



Building a C21st OU: The Nigerian Experience

An Over

ference



Thabo Mbeki, 1999

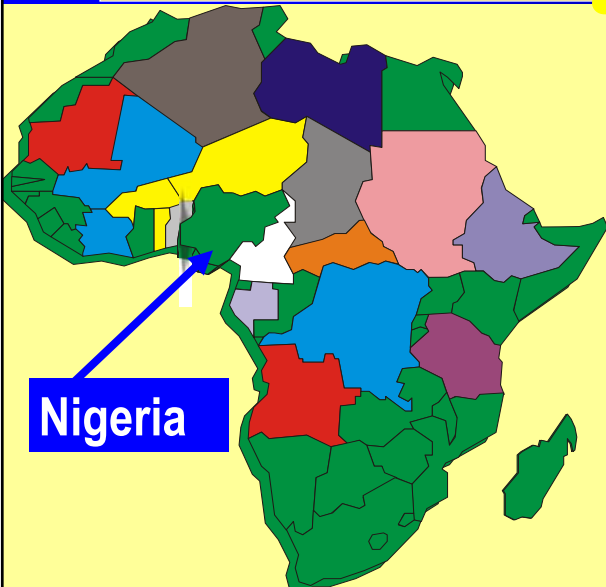


“sustained development in Africa,
...is dependent on the success of
our education systems. For no
where in the world has development
been attained without a well-
functioning system of
education,...without equality of
educational opportunities.”

Speech at the Conference on Education for African
Renaissance in the 21st Century.

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Building a 21st Century open university: The Nigerian Experience




Why?

- Concentration of the world's poorest
- Highest level of illiteracy in the world
- 1 in every five has no access to portable water
- 70% cannot get electricity
- Highest level of brain drain

An Overview

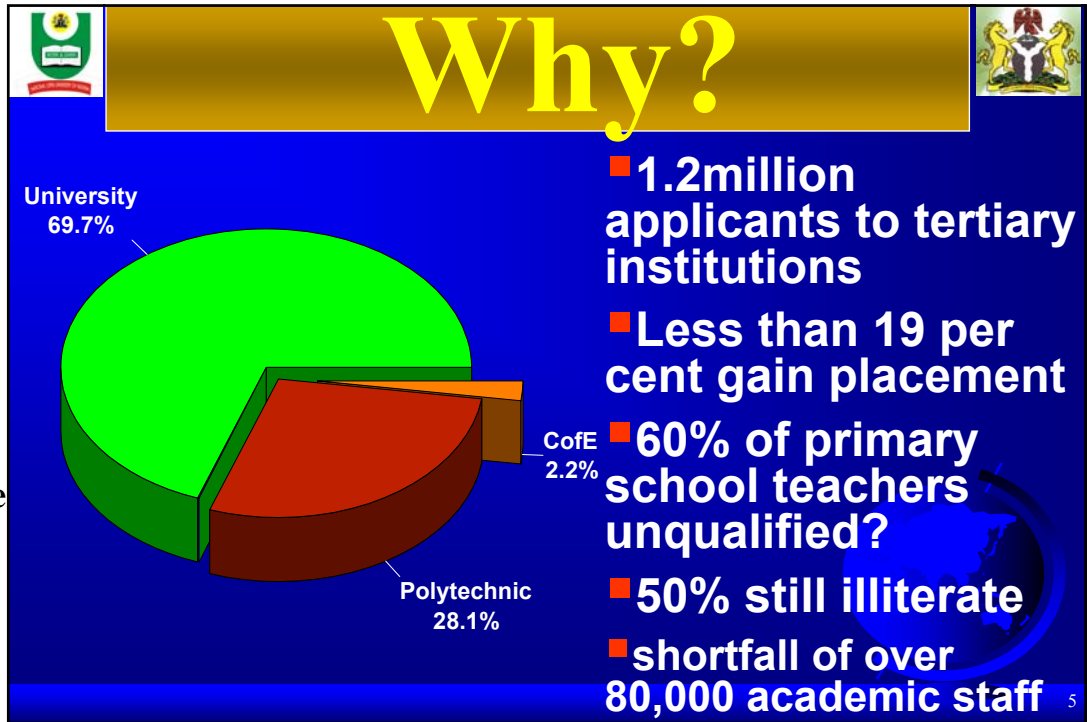
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Why?

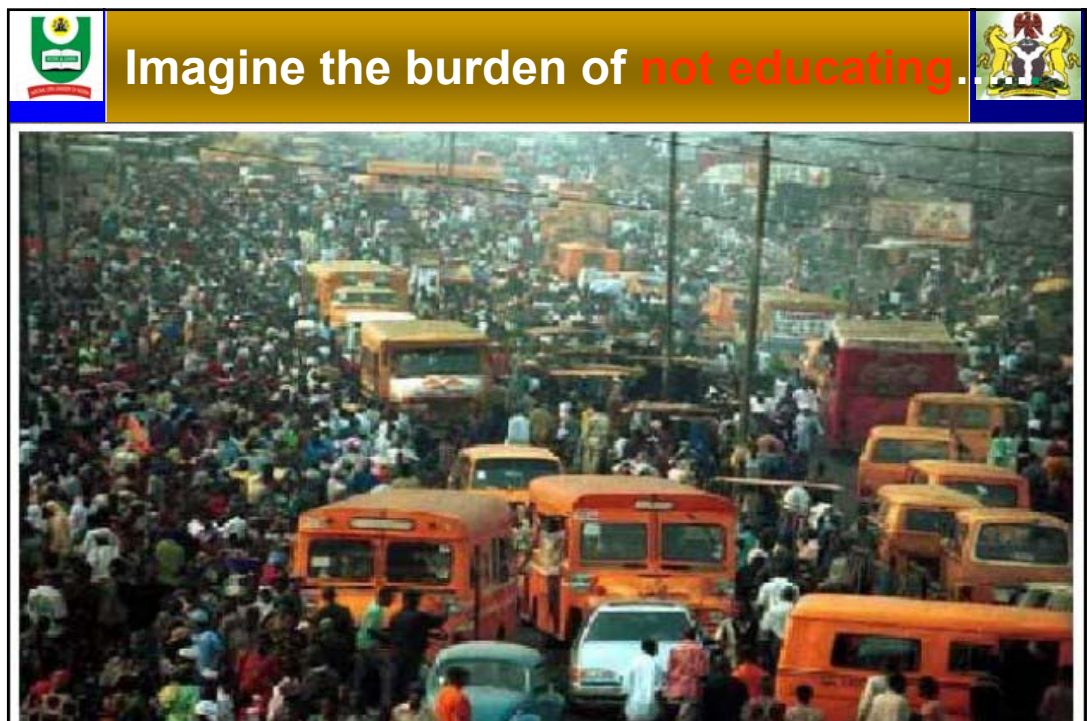
- 140 million people
- 60,188 primary schools (23ml)
- 19,216 secondary schools (7ml)
- 88 Colleges of Education (.5ml)
- 115 Polytechnics (.3ml)
- 96 universities (1.2ml)

An Overview of the establishment of NOUN presented to the 2nd ACDE Conference and General Assembly held at NOUN, Lagos 8-11 July 2008



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Boom in H. Educ

- Tremendous expansion of secondary education
- Increase in jobs and professional activities requiring high level knowledge and skills
- Continuing demand for higher studies
- Continuing education
- **Education For All and social justice**



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



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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



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Workshop on ODL



■ **27-29 September 2000**

“Towards Evolving a National Policy on Distance Education in Nigeria”

- affirmed that ODL is critical to educational development in Nigeria
- encourage technological literacy through DE
- Ten-Year Plan for rejuvenating Distance Education



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New Kid on the Block



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Fundamentals

- **access and equity**
- **alleviation of capacity constraints**
- **life-long and life-wide education**
- **capitalising on emerging market opportunities**
- **Use ODL to drive educational transformation**
- **the use of relevant and appropriate ICT**
- **pitch your service at client's level**

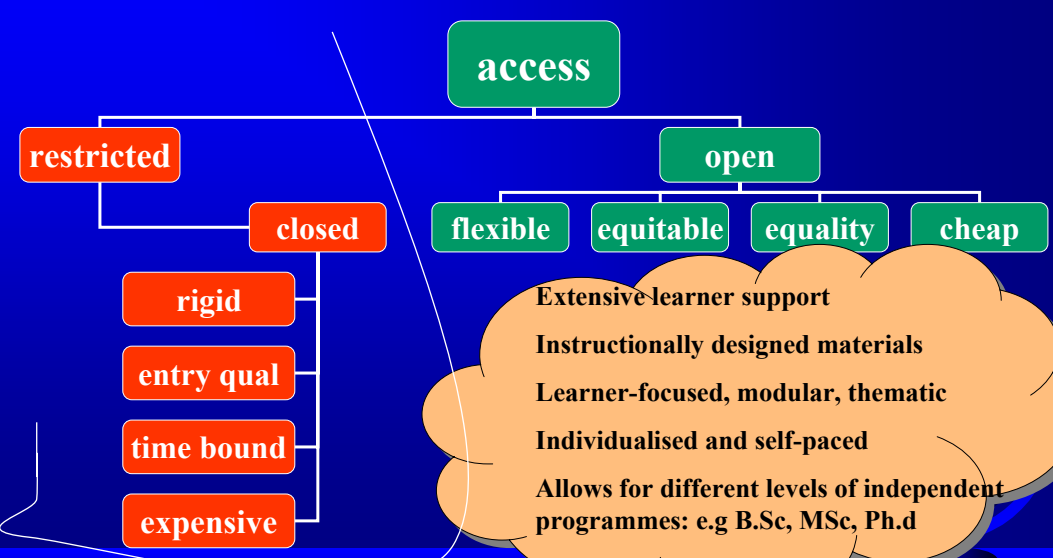


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Open and Close



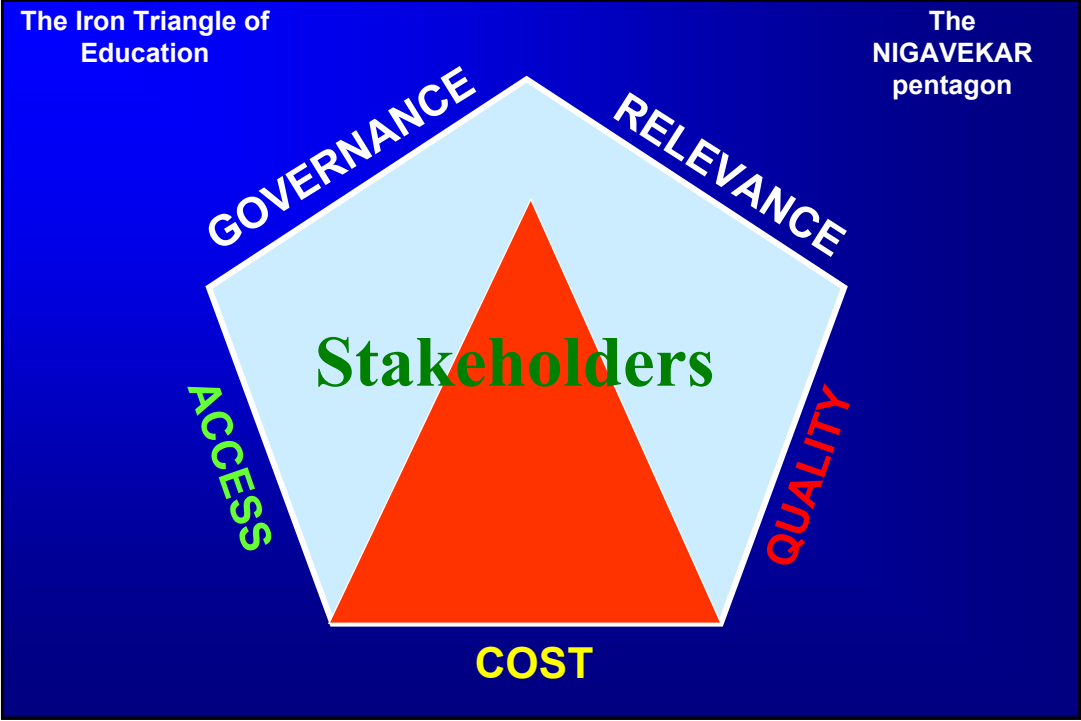
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graph TD; access[access] --- restricted[restricted]; access --- open[open]; restricted --- closed[closed]; open --- flexible[flexible]; open --- equitable[equitable]; open --- equality[equality]; open --- cheap[cheap]; closed --- rigid[rigid]; closed --- entry_qual[entry qual]; closed --- time_bound[time bound]; closed --- expensive[expensive];
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Extensive learner support
Instructionally designed materials
Learner-focused, modular, thematic
Individualised and self-paced
Allows for different levels of independent programmes: e.g B.Sc, MSc, Ph.d

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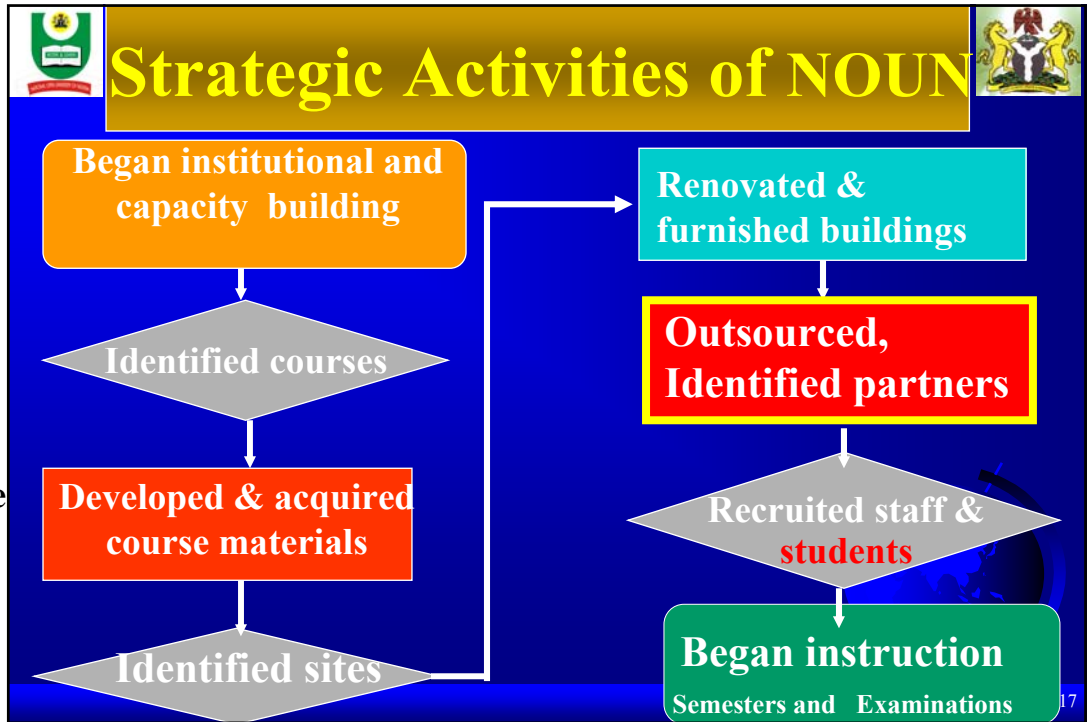
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The slide features a blue background with a yellow title bar at the top. On the left and right sides of the title bar are the logos of the National Open University of Nigeria (NOUN) and the Nigerian coat of arms, respectively. The title 'Major Threats' is written in large, bold, yellow font. Below the title, there is a list of six major threats, each preceded by a red square bullet point. The text is in white, bold font. A faint globe graphic is visible in the background on the right side. The number '19' is in the bottom right corner.

Major Threats

- gulf between govt intent and action
- lack of capacity and capability
- Political expediency driving blue print
- inequity & economic/political/digital divide
- absence of a central coordinating for ODL
- Lack of cooperation, no international and national goodwill

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The slide has a blue background with a faint globe graphic. The text 'Open Access: a 21st Century Imperative' is written in large, bold, yellow font with a black outline.

Open Access: a 21st Century Imperative

