Can ODL reach the unreached?
Lessons from the Commonwealth

July 27, 2016. Abuja, Nigeria

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Commonwealth of Learning, CANADA
Where is it?

Metro Vancouver (Headquarters)

New Delhi (CEMCA)
What is it for?

To help Commonwealth governments and institutions use various technologies to improve access to learning in support of development.
The Commonwealth

The Commonwealth comprises 53 developed and developing nations around the world.

Map Published by the Communications and Public Affairs Division, Commonwealth Secretariat.
THANK YOU, NIGERIA
HE Mariam Katagum: Nigeria
ODL in Teacher Training: NTI

Photo source: http://www.nti-nigeria.org/
Yaba College of Technology (YCT), Lagos, Nigeria, 2016
Regional Female Leadership Training
Cape Coast, Ghana,
November, 2015
Advanced ICT Skills Course

COURSES

• Programming using JAVA
• Image Design and Animation Development

Certificate in Web Application Development

Diploma in Mobile App Development
Commonwealth Executive MBA/MPA

11 partner institutions across the Commonwealth with a total enrolment of over 27,000 since inception in 2002.
COL Review and Improvement Model (COLRIM)
UNESCO-COL Chairs in ODL and OER
PCF7
2013
Open Learning for Development: Towards Empowerment and Transformation
Abuja, Nigeria
Plan

Context

What is ODL?

Fifth Decade of ODL

Reaching the Unreached

Way Forward
The Context
A Young Nigeria

Nigeria has 64.1 million young people between the ages of 15 and 35: 51.6% female

Nigeria: Youth Unemployment Rate (ages 15-24) 2004-2014

Source: World Bank Open Data, last accessed on June 24, 2016

## Nigeria: National Youth Unemployment Figures by Gender & Geography, 2008-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage of Unemployed Youth that are Female</th>
<th>Percentage of Unemployed Youth that are in Rural Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>58.50</td>
<td>54.68</td>
</tr>
<tr>
<td>2009</td>
<td>57.82</td>
<td>50.77</td>
</tr>
<tr>
<td>2010</td>
<td>54.52</td>
<td>47.59</td>
</tr>
<tr>
<td>2011</td>
<td>50.85</td>
<td>59.95</td>
</tr>
<tr>
<td>2012</td>
<td>55.42</td>
<td>53.25</td>
</tr>
</tbody>
</table>

*Source: NISER, 2013*

**ICT in Sub-Saharan Africa 2004 - 2014**


Source: ITU Statistics, last accessed on June 24, 2016
Tertiary Gross Enrolment Ratio in Nigeria 2001 – 2010

Source: UNESCO Institute for Statistics, last accessed on July 14, 2016
# Application and Admission Profiles into Nigerian Universities

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Applicants</th>
<th>No. Admitted</th>
<th>% Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/05</td>
<td>841,878</td>
<td>122,492</td>
<td>14.5</td>
</tr>
<tr>
<td>2005/06</td>
<td>916,371</td>
<td>76,984</td>
<td>8.4</td>
</tr>
<tr>
<td>2006/07</td>
<td>803,472</td>
<td>88,524</td>
<td>11.0</td>
</tr>
<tr>
<td>2007/08</td>
<td>911,653</td>
<td>107,370</td>
<td>11.8</td>
</tr>
<tr>
<td>2008/09</td>
<td>1,054,060</td>
<td>200,000</td>
<td>18.9</td>
</tr>
</tbody>
</table>

GOAL 4

ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT GOALS
More at sustainabledevelopment.un.org/sdgsproposal
Education 2030: Framework for Action

Develop policies and programmes for the provision of quality distance learning in tertiary education, with appropriate financing and use of technology, including the Internet, massive open online courses and other modalities that meet accepted quality standards to improve access.
What is Open & Distance Learning?
Open Learning

Learning without barriers
Philosophy of ‘Open-ness’

• Open as to people,
• Open as to places,
• Open as to methods, and, finally,
• Open as to ideas

— Lord Crowther
‘Open-ness’ in Practice

• No entry qualifications
• Credit banking
• Cafeteria approach to courses
• Anytime, anywhere
DISTANCE EDUCATION

= Separation of teacher and learner
OPEN LEARNING
is NOT the same as
DISTANCE EDUCATION
BUT, they are complementary.
Therefore: ODL
ODL and eLearning

Access | Quality | New Pedagogies

FACE-TO-FACE TEACHING

ICT IN SUPPORT OF FACE-TO-FACE TEACHING

BLENDED LEARNING (FACE-TO-FACE + ONLINE)

FULLY ONLINE DISTANCE LEARNING
Online enrolments in Africa

The growth rate in Africa is 16.3%

• Uganda: 45%
• Ghana: 44%
• Rwanda: 42%

Ambient Insight Regional Report, 2015
What are the most commonly used ICTs?

- Laptop 19%
- Smartphone 14%
- PC 13%
- Projector 13%
- Television 10%
- Tablet 10%
- Basic mobile phone 9%
- Radio 7%
- MP3 player 4%
- Games console 1%
- Other 1%
What do you think are the main benefits of using ICT in education?

- Efficiency: 13%
- To help better demonstrate a concept: 14%
- To enhance learning: 26%
- Equip students with the digital skills to prepare them for the workforce: 24%
- Access information / content: 23%
The No Significant Difference Phenomenon

as reported in 355 research reports, summaries and papers

an annotated bibliography on technology for distance education

1999

compiled by Thomas L. Russell
Office of Instructional Telecommunications
North Carolina State University
The Fifth Decade of ODL
I. The Rise of Open Universities
Athabasca (1978)
IGNOU (1985)
UKOU (1969)
AIOU (1974)
Bangladesh Open University (1982)
BRAOU, Hyderabad, India (1982)
UNISA, South Africa (1948)
Open Univ of Sri Lanka (1984)
BCOU (1978)/OLA (1988)
Tete-Universidade du Quebec (1972)
ODL in Nigeria

• The Correspondence and Open Studies Unit (COSU) of University of Lagos started in 1974
• National Teachers’ Institute (NTI) started as a distance education institute in 1976
• The Distance Learning Institute of University of Ibadan started in 1979
• NOUN was established in 1983 by an Act of the National Assembly--suspended a few weeks later--revived in April 2001

Access: NOUN (120,000 students)
Costs: ODL in mega universities

<table>
<thead>
<tr>
<th>Country</th>
<th>Institution</th>
<th>Enrolment</th>
<th>% of Campus Cost*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pakistan</td>
<td>AIOU</td>
<td>456,126</td>
<td>22</td>
</tr>
<tr>
<td>China</td>
<td>CCRTVU</td>
<td>2,300,000</td>
<td>40</td>
</tr>
<tr>
<td>India</td>
<td>IGNOU</td>
<td>1,187,100</td>
<td>35</td>
</tr>
<tr>
<td>UK</td>
<td>OU</td>
<td>203,744</td>
<td>50</td>
</tr>
</tbody>
</table>

*Unit cost per student as a percentage of the average for other universities in the country, NKC, 2004.
Quality: Open University, UK

• In the top three rank for student satisfaction for the seventh consecutive year
• QAA Good practice commendation for independent use of experts for setting academic standards; open access and widening participation; meeting needs of disabled learners; and commitment to student success.
II. The rise of dual mode institutions

- South Africa: Enrolments in single mode dropped by 21% between 1995-1999 \(^1\)
- Deakin: Almost a quarter of 53,000 students study at a distance \(^2\)
- Campus of Open Learning, University of Delhi: More than 200,000 distance students \(^3\)
- One-in-seven (14%) of all higher education students in USA taking some distance education courses \(^4\)

Sources:
1. UNESCO: Open and Distance Learning - Trends, Policy and Strategy Considerations (2002).
3. Campus of Open Learning, University of Delhi: About us. Last accessed on May 2, 2016
Advantages

- Expand access
- Availability of academic talent
- Optimal utilisation of existing resources
- Resource-generation
- Access to wider curriculum
Challenges

- Lack of autonomy
- Poor learner support
- Underfunding
- Inadequate staff training
- Second-class status
# Nigeria: Dual Mode Institutions

<table>
<thead>
<tr>
<th></th>
<th>Institution</th>
<th>Centre/Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University of Ibadan, Ibadan</td>
<td>Distance Learning Centre</td>
</tr>
<tr>
<td>2</td>
<td>Obafemi Awolowo University, Ile-Ife</td>
<td>Centre for Distance Learning</td>
</tr>
<tr>
<td>3</td>
<td>University of Lagos, Akoka</td>
<td>Distance Learning Institute</td>
</tr>
<tr>
<td>4</td>
<td>University of Maiduguri, Maiduguri</td>
<td>Centre for Distance Learning</td>
</tr>
<tr>
<td>5</td>
<td>Modibbo Adama University of Technology, Yola</td>
<td>Centre for Distance Learning</td>
</tr>
<tr>
<td>6</td>
<td>University of Abuja, Abuja</td>
<td>Centre for Distance Learning and Continuing Education</td>
</tr>
<tr>
<td>7</td>
<td>Ladoke Akintola University of Technology, Ogbomoso</td>
<td>LAUTECH Distance Learning Centre</td>
</tr>
<tr>
<td>8</td>
<td>Ahmadu Bello University Zaria</td>
<td>Distance Learning Centre ABU, Zaria</td>
</tr>
</tbody>
</table>
III. Rise of OER

FIJI has introduced OER policy in January 2016.

Source: https://stateof.creativecommons.org/report
What are Open Education Resources (OERs)?

Materials that are

• Free and freely available
• Suitable for all levels
• Reusable
• Digital
Implications of OER for ODL

- Free availability of quality content
- Faculty time can now focus on learner support
New Realities

Present
- Industrial model of operation
- Institutional Teams
- Student as consumer

Future
- Connected model of operation
- Global Teams of course developers
- Student as producer
# ICT in Education and OER in Africa

<table>
<thead>
<tr>
<th>Country</th>
<th>ICT in Ed Policy</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ghana</td>
<td>YES</td>
<td>2008</td>
</tr>
<tr>
<td>Kenya</td>
<td>YES</td>
<td>2006</td>
</tr>
<tr>
<td>Namibia</td>
<td>YES</td>
<td>2005</td>
</tr>
<tr>
<td>Nigeria</td>
<td>YES</td>
<td>2010</td>
</tr>
<tr>
<td>Rwanda</td>
<td>YES</td>
<td>2008</td>
</tr>
<tr>
<td>South Africa</td>
<td>YES</td>
<td>2004</td>
</tr>
<tr>
<td>Tanzania</td>
<td>YES</td>
<td>2007</td>
</tr>
<tr>
<td>Zambia</td>
<td>YES</td>
<td>2007</td>
</tr>
</tbody>
</table>

Institutions with OER policies:

- Kwame Nkrumah University of Science and Technology
- Unisa
- Africa Nazarene University
- COL
- Bocodol
Open Education Award for NOUN, 2016
IV. Massive Open Online Course

“MOOCs are online courses designed for large numbers of participants, that can be accessed by anyone, anywhere as long as they have an Internet connection, are open to everyone without entry qualifications and offer a full/complete course experience online for free”

Mulder & Jansen, 2015
Implications of MOOCs for Higher Education

- Flexibility
- Affordability
- Fast-track
New Realities

**Present**
- National or provincial jurisdiction
- Limited interaction at study centres
- Print+ (audio, video, online)

**Future**
- Global classroom
- Increased use of Peer2Peer learning and social media
- Online+ (increased use of learning analytics)
First MOOC by NOUN

Started 27th June 2016, eight weeks
About 500 learners in this offering
Reaching the Unreached
Who are the Unreached?

- Economic status
- Gender
- Remote locations
- Language
- Disabilities
Kenya: economic factors

Impact: 150% increase in income
Rejuvenating indigenous communities

Through the mobile learning and self-help group activities of COL’s Lifelong Learning for Farmers (L3F) initiative, Uganda’s Batwa community is strengthening their honey and beekeeping enterprise sustainably.
Gender: YCMOU, Nashik, India
The front gate of the University campus in New Delhi.

Remote USP, Fiji
Pakistan mobile learning project

- Allama Iqbal Public School and College located at Kanju village, Swat District, Pakistan

Qatar Foundation/ROTA
Language: KKSHOU, India
Disabilities: OUT, Tanzania

Photo Courtesy: Elifas Bisanda.
Lesson 1: Targeted Approach

- Identify and focus on the unreached groups
- Design programmes to suit their needs
- Institutional policy for reaching the unreached
Lesson 2: Appropriate ICTs

- Range of technologies (from Radio to Internet)
- Two-way interaction
- Collaborative learning
Lesson 3: Focus on Livelihoods

- Demand based curriculum
- Industry/labour market linked courses
- Multi-stakeholder partnerships
I. Go Dual-Mode: Institutional Policy

• Review the mandate and mission
• Identify the objectives for adopting ODL and how these will be achieved
• What are the issues relating to faculty?
• What are the issues relating to students?
• How will academic quality and standards be maintained?
• Issues related to management and administration?
II. Invest in Quality Assurance

• National/Regional QA Guidelines
• Create cultures of quality
III. Build Capacity in

- Curriculum reform
- Learner Support
- Assessment
- OER & MOOCs
Did we achieve our objectives?

National Workshop: Sept, 2000

• ‘provision of higher education to...one million qualified candidates...in areas of high manpower needs.

• Capacity building of **20,000** distance education operators....’

What next?
Thank You
www.col.org