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ATTAINMENT OF THE SUSTAINABLE DEVELOPMENT GOALS IN
AFRICA***

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Keynote Address

Quality as Imperative for Sustainability

Nimi Briggs, Emeritus Professor University of Port Harcourt, Nigeria, Pro-chancellor and Chairman of Council Federal University Lokoja, Nigeria.

Protocol

My dear friends and colleagues, all too soon a full year's circle has rolled by since we last convened among the *fearless people of Namibia* in the lovely city of Windhoek at the 8th International Conference and Workshops on Quality Assurance in Higher Education in Africa. That *four events in one* gathering where we not only reviewed the progress we had made in *Strengthening Quality Assurance*, the theme of our 7th conference in Abuja, Nigeria, but also went on to examine the *Multidimensions of Innovations in Higher Education in Africa*, the theme of our 8th conference, and how we could use these inventions to enhance quality and accelerate regional harmonization, was a remarkable success.

Meeting at plenary and parallel sessions, we took a wide sweep ranging from discussions on the utilization of Information and Communication Technologies to accelerate the integration of our achievements in the Bologna inspired license-master- doctorate three-degree levels educational system, to the European Union Erasmus+ programme, the joint Strategy on Harmonization by our two benefactors, the African Union and the European Union, mobility and the fate of our graduates, research in the continent and several other aspects of Quality Assurance in African Higher Education. In the process, the 240 participants from 34 countries who attended the conference had a better understanding of how the different dimensions of innovation could be used to address the issue of quality and harmonization in the African Higher Education firmament.

Our conference this year, the 9th in the series, promises to be equally exhilarating. For one thing, we are assured of the warmth and *Akwaba* of the great people of Ghana, arguably, the *heart of Africa*, a nation that has over the years, unapologetically, rigorously pursued the tenets of African brotherhood and rightly stands out as one of the progenitors of a union among African states. On the other hand, there is this year, after the usual retrospective review of the progress we have made in implementing the recommendations of the 8th conference, another cocktail of issues on Quality Higher Education, Harmonization and attainment of the Sustainable Development Goals (SDGs) in Africa. In ventilating these issues, we shall be keeping faith with our earlier position in which we had adopted the SDGs and the 2030 Education Framework for Action in the

continent which seek to put in place equitable quality education in which no one is left behind. Again, using the *Four Events in One* format which gives opportunity for our rectors, vice-chancellors and presidents of universities to rob minds, we will examine, among others, the options open to us for attaining the SDGs through quality higher education in Africa. And to make the conference one not to be missed, the organisers, the Global University Network for Innovation (GUNi) – Africa, African Quality Assurance Network (AfriQAN) and the Association of African Universities (AAU) have assembled a star-studded team of presenters and discussants from the length and breadth of our great continent of Africa and beyond to handle the diverse topics. Indeed, it all promises to be one of our best.

Over the years, in our discussions and debates on higher education in Africa, we have made *quality* a central issue. Thus, we adopted *the Continental Education Strategy for Africa 2016-2025 (CESA 16-25)* which reiterates quality as one of its main objectives. Assuring quality in all that we do at all levels is at the heart of our plans for harmonization, mutual recognition of qualifications, mobility of staff and students, graduate employability and many others. It is therefore this centrality of quality as an imperative for sustainability in higher education in Africa, that I wish to make the burden of my short address this morning.

So, permit me to commence with a brief analogy from the biological sciences. The basic structure of the human cell consists of a cell membrane, cytoplasm and genetic material which is embedded in the nucleus of most cells. Whereas the thin, flexible cell membrane defines the boundaries of the cell and wards off intrusion or selectively allows some penetration, the watery, jelly-like cytoplasm contains salts, minerals and cell organelles where metabolic activities – respiratory, digestive, excretory, energy - and others take place. As for the nucleus, where DNA is stored, its function is to serve as the control centre, regulate cellular function and transmit information. Thus, the cell, the smallest unit of the human body, of which it is estimated there are over 30 trillion, carries out the functions which add up to become the activities of the human being, without prejudice to their subsequent specializations that enable them to serve as different tissues, organs, structures and systems. So, when rot or disease as we know it sets in, it begins usually at the cellular level and grows from there, if unchecked, to affect tissues, organs, systems, body functions and general wellbeing. Similarly, the benefits of positive life styles that promote health – sensible eating, physical activity, abhorrence of smoking, moderation in alcohol intake and others commence their salutary consequences at the cellular levels before external manifestations.

I see *quality* as standing in the same critical position in all we do in higher education as does the cell in the human body. From the classes we teach, the punctuality of our attendance, the sanctity of our examinations, the sincerity of our approach to research, the loyalty of our commitment to positive changes in our community and far beyond, higher education will stand or fall on the quality of our actions, services and products.

These are indicated by how good we are at what we do and the excellence of our products – our graduates, research outputs, innovations and impact on communities. So, to ensure that higher education is able to meet its remit – foster innovative capacity of society, using education as basis for development - we must, in all we do, guarantee the supremacy of quality which is the life wire of scholarship.

As it is with production lines, it is the large audiences, the consumers, with which higher education interacts that determine its quality. From the parents and guardians whose children and wards we admit into higher educational institutions, to the students themselves, their instructors, the graduates, those who make use of our research outputs in the knowledge industry for innovation and development, the proprietors and benefactors of our universities, all have a say on our conformance with expectations and requirements. So, striving for quality means a constant pursuit of excellence in all we do, making us perform better for our stakeholders. Here, I observe that as a body, we have defined the trajectory for our actions when in the Dakar Declaration of 2015 the academic community stated, "African higher education institutions shall commit themselves to the pursuit of excellence in teaching and learning, research and scholarship, public service and provision of solutions to the development challenges and opportunities facing African people across the continent." These challenges of sustainable development in the continent are the *promotion of economic and industrial development, the eradication of poverty, resolution of conflicts and the optimum use of its natural resources*.

It is these clearly defined ultimate objectives that our commitment to quality and search for excellence should address. In this regard, ordinarily, it is the responsibility of the senates of individual universities to draw up curricula, regulate teaching and learning and award degrees and certificates that are directed towards the achievement of these stated goals. However, because of the crucial roles that universities play in contributing to national development and in compliance with international best practices, many nations in Africa now employ national regulatory and evaluation systems to safe guard higher education and to ensure universities provide quality education that would lead to the attainment of set goals. By this way, universities are held to account through various accreditation processes to attain defined levels of proficiency in prescribed academic standards designed to maintain quality and excellence in teaching and learning. On their parts, institutions are also expected to appraise themselves through robust internal regulatory mechanisms driven by well-documented policies on Quality Assurance in tandem with their mission, vision and strategic plans, in which the roles and expectations from staff and students are clearly stated.

Research, the other important sphere of activity of universities, plays a key role in teaching and learning. It is the process by which knowledge is generated that feeds teaching and learning; it also leads to innovation and discovery which form the bases for societal advancement and further platforms for teaching and learning. So, quality of research also commends our attention.

Unfortunately, these pillars and the procedures on which the quest for quality in our higher educational system rests, have continued to suffer challenges in many of our universities in Africa. The accreditation, assessment and audit processes may not always be transparent. Not infrequently they are compromised by absence of sincerity on the part of the executors; incorrect data may be used and some institutions may deliberately falsify information to obtain preferred outcomes or because of insufficient appreciation and understanding of the values of the various exercises. Furthermore, the university system is plagued by recurrent instability in some countries, especially Nigeria. Recently, in that country, as if in compliance with a ritual, public sector owned universities embarked on *total, comprehensive and indefinite* strike action over *unresolved and contentious issues* with government, with effect from 14 August 2017 – a strike action that was in its third week and still running as of the time this paper was being put together. Without making pronouncements as to the merits and demerits of these disruptive actions or their precipitating factors, the fact remains that they denude the ability of universities to fulfill those lofty goals that informed their establishment. They bring instability and fragility to the system which cannot therefore pursue quality and excellence in its operations. And for this to happen as often as it does in Nigeria, Africa's most populous country, harbouring the continent's largest number of universities, is a source of grave worry.

By no means is the above account of areas of concern that deter quality and excellence in our higher educational system in Africa exhaustive. Dearth of infrastructure, especially those of electricity and pipe borne water makes research in laboratories, where they exist, difficult let alone their effect on morale on campus. There is also the issue of rapid expansion in the establishment of universities, as has occurred in some African countries, without long term plans for funding and recruitment of qualified staff. Institutions default in paying workers' salaries and bring on board unqualified staff to teach and undertake responsibilities. Even at that, some of these lecturers affiliate themselves to a number of universities as *adjuncts* and hop from one institution to the other, without rendering quality service in any. Thus, the depreciating quality of higher education teachers has become an important matter militating against the advancement of quality and excellence in universities in Africa.

The culture of quality and excellence being advocated in this address is not just to enable universities in Africa to meet national and continental expectations; it is also to make them globally competitive, because, universities everywhere, are, in a way, in the same market. No university in Africa made the first 100 in the just released Times Higher Education World University Ranking for 2018; our best, the University of Cape Town in South Africa, was ranked 171st. On this, universities in Africa have agonized that the criteria being used are inequitable and do not take the peculiar problems which they contend with in their daily operations into consideration. For instance, poor electricity supply compromises their visibility on the web from where information for ranking is

usually obtained. But quality and excellence are standard and recognised universally as such, irrespective of mitigating factors. A cursory look at each of the performance indicators used for the ranking would show that quality is an underpinning factor in each one of them:

- *Teaching (the learning environment)*. An environment where electricity is constant will support learning better than one where the utility is epileptic.
- *Research (volume, income and reputation)* Output of research in many universities in Africa is still low. Most are rarely relevant in the search for solutions to developmental problems.
- *Citations (research influence)* Global citations of research works in Africa are low.
- *International outlook (staff, students and research)* Foreign staff and students in many universities in Africa, especially those in Nigeria is low.
- *Industry income (Knowledge transfer)* University/industry collaboration is weak in Africa.

Happily, the issue of poor ranking of universities in Africa is receiving attention of governments and managers in the education field. The National Universities Commission in Nigeria recently launched a website where all universities in the country are showcased for the purposes of obtaining information.

Finally, let me return to the SDGs, an important aspect of our theme this year, and make a statement or two. As we all know, these are global and national investments in human development that are presented as goals with achievement targets which evolved in 2015 following the modest and in some areas, phenomenal success that the Millennium Development Goals (MDGs) achieved over the 15-year period, 2000-2015. The plan then was to eradicate extreme poverty, hunger, disease and avoidable deaths. Enamored by the success of the MDGs, the need was felt to expand the scope of the investment to include other matters like the living environment, peace and justice, climate issues and to commit to achieving them in another period of 15 years, 2015-2030. Because the weight of the issues addressed in the MDGs as well as SDGs – poverty, hunger, disease, avoidable deaths, inequity - concerns us in Africa more than it does others, it behoves us, universities in Africa, to take a commanding lead in the efforts at bringing them to fruition using our well-known tools of enlightenment, education, innovation and impactful interaction with community. Besides, both the MDGs and SDGs are in harmony with Agenda 2063 which *we, the people of Africa and her diaspora*, proclaimed as our *African aspirations*.

Africa cannot remain poor forever, spend all its time killing its people in endless internecine warfare, have its wealth plundered by others who do not wish it well and be ravaged by waves and waves of epidemics and natural disasters. If Africa must be pulled out of this morass it is the universities with their well-ordered but complex organisation and equally intricate mandates that must show the way. To do this, universities in Africa must strengthen all aspects of their operations and make quality and excellence the

centerpiece of their activities. When professor Louise Richardson, the vice-chancellor of the University of Oxford was informed that her university had been judged the best (no.1) by the 2018 THE world ranking of universities, she replied "to be judged the best university in the world for the second successive year, against a backdrop in which Britain's role in the world is uncertain and the place of universities in society open to question, will be a great source of pride for everyone at Oxford, and, I hope, for the whole country," She said further "success in our field is never an accident," it is "achieved by a relentless pursuit of excellence, creative brilliance and a deep commitment to our enduring values". There can be no better way of ending this short address. I thank you all for your attention.

Lead Paper 1

Quality Higher Education For Graduates Employability In Africa: Can We Get It Right?

O. Ibidapo – Obe, Distinguished Professor, University of Lagos

Abstract

Adequate planning and honesty of purpose that will sustain quality higher education which will be driven on strict adherence to merit in the labour recruitment and advancement in the work place; Yes, we can get it right in Africa? The matter of graduate employability in Africa is related to six out of the seventeen global goals. For example goal 4- quality education is essential to goal 8 -decent work and economic growth with goal 3- good health and wellbeing will lead to goal 9- for industry, innovation and infrastructure. With that chain of objectives achieved, goal 2- Zero hunger will ensure the achievement of goal 1. Of course these can be linked to other global goals. We are aware of the suffocating unemployment among the young people including the recent graduates. It is embarrassing to see graduates still seeking employment after five years of graduation. Statistics from several sources have put the unemployment of graduates to more than 50%. In retrospect and practical terms, the higher institutions are only performing at less than 50% efficiency; that in effect points, to the quality of such graduates and the ability to fit into the world- of work. There is therefore, the need to improve on the critical Soft-Skills (communications, interpersonal skills, team building, leadership, networking, additional language, problem solving skills, creativity, attitude etc) as well as work based learning in social entrepreneurship. In order words, we need to review more critically from the perspective of quality assurance, the curriculum in higher institutions. Some examples of such attempts from several of our universities to

prepare their students with skills of self employment would be discussed. These skills include those in informal sector (carpentry, hair dressing, masonry, furniture making, baking, fashion and designing, plumbing, tilling, electrical wiring, radio and television repair, theatre arts and film making etc). The idea is to build these into the curriculum and to have a specific place on the time table. This type of skills even though at the pedestrian level would be offered to students compulsorily on possibly on designated weekend and should be a first step to entrepreneurial study. Most practitioners often contend that too much is being included into the curriculum so that there is neither little time nor space to bring additional innovative topics such as, -English, Yoruba French Ibo, and Swahili etc. However, we should remove issues on rudimentary computer literacy because students can get this on their own. This paper would present a new look on the graduate preparation for employment in the world of work.

Lead Paper 2

Strategic Capacity Building For Quality Assurance In Higher Education In Africa

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The paper interrogates Africa's strategic preparedness for managing quality of higher education in Africa. It catalogues key quality initiatives and harmonization of quality assurance drives and questions whether beyond some of the harmonization and quality initiatives like Tuning Africa, the Harmonization, Quality Assurance and Accreditation (HAQAA) initiative, the Virtual Institute for Higher Education in Africa (VIHEAF) and the two AfriQAN initiatives in quality assurance, namely, Quality Assurance for Higher Education Leaders (QAHEL) and Quality Assurance for Higher Education Personnel (QAHEP), the International Conference on Quality Assurance for Higher Education in Africa (ICQAHEA), and the TRAINIQA by DAAD, there is any conscious effort to train young academics who will teach quality management in African University to develop long-term capacity of quality in Africa higher education institutions? How is Africa developing its body of knowledge in quality assurance to ensure that harmonization initiatives within the Continental Education Strategy for Africa (CESA) are well established, implemented and sustained? The paper presents some viewpoints based on work done in the field to stimulate the conversation and move the quality drive to new trajectories from the short term to a more strategic view.

Contributed Paper-1

How Professional are the Emerging Professional Master's in the Bologna Degree Architecture in Africa? Towards a harmonised framework for evaluation of the quality and relevance

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Abstract

Besides visibility and comparability which was aimed at in the adoption of the Bologna degree architecture, one of the fall outs of the harmonisation reforms towards the LMD in Africa is professionalization, notably the emergence of professional master's programmes which has become very popular in Francophone Africa. The evolution and popularity of Professional Master's programmes in most of Francophone Africa is a result of two major factors: where it emerges as a means of addressing the weaknesses in the status of the master's degree in the Bologna architecture in terms of being neither for the general labour market or research jobs. Secondly, whereby it is seen as a disguised and silent form of private cost-sharing and revenue generation in countries where tuition fees have been traditionally resisted, the case of Cameroon. An EUA survey observes the master degree as the most versatile degree in the bologna degree architecture capable of being adapted into every situation (knowledge economy, research, capacity-building, life-long learning). However, it has a general weakness of performance monitoring and assessment. It is also the most marketized of the three degrees in the European Union (EUA 2009).

This paper is a result of a study which set out to examine the responsiveness of professional master's programmes to the set objectives of higher education in higher education, specifically employability as well as how the programmes responded to the characteristics of professional degrees capable of responding to the job market. The study was theory driven and was built from various literatures on the characteristics of different typologies of master's degrees. At the end of the study, we produced a framework of different indicators for assessing professional master's degrees and their relevance. The study is important in the sense that it will reinforce African professional master degree creators in the design of the relevant curricula. It also serves to reduce the information asymmetry thus providing visibility to the potential students, whom in the current study was observed not to have appropriate information about the professional master's degrees they enrol in.

Contributed Paper 2

Effects of Ethics teaching and quality assurance in higher education on the achievement of Sustainable Development Goals: A case for quality assurance in medical and biomedical professionals

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Institute of Endemic Diseases, University of Khartoum

Background: Sustainable development is defined based on moral values and principles. It is considering people's welfare putting the person in the center of all concerns . All international declarations are considering the evaluation of the development on three dimensions: economic, social and environmental.

Aim : to argue that quality assurance in education has to be enriched with certain skills and positive values, that defined according to the principles of sustainable development.

Methods: a quantitative analysis was carried out among 200 postgraduate students enrolled in the master's programme at the Institute of Endemic Diseases. Multiple intelligent theory and system thinking approaches were used in teaching ethics curriculum. The impacts of teaching methodology and performance assessment were measured using standardized checklist and observational system.

Results : statistical analysis showed that the applied methodology had a significant impact on students' performance and reflected positively on patients' care and management and health improvement.

Conclusion: Teacher training and multiple skills in teaching ethics in higher education can be considered as one of the quality assurance measures in higher education which can reflect positively in the improvement of carrier performance and achievement of rights to health care of individual as a tool for sustainable development.

Contributed Paper 3

Understanding University of Namibia's perspectives and experience of Programme Accreditation: The quest for an appropriate model

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Abstract

Accreditation is a process of external quality review used by quality assurance agencies to scrutinize higher education institutions and/or their programmes of studies; primarily for quality assurance, accountability, and quality improvement purposes. Using the Lockett's (2017) "Conceptual Framework for Analyzing Quality Assurance Systems", this exploratory case study explored the University of Namibia's perspectives and experience of the programme accreditation subsystem implemented by the National Council for Higher Education (NCHE) in Namibia. Qualitative methods of data collection were employed and interviews, complemented by document analyses, were conducted with participants who were purposively selected, i.e. academics, administrators and students who experienced the phenomenon under study, that is, programme accreditation. Data were summarized, coded, analysed and discussed in interpretive, written narrative form.

Lockett's Framework (2017) identifies four rationalities, namely collegial rationality, facilitative rationality, managerial rationality, and bureaucratic rationality. A robust quality assurance and effective quality assurance system is characterized by collegial and facilitative rationalities rather than managerial and bureaucratic rationalities. However, this study revealed that the quality assurance system implemented in Namibia in general and accreditation subsystems in particular seem to fall under managerial and bureaucratic rationalities. Specifically, NCHE adopted programme accreditation approach using 'one size fits all' criteria instead of institutional or systems accreditation approach. The positive aspect of programme accreditation approaches is an in-depth analysis of each programme, which increases transparency at programme level. However, the study revealed that tendency by NCHE to accredit everything exerts financial and administrative burden to higher education institutions, coupled with review fatigue and apathy. As a result, there is gross resistance for accreditation process and complaints that this approach is too bureaucratic and time consuming, yet it adds little or no value to the quality of student learning experience.

Furthermore, since NCHE accreditation goes programme by programme, and UNAM has about 300 programmes, not even a quarter of these qualifications have gone through accreditation exercise since this system was rolled out in 2014. As a result, it is acceptable to have unaccredited programmes that are running concurrently with accredited programmes. This defeats the whole purpose of programme accreditation. In addition, the 'one size fits all criteria' used rather promote accountability than improvement. Institutional data shows that there is no significant difference in student success and graduation rates between the programmes that have been accredited and the ones that have not gone through the process. Criteria chosen are often proxies for quality, and since accreditation implies either a reward or sanction, institutions are encouraged to "put on their best face" rather than be up front about challenges and plans to address them. The other challenge is to do with the tension between the impetus for improvement and accountability of the quality assurance system. According to Hsu (2017), accountability and improvement are not two ends but two separate dimensions of quality assurance. Elsewhere, quality assurance systems have usually tried to combine the two functions, however many agencies have failed to develop an appropriate balance between them (Harvey & Williams, 2010). Rosa and Amaral (2012) argue that the failure to balance the accountability and improvement is due to a gap between the expectations (quality) and outcomes of quality assurance system due to the use of performance indicators. From the document analyses and participants' perspectives, it came to light that, although claiming to meet both purposes, accreditation approach adopted seem to largely meet the interest of the third party, that is, government, for accountability. This has little or no impact on the quality of teaching and learning, observing cultural shift, and the purposes of the higher education and UNAM as an institution.

Furthermore, the literature review points out that traditional quality assurance approaches whether for accreditation or institutional audits do not work as they promote a 'common sense' or surface way of looking at things (Lockett, 2010). Although these technologies promote institutional efficiency and structural change, they fail to have positive impact on institutional culture and graduation rates as they do not observe a deeper understanding of student needs. As a result, gross disparity in student access and success continues, and hence higher education will continue to have less impact on socio-economic transformation. Participants felt that the primary purpose for accreditation seems to be public accountability; this approach tends to improve institutional structures and managerial efficiency rather than improving the learning experience or learning effectiveness and efficiency, and attainment of students.

Based on the findings, the study recommends the following:

- A robust accreditation approach should examine the strategies followed by a higher education institution in the light of its vision, mission, goals and objectives; and this approach needs to promote continuous quality improvement of the

student experience, and strengthen internal institutional quality enhancement systems and processes rather than compliance.

- There is a need to revisit these 'common sense' or surface approaches and methodologies and introduce deep approaches that combine accreditation audits with social/critical realism approached and Scholarship of Teaching and Learning (SoTL).
- Accreditation approach should be informed by collegial and facilitative rationalities, which focuses on quality assurance processes rather than on 'one size fits all' pre-determined criteria.
- Accreditation system should be much institution-driven than agency-driven, which means that internal quality assurance procedures are an important element of quality assurance.
- Accreditation system should be adapted to the type and context of a higher education institution. The higher the standards of an institution – as measured by the quality of its research performance, staff and students – the more advisable it is that quality assurance be conducted internally by the institution itself, and the role of the quality assurance agency should be to provide support and strengthen internal quality enhancement system and processes.

Contributed Paper 4

Understanding the Voice of Students (VoS) to Enhance Teaching Effectiveness

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The "Voice of Clients" is a common term as far as Quality Assurance is concerned and this term is also rigorously addressed in literature but this topic is still to be explained as far as Voice of the Students (VoS) is concerned in relation to their satisfaction about the Academic programs offered by any Higher Educational Institute (HEI), their satisfaction with the Teaching Quality and above all with that of higher educational institute. This study determined the capturing the voice of students against the Teaching effectiveness after having a Quantitative survey from Students of a renowned Business School of a W – 4 Category University recognized by Higher Education Commission, Pakistan. This survey included capturing feedback from students of various programs offered by Business school. The (VoS) is measured, studied and analyzed for the identification of grey areas in the programs and teaching methodologies. After the identification of grey areas, this paper also discusses about the remedial measures in order to overcome the

loop holes. The framework would help HEIs to integrate the Student's feedback with the aim of continual improvement in the higher education.

Introduction

Academic achievement or performance is the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. The quality of education depends on the teachers as reflected in the performance of their duties. Teachers have been shown to have an important influence on students' academic achievement and they also play a crucial role in educational achievements because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe, 2001). Finally useful recommendations were made based on the results of the study.

Teaching evaluation through Students feedback is a regular and routine activity which aims at enhancing the quality of education in the light of voice of Students. This teaching effectiveness is measured mostly at the end of the semester to gauge the level of satisfaction of students. In relation to this a Student feedback questionnaire has been designed which focuses on the following elements: Course Material, Class Teaching, Class Assessment, Student Learning, and Resources. The questions under various categories are mentioned in the Annexure I (Students Feedback Questionnaire).

Student voice here in this research paper describes capturing of the quantitative measurement of Students satisfaction in relation to Teaching effectiveness. And teaching effectiveness means:

- i) The satisfaction of students in relation to the effective course material management,
- ii) Class Teaching as per the set norms of the program and University and up to the entire satisfaction of students,
- iii) Timely, fair and constructive feedback to students against their submitted quizzes, assignments and Projects
- iv) Enhancing Students Learning by imparting oral, communication, analytical and critical thinking skills.

Objectives of the Study

- 1.** To identify the grey areas in the performance of Faculty members.
- 2.** To identify Training needs for Faculty members having academic performance below than School average.
- 3.** To suggest measures for the determination of effectiveness of training imparted in order to enhance Teaching effectiveness.

Significance of the Study

The significance of this study is to contribute towards body of knowledge in relation to the measurement of Teaching Effectiveness through capturing of Voice of Students and then to identify the Training needs for the faculty members having academic performance below than School average.

Research on teacher effectiveness, based on teacher ratings and student achievement gains, has found the following qualities important:

- Strong general intelligence and verbal ability that help teachers organize and explain ideas, as well as to observe and think diagnostically;
- Strong content knowledge – up to a threshold level that relates to what is to be taught; knowledge of how to teach others in that area (content pedagogy), in particular how to use hands-on learning techniques and how to develop higher-order thinking skills.
- Adaptive expertise that allow teachers to make judgments about what is likely to work in a given context in response to students' needs.

Literature

Student voice describes the different perspectives of Students throughout schools focused on education. "Student voice is giving students the ability to influence learning to include policies, programs, contexts and principles. "And also it can be helpful in improving the teaching effectiveness.

Student voice is the individual and collective perspective and actions of students within the context of learning and education. It is acknowledged in schools as both a symbolic practice and as a pragmatic concern.

Teaching effectiveness is a composite area of study supported by a widespread body of experimental study. The emergent effective teaching performance is an ingredient of every teacher pays much concentration in the research text. What is teaching effectiveness? There is harmony relating to some of the outcomes that should be resulting from it. Effective teaching should inspire student interest and vigorous education, persuade student analytical, logical, and creative thoughts, and boost both their aspiration and capability for future education (Kullbert, 1989; Baker, 1990).

A study about teaching effectiveness by Buskist (2002) discovered three proportions of successful educational staff. First, they be devoted to the topic substance, the skill of education, and students. Second, they are practical in their motivating to become improved teacher, and finally, they give emphasis to interface between students and teacher while on the other hand, Feldens and Duncans (1986) reported that efficient academic staffs have dimensions as student participation, classroom organization and

management, clarity, acceptance of students, punctuality, and systematization. In light of the research on effective teaching and in an effort to provide focal point for hard work to improve university teaching, these factors were further clustered under three foci for staff improvement namely improving interpersonal associations, civilizing organization, organization, assessment and enhancing knowledge and perceptiveness.

Early study on teaching effectiveness by Feldman (1976) identifies twenty categories of effective teacher. The categories are then subdivided into three dimensions named as presenter, facilitator, and an effective manager.

Braskamp, et al. (1979) then exposed ten Qualities for teacher effectiveness. Those traits are then been divided into two dimensions called understanding and specialized maturity. The first dimension relates to the characteristics of teacher, while the second dimension is related to subject matter.

The endeavor of teaching is to make student learning probable (Ramsden, 1992). High quality teaching in higher education is generally acknowledged with the encouragement of effective educational opportunities for students (Broder & Dorfman, 1994).

The conventional forms of higher education include project work, assignments, tutorial discussions and practical work, all of which engage students in increasing their individual sympathetic of the phenomenon of their study (Brew, 1999). There are many customs in which this universal aspire might be proficient across the range of disciplines and education contexts within tertiary institutions. According to Ballantyne, Bain & Packer (1999) effective academic staffs use extensively various techniques and imaginative variations in educational strategies.

Further, Ansari et al. (2000) concluded the teacher effectiveness into five dimensions called knowledge of subject, groundwork and organization of lectures, clarity of presentation, eagerness, aptitude to inspire students thought and interest.

Throughout its history, however, research on teacher effectiveness has found few consistent relationships between teacher variables and effectiveness measures, typically operationalized as student test scores (e.g., Barr, 1961; Morsh and Wilder, 1954; Rosenshine, 1970). Questions related to teacher effectiveness have a long intellectual history within the broader field of research on teaching and teacher education, as well as research on school effectiveness (Doyle, 1977; Raudenbush and Willms, 1995).

It is significant to differentiate between the related but discrete thoughts of teacher and teaching quality. *Teacher quality* might be thought of as the collection of personal characteristics, skills, and understandings an individual brings to teaching, including dispositions to act upon in convinced traditions. The characteristics / traits preferred of a teacher may vary depending on conceptions of and goals for education; thus, it might be

more creative to think of teacher *qualities* that appear linked with what teachers are predictable to be and do.

Although less directly studied, most educators would comprise this inventory a set of dispositions to sustain learning for all students, to teach in a fair and impartial manner, to be enthusiastic and able to adapt instruction to help students succeed, to strive to continue to learn and improve, and to be willing and able to collaborate with other professionals and parents in the service of individual students and the school as a whole.

METHODS AND PROCEDURE

Reliability of the Questionnaire

Is the Questionnaire meant for recording Student's voice or their feedback about the Teaching effectiveness is reliable? Reliability is assessed by determining the extent of agreement among the students in a class in their responses to items on the instrument. The general rule is the higher the number of raters the more reliable the quantitative values yielded by the rating instrument. Measurement specialists have established that the reliability of class-average numerical ratings from a sufficient number of students in any one class – 10 or more students is the recommendation – compares favorably with the reliability of the best objective tests (Marsh & Dunkin, 1977) – technically, this indicates a reliability coefficient of .70 or higher where coefficient values approaching 1.0 indicate reliable, that is, consistent and stable measurement. Significant correlation has been observed as Cronbach's alpha value is found 0.9040 and which is greater than the required value of 0.7.

After the collection of data from students of various programs offered by business school, the data is being fed in to the excel sheet and converted in to percentages achieved by the individual faculty members against each category and then it is cumulated as the overall percentage of the Faculty.

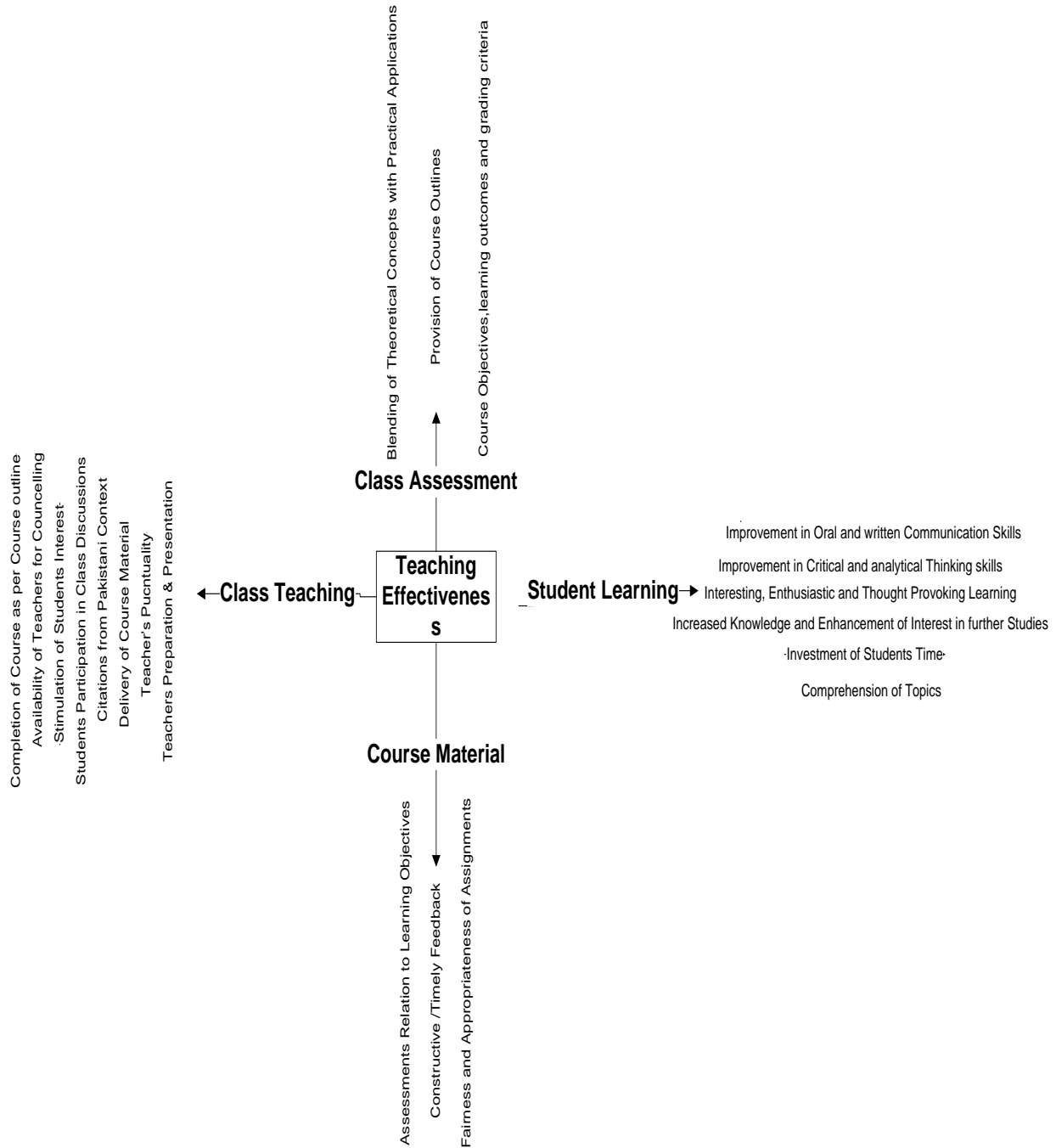
The instrument utilized for the study was Student's Feedback form for Measuring Teaching Effectiveness. The questionnaire tagged was designed for students to evaluate the teaching effectiveness of the teachers in this business school. The questionnaires sought information on the teachers' effectiveness in the areas of Course Material, Class Teaching, Class Assessment and Student Learning.

The questionnaires contained twenty four structured items whose scores were graded in a five -point Likert's scale with 5 being Strong agreement with the statement of the question and 1 being very strong disagreement with the question statement.

The study was targeted for capturing the voice of students and translating it in to academic performance of the Faculty members in the courses resourced by them in

School of Business and Economics at a W – 4 category University of Pakistan (Accredited by HEC). The process included obtaining feedback from 3053 students of all the relevant programs offered by the business school whereas total number of registered students is 3938.

77.52 % of the students gave their responses on the prescribed feedback form (attached as Annexure I). The data collected through the feedback form was measured in using MS. Excel, Pivot Chart. It was then converted to Percentages.



Measurement Model of Teaching Effectiveness

Data Analysis and Findings

School's Academic Performance

School's Academic Performance average is 80.36% whereas overall average is 78.59 %.

Table 1: Academic Performance of Business School

KPIs of Business School	Average Percentages
Course Material	82.26
Class Teaching	81.73
Class Assessment	79.46
Student Learning	77.99
Resources	71.50
Grand Percentage	78.59

The Resource person wise descriptive statistics show that the performance of the faculty members (Faculty 1,3,4,6,9,13,16,22,26,29,30,35,37,43 & 47) is below than the academic performance of School(80.36%). The mean value of academic performance lies in the range 69.51 – 77.38%. The most repetitive value of the academic performance of these faculty members also falls in the range of 69.79 – 83.02%.

Table 2: Faculty wise Descriptive Statistics

Resource Person	Mean	Std. Deviation	Minimum	Median
Faculty 1	77.52	14.65	27.08	78.65
Faculty 3	71.85	18.59	20.63	74.17
Faculty 4	72.73	16.98	28.33	74.38
Faculty 6	72.90	17.48	20.00	73.96
Faculty 9	76.44	11.65	42.29	77.40
Faculty 13	70.36	23.60	20.00	75.83
Faculty 16	77.47	17.32	20.00	81.77
Faculty 22	71.38	20.62	20.00	73.96
Faculty 26	69.51	16.72	20.00	69.79
Faculty 29	77.17	16.23	21.88	79.79
Faculty 30	77.41	15.38	35.00	80.00
Faculty 35	71.49	19.91	20.00	75.21
Faculty 37	77.70	21.77	20.00	83.02
Faculty 43	76.17	15.56	34.38	77.71
Faculty 47	77.38	13.87	44.79	78.54

Table 3: Faculty wise Academic Performance

Key Performance Indicators of Business School (Average Percentages)					
Resource Person	Course material	Class Teaching	Class Assessment	Student Learning	Grand Percentage
Faculty 1	78.96	77.97	75.63	77.52	77.52
Faculty 3	72.36	75.06	69.11	70.89	71.85
Faculty 4	73.87	73.94	74.53	68.56	72.73
Faculty 6	73.80	73.33	73.13	71.35	72.90
Faculty 9	78.67	78.15	77.87	71.07	76.44
Faculty 13	70.22	72.67	68.78	69.78	70.36
Faculty 16	77.81	79.11	79.43	73.52	77.47
Faculty 22	75.90	70.62	70.67	68.36	71.38
Faculty 26	71.56	69.21	70.29	66.98	69.51
Faculty 29	79.02	79.53	74.60	75.54	77.17
Faculty 30	80.94	79.27	75.99	73.45	77.41
Faculty 35	73.71	72.86	70.97	68.41	71.49
Faculty 37	78.21	79.88	76.54	76.19	77.70
Faculty 43	77.33	77.54	73.23	76.56	76.17
Faculty 47	78.37	79.03	78.23	73.88	77.38
Grand Total	82.26	81.73	79.46	77.99	80.36

Class Assessment (79.46%) & Student Learning (77.99%) categories as overall are falling below School average (80.36%). Now we have to dig out further in order to find out the root cause as why these categories are below School average as a whole.

Table 4: Faculty wise Students Feedback about Class Assessment & Student Learning

Faculty Members	Class Assessment			Student Learning					
	Average of q12	Average of q13	Average of q14	Average of q15	Average of q16	Average of q17	Average of q18	Average of q19	Average of q20
Faculty 1	75.2	78.4	73.4	76.8	77.8	76.8	78.2	77.6	77.8
Faculty 3	69.8	69.8	67.8	71.8	70.2	74.2	70.8	69.2	69.2
Faculty 4	74.4	75.4	73.6	68.4	66	70	70.4	67.8	68.6
Faculty 6	71.6	73	75	69.6	71.4	71.4	73.6	70.8	71.6
Faculty 9	76.8	80	76.8	69.2	68	75.6	74.8	69.2	69.6
Faculty 13	69.6	69.6	67	65.6	68.4	78	70.6	70	66
Faculty 16	79.2	77.8	81.4	73.2	71.8	72.8	75.8	74.6	73.2
Faculty 21	76	80	66	76	79.4	79.4	82.6	71.4	68.6
Faculty 22	69.8	72.4	69.8	68	67.6	68	67	71	68.4
Faculty 26	70.8	67.2	72.8	65.2	66.8	69.8	68.6	65.8	66
Faculty 29	75.2	74.2	74.6	77.6	77.4	77.4	76.8	71.2	72.6
Faculty 30	77.2	77.4	73.4	72.8	73.8	77.6	73.2	70.6	72.6
Faculty 32	82.8	81.2	75.4	77.6	79.2	71.6	76	74.4	74.6
Faculty 35	69	70.4	73.6	68.4	68.4	73	70.2	65	65.4
Faculty 37	76.2	78.6	74.8	78.2	76.2	76.2	76.8	74	75.8
Faculty 43	72.6	73.2	73.8	78.8	78.2	75.6	76	76.4	74.4
Faculty 47	82	79.6	73	73.8	77.2	70.6	73.8	71.8	76
Grand Total	79.6	79.8	79	78.4	78.6	78.4	79.2	76.4	77

This study focuses on the following stages:

- i) Finding out the correlation between different categories,
- ii) Collecting the data from Students of Business School
- iii) Analyzing the data using Pivot Chart and Minitab software
- iv) Communicating the analytical picture to the relevant stakeholders faculty members for the sake of improvement in their Teaching methodologies.

Conclusion

After the analysis of the data of questions related to Question # 12 to Question # 20, faculty members (Faculty 1,3,4,6,9, 13,16,22,26,29,30,35,37,43 & 47) have been found having averages below than the school average (80.36%). The academic performance of the Faculty members other than mentioned above is higher than the school average in almost all of the categories of assessments i.e. Course Material, Class Teaching, Class Assessment and Student Learning.

The trainings are identified for the above mentioned faculty members in the following areas:

1. Fairness and appropriateness of Assessments
2. Connection of Assessments with Learning Objectives
3. Provision of Constructive Feedback on Quizzes / assignments and in a timely manner
4. Learning experiences in this course were interesting, enthusiastic and thought provoking
5. Enhancement of Interest in further studies in the subject area
6. Improvement in thinking skills (analytical & critical)
7. Imparting Oral and written communication skills amongst the students
8. Understanding of relevant topics by giving citations from various sources

After imparting the trainings by an experienced Trainer / Mentor on the above mentioned topic, the academic performance of the mentioned resource persons can be enhanced which can add value to the Departmental performance as well as the School's academic performance. When the school's academic performance will be enhanced, it will definitely attract other students from other Higher Educational institutes ultimately enhancing the image of the school in the eyes of the Peers.

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Contributed Paper 5

Exploring internal mechanisms for assuring quality of open and distance learning within higher education institutions in Namibia

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Abstract

Quality assurance for distance higher education is one of the main concerns among institutions and stakeholders today. Pressures for quality improvement have emerged from both internal and external parties. Stakeholders interested in Open and Distance Learning (ODL) have become increasingly interested in quality assurance issues. Learners are demanding better quality educational services and provisions. This means ODL providers must pay close attention to quality in terms of products, processes, production, delivery systems, and philosophy.

In the Namibian context, the expansion and diversification of higher education that has taken place over the past years since the country gained independence from the South African colonial regime has seen increase in traditional campus-based institutions starting to offer more flexible patterns of delivery amongst which the introduction of open and distance learning programmes, largely through technology-based and blended learning. This is mainly in response to government call to expand access to higher education to ensure a critical mass of human resource capacity that the country dearly needs to drive the economy towards realization of Vision 2030 whereby Namibia aspires to become an industrialized nation by the year 2030, characterized by a knowledge-based economy (GRN, 2004; 2007). However, provision of open and distance education can only have a positive impact on the socio-economic development of the country if it is of high quality (Jara, 2007). Therefore, quality assurance becomes imperative for all ODL providers in Namibia, and the government of the Republic of Namibia has established quality assurance agencies to improve the quality of educational practice. Internally, higher education institutions are being challenged to undertake continuous improvement from within. Externally, stakeholders (i.e., users, consumers, educational funders) are persistently questioning the quality, accountability, effectiveness and efficiency of educational endeavors in which they have interest.

The purpose of this exploratory study was to explore how higher education institutions in Namibia offering ODL apply their internal quality assurance mechanisms to open and distance learning programmes in order to ensure and enhance quality in ODL as opposed to traditional face-to-face learning. It is discovered that, there is limited research done on Quality Assurance in relation to ODL. Developing countries have borrowed a lot from the Bologna Process on QA. However, even the Bologna guidelines on QA do not make specific references to ODL, except highlighting that QA is expected to include ODL as a mode of delivery (Butcher, 2009). A deductive research design using phenomenological perspective was employed for the study. Qualitative methods of data collection were employed where data were collected through documents analyses and interviews. Three programmes offered through open and distance modes were selected from each of the participating institutions, namely University of Namibia (UNAM) and Namibia University of Science and Technology (NUST), and investigated in terms application of quality assurance mechanisms in ODL as compared to the same programmes offered through face-to-face mode of delivery. Participants, that is, lecturers, administrators and students were purposively selected and interviewed based on their roles regarding open and distance learning within the participating institutions as they have a "lived experience" of the phenomenon being studied.

The study found out that, quality assurance in ODL in Namibian higher education institutions tends to be viewed more in terms of learning materials development but not well pronounced and adequately addressed in the teaching, learning and assessment processes, and coordination of ODL including the management and provision of student support services. For instance, poor teaching; delays in meeting course development

deadlines due to delays in production, printing, dispatching, and even in whether or not students receive their learning materials on time. In extreme cases, examination schedules can be postponed, simply because they did not receive their learning materials in time; or marks are getting lost. Furthermore, challenges with regard to ICT infrastructure; curriculum development process; the lecturers, administrators and student factors impose challenges to quality assurance in ODL in Namibia.

The study suggested ways of improving quality assurance in ODL such as improving ICT infrastructure; building technical and administrative support capacity for lecturers and administrators through training and policy formulation; enhancement of collaboration and sharing of resources such as ITC infrastructure among higher education institutions providing ODL; and attraction of external stakeholder investment in ODL development.

Contributed Paper 6

Normative Evaluation Of Teaching By Undergraduate Students: Implication For Internal Quality Assurance Mechanism For Sustainable Development

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Introduction

There is increasing need to improve teachers' quality of instruction in order to achieve an enduring and sustainable students learning outcome. Consequently, evaluation of teaching becomes inevitable more so that it helps define efficient plans to guarantee quality. Outcome of effective evaluation guides curriculum design, diagnoses teachers instructional weaknesses and strengths (Palmer, 2014). Evaluation serves the purpose of providing useful feedback to teachers, to make improvement on what action of the course and or instruction helps students better (Blair, 2014). It equally provides useful data for staff promotion, probation and awards. Evaluation of teaching will guarantee the quality of the students' means of asking not only about professional skills of their teachers but also the quality of the teaching-learning process. Internal evaluation carried out by the University ensures that teaching objectives are met.

Among the several forms of evaluation of teaching, Researchers agree that students' ratings are the most valid source of evaluating teaching effectiveness (Blair, 2014; Jones,

Gaffrey Rhys & Jones, 2012). They recommended students ratings of Faculty instruction because students can provide information about: accomplishment of major educational objectives; rapport with the teacher; elements of a classroom such as instructional materials, homework & assignment and instructional method and kind of communication between students and the instructor.

Despite the huge benefits derivable from students' evaluation of teachers teaching, it is appalling to note the paucity of research along this direction in Africa. The truth is that Universities rarely conduct internal evaluation of their academic staff through valid and objective processes. The common practice is to request staff to fill the Annual Performance Evaluation Report for the purpose of promotion or annual increment. Under this situation, the Appointment and Promotion Committee carries out the task of evaluation in a subjective manner. National and regional regulatory agencies have encouraged Universities to setup internal quality assurance mechanism, common observation showed no remarkable progress. It is therefore of utmost concern in this study to determine teachers teaching deficiencies and strengths with the aim of providing feedback for the purpose of managerial effectiveness, improved instructional quality and sustainable University development.

Reference Framework

This study was hinged on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ENQA, 2005) which states that institutions should have ways of satisfying themselves that staff involved with the teaching of students is qualified and competent to do so. They should try to satisfy the demands from the University and also to provide the educational system with patterns and procedures that ensure teaching quality and foster teachers' development and recognitions.

Methodology

This is a descriptive survey study which elicited information about the transactions within and outside the classroom using the Lens of the undergraduate students. This study was designed to determine the efficiency and effectiveness of University Teachers in and out of the classroom. A self developed questionnaire tagged Teachers Teaching Efficiency Rating Scale (TTERS) was used to collect data. TTERS was divided into 2 Sections, section A dealt with demographic data of respondents which included year of study and discipline. Section B was divided into two major columns which comprised of Serial Number and Teachers Attributes measured against 4- point Likert scale of High level of consistency and competence (HLCC); Satisfactory level of consistency and competence (SLCC); Needs some attention (NSA) and .Needs significant improvement (NSI). The attribute was sub-divided into six parts; personality, planning and preparation, lecturer's quality, delivery techniques, assessment and student-teacher relationship. A total of 45 attributes were measured in all. The validation process involved 3 Senior Academic Members of

Staff and fifty 300 Level (3rd year) students of Lagos State University. The criteria used for validation included clarity and relevance of statement to the attribute measured. Few comments made were duly effected to improve the content validity of the instrument. The reliability was established using Cronbach Alpha and a co-efficient value of 0.83 was obtained. Permission was sought from the Vice-Chancellor to involve all Final-year Students in the University. The choice of final year was informed by the fact that they are staled and have deep understanding of their teachers than any other level. They are expected therefore to provide objective and detailed description of their teachers. A roster for administration of instrument was produced and circulated among Departments. Head of Departments convened the students and joined the research team in the administration of the instrument. A success rate of 96% was achieved in the administration.

Data were analysed through frequency, mean frequency and mean frequency rank. Findings generated personal information about every teacher's strengths and weaknesses and also ranked teachers proficiency in teaching. This provided strong basis to make pronouncement of teachers teaching as either excellent, good or poor. The study provided a diagnosis of teachers' efficiency in teaching which could be used as an objective mode of assessment of teachers' teaching quality during promotion exercise and as a veritable source of baseline data for internal quality assurance mechanism and sustainability. The implications of the study for Quality Assurance and sustainability were drawn.

Contributed Paper 7

Reinforcing the Role of the African University in the Community Innovation System

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Abstract

Although a significant portion of Africa's wealth and innovation capacities are admittedly in the informal sectors and local communities, most African countries lack strong national innovation systems (NIS) to capture participation of the grassroots population in national innovations. Also although universities are the main knowledge institutions in Africa their activities are still to be fully embedded in national innovation systems. The activities of many African universities do not reflect or capture the local grassroots' communities whose innovations are largely in the informal sectors. This

article postulates that a community innovation system (CIS) with leading role of the university can reinforce both the NIS and the University's role in national innovations. The CIS serves as a framework for the university's converting the tacit innovation and technologies of the local communities to more economically useful and marketable knowledge leading to products in the market and possibly formalising community knowledge in the form of research and development. The article points out to the importance of building African university-led community innovation systems on the basis of a quadruple helix of government-university-community (local council) and industry relations rather than the traditional triple helix of which seems inappropriate in terms of its ability to include the non formal industrial activities in the local communities of Africa. A university-led community innovation system will play a leading role in the relevance of African higher education. One of the objectives of this paper is to stimulate discussion with stakeholders of higher education on the importance on the focus on local communities as part of the quality agenda for Africa.

Contributed Paper 8

University Research And The Digital Economy: A Catalyst For Sustainable Development Goals In Africa

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Universities are crucial components for development and achievement of the sustainable Development Goals. This is because through innovative teaching techniques and research and innovation are able to inculcate in the students the knowledge, skills and develop talents needed to solve socio-economic and development challenges of nations.

University research plays a unique and irreplaceable role in the digital economy where Information and Communications Technologies (ICTs) form the backbone and has high potentials to speed up progress of SDGs and improve the standard of living of the

citizens. The digital economy has transformed the way people socialise, purchase goods and services and the education system to enable digital literacy, long distance/ lifelong learning (solving the problem of access) and provided the need for students to acquire digital skills required in today's work place. This has enabled a more inclusive and equitable education as well as helped facilitate and ensure quality research processes. Today, a greater percentage of university researchers are internet users and conduct their researches online.

The broad goals of SDGs on education is to ensure inclusive and equitable quality education and life- long learning opportunities for all and to by 2030 ensure that all learners acquire the knowledge and skills needed to promote sustainable development and cultural diversity.

Africa's ability to meet the SDGs is said to be tied to the research capacities of Universities in Africa. Success in research and development relies on digital infrastructure and success in the digital economy of nations is the pre-requisites for individual and economic well-being of nations.

In today's fast-paced world, universities are expected to equip future workforce with competencies and skills, digital skills in particular that will enable them innovate and are able to cope with the dynamic changes in the modern world of work. The challenge for African Universities still remains that of limited technological infrastructures and limited or no internet access. A great of African students have mobile devices especially smart handsets and have a good mastery of the social media but lack the skills to thrive in a digital economy.

This study therefore examined the symbiotic role of University research and the dynamics of the digital economy empowered by then ICTs infrastructures in providing the University graduates with the required digital skills for the 21st Century work place; the talents gap for digital skills among students in African Universities and to determine the extent to which these skills can facilitate the sustainable development goals in Africa. Using the descriptive survey design, a purposeful sample of 200 final year students from four randomly selected Universities in Nigeria and South Africa; secondary data from the National Bureau of Statistics and other online sources; and a structured questionnaire to determine students perception on their readiness for the modern work place after graduation; findings reveal insufficient availability of ICT infrastructures; inadequate ICT Instructors and a significant gap in digital skills among university students in Africa. To bridge this digital skills, strategic Institutional strategies were recommended amongst others.

Contributed Paper 9

Open Educational Resources For Equitable Quality Higher Education: Harmonization And Attainment Of Sustainable Development Goal 4 In Nigeria

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Abstract

One of the priorities of the global community is equity in learning. The global community adopted 17 Sustainable Development Goals or SDGs to be collectively achieve in the next thirteen years. SDG Goal 4, deals with education, aims to ensure inclusive and equitable quality education and lifelong learning for all by 2030. How do we plan to achieve this? One of the recommendations in the UNESCO Framework for Action for achieving Goal 4 by 2030 is to 'develop policies and programmes for the provision of quality distance learning in tertiary education, with appropriate use of technology, including the internet, massive open online courses and other modalities that meet accepted quality standards to improve access'. If the targets are to be achieved, it cannot be business as usual. Alternative approaches and innovations are needed for human resource development. A lot of countries are faced with lots of challenges in their educational system. These problems in different countries range from lack of access to poor quality and quality education. The common thread in most is low availability of good-quality educational materials. Although learning materials are available, the cost of access in many locations is very high and increases each year. Students do not buy textbooks due to prohibitive costs, despite being concerned about grades. Is this not alarming? While there are many other reasons to support Open Educational Resources (OER), the cost issue is a primary factor in their growing popularity amongst students and teachers. OER and the open movement have recently evolved, and in many ways they challenge age-old educational traditions and conventions. The catalyst has been the pervasiveness of the internet and the ability to copy and distribute digital content. Open education is a philosophic construct that refers to policies and practices that allow entry to learning with no or minimum barriers with respect to age, gender, or time constraints. In short, openness is about open entry, learning anywhere, anytime, and the freedom to choose courses. Hence, educational institutions should provide flexibility so that if the learners cannot come to the university, the university goes to the learner.