

# Developing an ODL Policy

## A Commonwealth Perspective



COMMONWEALTH *of* LEARNING

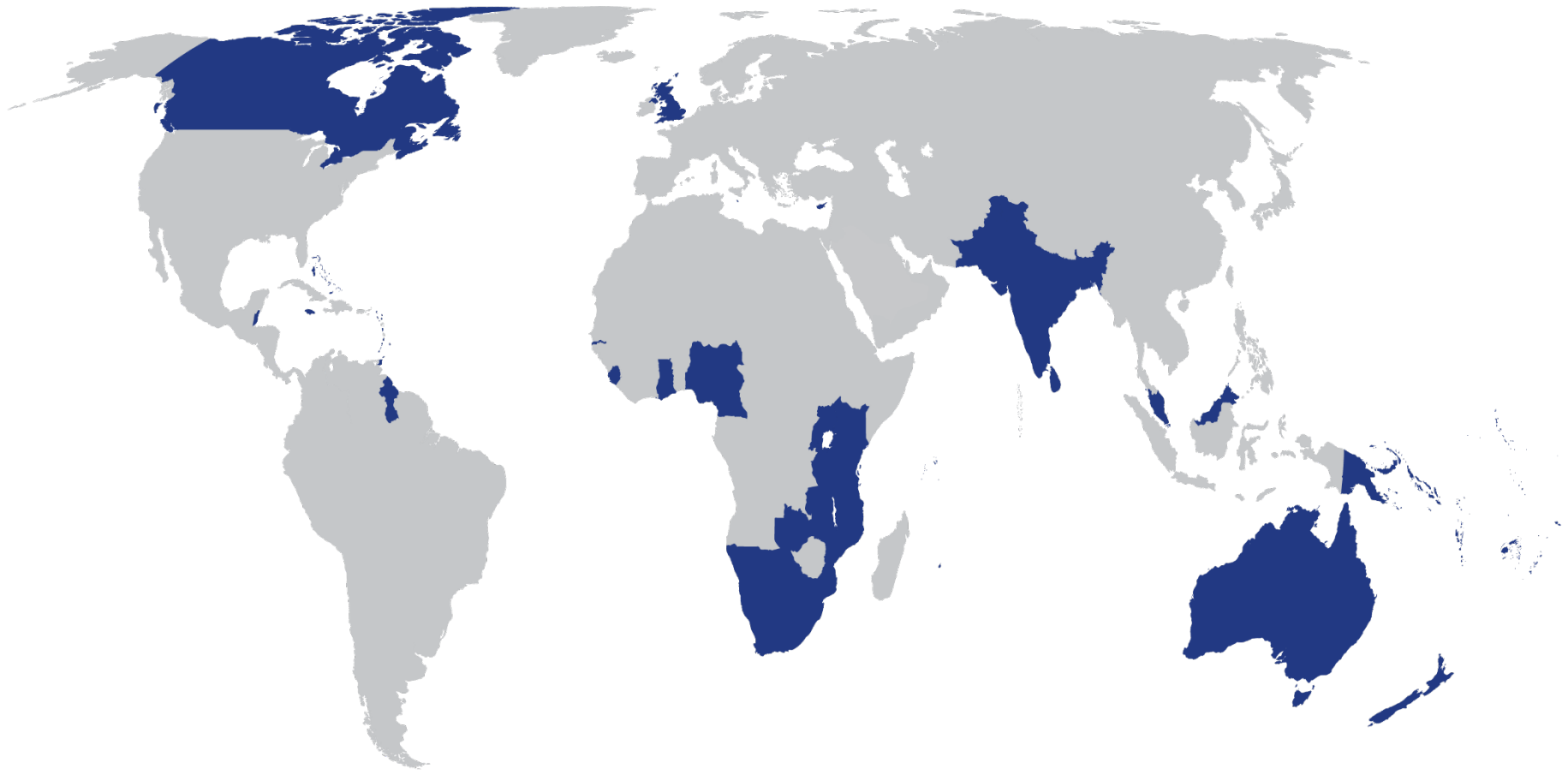
**Professor Asha Kanwar**  
President & CEO

**Dr Kirk Perris, Adviser: Education**

22 June 2018, Banjul, The Gambia



Commonwealth Heads of Government Meeting  
Vancouver, 1987



## The Commonwealth

53 developed and developing nations around the world



# What is it for?



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



ECONOMIC  
GROWTH



SOCIAL  
INCLUSION



ENVIRONMENTAL  
CONSERVATION

# *Learning for Sustainable Development*



## Regional Training and Research Institute for Distance and Open Learning (RETRIDOL)



# RETRIDOL

- Established in 2003
- Located in the National Open University of Nigeria (NOUN)
- Promotes capacity building and research activities in open and distance learning (ODL)
- Supports the work of member states in West Africa



# RETRIDOL



**Prof. Patrick  
Eya**

Director



**Dr. Olugbenga  
Ojo**

Associate  
Professor



**Dr. Clifford  
Amini**

Associate  
Professor



**Mr. Oluwaseun  
Oluyide**

Research Officer



# Plan

Context

What is ODL?

Fifth Decade of ODL

Crisis of Credibility

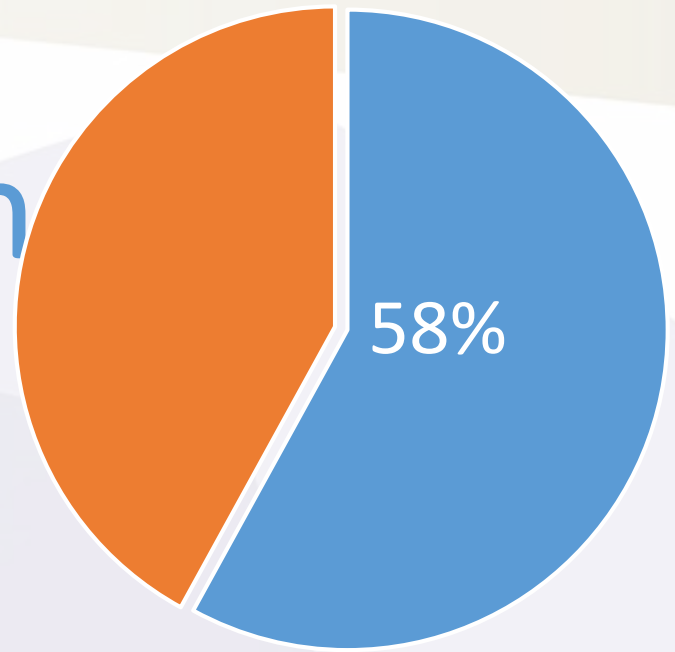
Towards a National Policy

Context

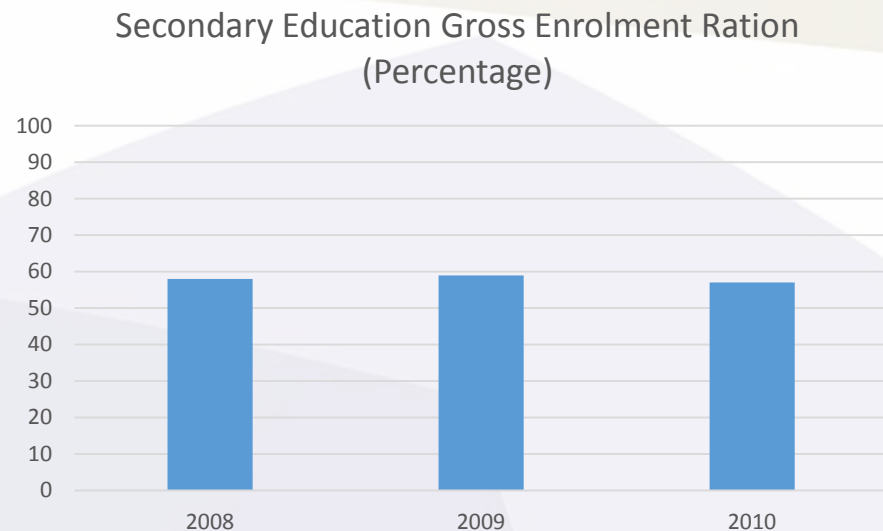
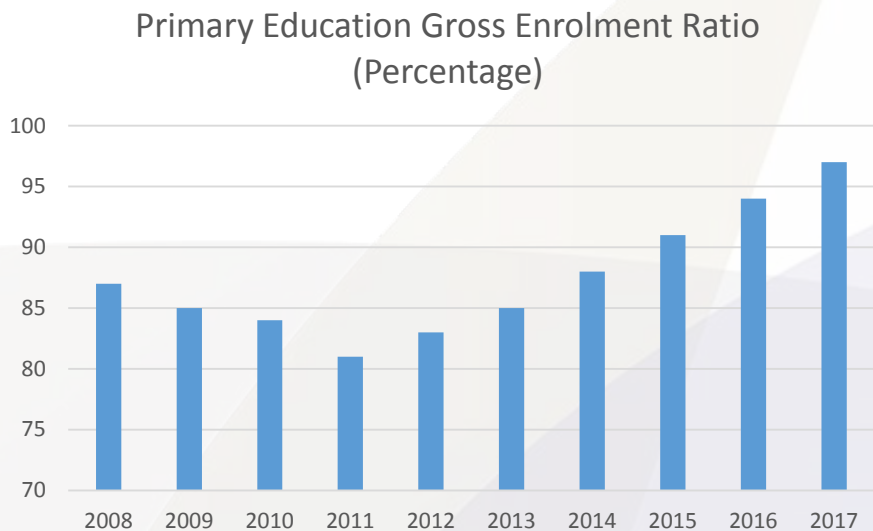


# A Young Gambia

The Gambia has **1.2 million** young people under 24: 58% of its population.



# Primary and Secondary Enrolment in the Gambia 2010 – 2012

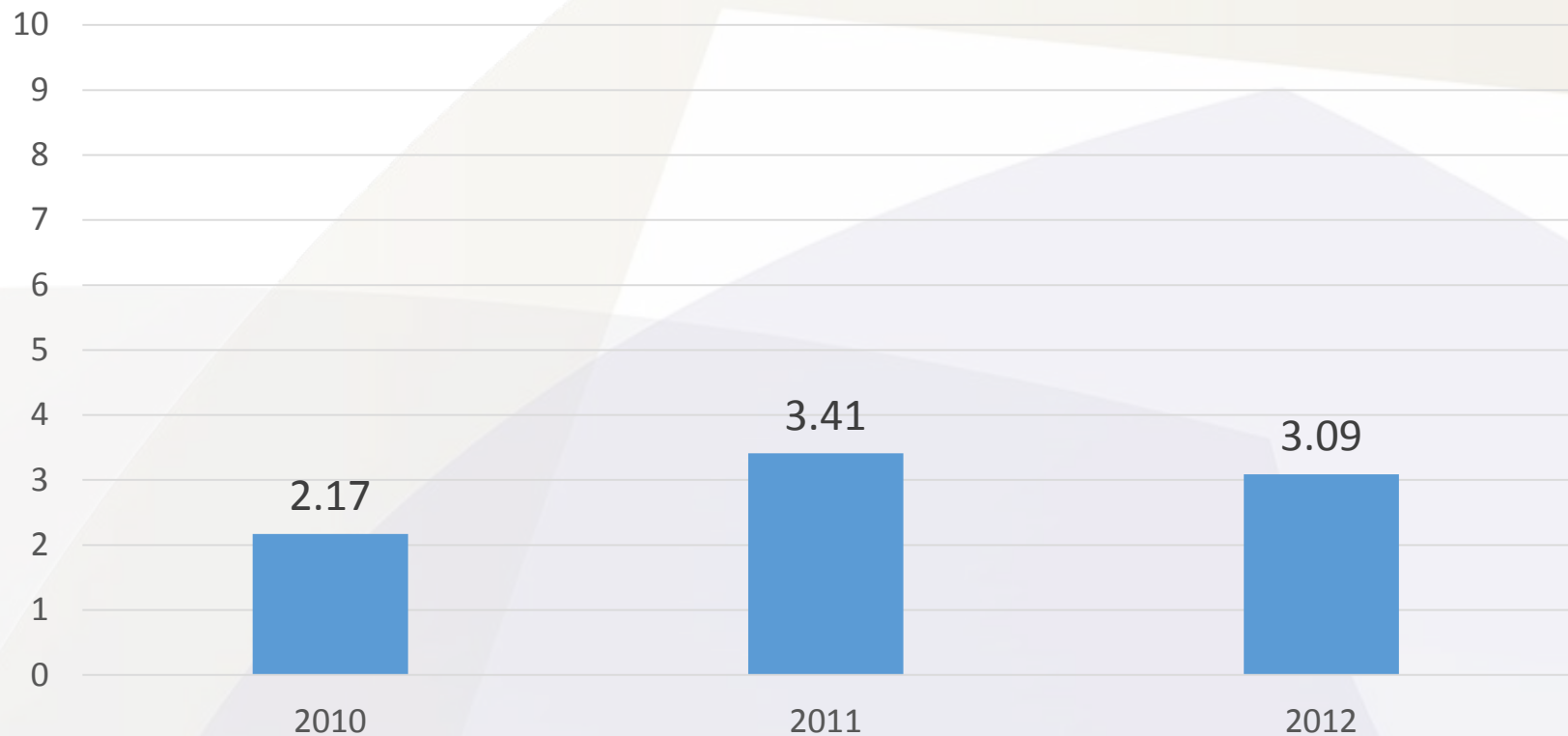


Source: [UNESCO Institute for Statistics](http://unesco.org), Retrieved on March 8, 2016.



# *Tertiary Gross Enrolment Ratio in the Gambia 2010 – 2012*

Tertiary Education Gross Enrolment Ratio (Percentage)



Source: [UNESCO Institute for Statistics](#), Retrieved on March 8, 2016.

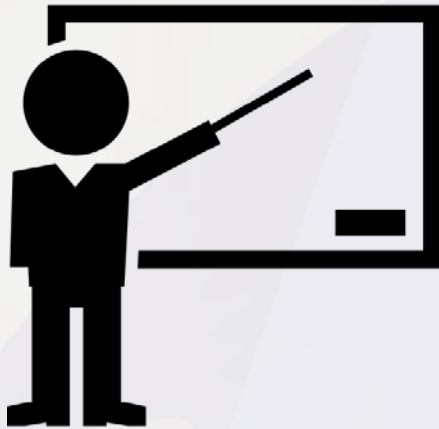


# What is Open & Distance Learning?

# DISTANCE EDUCATION

=

Separation of teacher and learner



# OPEN LEARNING

= fewer barriers  
and is NOT the same as

DISTANCE EDUCATION

---

BUT, they are complementary

Therefore: ODL



# Philosophy of Open-ness

- *Open as to people,*
- *Open as to places,*
- *Open as to methods, and, finally,*
- *Open as to ideas*



The Open  
University

Lord Crowther



# 'Open-ness' in Practice

- No entry qualifications
- Credit banking
- Cafeteria approach to courses
- Anytime, anywhere



# ODL and eLearning



**FACE-TO-FACE  
TEACHING**



**ICT  
IN SUPPORT OF  
FACE-TO-FACE  
TEACHING**



**BLENDED LEARNING  
(FACE-TO-FACE  
+  
ONLINE)**



**FULLY ONLINE  
DISTANCE LEARNING**

**eLEARNING**

# The Fifth Decade of ODL

# The Rise of Open Universities

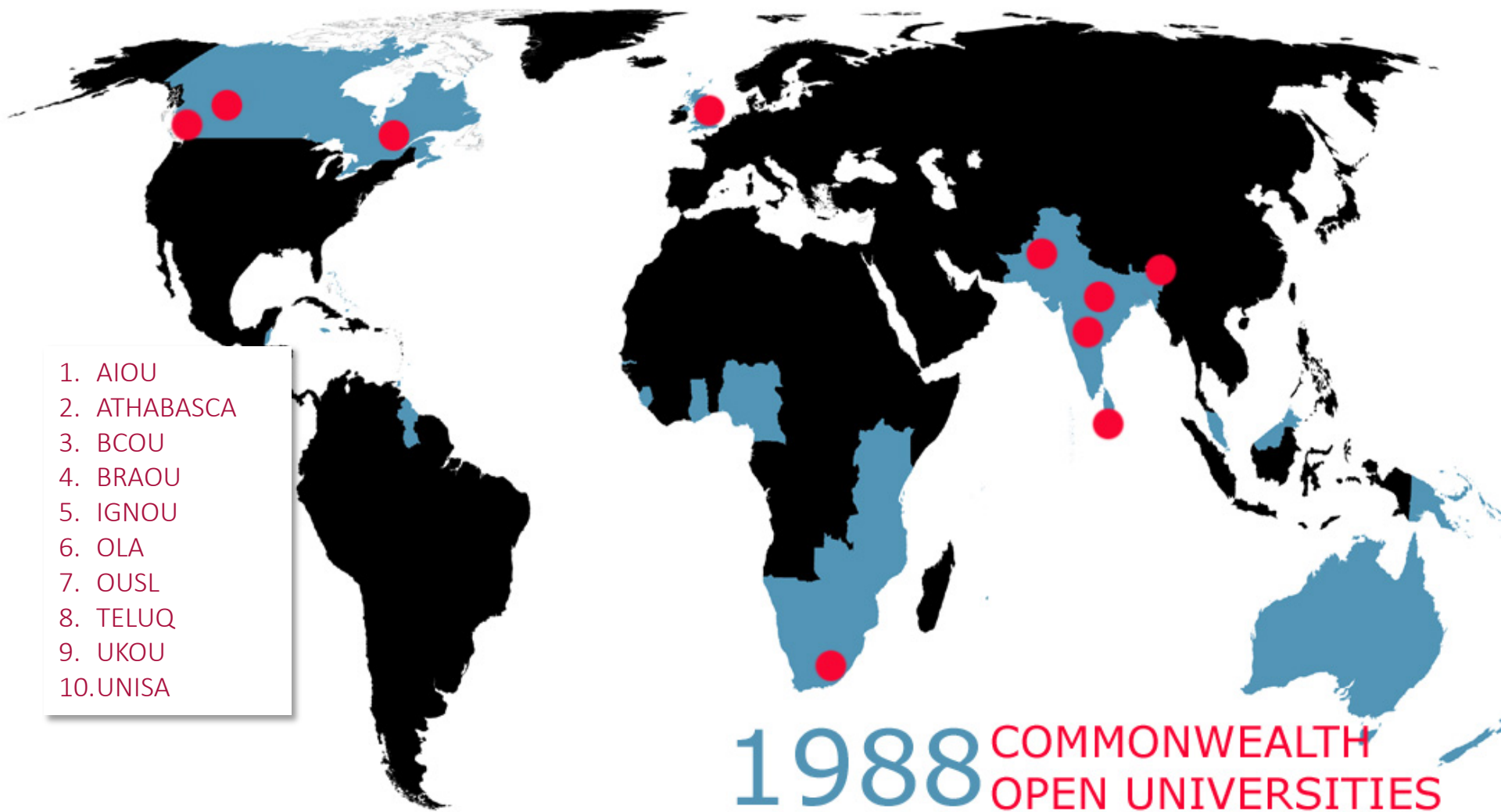


Athabasca University



The Open University

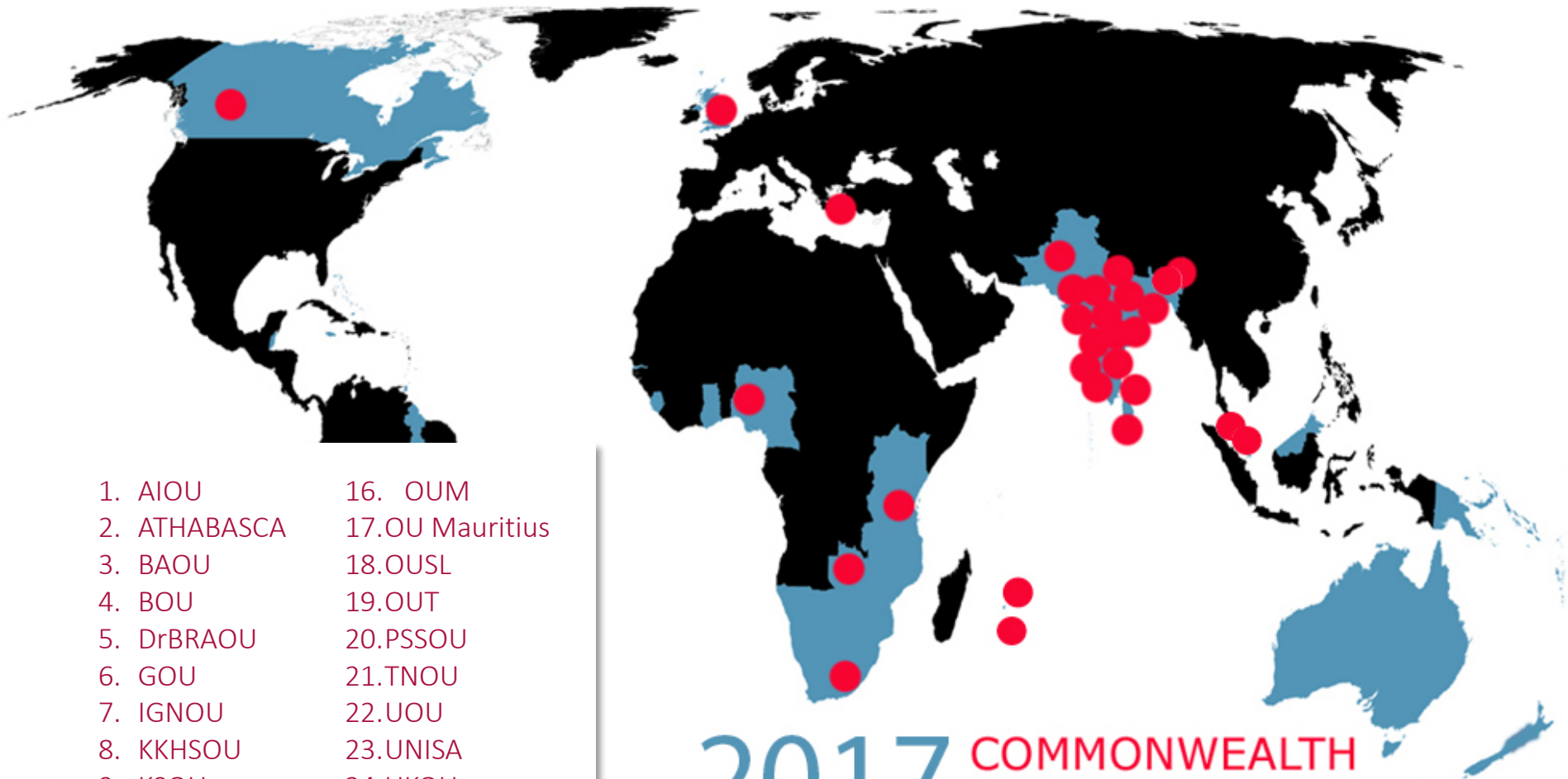




1. AIOU
2. ATHABASCA
3. BCOU
4. BRAOU
5. IGNOU
6. OLA
7. OUSL
8. TELUQ
9. UKOU
10. UNISA

# 1988 COMMONWEALTH OPEN UNIVERSITIES





- |              |                  |
|--------------|------------------|
| 1. AIOU      | 16. OUM          |
| 2. ATHABASCA | 17. OU Mauritius |
| 3. BAOU      | 18. OUSL         |
| 4. BOU       | 19. OUT          |
| 5. DrBRAOU   | 20. PSSOU        |
| 6. GOU       | 21. TNOU         |
| 7. IGNOU     | 22. UOU          |
| 8. KKHSOU    | 23. UNISA        |
| 9. KSOU      | 24. UKOU         |
| 10. MPBOU    | 25. UPRTOU       |
| 11. NOU      | 26. VOU          |
| 12. NOUN     | 27. VMOU         |
| 13. NSOU     | 28. SOU          |
| 14. OSOU     | 29. YCMOU        |
| 15. OUC      | 30. ZAOU         |

# 2017 COMMONWEALTH OPEN UNIVERSITIES





National Open University of Nigeria  
WORK AND LEARN



# Access

- NOUN (420,000 students)





# Costs: ODL in mega universities

Country	Institution	Enrolment	% of Campus Cost*
Pakistan	AIOU	456,126	22
China	CCRTVU	2,300,000	40
India	IGNOU	1,187,100	35
UK	OU	203,744	50

\*Unit cost per student as a percentage of the average for other universities in the country, NKC, 2004.



# Quality

- highest rated for overall student satisfaction in the 2012 National Student Survey
- rated fifth of 100 UK universities (2003)



**The Open  
University**

# The Rise of Dual Mode Institutions

- South Africa: Enrolments in single mode dropped by 21% between 1995-1999 <sup>1</sup>
- Deakin: Almost a quarter of 53,000 students study at a distance <sup>2</sup>
- Campus of Open Learning, University of Delhi: More than 200,000 distance students <sup>3</sup>



**School of Open Learning**  
(Campus of Open Learning)  
**University of Delhi**

## Sources:

1. UNESCO: [Open and Distance Learning - Trends, Policy and Strategy Considerations](#) (2002).
2. Deakin University: [Our reputation and history](#). Last accessed on May 2, 2016.
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

# Crisis of Credibility

the **no**  
significant  
difference  
phenomenon

as reported in 355  
research reports, summaries  
and papers a comparative research  
annotated bibliography  
on technology for distance education

1999

compiled by  
Thomas L. Russell  
Office of Instructional Telecommunications  
North Carolina State University



# International: ISO Certification Accreditation



Open  
University  
of Sri Lanka



<http://en.wikipedia.org/wiki/File:IGNOUGATE.jpg>





# Convergence of External and Internal Quality Assurance Measures

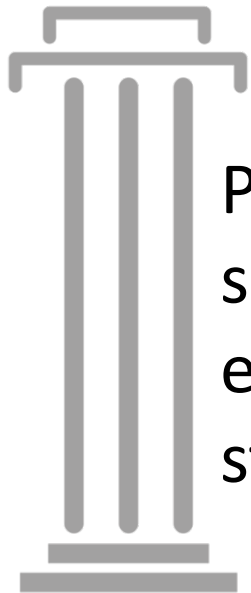
QAA & Internal  
Validation Unit



**The Open  
University**

# *3-pillars of Quality* *in Distance Education Institutions*

John Daniel, 1998



Personal  
support to  
each  
student



High  
quality  
multi-  
media  
materials



Efficient  
logistics  
and  
admini-  
stration

# Towards an ODL Policy

# GOAL 4

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



**SUSTAINABLE DEVELOPMENT GOALS**

More at [sustainabledevelopment.un.org/sdgsproposal](https://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.



Education 2030



# Towards an ODL policy

- How useful is ODL to expand access to quality HE/lifelong learning?
- What is the ICT infrastructure available and is it affordable?
- How do we plan to reach the unreached?
- Adopt same or different QA regulations?

# 1

## Have a National Policy

- Integrate ODL into existing policy
- Develop a separate ODL policy
- Flexible to include new developments
- Commit resources



# 2

## Going Dual-Mode: Have an 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?





# 3

## Select Appropriate ICTs



- Range of technologies (from Radio to Internet to mobiles)
- Two-way interaction
- Collaborative learning



# 4

## Invest in Quality Assurance

- National/Regional
- QA Guidelines
- Create cultures of quality



QUALITY ASSURANCE

# Same Regulations for ODL & F2F

- Quality Assurance Agency, UK: assesses both campus and distance universities





# 5

## Build Capacity

- Curriculum reform
- Learner Support
- Assessment





**Thank You**  
[www.col.org](http://www.col.org)