduct and distribute the services of higher education **may not be able to adapt to the demands of our time.** *J J Duderstadt (2001)*





Redemption Song

- 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?
Some say it's just a part of it
We've got to fulfill de book
- Won't you help to sing
These songs of freedom?
'Cause all I ever had
Redemption songs
All I ever had
Redemption songs
These songs of freedom
Songs of freedom
- Won't you help to sing
These songs of freedom?
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Redemption songs
These songs of freedom
Songs of freedom



Thank you



Enjoy the rest of
the Symposium