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# Open and Distance Learning **in Kenya**

A Baseline Survey Report Commissioned by the Commonwealth of Learning

Jackline Nyerere


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## Abbreviations

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| **ACDE:** | African Council for Distance Education |
| **AVU:** | African Virtual University |
| **COL:** | Commonwealth of Learning |
| **HE:** | higher education |
| **ICT:** | information and communication technology |
| **MOOCs:** | Massive Open Online Courses |
| **NOUN:** | National Open University of Nigeria |
| **ODL:** | open and distance learning |
| **OERs:** | open educational resources |
| **SSA:** | Sub-Saharan Africa |
| **UNESCO:** | United Nations Educational, Scientific and Cultural Organization |
| **UNISA:** | University of South Africa |

## Executive Summary

This report presents data from a baseline survey that was commissioned by the Commonwealth of Learning (COL) to gather current information on the status of open and distance learning (ODL) in Kenya vital to the planning of projects and initiatives that support the use of ODL within the country. Through this survey, COL aimed to have a deep and clear picture of the current developments as a critical means of ensuring that proposed projects are conceptualised based on an accurate picture of the country context. Data was collected through the use of desk research and a questionnaire with both open- and close-ended questions. The study respondents were deans/directors of ODL centres/un its in 12 universities implementing ODL programmes in Kenya.

The report provides a brief context of Kenya's ODL development in terms of national and institutional policies in ODL, access and success in higher education, including reaching the disadvantaged in rural and urban slums. It presents an assessment of institutional missions and mandates and the extent to which they have been achieved through ODL.

Kenya has witnessed a rapid expansion in university education with the number of universities increasing by 320% in the last decade to cater for high demand. The response to this expansion has been the need for more innovative educational approaches to reach the population with its different demands. Kenya has, however, not taken full advantage of the ODL delivery due to a number of challenges, and enrolments in ODL have remained low.

An analysis of issues related to standards of ODL programmes and their recognition focused on national and institutional quality assurance policies for ODL programmes, modes of delivery, and perceptions of quality and credibility of ODL in the country. Quality concerns have negatively affected demand for ODL programmes as reflected in the low enrolments (19,038) relative to total university enrolments of 536,000 in Kenya. Institutions are implementing various strategies, including the improvement of student support services, marketing and awareness creation activities, and the reduction of tuition fees. These efforts are yet to bear fruit, however, as the programmes are still suffering from a credibility and recognition crisis.

Other areas this baseline survey focused on are the adoption and use of open educational resources (OERs) and Massive Open Online Courses (MOOCs). The adoption of OERs and use of MOOCs are both cost-effective means and have the potential to serve mass enrolments with minimal resources. Thus, these should be appealing to the country because of both the scarcity of resources, and increasing demand for university education. Nevertheless, their application in Kenya has been very low due to infrastructure and capacity challenges.

The survey also looked at the ODL enrolment levels and staffing, including expertise in ODL such as instructional design, course writing, learner support and use of technology to support ODL delivery. Staff — especially the distance learning instructors — need to be well grounded in the design, production and presentation of materials, in delivery technologies, and in use with techniques for facilitating student participation. Universities implementing ODL programmes in Kenya have invested in training of some staff in areas such as course module development, but this has not

been adequate. Most participants in the survey still cited it as a challenge, indicating that they would like training in skills such as design of interactive modules and online delivery techniques.

Also assessed was the institutional preparedness and availability of infrastructure that meet the changing needs of the learner of the 21st century at country and institutional levels, including the current use of information and communication technology (ICT) to support distance learning. Inadequate funding was cited as one of the obstacles to availability of ICT and eLearning infrastructure, affecting quality of ODL in Kenya.

Lack of funds for ODL has mainly been attributed to lack of a national policy and lack of specific provision in the budget. Outdated facilities with lack of proper infrastructure and support for ODL have led to heavy reliance on print media as opposed to more advanced and interactive delivery methods using ICT. Poor teaching/learning practices are also a problem, with lecturers applying traditional modes of delivery (such as the use of lecture notes and handouts) that are not learner-centred.

## BACKGROUND AND LITERATURE REVIEW

The demand for university education worldwide continues to rise, as does competition for access, as new sets of candidates complete their secondary level of education and transit to universities. Universities across the world are thus confronted by the challenge of meeting the demand for university education. On one hand, the success of every nation's effort in economic, social, political and technological development depends largely on the ability to make education accessible to citizens (Arikpo et al., 2008). On the other hand, the number of students seeking university education is expanding faster than educational institutions' ability to accommodate them through the residential mode (Nyerere et al., 2012). This has forced universities to rethink modes of delivering education other than reliance on the conventional teacher-centred pedagogies characterised by lecturers and students interacting on face-to-face basis alone.

The common mode that has come up across universities is the open and distance learning (ODL).

ODL has become one of the most indispensable parts of the mainstream educational platforms in both developed and developing countries (UNESCO, 2002). Distance education aims at increasing access to education to those who have difficulty in accessing it within the mainstream platform, such as the poor, the illiterate, women and those living in remote areas (Olubor and Ogonor, 2008). According to Dhanarajan (2001), distance education is the means by which the teacher is taken to the student. It is a teaching and learning process in which students are separated from the teachers by a physical distance which is often bridged by communications technologies (Dhanarajan, 2001). Open learning, however, refers to policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender or time constraints and with recognition of prior learning (Glen, 2005).

Olubor and Ogonor (2008) further note that ODL education courses are made up of a number of course elements or learning materials, including: teaching texts, study guides, course guides, readers or anthologies, assignments (with or without an accompanying tutor guide), television broadcasts or videotapes, radio broadcasts or audiotapes, software or online information and data, CD-ROMS, textbooks and laboratory materials. Tuition materials are sent with questions to be answered. These could be recorded electronic materials that students work with in their spare time. In addition, some students support may be provided, either through personal communication at local universities or through online student tutors. Both the media used for ODL and the student support arrangements affect the possible level of interaction in ODL courses. ODL has thus emerged as an inevitable and phenomenal evolution in the history of educational development internationally (Adegoke et al., 2008 ). Its growth, unlike the formal system of education that has its inherent limitations with regard to expansion, provision of access, equity and cost- effectiveness, has now made education flexible, learner-friendly and with a multi-perspective in approaches to teaching and learning.

In the last century, ODL programmes have been considered as one of the most important educational innovations. It has been considered as a useful form of providing educational

opportunities to the marginalised and those unable to attend the conventional forms because of time and space. From the beginning of correspondence courses during the first half of the 19th century to the modern conception of ODL in higher education, providing students with useful knowledge, skills, attitudes and abilities is the purpose of a successful programme. However, the integration of information and communication technologies (ICTs) into ODL in the last decade makes acquisition of lifelong learning skills also imperative (Adegoke et al., 2008).

The advent of technology and, in particular, communication technology, have helped turn the world into a global village (Agalo, 2008). Political, economic and cultural changes now influence people worldwide almost instantly, with the developments in technology of the Industrial Revolution in the mid-19th century having given birth to distance education. Agalo further notes that the teacher and the learner have been separated using technology to establish communication between them. What is being observed worldwide is that the reach of electronic media, both in terms of area and population served, has expanded significantly, and the type of student, the reliability of the technology and the availability of adequate technical support, are examples of critical components for the continued development of distance education globally.

Besides providing flexible access to education, ODL can be used as a means of reaching children who cannot attend school for one reason or another. One reason currently afflicting an increasing number of school-age children is war and conflict causing displacements. Educating refugees and children in conflict zones is now one of the biggest challenges facing the international community, with schools having been destroyed and their teachers fleeing conflict. With technology, lectures and well-stocked libraries are on the Internet and these can be delivered through ODL. A pilot project sponsored by the Dubai-based MBZ Foundation shows that the best coursework on offer in mathematics, science, foreign languages, and literature can be loaded onto a mobile phone and placed in a student's hand. This can easily reach a classroom of 58 million children who are currently unable to attend school.

A number of countries in the Sub-Saharan Africa such as South Sudan, Burundi and Somalia, among others have fallen into civil strife. Most of the people in these countries have been displaced and their schooling affected. The educational institutions have been destroyed, making access to education low. The majority of these people have therefore been forced to seek alternative forms of accessing education. One of the best alternatives should be ODL, which does not necessarily require physical presence in an institution of learning. The displaced people have also found themselves seeking refuge in neighbouring countries that are perceived to be safe. One of these countries is Kenya, which is home to a large refugee population in the region — but is it taking full advantage of technology to reach these refugees with quality education? What is witnessed more often is establishment of learning centres whose quality is highly affected by the condition at the refugee camps, a poor state of facilities and a lack of trained teachers. For example, in Kenya's largest refugee camps, the Dadaab refugee camps in northern Kenya serving those fleeing conflicts in Somalia and South Sudan, 90% of teachers are hired from the refugee community itself, only 2% of whom are qualified (UNESCO, 2014).

## Open and Distance Learning in Africa

The expansion of higher education in Africa has seen a remarkable growth in ODL as one of the most preferred modes to widen access. As Gesinde and Akinwale (2014) noted, ODL has become a policy option for most of the African States. This is because it can play a crucial role in advancing African development through the promotion of participation in and access to higher education — especially at the time when demand far exceeds resources and opportunities available in the conventional educational system. African countries, thus, like other parts of the world, are looking to the educational possibilities offered by ODL and ICTs as a way of expanding and improving the systems (Gesinde and Akinwale, 2014). The most notable area where ODL has been used largely is in widening access to in-service training of teachers (Moore and Kearsley, 2005).

According to Murphy et al. (2002), Sub-Saharan Africa (SSA) has had a long history in embracing distance education, yet it still trails the rest of the world in embracing ODL to full advantage. For instance, before the advent of ODL in Africa, many African students obtained their education through distance learning providers in Europe and North America (Nyerere, 2009). Later, in 1946, the University of South Africa (UNISA) became one of the first universities in Africa to offer its degree programmes by correspondence. With the success of UNISA, other universities in Nigeria, Tanzania and Zimbabwe among others diversified their modes of delivering their educational programmes to include ODL (Juma, 2003). In Nigeria, the Africa National Open University of Nigeria (NOUN) has been regarded as one of the foremost universities in provision of quality distance education anchored in social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers (Aleazi, 2006).

ODL in Africa is still dependent on printed materials, although a few institutions are beginning to explore the use of Internet through platforms such as Massive Open Online Courses (MOOCs) and videoconferencing. Technology remains a major challenge in the delivery of ODL in SSA and, as Nyerere (2009) notes, delivery of ODL programmes in Africa requires an elaborate technology and support system that are still a major challenge to many of the universities. Some organisations — notably the Commonwealth of Learning (COL — have come in to provide assistance to African countries in mainstreaming ODL into their educational systems (Nyerere et al., 2012). COL, for instance, is helping governments and institutions use techniques of distance learning in the achievement of the Development Goals (Nyerere, 2009) and to assist in capacity-building. Another notable milestone in development of ODL in SSA was the establishment of the African Council for Distance Education (ACDE) in 2005 with the role to support ODL in Africa.

One of the most important developments on the continent regarding the use of technology in ODL is the transfer of the African Virtual University (AVU), a Pan-African Intergovernmental Organization to Africa in 2002. AVU was established by charter in Washington where it had been launched as a World Bank project in 1997. As the leading Pan-African eLearning Network in Anglophone, Francophone and Lusophone Africa, AVU works with more than 53 partner institutions in 27 countries, including Kenya, to deliver its mandate of increasing access to quality higher education and training through the innovative use of ICTs (AVU, 2012).

Further, AVU has developed more than 15 years' experience in, among other areas: delivering programmes through ICTs (degree programmes, certificate and diploma programmes); developing African-based residential and eLearning materials for partner institutions; establishing state-of-the-art eLearning centres in partner institutions; training partner institution staff in eLearning methodologies; developing and implementing open education resources (OER) strategy; and managing a digital library (AVU, 2012).

The other breakthrough brought about by improved technology in teaching and learning is the introduction of MOOCs. MOOCs, a platform for developing course materials for many participants with open access through the Web, provide an interactive user forum to support interactions between students and their teachers. This latest evolution came into existence in 2008 and has experienced rapid growth, especially from 2012, with the possibility of reaching students in marginalised areas and those who want flexibility in their learning (UNESCO, 2010). With university enrolment rates in Sub-Saharan Africa being among the lowest in the world (averaging at 5%), and with only 6% of the tertiary education age cohort being enrolled every year compared with the global average of 26% (UNESCO, 2010), the continent would benefit greatly from implementation of MOOCs. MOOCs should also be more appealing for Africa due to scarcity of resources and given the MOOCs' ability to achieve mass enrolment with minimal investments required from students.

Unfortunately, Africa in its current state is not ready for MOOCs due to a number of factors. According to Oyo and Kalema (2014), these include weak instructor readiness for digital education, scarce locally developed electronic content, low bandwidth Internet connectivity, limited access to computers, limited computer illiteracy of higher education entrants, and frequent electricity blackouts. Oyo and Kalema recommend that the approach to MOOCs be rooted in government support at the initial stages by funding of national coordination secretariats, content development and programme accreditation, content delivery mechanism, provision of access to computers and the Internet, and funding of MOOC coordination departments in universities if their benefits are to be realised on the continent.

Murage (2013) traces the evolution of modes of delivering ODL by pointing out four models of education through which different operations have evolved over time:

- first, the Correspondence Model based on print technology;
- second, the Multimedia Model based on print, audio and video technologies;
- third, the Tele-Learning Model, based on applications of telecommunication technologies to provide opportunities for synchronous communication; and
- fourth, the Flexible Learning Model based on online delivery via the Internet.

Many universities in Africa are still in the third model, with only a handful having implemented, to some extent, the fourth model. The fifth generation has already emerged, capitalising on the features of the Internet and the Web, mainly focusing on an Intelligent Flexible Learning Model (Katz and Oblinger, 2000). Yet many universities in Africa are just beginning to implement the fourth-generation ODL initiatives.

## Open and Distance Learning in Kenya

Over the last two decades, Kenya has experienced tremendous growth in the higher education sector. Overall university student enrolment increased by 34.9% from 240,551 in 2012/13 to 324,560 in 2013/14 (Republic of Kenya, 2014) and further to 536,000 in 2015/2016. This has been fueled partly by an increase in the gross enrolment rate of 115% realised after the introduction of Free Primary Education in 2003, as well as the significant increase (320%) in the number of public and private universities in Kenya in last decade alone. The high demand is also fueled by the advent of a knowledge-based economy with its new expectations for high level skills for the industry. The response to this expansion has been the need for more innovative educational approaches to reach a heterogeneous population with many different demands, ranging from rigid working hours and household responsibilities to economic factors.

ODL is seen as a means of providing the much-needed opportunities in higher education (Agalo, 2008), although this has not been fully done in Kenya. According to Murage (2013), development of lifelong skills in Kenya is still out of reach for many people due to limited physical and financial capacity in the Kenyan higher education institutions. Agalo further notes that ODL is progressively providing an important alternative mode for the marginalised and those challenged by time and space to enroll in traditional conventional modes of learning. These advantages notwithstanding, enrolments in ODL in Kenya are very low (Nyerere, 2012)

## Development of Open and Distance Learning in Kenya

The Kenya government's first initiative to come up with ODL was addressed in the first educational commission commonly known as the Ominde Commission of 1964/65. This commission recommended the establishment of an advisory commission on ODL in Kenya (Republic of Kenya, 1966). This was followed by the establishment of the Board of Adult Education at the University of Nairobi through an Act of parliament of 1966.

Since then, subsequent education commissions — such as the Gachathi report of 1976, Mackay report of 1981, Kamunge Report of 1988 and Koech Report of 2000 — recommended inclusion and support of ODL as an alternative mode of education provision in Kenya (Nyerere et al., 2012). Furthermore, the Sessional Paper No. 1 of 2005 recommended the establishment of a National Open University. This, however, has not been implemented to date, but a number of universities in Kenya (both public and private) have embraced ODL. Some of the major providers include: University of Nairobi, Kenyatta University, Egerton University, Maseno University, Masinde Muliro University of Science

and Technology, Jomo Kenyatta University of Science and Technology, Multimedia University of Kenya, and Moi University.

The popularity of ODL within the country is high as evidenced by the large number of learners in 2007 subscribing to programmes offered by foreign institutions either singly or in collaboration with local institutions. This is an indication that the implications of ODL programmes at Kenyan universities are becoming a common mode of delivery of educational programmes (Agalo, 2008). Different modes of delivering ODL in Kenya have also emerged.

## Quality Assurance in Delivery of ODL in Kenya

Many of the universities offering ODL are passionate about convincing their academics, stakeholders and the general public about quality delivery of ODL programmes (Mannan, 2009). However, with reduced interaction between the lecturers and students because of the nature of ODL delivery, many scholars have raised issues with the quality of learning being achieved. And, as Twigg (2001) and Muirhead (2000) observed, although the growth of the ODL has washed away the skepticism about its quality, professionals still believe that "same-time, same-place" interaction is central to the success of the learning experience. The issue is therefore for the institutions proving ODL to build and promote quality assurance (QA) systems as an important tool for building public confidence. As noted by Mannan (2009), QA frameworks and transnational qualification frameworks have been developed nationally and internationally to guide and regulate ODL programmes and institutions.

The common and emerging trend to assure quality in delivery of ODL is development of QA toolkits to guide institutions in developing their QA policies (Mishra, 2006). National regulating authorities, professional bodies and ODL providers should develop these policies and frameworks based on the inference drawn by them with respect to potential learners (Deshmukh, 2005). Mannan (2009) further notes that old institutions with entrenched QA systems may be seen to deliver more quality ODL programmes compared with new institutions (which may lack a well-documented QA policy), as the latter institutions may have concentrated on establishment, capacity-building, designing and implementing systems process and procedures.

Nyerere et al. (2012) observe that the objective of QA is to establish, maintain and improve standards. Quality assurance will ensure that there are qualified and competent staff, appropriate instructional materials, a conducive environment for teaching and learning, a suitable curriculum, administrative systems, and acceptability of the graduates of the programme in the job market. QA encompasses external as well as internal activities and it

is therefore important to have a policy that would assure quality and guide standards in ODL programmes in the country.

In Kenya, there has been a problem in that many Kenyans still remain skeptical not only about the concept of distance learning but also about the potential quality of the programmes (Odera and Mayeku, 2011). There has been a lot of debate on what quality in higher education and in ODL really means. Green (1994) observed that quality in higher education is a pervasive but elusive concept; it is multi-faceted and embraces three broad aspects: goals; the process deployed for achieving goals and how far goals are achieved. Kenya is one of the many countries concerned with quality in higher education, especially in ODL (Odera and Mayeku, 2011). From their studies, Odera and Mayeku (2011) and Nyerere (2012) found that there is lack of a clear and coherent policy for ODL at the national level. Universities are responsible for the quality of their own courses even though the Commission for University Education (CUE) is charged with the responsibility of accrediting all university programmes in Kenya. There are no specific national policy and guidelines for ODL but, realising the importance of quality in ODL delivery, institutions are putting in place measures to assure quality. The universities have similar approaches to QA by using seven key areas of institutional activities that influence ODL delivery: institution mission, institution structure, institution resources, curriculum and instruction, faculty support, student support and student learning outcomes (Odera and Mayeku, 2011).

## Level of Preparedness and Challenges Facing Delivery of ODL in Kenya

Implementation and application of ODL as a mode of study require universities to be prepared in terms of both facilities and human resources. As pointed out by Tarus et al. (2015), universities that are planning to implement eLearning in their institutions should be prepared to respond to the challenges that are likely to arise in the course of implementation. With rising enrolments and demands by governments to universities to increase access, ODL has been pointed out as a viable alternative. For example, the Kenyan universities are being compelled by the government (through the Kenya Vision 2030) to introduce eLearning and blended learning as an alternative delivery system to increase accessibility to higher education in Kenya (NESC, 2007). According to the E-Readiness Survey of Kenyan Universities (2013) report, Kenyan universities are allocating an average of 0.5% of their total recurrent expenditures on Internet bandwidth to support implementation of eLearning — a means to deliver ODL. Mulwa et al. (2013), in their study on readiness to adopt eLearning, found that Internet connectivity has a significantly positive correlation with electronic learning equipment. They pointed out that these indicators were all relevant in readiness for any university to adopt ODL.

As a form of delivering ODL, eLearning is considered a long-term strategy in Kenya Vision 2030 (Tarus et al., 2015). It has been viewed as a mode to address the issues of access, quality, equity, technology and

innovation, as pointed out in the Vision 2030. And, as observed by NESC, (2007), the vision for the education sector for 2030 is "to have globally competitive quality education, training and research for sustainable development." However, adoption of eLearning in Kenyan universities is still low. According to Kashorda and Waema (2014), the ratio of students with personal computers per 100 students was 3:8. This is considered quite low indicating a challenge in delivering ODL. It was also noted that only 16,174 student lab computers were available for 423,664 students at the 30 universities surveyed by E-Readiness Survey in Kenya; and only 17% of students accessed computers from their campuses.

On the other hand, 53% of students owned over 200,000 laptop computers in the 30 universities. There was therefore a recommendation that universities invest more in student computer labs. The E-Readiness Survey (2013) Report, however, pointed out that although all universities are inter-connected to the national fibre backbone network, universities are not investing sufficiently in their internal campus backbone and wireless network infrastructure that will make it easier for students to use their own laptops and smartphones on campus to access learning materials and other student services.

According to Murage (2013):

- In relation to access to facilities and computers with eLearning materials, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, and University of Nairobi were rated good. Moi University was rated average. Maseno University, Masinde Muliro University of Science and Technology and Egerton University were rated very low.

- With regard to availability of ICT infrastructure, Kenyatta University, Jomo Kenyatta University of Agriculture and Technology and University of Nairobi were rated good. Maseno University and Egerton University were rated average. Masinde Muliro University of Science and Technology and Moi University were rated low.

- With regard to adequate skills to use eLearning platforms, University of Nairobi was rated good. Kenyatta University, Maseno University, Moi University and Jomo Kenyatta University of Agriculture and Technology were rated low. Masinde Muliro University of Science and Technology and Egerton University were rated very low.

- With regard to level of interaction between lecturers and students in ODL platforms, University of Nairobi was rated good. Kenyatta University and Jomo Kenyatta University of Agriculture and Technology were rated average. Maseno University and Moi University were rated low. Masinde Muliro University of Science and Technology and Egerton University were rated very low.

Mbugua (2013), in a study on determinants of educational managers' support for ODL, found that a reasonable number of educational managers were not fully exposed to the distance education mode of learning despite having a background in education and many years of experience in the education sector. Murage observed that there were complaints from academic practitioners and opinion leaders concerning rising enrolment that is not supported by physical facilities to support ODL in Kenya.

It is clear, as established by several studies, that universities in Kenya are still faced with myriad challenges in delivering ODL, ranging from lack of clear and adequate national policies, poor perception of quality, an elaborate QA system for ODL delivery, and reliance on print materials at the expense of use of modern technology in it delivery. Training in ODL has been found to rely heavily on staff who facilitate the residential mode programmes assisted by staff hired on a part-time basis to facilitate the ODL programmes (Nyerere, 2012). Whereas this is expected of institutions running the programmes in dual mode, the challenge is that staff have not been given special training in the delivery of ODL techniques. This has a profound effect on quality of these programmes, given that teachers or instructors are a key input. Instructors are expected to be well equipped in, among other techniques: practice in the design, production and presentation of materials; ample hands-on practice with delivery technologies; practice with techniques in how to humanise a course; and practice with techniques for facilitating student participation (Moore and Kearsley, 1994). All of these require sufficient training and interaction with technology.

In their study on policy guidelines for QA in ODL in Kenya, Mayeku and Odera (2011) found that the following five challenges were common across all the universities that were sampled in terms of ODL delivery: Lack of funds – This mainly was attributed to lack of national policy for ODL hence lack of specific provision in the budget; inadequate resources, mainly resource centres and library resources; Outdated facilities, because many programmes rely on use of print media institutions and had not embraced latest technology; Lack of proper infrastructure and support for ODL which mainly entail lack of necessary ICT and audio-visual equipment, and also inadequate expertise in production of these materials. They also noted that poor teaching/learning practices whereby lecturers still apply traditional modes of delivery including giving handouts to students which in the end promote rote learning. This is inappropriate since ODL is expected to apply learner-centred approach. Chale and Michaud (2009) also observed that ODL programmes in Kenyan universities are delivered using residential and external study. They noted problems with funding, expertise and lack of necessary ICT structure that hinder delivery of distance courses.

Tarus et al. (2015), in their study on challenges of implementing eLearning in Kenya, found that 92% of the respondents identified inadequate ICT and eLearning infrastructure as one of the challenges hindering the implementation of eLearning in Kenyan public universities. All the respondents agreed that inadequate ICT and eLearning infrastructure were a major challenge in delivering ODL. Furthermore, they found that 85% of the respondents indicated that universities lacked operational policies for implementing and delivering ODL through eLearning. They pointed out that five key respondents believed that lack of operational eLearning policies has hindered successful implementation of eLearning. This is despite the fact that Kenya developed an ICT policy in 2006 that aims to ensure the availability of accessible, efficient, reliable, and affordable ICT services.

Another issue affecting delivery of ODL was funding. Tarus et al. (2015) observed that most ICT- and eLearning-related projects in public universities rely on donor funding, and priority has not been given to ODL in budgetary allocations for universities, but it is key to efficient delivery of ODL (Huynh et al., 2003; Nyerere, 2012). According to Kashorda and Waema (2014), Kenyan

universities were spending only 0.5% of their total recurrent expenditures on Internet bandwidth. These and many more other challenges have affected effective delivery of ODL in Kenya.

## Methodology

Data was collected from deans or directors of ODL centres in the 12 universities implementing ODL in Kenya. A survey questionnaire with both open- and close-ended questions was used to collect information. Information sought from the respondents in the study's universities included: the policy guidelines for ODL; the facilities and infrastructure employed in ODL delivery; appropriateness and adequacy of ODL resources; the QA, staffing and enrolment levels; the challenges the institutions encounter in provision of the programmes; and what needs to be done to address the challenges. Analysis of the relevant documents was undertaken to capture information on the status of ODL and the policies guiding this type of education in Kenya. Institutional websites were also studied.

After collection, data was coded and the responses from the questionnaires and interview schedules were arranged and grouped according to individual research questions. The data from the close-ended questions was analysed using frequencies, and percentages with the aid of the Statistical Package for Social Sciences (SPSS; version 21.0) and Microsoft Excel. Information from the open-ended questions was interpreted thematically.

## Results

ODL has been implemented and delivered differently across the universities in Kenya. Both public and private universities are now offering the programmes. The University of Nairobi, the School of Continuing and Distance Learning Education (SCDE), is the oldest at 50. The rest of the public universities are Kenyatta, Moi, Maseno Jomo Kenyatta University of Agriculture and Technology, Masinde Muliro, and Multimedia. ODL programmes do not seem popular with both public and private universities in Kenya and are only implemented in 7 out of 33 public universities and 5 out of 37 private universities in the country. Tables 1 and 2 in Appendix I show a list of universities in Kenya that are implementing ODL programmes.

Twelve universities implementing ODL programmes in Kenya were surveyed to establish the status of ODL implementation in Kenya.

### Institutional Policies

Studies have shown that there is that lack of operational eLearning policies in several institutions, which has hindered successful implementation of eLearning in SSA. The universities implementing ODL in Kenya, however, showed that they have policies guiding their ODL programmes. Figure 1 shows that 11 out of 12 universities surveyed have ODL policies.

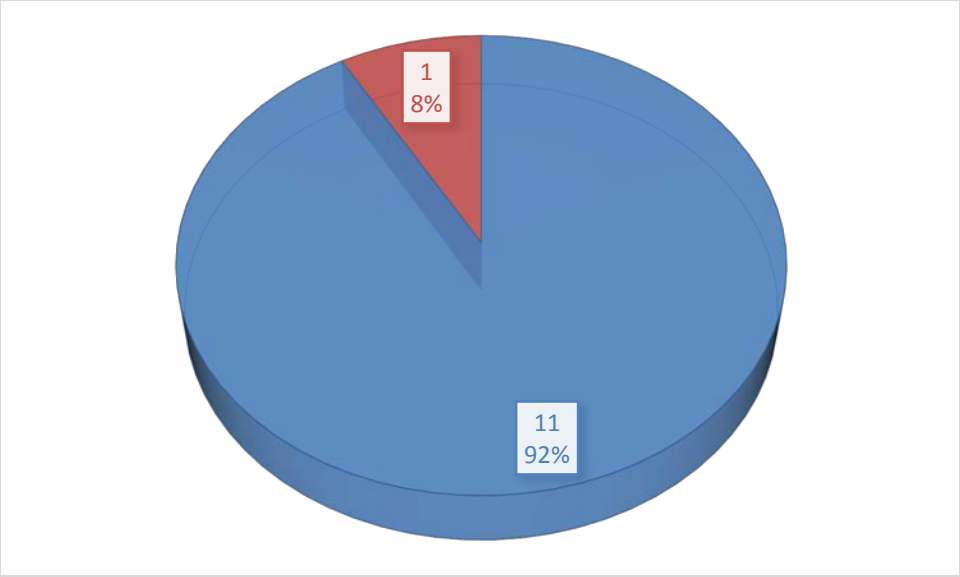


**Figure 1:** Institutions with ODL policies.

This is not the case at the national level. To date, there are no national policies that govern ODL in Kenya. The institutions providing these programmes are thus guided by their own institutional policies. The only policy available is one that touches on e lerning, the ICT policy. The relevant objectives in the ICT policy indicate the government's commitment to encourage the use of ICT in schools, colleges, universities, and other educational institutions in the country so as to improve the quality of teaching and learning, and to promote the development of an integrated eLearning curriculum to support ICT in education.

The absence of a clearly defined national ODL policy poses a challenge in implementation of ODL programmes in the country. It presents gaps not only in the provision of a common framework for the development of ODL in which institutions should anchor their policies, but also in resource mobilisation to support implementation of ODL. National ODL policies would also be instrumental in addressing human resource development and deployment, as well as QA in delivery of the ODL programmes.

Notable bodies that are contributing to the development of ODL in the country include the African Virtual University (AVU) and the African Council for Distance Education (ACDE).

- AVU has been in existence since 1997 and is currently working with more than 53 partner institutions in 27 countries, including Kenya, to improve access to quality higher education and training through the innovative use of information communication technologies (AVU, 2012). The organisation deliver programmes through ICTs (degree programmes, certificate and diploma programmes) to develop African-based residential and eLearning materials for partner institutions, to establish eLearning centres in partner institutions, to train partner institution staff in eLearning methodologies, to develop and implement OER strategy, and to manage a digital library for the benefit ODL in Africa. Generally, AVU is also assisting in the area of capacity-building.

- ACDE was established in 2005 with its headquarters in Kenya. The aim was to have a continental body playing a significant role in the development of ODL in Africa. It was meant to be a unifying body of distance education providers and practitioners on the continent, promoting research, policy and quality in ODL by building capacity, fostering collaboration and partnership, and advocating to increase access to education and training in Africa. Little is known, however, of its activities except that the conferences are held once every three years. ACDE's core mandate of promoting research, policy and quality of ODL has not been appropriately delivered. This is probably the reason why 58% of the respondents in this survey did not know of ACDE's existence.

ODL programmes have the potential to reach students in marginalised areas in addition to allowing flexibile learning (UNESCO, 2010). Agalo (2008) concurs that ODL provides an important alternative mode for the marginalised as well as for those challenged by time and space to enroll in traditional conventional modes of learning. The universities that participated in this survey have tried to meet this expectation, with 10 out of the 12 (Figure 2) expressing satisfaction with their efforts to reach the marginalised.

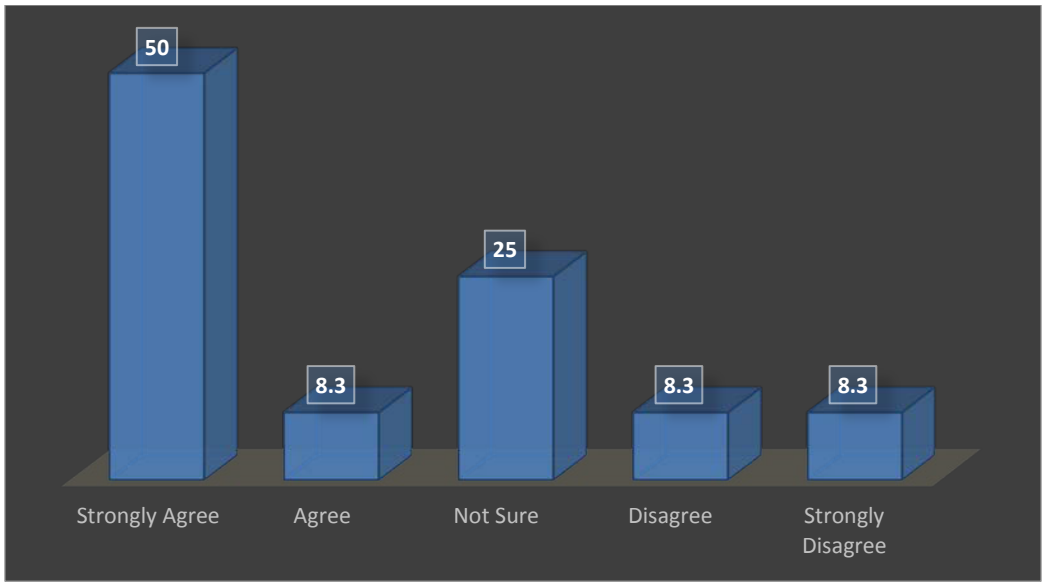


**Figure 2:** Success of ODL in reaching marginalised areas.

About 58.3% of the 12 institutions participating in the survey felt that they have made adequate efforts to reach the marginalised and that their efforts have been successful. This has been achieved mostly through establishment of the use of online delivery methods, reaching all regardless of their location. What is worrying, though, is the fact that very few universities have established study centres in disadvantaged parts of the country such as the arid and semiarid lands (ASALs) and in the refugee camps of Kakuma (1 university) and Dadaab (1 university).

## Quality Assurance and Modes of Delivering ODL

Quality assurance is a critical component in delivery of ODL programmes. Responses on the state of QAin the 12 universities surveyed show that 92% are satisfied with the quality of ODL programmes they provide. These institutions felt that they have put in place sufficient QA mechanisms to support delivery of ODL programmes. Among the various ODL QA strategies implemented by the institutions are a QA policy (40% of the institutions), QA units (26.7% of the institutions) and monitoring and evaluation units (33.3% of the institutions). However, 66% of the respondents observed that there are no adequate QA mechanisms at the national level to guide ODL programmes provision. They felt that the QA strategies are too general and more favourable to residential educational programmes than to the ODL. On the issue of integration of sustainable issues to address the needs of the 21st century in the ODL programmes, 91% of respondents agreed that universities have incorporated sustainable issues in ODL programmes. It is not clear how this has been achieved, however.

## Modes of ODL Delivery in Kenya

Universities in Kenya use different modes in delivering ODL programmes. The common modes are course modules, textbooks and lecture notes, online/eLearning, blended approaches, videoconferencing and Skype audio CDs and mobile phones/ tablets. This survey established that course modules were the most preferred mode of delivering ODL (90%). Lecture notes and blended approach (bot at 80%) were the second most preferred mode. Videoconferencing and Skype were the least preferred modes of delivering ODL programmes (1% and 11%, respectively). This is illustrated in Table 1.

**Table 1:** Modes of delivering ODL in Kenya

| Mode of delivery | Preference by universities surveyed (%) |
|---|---|
| Course modules | 90 % |
| Lecture notes | 80% |
| Online | 45% |
| Blended | 80% |
| Videoconferencing | 1% |
| Skype | 11% |
| Audio CDs | 36% |
| Computers/tablets | 63% |

## Application of ICT in the Delivery of ODL

Emerging ICT holds much promise for breaking down traditional barriers that have limited higher education. The advent of technology and, in particular, communication technology, have helped turn the world into a global village (Agalo, 2008). And, as Barney (2008) put it, advances in technology are aiding the design and delivery of ODL courses, and are facilitating lifelong learning

by breaking the time and distance barriers. This survey sought to establish the level of adoption of ICT in the provision of ODL programmes in Kenya. Specifically, information was sought covering the areas of computer availability and accessibility, Internet availability and connectivity, and level of adoption of MOOCs. Figures 3, 4 and 5 present the responses on the level of availability and adoption of ICT in delivery of ODL in Kenya.

For efficient delivery of ODL programmes, especially with regard to eLearning, Internet connectivity is vital. Figure 3 shows that about 67% of the respondents indicated that the level of Internet availability and connectivity in their institutions is good with only about 17% of the respondents rating that connectivity at their institutions as excellent.

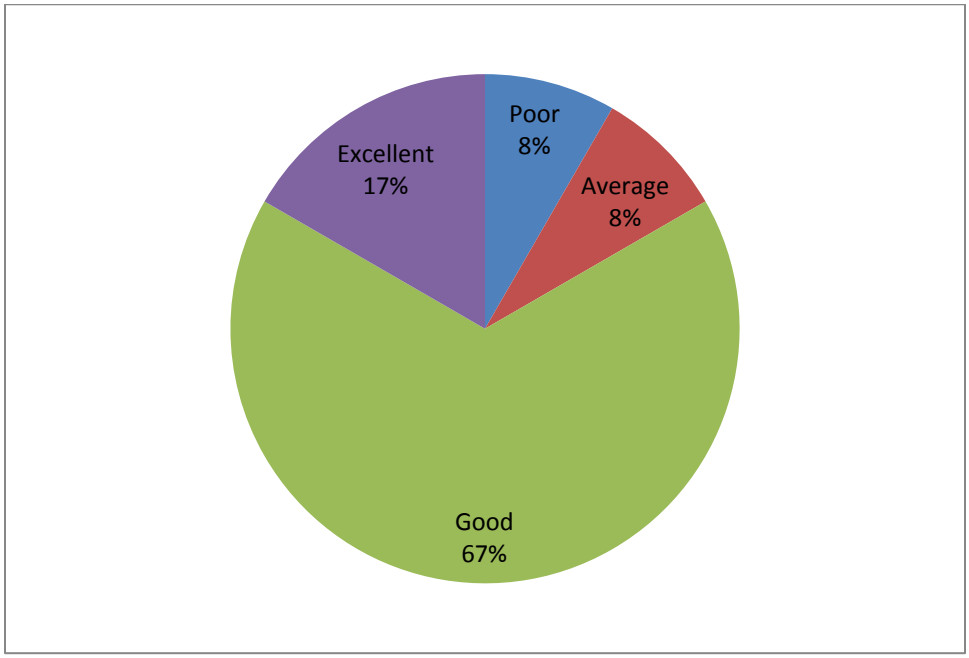


**Figure 3:** Level of Internet connectivity.

About 66.7% of the respondents indicated that they have sufficient computers for ODL programme delivery and their accessibility was adequate; while 24% indicated that there were inadequate computers for delivering ODL programmes. Besides computers, some institutions (such as Kenyatta University) are investing in the provision of tablets to all students registered in ODL. Kenyatta University offers the tablets to students at registration and their costs are included in the tuition fees. About 67% of the respondents, however, indicated that tablets are not available to students, but recognised their importance in aiding the delivery of ODL programmes.

On the level of adoption of OER, 54% of respondents indicated that it was low. However, the use of MOOCs, even though they should be appealing for Africa because of their ability to achieve mass enrolment with minimal investments required from students, has been very low. About 46.2% of respondents admitted that the adoption of MOOCs in Kenya is very low while nearly 8% did not think MOOCs even exist. More than 50% of universities implementing ODL programmes in Kenya

have not made adequate effort to use the technology. Figure 4 shows the responses on the level of use of MOOCs.

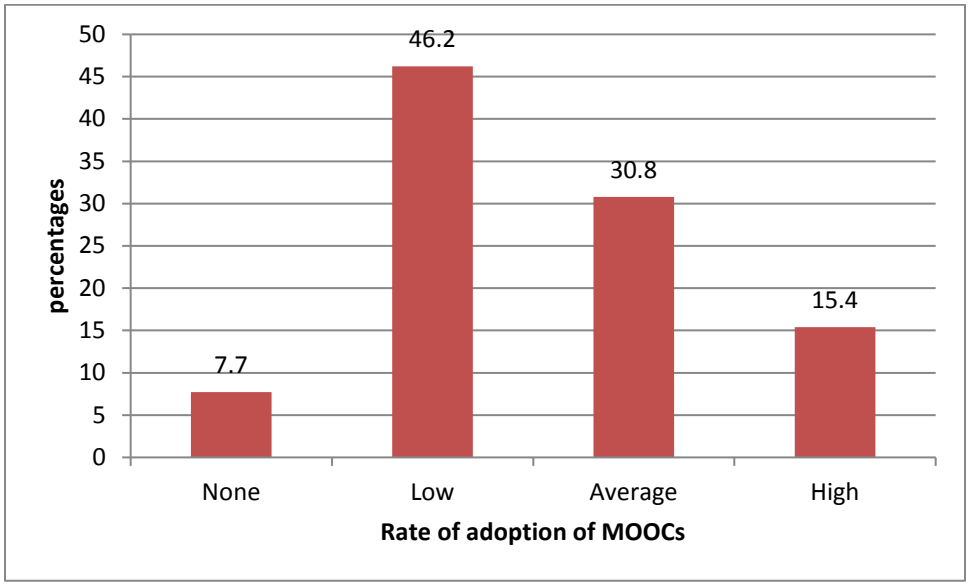


**Figure 4:** Use of MOOCs in delivery of ODL in Kenya.

## Learner Support Services

For efficient delivery of ODL programmes, learner support services should be a critical component. Sufficient support is key in making ODL a viable option for impoverished or socially marginalised communities, for example. The nature of students registered in ODL and the delivery methods require provision of support in a range of fronts, including interaction with ICT necessary for eLearning, as well as guidance and counselling and career advice. About 92% of respondents indicated that they support their learners to enable them to interact with the eLearning platforms. None indicated support in other spheres such as social and career guidance. The learner support services provided to students registered in ODL programmes include, as shown on Figure 5, user support programmes, skills to interact with IT, eLearning platforms, tutorials and Internet services.

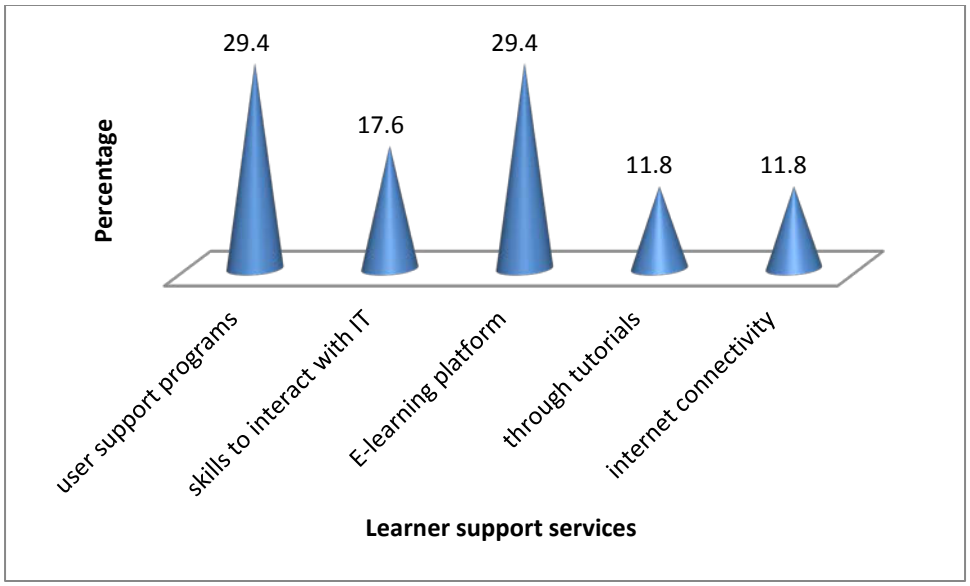


**Figure 5:** Learner support services provided in delivering ODL.

Figure 5 shows that learner support programmes and eLearning platforms are the most common learner support services provided. Other support services are skills to interact with IT at 17.6%. All the universities that participated in the survey have ODL centres in different parts of the country. If well used, these centres constitute an important support facility. They are meant to provide facilities for individual learning and group tutoring and for academic guidance and counselling. The use of these centres in the universities surveyed is, however, not fully optimised and the centres are mostly used for examinations.

For women who have unique challenges, including household duties that limit their access to and participation in education, most institutions surveyed indicated that they have taken measures to mainstream gender into the design and delivery of ODL programmes. Some of the measures they have put in place include establishment of technical management committees on gender affairs and creation of awareness for women to enroll in ODL programmes.

## Challenges in Delivery of ODL Programmes

ODL holds the promise of economies of scale and expanded geographical reach, and thus should be appealing to Kenya and to the continent faced with increasing demand for higher education against scarce resources. The low level of enrolment against total university enrolment points to serous issues that need to be addressed. Demand for ODL programmes remains low for a variety of reasons, among them credibility of the programmes and perception about their quality. Not many students want to enroll in ODL programmes even with the benefits it presents. Quality of these programmes is also impacted by inadequate infrastructure due to inadequate funding for the programmes. All participants in the survey cited funding as a major obstacle to incorporating technology into their ODL programmes. This is partly because ODL programmes do not have independent budgets, and have mainly been established as income-generating units of the universities and are thus expected to consume very little resources.

There are also challenges with staff training. Moore and Kearsley (1994) recognise that "a good training programme for open and distance learning instructors would include: practice in the design, production and presentation of materials; ample hands-on practice with delivery technologies; practice with techniques in how to humanize a course; and practice with techniques for facilitating student participation." None of the study respondents indicated that their staff had been taken through training in all these areas. There has, however, been efforts by all the institutions surveyed to get some staff trained in course module development and in application of ICT in teaching and learning.

## Strategies to Improve Credibility of ODL Programmes

To overcome the challenges and create more demand for ODL programmes, a variety of strategies have been put place by the institutions surveyed. These include creating more awareness of ODL programmes, training staff, and providing more student support services. The efforts have, however, not been sufficient to improve the credibility and recognition of ODL programmes.

Approval of ODL programmes by relevant bodies and creation of more awarenesss of ODL programmes for various stakeholders were the most cited strategies (38.5%) by survey respondents to improve the demand and recognition of ODL programmes. Other strategies cited include provision of accredited ODL programmes, continuous research and development in the area of ODL, and formulation of policies to enhance delivery of ODL both at the national and individual institutions level. With regard to improving the outcomes of ODL students and increasing demand for ODL, respondents cited steps such as incorporation of the 21st-century knowledge skills, improvement of student support services, instilling of practical skills, and increasing of the use of technology interaction. Figure 6 shows the steps that the respondents suggested to improve learning outcomes.

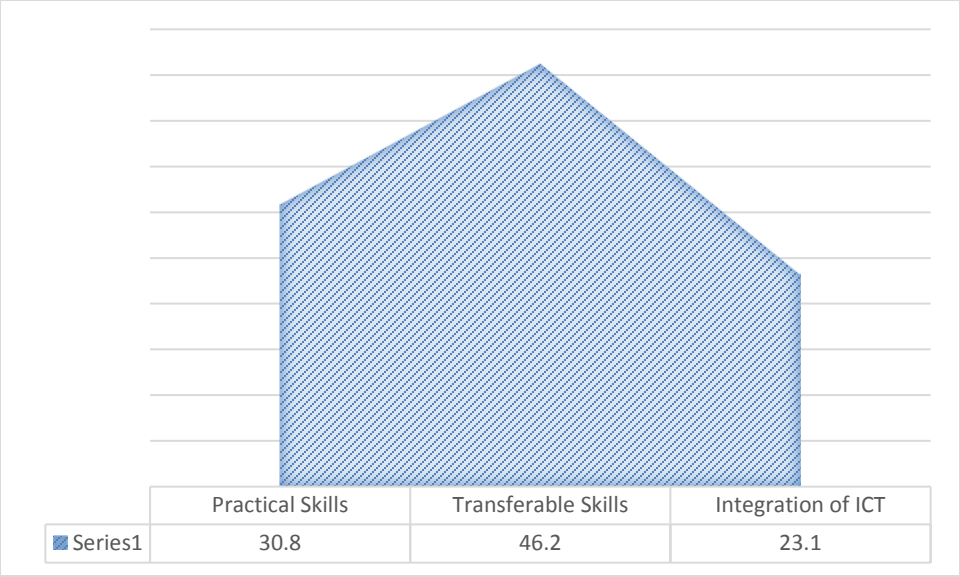


**Figure 6:** Steps to improve use of ODL learning outcomes.

The majority of respondents, 46.2%, felt that equipping ODL learners with transferable skills such as communication skills, critical thinking, creativity and interpersonal skills would increase demand and recognition of ODL programmes. Other respondents, felt that equipping learners with practical skills (30.8%) and increasing usage of ICT skills — especially by incorporating them in ODL programmes (23.1%) — are also important strategies.

## Recommendations

1. Establish and implement quality assurance policies and invest in appropriate infrastructure and training of staff to improve recognition and demand of ODL programmes in Kenya.
2. Provide sufficient funding for staff training in ODL delivery techniques.
3. Include ODL programmes in the country's budgetary allocations to support the programmes' capital development, infrastructure and capacity development. To enable institutions take full advantage of MOOCs and other open education resources, mobilise all stakeholders to establish the infrastructure needed to support adequate application of technology in the provision of ODL.
4. Establish and implement national policies on ODL to address, among other issues, programme financing, human resource development and deployment, and QA. This would lend credibility to ODL programmes in the country and increase demand for them.

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# APPENDICES

## Appendix I: List of Universities in Kenya

**Table 1:** Public universities in Kenya

| S/No. | Public university | Year established | Those with ODL centres |
|---|---|---|---|
| 1 | University of Nairobi (UoN) | 1970 | |
| 2 | Moi University (MU) | 1984 | |
| 3 | Kenyatta University (KU) | 1985 | |
| 4 | Egerton University (EU) | 1987 | |
| 5 | Jomo Kenyatta University of Agriculture and Technology (JKUAT) | 1994 | |
| 6 | Maseno University (Maseno) | 2001 | |
| 7 | Dedan Kimathi University of Technology | 2007 | |
| 8 | Chuka University | 2007 | |
| 9 | Technical University of Kenya | 2007 | |
| 10 | Technical University of Mombasa | 2007 | |
| 11 | Pwani University | 2007 | |
| 12 | Kisii University | 2007 | |
| 13 | Masinde Muliro University of Science and Technology (MMUST) | 2007 | |
| 14 | Maasai Mara University | 2008 | |
| 15 | South Eastern Kenya University | 2008 | |
| 16 | Meru University of Science and Technology | 2008 | |
| 17 | Multimedia University of Kenya | 2008 | |
| 18 | Jaramogi Oginga Odinga University of Science and Technology | 2009 | |
| 19 | Laikipia University | 2009 | |
| 20 | University of Kabianga | 2009 | |
| 21 | University of Eldoret | 2010 | |
| 22 | Karatina University | 2010 | |
| 23 | Kibabii University | 2011 | |
| | **Public University Constituent Colleges** | | |
| 24 | Embu University College (UoN) | 2011 | |
| 25 | Kirinyaga University College (JKUAT) | 2011 | |
| 26 | Garissa University College (MU) | 2011 | |
| 27 | Murang'a University College (JKUAT) | 2011 | |
| 28 | Machakos University College (KU) | 2011 | |

| | | | |
|---|---|---|---|
| 29 | Rongo University College (MU) | 2011 | |
| 30 | Taita Taveta University College (JKUAT) | 2011 | |
| 31 | The Co-operative University College of Kenya (JKUAT) | 2011 | |
| 32 | Kaimosi Friends University College (MMUST) | 2015 | |
| 33 | Alupe University College (MU) | 2015 | |

**Table 2:** Private universities in Kenya

| | **Private chartered university** | **Year established** | **Those with ODL centres** |
|---|---|---|---|
| 1 | University of Eastern Africa, Baraton | 1989 | |
| 2 | Catholic University of Eastern Africa (CUEA) | 1989 | |
| 3 | Daystar University | 1989 | |
| 4 | Scott Christian University | 1989 | |
| 5 | United States International University | 1989 | |
| 6 | St. Paul's University | 1989 | |
| 7 | Pan-Africa Christian University | 1989 | |
| 8 | Africa International University | 1989 | |
| 9 | Kenya Highlands Evangelical University | 1989 | |
| 10 | Africa Nazarene University | 1993 | |
| 11 | Kenya Methodist University | 1997 | |
| 12 | Strathmore University | 2002 | |
| 13 | Kabarak University | 2002 | |
| 14 | Great Lakes University of Kisumu | 2006 | |
| 15 | KCA University | 2007 | |
| 16 | Mount Kenya University | 2008 | |
| 17 | Adventist University of Africa | 2008 | |
| | **Private university constituent colleges** | | |
| 18 | Hekima University College (CUEA) | 1993 | |
| 19 | Tangaza University College (CUEA) | 1997 | |
| 20 | Marist International University College (CUEA) | 2002 | |
| 21 | Regina Pacis University College (CUEA) | 2010 | |
| 22 | Uzima University College (CUEA) | 2012 | |
| | **Institutions with Letter of Interim Authority (LIA)** | | |
| 23 | Kiriri Women's University of Science and Technology | 2002 | |
| 24 | Aga Khan University | 2002 | |
| 25 | GRETSA University | 2006 | |
| 26 | Presbyterian University of East Africa | 2007 | |
| 27 | Inoorero University | 2009 | |
| 28 | The East African University | 2010 | |

| | | | |
|---|---|---|---|
| 29 | GENCO University | 2011 | |
| 30 | Management University of Africa | 2011 | |
| 31 | Riara University | 2012 | |
| 32 | Pioneer International University | 2012 | |
| 33 | UMMA University | 2013 | |
| 34 | International Leadership University | 1989 | |
| 34 | Zetech University | 2014 | |
| 36 | Lukenya University | 2015 | |
| | **Registered private institutions** | | |
| 37 | KAG – EAST University | 1989 | |

# Appendix II: Cases of universities offering ODL in Kenya

## 1. University of Nairobi

The University of Nairobi SCDE has managed to offer its programmes through its department of Extra-Mural Centres. The school has three departments, namely: Department of Educational Studies, Department of Extra-Mural Studies and Department of Distance Studies. Each of these departments has different programmes to offer. In the academic year 2012/2013, the school had an enrolment of 9,637 students. Currently, about 10,000 are enrolled in ODL programmes. Furthermore, the school has international links and collaborations with the African Virtual University, Makerere University and University of Coventry in the UK. The concept of the extra-mural studies was introduced to Kenya in the early 1950s from Makerere University which, according to Gakuu (2013), was to extend some rudimentary university education, thereby expanding access to higher education to Kenyans, particularly in addressing adult literacy levels. Gakuu also notes that the extra-mural method of access to university education in Kenya developed rapidly since those early days though, due to the need to expand the mainstream conventional mode of study in the mid-1980s, the extra-mural activities were suspended.

In the late 1990s, public universities were faced with the challenges of escalating costs, a stringent public fiscal policy introduced through the Structural Adjustment Programmes (SAPs), and the resulting tendency to reduce funding of public universities in Kenya. Public universities were therefore forced to develop alternative ways of funding their activities to remain afloat. These circumstances, coupled with increasing demand for education, led to a re-birth of extra-mural activities.

**Table 1.1: Locations of the university's ODL centres**

| Location of ODL centre | Average enrolment |
|---|---|
| Nairobi | - |
| Kisumu | - |
| Garissa | - |
| **Total** | **10,000** |

**Table 1.2: Preferred mode of ODL delivery**

| Mode of delivery | N/A | Less preferred | Preferred | Most preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Textbooks and lecture notes | | | | |
| Online/eLearning | | | | |
| Blended (face-to-face and online) | | | | |
| Videoconferencing | | | | |
| Skype | | | | |

**Table 1.3: Availability of infrastructure and use of facilities in ODL delivery**

| Infrastructure | N/A | Poor | Average | Good | Excellent |
|---|---|---|---|---|---|
| Internet connectivity | | | | | |
| Computers | | | | | |
| Tablets | | | | | |
| Mobile phones | | | | | |

**Table 1.4: Skills training for ODL staff**

| Training | 0 | 1–10% | 10–20% | 20–50% | 50–100% |
|---|---|---|---|---|---|
| Application of ICT in teaching | | | | | |
| Course modules development | | | | | |
| Assessment of ODL learners | | | | | |
| Development of interactive course content | | | | | |

**Table 1.5: Achievements realised in delivery of ODL since establishment**

(*1 = lowest achievement, 10 = highest achievement*)

| Achievement | Rank |
|---|---|
| Increase in enrolments | 10 |
| Increased funding | 1 |
| More trained staff in ODL delivery | 10 |
| More recognition/acceptance of ODL courses in the job market | 10 |
| Application of ICT in delivery of ODL | 10 |
| Improved student support services | 10 |

**Table 1.6: Challenges experienced in delivery of ODL**

*(1 = least challenge, 10 = biggest challenge)*

| Challenge | Rank |
|---|---|
| Financing | 7 |

| | |
|---|---|
| Staffing | 6 |
| Recognition/acceptance of ODL programmes | 5 |
| Low enrolments | 4 |
| Low students' performance | 3 |
| High drop-out rates | 2 |
| Low graduation rates | 2 |

***Strategies put in place to overcome the challenges***

i. Advertisements and promotions
ii. University branding

## 2. Kenyatta University

Kenyatta University established ODL programmes under the Institute of Open and Distance Learning in 2002, and in 2012 expanded to establish the School of Virtual and Open Learning (SOVL), which seeks to provide learning opportunities to students who are unable to take up full-time on-campus programmes. In a similar model to that of the Extra-Mural Centres at the University of Nairobi, the SOVL provides a wide range of programmes using blended learning mode, combining digital instruction with tutorials in various centres across the country. Furthermore, Kenyatta University posts the reading materials to open learning students in the form of module booklets and CDs. The university also uses e-Blackboard Learning Management System (BLMS) and the Moodle Course Learning Management System to deliver its ODL programmes.

**Table 2.1: Locations of the university's ODL centres**

| Location of ODL Centre | Average enrolment | Location of ODL Centre | Average enrolment |
|---|---|---|---|
| Nairobi | 2,160 | Marsabit | 17 |
| Kisumu | 263 | Mombasa | 267 |
| Garissa | 107 | Nakuru | 290 |
| Kakamega | 192 | Nyeri | 166 |
| Embu | 366 | Kericho | 125 |
| Dadaab | 42 | | |
| **Total** | | | **3,998** |

**Table 2.2: Preferred mode of ODL delivery**

| Mode of delivery | N/A | Less preferred | Preferred | Most preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Textbooks and lecture notes | | | | |
| Online/eLearning | | | | |
| Blended (face-to-face and online) | | | | |
| Videoconferencing | | | | |
| Skype | | | | |

**Table 2.3: Availability of infrastructure and use of facilities in ODL delivery**

| Infrastructure | N/A | Poor | Average | Good | Excellent |
|---|---|---|---|---|---|
| Internet connectivity | | | | | |
| Computers | | | | | |
| Tablets | | | | | |
| Mobile phones | | | | | |

**Table 2.4: Skills training for ODL staff**

| Training | 0 | 1–10% | 10–20% | 20–50% | 50–100% |
|---|---|---|---|---|---|
| Application of ICT in teaching | | | | | |
| Course modules development | | | | | |
| Assessment of ODL learners | | | | | |
| Development of interactive course content | | | | | |

**Table 2.5: Achievements realised in delivery of ODL since establishment**

(*1 = lowest achievement, 10 = highest achievement*)

| Achievement | Rank |
|---|---|
| Increase in enrolments | 10 |
| Increased funding | 10 |
| More trained staff in ODL delivery | 10 |
| More recognition/acceptance of ODL courses in the job market | 1 |
| Application of ICT in delivery of ODL | 10 |
| Improved student support services | 10 |

**Table 2.6: Challenges experienced in delivery of ODL**

*(1 = least challenge, 10 = biggest challenge)*

| Challenge | Rank |
|---|---|
| Financing | 7 |
| Staffing | 6 |
| Recognition/acceptance of ODL programmes | 1 |
| Low enrolments | 2 |
| Low student performance | 4 |
| High drop-out rates | 3 |
| Low graduation rates | 5 |

***Strategies put in place to overcome the challenges***

i. Engaging with the university management to increase funding for ODL programmes

## 3. Moi University

Moi University was established ODL in 2007. Its major aim was to support the Government of Kenya in its efforts to expand access to higher education by facilitating the integration and implementation of ODL, eLearning and blended approaches to expand access to education.

**Table 3.1: Locations of the university's ODL centres**

| Location of ODL Centre | Average enrolment |
|---|---|
| Eldoret | - |
| Nairobi | - |
| **Total** | **-** |

**Table 3.2: Preferred mode of ODL delivery**

| Mode of delivery | N/A | Less preferred | Preferred | Most preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Textbooks and lecture notes | | | | |
| Online/eLearning | | | | |
| Blended (face-to-face and online) | | | | |
| Videoconferencing | | | | |
| Skype | | | | |

**Table 3.3: Availability of infrastructure and use of facilities in ODL delivery**

| Infrastructure | N/A | Poor | Average | Good | Excellent |
|---|---|---|---|---|---|
| Internet connectivity | | | | | |
| Computers | | | | | |
| Tablets | | | | | |
| Mobile phones | | | | | |

**Table 3.4: Skills training for ODL staff**

| Training | 0 | 1–10% | 10–20% | 20–50% | 50–100% |
|---|---|---|---|---|---|
| Application of ICT in teaching | | | | | |
| Course modules development | | | | | |
| Assessment of ODL learners | | | | | |
| Development of interactive course content | | | | | |

**Table 3.5: Achievements realised in delivery of ODL since establishment**

(*1 = lowest achievement, 10 = highest achievement*)

| Achievement | Rank |
|---|---|
| Increase in enrolments | 8 |
| Increased funding | 5 |
| More trained staff in ODL delivery | 7 |
| More recognition/acceptance of ODL courses in the job market | 8 |
| Application of ICT in delivery of ODL | 10 |
| Improved student support services | 7 |

**Table 3.6: Challenges experienced in delivery of ODL**

*(1 = least challenge, 10 = biggest challenge)*

| Challenge | Rank |
|---|---|
| Financing | 5 |
| Staffing | 5 |
| Recognition/acceptance of ODL programmes | 4 |
| Low enrolments | 6 |
| Low student performance | 3 |
| High drop-out rates | 2 |
| Low graduation rates | 1 |

***Strategies put in place to overcome the challenges***

i. Enhancement of user support services
ii. Laying of fibre optic cables to enhance Internet connectivity
iii. Proposed eLearning hub

## 4. Maseno University

Maseno University established ODL programmes in 2007 and mainly uses a blended approach in the delivery of its programmes. It has also established an eCampus where all eLearning modules are delivered online through the eCampus platform, with some support material provided on CD/DVD-ROM and print. The eCampus is modelled around a Web-based Learning Management System (LMS), electronic community and administrative centres for students and faculty. It facilitates delivery of certificate, diploma and degree programmes to learners in various parts of the country. All programmes offered at the eCampus are delivered primariliy through the Internet, with students taking sit-in on-campus examinations at the end of each semester.

**Table 4.1: Locations of the university's ODL centres**

| Location of ODL centre | Average enrolment | Location of ODL centre | Average enrolment |
|---|---|---|---|
| Nairobi | 100 | Nakuru | 80 |
| Kisumu | 250 | Eldoret | 80 |
| Mombasa | 30 | | |
| **Total** | | | **540** |

**Table 4.2: Preferred mode of ODL delivery**

| Mode of delivery | N/A | Less preferred | Preferred | Most preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Textbooks and lecture notes | | | | |
| Online/eLearning | | | | |
| Blended (face-to-face and online) | | | | |
| Videoconferencing | | | | |
| Skype | | | | |

**Table 4.3: Availability of infrastructure and use of facilities in ODL delivery**

| Infrastructure | N/A | Poor | Average | Good | Excellent |
|---|---|---|---|---|---|
| Internet connectivity | | | | | |
| Computers | | | | | |
| Tablets | | | | | |
| Mobile phones | | | | | |

**Table 4.4: Skills training for ODL staff**

| Training | 0 | 1–10% | 10–20% | 20–50% | 50–100% |
|---|---|---|---|---|---|
| Application of ICT in teaching | | | | | |
| Course modules development | | | | | |
| Assessment of ODL learners | | | | | |
| Development of interactive course content | | | | | |

**Table 4.5: Achievements realised in delivery of ODL since establishment**

(*1 = lowest achievement, 10 = highest achievement*)

| Achievement | Rank |
|---|---|
| Increase in enrolments | 7 |
| Increased funding | 6 |
| More trained staff in ODL delivery | 7 |
| More recognition/acceptance of ODL courses in the job market | 5 |
| Application of ICT in delivery of ODL | 8 |
| Improved student support services | 4 |

**Table 4.6: Challenges experienced in delivery of ODL**

*(1 = least challenge, 10 = biggest challenge)*

| Challenge | Rank |
|---|---|
| Financing | 9 |
| Staffing | 6 |
| Recognition/acceptance of ODL programmes | 5 |
| Low enrolments | 5 |
| Low student performance | 6 |
| High drop-out rates | 2 |
| Low graduation rates | 3 |

***Strategies put in place to overcome the challenges***

i. Increase in staff training in ODL delivery
ii. Improved student support services through mobile application
iii. Increased funding for ODL services

## 5. Jomo Kenyatta University of Science and Technology

Jomo Kenyatta University of Science and Technology established ODL programmes in 2006 and uses a blended approach system, allowing students to attend two to three sessions on campus while the rest of the learning is online. The School of Open, Distance and eLearning was inaugurated in 2012 against a backdrop of diminishing resources. The need to develop alternative approaches to delivering higher education was clear. The school has collaborated with various centres across the country to deliver ODL programmes.

**Table 5.1: Locations of the university's ODL centres**

| Location of ODL centre | Average enrolment |
|---|---|
| Nairobi | 500 |
| **Total** | **500** |

**Table 5.2: Preferred mode of ODL delivery**

| Mode of delivery | N/A | Less preferred | Preferred | Most preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Textbooks and lecture notes | | | | |
| Online/eLearning | | | | |
| Blended (face-to-face and online) | | | | |
| Videoconferencing | | | | |
| Skype | | | | |

**Table 5.3: Availability of infrastructure and use of facilities in ODL delivery**

| Infrastructure | N/A | Poor | Average | Good | Excellent |
|---|---|---|---|---|---|
| Internet connectivity | | | | | |
| Computers | | | | | |
| Tablets | | | | | |
| mobile phones | | | | | |
| Other: | | | | | |

**Table 5.4: Skills training for ODL staff**

| Training | 0 | 1–10% | 10–20% | 20–50% | 50–100% |
|---|---|---|---|---|---|
| Application of ICT in teaching | | | | | |
| Course modules development | | | | | |
| Assessment of ODL learners | | | | | |
| Development of interactive course content | | | | | |

**Table 5.5: Achievements realised in delivery of ODL since establishment**

(*1 = lowest achievement, 10 = highest achievement*)

| Achievement | Rank |
|---|---|
| Increase in enrolments | 4 |
| Increased funding | 1 |
| More trained staff in ODL delivery | 6 |
| More recognition/acceptance of ODL courses in the job market | 4 |
| Application of ICT in delivery of ODL | 7 |
| Improved student support services | 7 |
| Other? | |

**Table 5.6: Challenges experienced in delivery of ODL**

*(1 = least challenge, 10 = biggest challenge)*

| Challenge | Rank |
|---|---|
| Financing | 4 |
| Staffing | 3 |
| Recognition/acceptance of ODL programmes | 4 |
| Low enrolments | 6 |
| Low student performance | 2 |
| High drop-out rates | 1 |
| Low graduation rates | 1 |
| Other? | |

***Strategies put in place to overcome the challenges***

i. Continuous training of staff in ODL delivery
ii. Regular face-to-face forums
iii. Enhanced student support services

## 6. Masinde Muliro University of Science and Technology

Masinde Muliro University of Science and Technology launched its Open, Distance and E-learning (ODeL) Platform in 2014 for people who might miss out on opportunities to learn due to distance, inability to obtain time off work from employer, and financial challenges. The ODeL Platform thus offers a second chance for learning. The ODeL Platform supports a blended mode of teaching and learning, whereby learning is facilitated by more than one mode of eLearning delivery, discussion forums, and brief face-to-face interactions.

**Table 6.1: Locations of the university's ODL centres**

| Location of ODL centre | Average enrolment | Location of ODL centre | Average enrolment |
|---|---|---|---|
| Mumias | 150 | Kisii | 200 |
| Kisumu | 200 | Kapsabet | 200 |
| Kakuma | 200 | Kakamega | 750 |
| Busia | 250 | | |
| **Total** | | | **1,950** |

**Table 6.2: Preferred mode of ODL delivery**

| Mode of delivery | N/A | Less preferred | Preferred | Most preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Textbooks and lecture notes | | | | |
| Online/eLearning | | | | |
| Blended (face-to-face and online) | | | | |
| Videoconferencing | | | | |
| Skype | | | | |

**Table 6.3: Availability of infrastructure and use of facilities in ODL delivery**

| Infrastructure | N/A | Poor | Average | Good | Excellent |
|---|---|---|---|---|---|
| Internet connectivity | | | | | |
| Computers | | | | | |
| Tablets | | | | | |
| Mobile phones | | | | | |

**Table 6.4: Skills training for ODL staff**

| Training | 0 | 1–10% | 10–20% | 20–50% | 50–100% |
|---|---|---|---|---|---|
| Application of ICT in teaching | | | | | |
| Course modules development | | | | | |
| Assessment of ODL learners | | | | | |
| Development of interactive course content | | | | | |

**Table 6.5: Achievements realised in delivery of ODL since establishment**

(*1 = lowest achievement, 10 = highest achievement*)

| Achievement | Rank |
|---|---|
| Increase in enrolments | 10 |
| Increased funding | 5 |
| More trained staff in ODL delivery | 6 |
| More recognition/acceptance of ODL courses in the job market | 4 |
| Application of ICT in delivery of ODL | 3 |
| Improved student support services | 8 |
| Other? | |

**Table 6.6: Challenges experienced in delivery of ODL**

*(1 = least challenge, 10 = biggest challenge)*

| Challenge | Rank |
|---|---|
| Financing | 10 |
| Staffing | 9 |
| Recognition/acceptance of ODL programmes | 5 |
| Low enrolments | 4 |
| Low student performance | 3 |
| High drop-out rates | 2 |
| Low graduation rates | 1 |
| Other? | |

***Strategies put in place to overcome the challenges***

i. Advertisements and awareness programmes
ii. Improved student support services

## 7. Multimedia University of Kenya

Multimedia University has an eLearning centre that delivers courses online, mainly Media and Communication, Computing and Information Technology, and Business.

**Table 7.1: Locations of the university's ODL centres**

| Location of ODL centre | Average enrolment |
|---|---|
| Nairobi | 300 |
| **Total** | **300** |

**Table 7.2: Preferred mode of ODL delivery**

| Mode of delivery | N/A | Less preferred | Preferred | Most preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Textbooks and lecture notes | | | | |
| Online/eLearning | | | | |
| Blended (face to face and online) | | | | |
| Videoconferencing | | | | |
| Skype | | | | |

**Table 7.3: Availability of infrastructure and use of facilities in ODL delivery**

| Infrastructure | N/A | Poor | Average | Good | Excellent |
|---|---|---|---|---|---|
| Internet connectivity | | | | | |
| Computers | | | | | |
| Tablets | | | | | |
| Mobile phones | | | | | |

**Table 7.4: Skills training for ODL staff**

| Training | 0 | 1–10% | 10–20% | 20–50% | 50–100% |
|---|---|---|---|---|---|
| Application of ICT in teaching | | | | | |
| Course modules development | | | | | |
| Assessment of ODL learners | | | | | |
| Development of interactive course content | | | | | |

**Table 7.5: Achievements realised in delivery of ODL since establishment**

(*1 = lowest achievement, 10 = highest achievement*)

| Achievement | Rank |
|---|---|
| Increase in enrolments | 7 |
| Increased funding | 6 |
| More trained staff in ODL delivery | 4 |

| | |
|---|---|
| More recognition/acceptance of ODL courses in the job market | 7 |
| Application of ICT in delivery of ODL | 8 |
| Improved student support services | 7 |
| Other? | |

**Table 7.6: Challenges experienced in delivery of ODL**

*(1 = least challenge, 10 = biggest challenge)*

| Challenge | Rank |
|---|---|
| Financing | 8 |
| Staffing | 8 |
| Recognition/acceptance of ODL programmes | 7 |
| Low enrolments | 4 |
| Low student performance | 7 |
| High drop-out rates | 7 |
| Low graduation rates | 7 |
| Other? | |

***Strategies put in place to overcome the challenges***

i. Providing more students support services
ii. Marketing ODL courses to potential students
iii. Fundraising to support ODL programmes

## 8. Karatina University

Karatina University offers Distance Learning mainly to teachers whereby face-to-face interactions occur during the school holidays. The programme is currently being offered at the main campus located in Karatina.

**Table 8.1: Locations of the university's ODL centres**

| Location of ODL Centre | Average enrolment |
|---|---|
| Karatina | 200 |
| **Total** | **200** |

**Table 8.2: Preferred mode of ODL delivery**

| Mode of delivery | N/A | Less preferred | Preferred | Most preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Textbooks and lecture notes | | | | |
| Online/eLearning | | | | |
| Blended (face-to-face and online) | | | | |
| Videoconferencing | | | | |
| Skype | | | | |

**Table 8.3: Availability of infrastructure and use of facilities in ODL delivery**

| Infrastructure | N/A | Poor | Average | Good | Excellent |
|---|---|---|---|---|---|
| Internet connectivity | | | | | |
| Computers | | | | | |
| Tablets | | | | | |
| Mobile phones | | | | | |

**Table 8.4: Skills training for ODL staff**

| Training | 0 | 1–10% | 10–20% | 20–50% | 50–100% |
|---|---|---|---|---|---|
| Application of ICT in teaching | | | | | |
| Course modules development | | | | | |
| Assessment of ODL learners | | | | | |
| Development of interactive course content | | | | | |

**Table 8.5: Achievements realised in delivery of ODL since establishment**

(*1 = lowest achievement, 10 = highest achievement*)

| Achievement | Rank |
|---|---|
| Increase in enrolments | 10 |
| Increased funding | 3 |

| | |
|---|---|
| More trained staff in ODL delivery | 5 |
| More recognition/acceptance of ODL courses in the job market | 6 |
| Application of ICT in delivery of ODL | 4 |
| Improved student support services | 2 |

**Table 8.6: Challenges experienced in delivery of ODL**

*(1 = least challenge, 10 = biggest challenge)*

| Challenge | Rank |
|---|---|
| Financing | 7 |
| Staffing | 7 |
| Recognition/acceptance of ODL programmes | 6 |
| Low enrolments | 5 |
| Low student performance | 5 |
| High drop-out rates | 2 |
| Low graduation rates | 4 |

***Strategies put in place to overcome the challenges***

i. Marketing of ODL programmes
ii. Motivation of ODL staff through improved remuneration
iii. Establishment of quality assurance measures

## 9. Kenya Methodist University (KeMU)

ODL at KeMU provides a variety of academic programmes through diverse multimedia approaches, but mainly through print or online/eLearning content. A blended approach is used, where print materials and eLearning are blended with limited face-to-face contact sessions. Learners are supported through learning materials that contain not only the content but also the teaching and learning strategies that promote dialogue and interactivity during the learning process.

**Table 9.1: Locations of the university's ODL centres**

| Location of ODL centre | Average enrolment | Location of ODL centre | Average enrolment |
|---|---|---|---|
| Nairobi | 150 | Meru | 200 |
| Mombasa | 100 | Nyeri | 50 |
| **Total** | | | **500** |

**Table 9.2: Preferred mode of ODL delivery**

| Mode of delivery | N/A | Less preferred | Preferred | Most preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Textbooks and lecture notes | | | | |
| Online/eLearning | | | | |
| Blended (face-to-face and online) | | | | |
| Videoconferencing | | | | |
| Skype | | | | |

**Table 9.3: Availability of infrastructure and use of facilities in ODL delivery**

| Infrastructure | N/A | Poor | Average | Good | Excellent |
|---|---|---|---|---|---|
| Internet connectivity | | | | | |
| Computers | | | | | |
| Tablets | | | | | |
| Mobile phones | | | | | |

**Table 9.4: Skills training for ODL staff**

| Training | 0 | 1–10% | 10–20% | 20–50% | 50–100% |
|---|---|---|---|---|---|
| Application of ICT in teaching | | | | | |
| Course modules development | | | | | |
| Assessment of ODL learners | | | | | |
| Development of interactive course content | | | | | |

**Table 9.5: Achievements realised in delivery of ODL since establishment**
(*1 = lowest achievement, 10 = highest achievement*)

| Achievement | Rank |
|---|---|
| Increase in enrolments | 10 |
| Increased funding | 2 |
| More trained staff in ODL delivery | 1 |
| More recognition/acceptance of ODL courses in the job market | 6 |
| Application of ICT in delivery of ODL | 10 |
| Improved student support services | 1 |

**Table 9.6: Challenges experienced in delivery of ODL**

*(1 = least challenge, 10 = biggest challenge)*

| Challenge | Rank |
|---|---|
| Financing | 8 |
| Staffing | 6 |
| Recognition/acceptance of ODL programmes | 5 |
| Low enrolments | 7 |
| Low student performance | 4 |
| High drop-out rates | 1 |
| Low graduation rates | 2 |

***Strategies put in place to overcome the challenges***

i. Lower fees charged to ODL students
ii. Intensified marketing and awareness creation activities
iii. Improved learner support services

## 10. St. Paul's University

St. Paul's University started its Distance Learning (DL) programmes in 2012 in a bid to provide flexible learning as an alternative mode of study. Since its inception, the DL Centre has uniquely grown across the region with students from the wider East African Region participating. Programmes under DL mode are structured into quarters rather than semesters and take an average of three years to complete. The students get to interact with their instructors through face-to-face meetings as well as telephone conversations and emails. Currently, St. Paul's University has five undergraduate programmes in the DL mode.

**Table 10.1: Locations of the university's ODL centres**

| Location of ODL Centre | Average enrolment |
|---|---|
| Nairobi | 200 |
| Limuru | 300 |
| **Total** | **500** |

**Table 10.2: Preferred mode of ODL delivery**

| Mode of delivery | N/A | Less preferred | Preferred | Most preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Textbooks and lecture notes | | | | |
| Online/eLearning | | | | |
| Blended (face-to-face and online) | | | | |
| Videoconferencing | | | | |
| Skype | | | | |

**Table 10.3: Availability of infrastructure and use of facilities in ODL delivery**

| Infrastructure | N/A | Poor | Average | Good | Excellent |
|---|---|---|---|---|---|
| Internet connectivity | | | | | |
| Computers | | | | | |
| Tablets | | | | | |
| Mobile phones | | | | | |

**Table 10.4: Skills training for ODL staff**

| Training | 0 | 1–10% | 10–20% | 20–50% | 50–100% |
|---|---|---|---|---|---|
| application of ICT in teaching | | | | | |
| course modules development | | | | | |
| assessment of ODL learners | | | | | |
| development of interactive course content | | | | | |

**Table 10.5: Achievements realised in delivery of ODL since establishment**

(*1 = lowest achievement, 10 = highest achievement*)

| Achievement | Rank |
|---|---|
| Increase in enrolments | 7 |
| Increased funding | 5 |
| More trained staff in ODL delivery | 5 |
| More recognition/acceptance of ODL courses in the job market | 7 |
| Application of ICT in delivery of ODL | 7 |
| Improved student support services | 6 |

**Table 10.6: Challenges experienced in delivery of ODL**

*(1 = least challenge, 10 = biggest challenge)*

| Challenge | Rank |
|---|---|
| Financing | 10 |
| Staffing | 9 |
| Recognition/acceptance of ODL programmes | 8 |
| Low enrolments | 8 |
| Low student performance | 4 |
| High drop-out rates | 4 |
| Low graduation rates | 6 |

***Strategies put in place to overcome the challenges***

i. Lowering of fees for ODL students to increase enrolments

## 11. Africa Nazarene University

The Africa Nazarene University established its ODL Institute in 2011 to provide innovative use of ICT. The Institute has invested in training the members of staff in ODL on the principles of instructional design for various modes of delivering ODL. The university has an eNaz platform that entails a virtual learning environment modelled around a Web-based learning management system, electronic community and administrative sites for students and faculty. The institute offers over 10 programmes through distance learning.

**Table 11.1: Locations of the university's ODL centres**

| Location of ODL centre | Average enrolment |
|---|---|
| Nairobi | 150 |
| **Total** | **150** |

**Table 11.2: Preferred mode of ODL delivery**

| Mode of delivery | N/A | Less preferred | Preferred | Most preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Textbooks and lecture notes | | | | |
| Online/eLearning | | | | |
| Blended (face-to-face and online) | | | | |
| Videoconferencing | | | | |
| Skype | | | | |

**Table 11.3: Availability of infrastructure and use of facilities in ODL delivery**

| Infrastructure | N/A | Poor | Average | Good | Excellent |
|---|---|---|---|---|---|
| Internet connectivity | | | | | |
| Computers | | | | | |
| Tablets | | | | | |
| Mobile phones | | | | | |

**Table 1.4: Skills training for ODL staff**

| Training | 0 | 1–10% | 10–20% | 20–50% | 50–100% |
|---|---|---|---|---|---|
| Application of ICT in teaching | | | | | |
| Course modules development | | | | | |
| Assessment of ODL learners | | | | | |
| Development of interactive course content | | | | | |

**Table 11.5: Achievements realised in delivery of ODL since establishment**
(*1 = lowest achievement, 10 = highest achievement*)

| Achievement | Rank |
|---|---|
| Increase in enrolments | 7 |
| Increased funding | 4 |
| More trained staff in ODL delivery | 8 |
| More recognition/acceptance of ODL courses in the job market | 4 |
| Application of ICT in delivery of ODL | 7 |
| Improved student support services | 7 |

**Table 11.6: Challenges experienced in delivery of ODL**

*(1 = least challenge, 10 = biggest challenge)*

| Challenge | Rank |
|---|---|
| Financing | 1 |
| Staffing | 1 |
| Recognition/acceptance of ODL programmes | 7 |
| Low enrolments | 8 |
| Low student performance | 1 |
| High drop-out rates | 3 |
| Low graduation rates | 3 |

***Strategies put in place to overcome the challenges***

i. Marketing and awareness creation
ii. Reaching out to the newly formed county governments to train their staff
iii. Improved student support services

## 12. Kenya College of Accountancy University (KCAU)

Kenya College of Accountancy University (KCAU) uses Distance Learning mode to deliver mainly business programmes to its students. It applies the blended approach of digital material accessible to the learner in both online and offline mode. Additionally, KCAU offers courses in collaboration with the University of South Africa (UNISA).

**Table 12.1: Locations of the university's ODL centres**

| Location of ODL Centre | Average enrolment |
|---|---|
| Nairobi | 300 |
| Kisumu | 100 |
| **Total** | **400** |

**Table 12.2: Preferred mode of ODL delivery**

| Mode of delivery | N/A | Less preferred | Preferred | Most preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Textbooks and lecture notes | | | | |
| Online/eLearning | | | | |
| Blended (face-to-face and online) | | | | |
| Videoconferencing | | | | |
| Skype | | | | |

**Table 12.3: Availability of infrastructure and use of facilities in ODL delivery**

| Infrastructure | N/A | Poor | Average | Good | Excellent |
|---|---|---|---|---|---|
| Internet connectivity | | | | | |
| Computers | | | | | |
| Tablets | | | | | |
| Mobile phones | | | | | |

**Table 12.4: Skills training for ODL staff**

| Training | 0 | 1–10% | 10–20% | 20–50% | 50–100% |
|---|---|---|---|---|---|
| Application of ICT in teaching | | | | | |
| Course modules development | | | | | |
| Assessment of ODL learners | | | | | |
| Development of interactive course content | | | | | |

**Table 12.5: Achievements realised in delivery of ODL since establishment**

(*1 = lowest achievement, 10 = highest achievement*)

| Achievement | Rank |
|---|---|
| Increase in enrolments | 4 |
| Increased funding | 4 |
| More trained staff in ODL delivery | 8 |
| More recognition/acceptance of ODL courses in the job market | 4 |
| Application of ICT in delivery of ODL | 6 |
| Improved student support services | 5 |

**Table 12.6: Challenges experienced in delivery of ODL**

*(1 = least challenge, 10 = biggest challenge)*

| Challenge | Rank |
|---|---|
| Financing | 6 |
| Staffing | 1 |
| Recognition/acceptance of ODL programmes | 8 |
| Low enrolments | 5 |
| Low student performance | 3 |
| High drop-out rates | 3 |
| Low graduation rates | 3 |

***Strategies put in place to overcome the challenges***

i. Enhancement of quality assurance in delivery of ODL programmes
ii. Intensified awareness creation activities

## Appendix III: Glossary

**access to education:** The ability of all people to have equal educational opportunities regardless of their social class or gender or the availability of physical classrooms/institutions of learning in their areas of operation.

**blended learning**: A formal education programme in which a student learns at least in part through delivery of content and instruction through face-to-face sessions with the lecturer, and with elements of digital and online media.

**capacity-building:** The process of enhancing peoples' knowledge, skills and abilities to enable them to achieve measurable and sustainable results.

**conflict zones**: Warzones that occur whenever two or more factions wage war against each other.

**digital library**: A special library with text materials, visual material, audio material and video material, stored in electronic media format rather than to print media.

**eLearning:** Learning conducted via electronic media or device, typically through the Internet.

**equity in education**: A measure of fairness and opportunity for all to acquire education.

**global village:** A contemporary term referring to the contraction of the world through the instantaneous flow of information by space-shrinking technologies such as the Internet.

**heterogeneous population:** Groups that include students with differing learning needs.

**higher education:** Education that occurs after secondary education.

**Internet:** is a global network connecting computers which enable communication between them.

**Internet bandwidth**: The data speed supported by a network connection.

**Internet connectivity**: The level to which individuals and organisations are connected to the Internet using computer terminals, computers, mobile devices and sometimes computer networks.

**Kenya Vision 2030:** Kenya's development blueprint, aimed at transforming the country into a newly industrialised country by 2030.

**knowledge-based economy:** An economy that relies greatly on intellectual abilities rather thanphysical inputs or natural resources.

**learning centre**: A self-contained section where students can engage in independent and self-directed learning.

**learner-centred:** Describes pedagogical approaches that aim at putting the learner at the centre of learning. The teacher/instructor plays a minimal role by only facilitating learning.

**lifelong learning**: The ongoing, voluntary and self-motivated pursuit of knowledge for either personal or professional reasons.

**Massive Open Online Course (MOOC)**: A platform for developing course materials for many participants with open access that supports interactions between the students and their teachers through the Web.

**open and distance learning (ODL)**: The acquisition of knowledge and skills through information communication and technology (ICT), media and other forms of learning at a distance.

**quality assurance:** External and internal mechanisms that universities put in place to assure the delivery of quality open educational programmes.

**traditional conventional learning**: Describes traditional teacher-centred methods of learning, focused on learning by rote and memorisation.

**wireless network**: A network of telecommunications that avoids cables into buildings or other installations.

# Appendix IV: Survey Questionnaire

**Questionnaire for Deans/Directors of ODL programmes in Kenya**

The Commonwealth of Learning (COL) seeks to conduct a comprehensive baseline study of the status of Open and Distance Learning (ODL) in Kenya. The purpose of the study is to gather current baseline data on the status of ODL in the country vital to planning of projects and initiatives that support the use of open and distance learning within the country.

As a leader of ODL in your institution, you are kindly requested to fill in this questionnaire for the baseline survey on the status of ODL. Your participation is very valuable in providing insight into your experiences. Your responses will be kept confidential and will only be used for purposes of this study.

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## A. INSTITUTIONAL INFORMATION

1. Name of Institution_____
2. Does your university have a policy on ODL programmes? □ YES □ No
3. How many campuses/open learning centres does your University have? _____
4. In which parts of the country/ or in which towns are these centres located and what are the average enrolment levels in each of the centres?

| Location of ODL Centre | Average Enrolment | ODL Centre | Average Enrolment |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

5. What is your opinion regarding the following statements? (Tick as appropriate):

**Key**

SA - Strongly Agree A - Agree

U - Undecided D - Disagree

SD - Strongly Disagree

| Statement | SA | A | U | D | SD |
|---|---|---|---|---|---|
| ODL has been successful in reaching students in marginalized areas | | | | | |
| ODL has been instrumental in achievement of the mission of my institution | | | | | |
| There are associations within the country to formulate policies for ODL | | | | | |
| My institution effectively implements ODL practices | | | | | |

**B: QUALITY ASSURANCE IN ODL**

6. Does your university have in place a quality assurance system for ODL?
   Yes No
7. What are the quality assurance measures put in place for ODL programmes in your university? (Tick all that are appropriate)

   □ ODL Quality Assurance Policy

   □ ODL quality assurance unit

   □ ODL monitoring and evaluation mechanism

   Other (Please specify) _____

8. What are the delivery modes used in delivery of ODL? (Please rank them in order of priority by ticking the appropriate box for each)

| Mode of Delivery | N/A | Less Preferred | Preferred | Most Preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Textbooks and lecture notes | | | | |
| Online/eLearning | | | | |
| Blended (face-to-face and online) | | | | |
| Videoconferencing | | | | |
| Skype | | | | |
| Other_____ | | | | |
| | | | | |

9. What are the materials used in ODL Delivery? (Please rank them in order of priority by ticking the appropriate box for each)

| ODL Delivery Materials | N/A | Less Preferred | Preferred | Most Preferred |
|---|---|---|---|---|
| Course modules | | | | |
| Hardcopy modules | | | | |

| | | | | |
|---|---|---|---|---|
| Audio CDs | | | | |
| Computers/ Tablets | | | | |
| Mobile phones | | | | |
| Other_____ | | | | |
| | | | | |

10. What is your opinion regarding the following statements? (Tick as appropriate):

**Key**

SA Strongly Agree A Agree

U Undecided D Disagree

SD Strongly Disagree

| **Statement** | **SA** | **A** | **U** | **D** | **SD** |
|---|---|---|---|---|---|
| My university's ODL programmes meet the quality standards in delivery of education | | | | | |
| There are adequate national quality assurance mechanisms to monitor ODL programmes | | | | | |
| My institution's quality assurance policy integrates sustainable issues to address needs of the 21st century such as innovativeness | | | | | |

**C: INSTITUTIONAL PREPAREDNESS FOR ODL**

11. How do you rate availability and application of the following infrastructure and facilities for ODL delivery in your university? (Tick the appropriate box for each)

| **Infrastructure** | **N/A** | **Poor** | **Average** | **Good** | **Excellent** |
|---|---|---|---|---|---|
| Internet connectivity | | | | | |
| Computers | | | | | |
| Tablets | | | | | |
| Mobile phones | | | | | |
| Other: | | | | | |
| | | | | | |

12. What is the level of adoption and use of the following learning resources?

| **Learning Resources** | **None** | **Low** | **Average** | **High** | **Very High** |
|---|---|---|---|---|---|
| Open Educational Resources (OERs) | | | | | |
| Massive Open Online Resources (MOOCs) | | | | | |
| Tablets | | | | | |
| Mobile phones | | | | | |
| Other: | | | | | |
| | | | | | |

13. Do you offer learner support services in ODL programmes? □ Yes □ No

14. If yes, please highlight the nature of support services provided.

_____

_____

15. Approximately how many ODL experts does your University have in the following areas?

| Experts | 0 | 1-5 | 6-10 | 10-20 | Over 20 |
|---|---|---|---|---|---|
| Instructional Designers | | | | | |
| Course Writers | | | | | |
| ICT Support Staff | | | | | |
| Other: | | | | | |
| | | | | | |

16. What is the total number of staff engaged in ODL programmes? _____

17. How many of the staff engaged in ODL delivery are specifically employed on permanent terms to facilitate ODL Programmes only? _____

18. How do you cater for the shortfall if any in ODL staff?

_____

19. Do staff facilitating ODL programmes have specific training in ODL delivery methods?

□ Yes □ No

20. Which skills have the staff in ODL been exposed to? (Please rank according to percentage/proportion of staff trained in the skills)

| Training | 0 | 1-10% | 10-20% | 20-50% | 50-100% |
|---|---|---|---|---|---|
| application of ICT in teaching | | | | | |
| course modules development | | | | | |
| assessment of ODL learners | | | | | |
| development of interactive course content | | | | | |
| Other_____ | | | | | |
| | | | | | |

21. What is the current enrolment in ODL at your university? _____

22. What is the average growth in enrolment in ODL over the past 5 years?
    □ Less than 10%  □ 10-20%  □ 20-50%  □ 50-100%  □ over 100%

23. Do you have gender mainstreaming in delivery of ODL in your institution?
    □ Yes  □ No

24. If yes, please explain
    _____
    _____

25. What are the sources of funding for ODL programmes in your Institution? Please rank them in order of level of contribution (1=lowest Source, 10=highest Source)

| **Source** | **Level of Contribution** |
|---|---|
| Government allocation | |
| Students fees | |
| Development partners | |
| Other? | |
| | |

26. What are some of the achievements you have realised in the delivery of ODL since establishment? Please rank them on a scale of 1-10 (1=lowest Achievement, 10=highest Achievement)

| **Achievement** | **Rank** |
|---|---|
| Increase in enrolments | |
| Increased funding | |
| More trained staff in ODL delivery | |
| More recognition/acceptance of ODL courses in the job market | |
| Application of ICT in delivery of ODL | |
| Improved student support services | |
| Other? | |
| | |
| | |

**D: CHALLENGES IN DELIVERY OF ODL**

27. How do you rate the following challenges experienced in delivery of ODL in your institution? Please rank them on a scale of 1-10 (1=Least Challenge, 10=biggest Challenge)

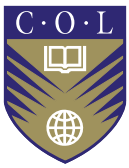
| **Challenge** | **Rank** |
|---|---|
| Financing | |
| Staffing | |

| | |
|---|---|
| Recognition/acceptance of ODL programmes | |
| Low enrolments | |
| Low students' performance | |
| High drop-out rates | |
| Low graduation rates | |
| Other? | |

28. What are some of the strategies that you have put in place to overcome the challenges:
    i. _____-
    _____
    ii. _____
    _____
    iii. _____
    _____
    iv. _____
    _____
    v. _____
    _____

29. Please give your recommendations for improvement of ODL delivery
    i. _____
    _____
    ii. _____
    _____
    iii. _____
    _____
    iv. _____
    _____
    v. _____
    _____

30. In your opinion, what are the steps that should be taken to improve the:
    a) Credibility and recognition/acceptance of ODL programmes:
    _____
    _____
    _____
    b) Learning Outcomes of ODL Students
    _____
    _____
    _____
    c) Employability of ODL graduates
    _____
    _____

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