

OPENING ACCESS TO
TEACHER EDUCATION
MATERIALS :
EXPERIENCE OF THE
NATIONAL TEACHERS
INSTITUTE, NIGERIA

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INTRODUCTION

- ▣ NTI is a **government agency** set up to provide courses of instruction for the **development, upgrading and certification of teachers** using **Distance Education techniques**
- ▣ Vision: “To enhance the professional skills of serving teachers for high quality education delivery at primary and secondary education levels with a view to uplifting the standard of the education system of the country.”

Opening Access to Teacher Education Materials

- ▣ The Institute has created access to teacher education materials through its various programmes- each student gets a set of course books
- ▣ NCE- 59,378 currently enrolled and 172,902 trained since inception in 1990
- ▣ PGDE- 7930 currently enrolled and 21,492 have graduated since inception in 2005
- ▣ ADE- 161 currently on roll and 875 graduated since inception in 2005
- ▣ Over 600,000 teachers have benefitted from courses (TCII,PTTP,STUP) that have now finished

Opening Access thro CPDs

- ▣ NTI/MDGs/TESSA- 549,180 prim sch trs trained since 2006 and 80,000 prim and 45,000 JSS in Sept 2011
- ▣ NTI/World Bank SES Project- 2,663 teachers in 169 schools
- ▣ FME/NTI/JICA's SMASE – 156 teachers from 13 states
- ▣ NTI-UNICEF Basic Education Programme on Girls Education (STUMEC, SBTD), Early Childhood Development
- ▣ NTI/USAID(COMPASS) 2004-2009- Interactive Radio Instruction; School Managers' Manuals
- ▣ NTI/Action Aid International's Transforming Education for Girls in Nigeria (TEGIN) Project- 18 core trainers and 12,000 teachers trained
- ▣ NTI Teachers Radio 102.1 FM

BIG QUESTION

We have many resources that could be developed into OERs for the benefit of the teacher education community

- ▣ What would that involve?
- ▣ What is in it for NTI?

JUSTIFICATION/OBJECTIVES

- Actualizes NTI Vision and National Policy on Education
- Teachers who have completed courses need to continue their training
- Concern over the quality of primary school teachers nationwide has heightened hence need to intensify in-service training
- The Institute has plans to offer B. Ed degree in the foreseeable future – OERs will increase the visibility of NTI
- The Institute is about to review its courses – this is a timely opportunity to select materials for OERs

JUSTIFICATION/OBJECTIVE contd

- It is a way of sustaining the advances made in collaborative
- The Institute is strategically placed to carry out this service- high visibility, good rapport with stakeholders (national and international), strong nation-wide network and presence,
- Most of the materials are in electronic format, and copy right issues can be handled
- Non-NTI students and teacher educators are already using the materials albeit “illegally”
- NTI is already conducting admission, registration and checking of results on-line

Production Challenges

- ▣ There is no set model for OER – many decisions to be made.
- ▣ NTI Materials currently exist in various formats and conditions; little or no graphics
- ▣ Need to source skills from outside for production-editorial, technical
- ▣ Dealing with IPR issues especially with non-NTI sources
- ▣ Choosing between Fully NTI OER site or Hosting on Existing OER sites

Guidelines For Selection

How do we choose which materials should be converted into OERs?

- ▣ National priorities – TE curriculum has changed but products of the old curriculum are the current teachers
- ▣ Needs of potential users
- ▣ Materials that are readily available at NTI and outside
- ▣ Advertisement value for NTI and OERs
- ▣ Copyright compliance
- ▣ Technical quality; Language; credibility; currency; pedagogical quality; appropriateness of medium

Access Challenges

- ▣ Potential users face various challenges- awareness, access to appropriate technology, infrastructure, know-how, IT skills, affordability, connectivity, attitudes, formats of the OERs
- ▣ Infrastructure- power, bandwidth, equipment

It is likely that these issues will improve in the near future – we need to be ready.

NEXT STEPS

- ▣ Securing institutional commitment and stakeholders buy-in
- ▣ Constructing NTI OER model-goal, scale, structure, producers, target users, funding, content, infrastructure, format, technology, collaboration, licensing, etc
- ▣ Need to address infrastructure- power, bandwidth, equipment, etc
- ▣ Staff training

CONCLUSION

“Though there is great temptation to depict the sustainability of OERs in terms of funding models, technical models or even content model...the sustainability of OERs-in a fashion that renders them at once both affordable and usable- requires that we think of OERs as only part of a larger picture, one that includes volunteers and incentives, community and partnerships, co-production and sharing, distributed management and control” Downes (2007:41)