



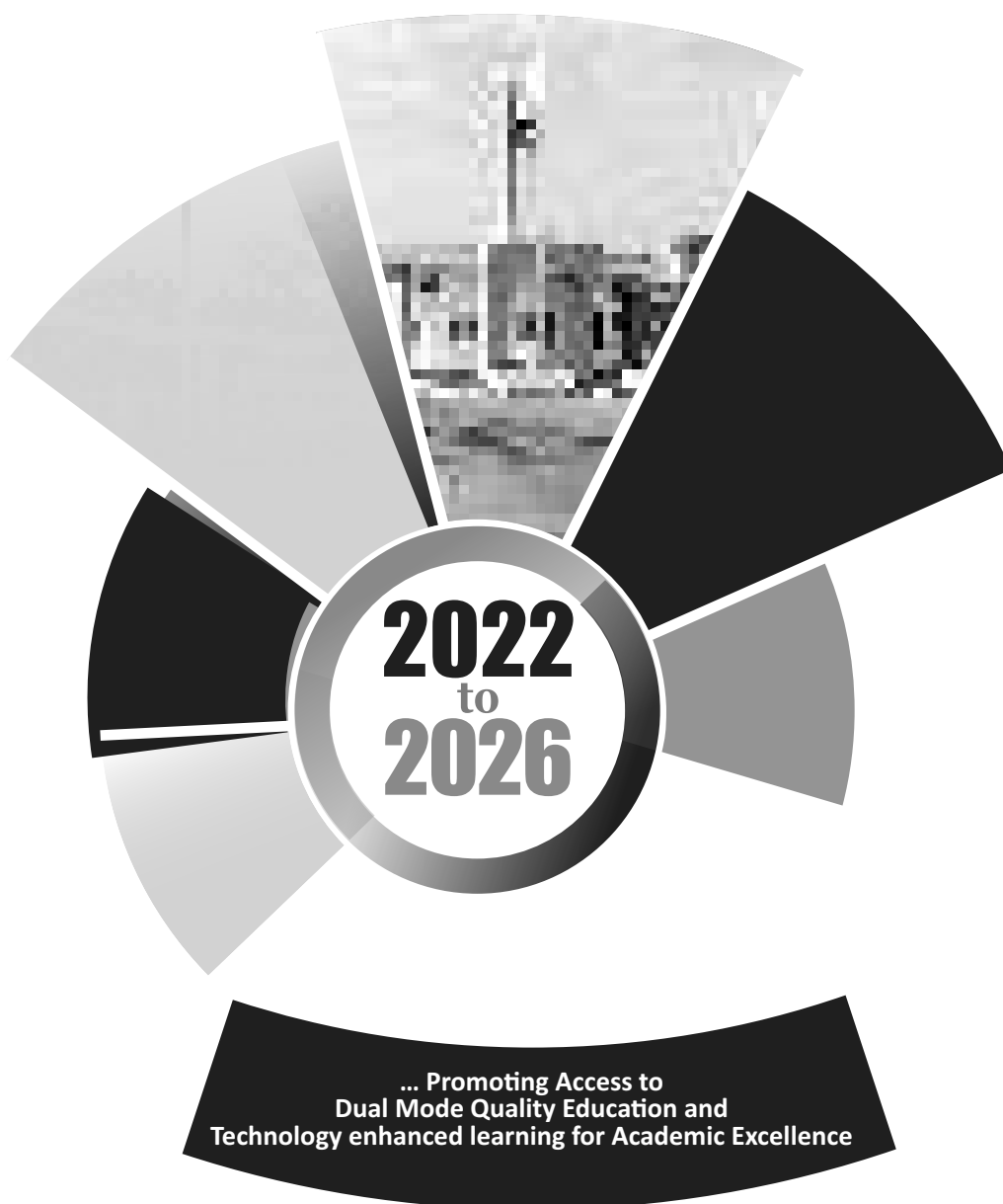
UNIVERSITY OF ABUJA

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Centre for Distance Learning and Continuing Education

Strategic Plan



UNIVERSITY OF ABUJA
Centre for Distance Learning and
Continuing Education (CDL&CE)

Strategic Plan 2022-2026

Compiled and Edited By
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*... Promoting Access to Dual Mode Quality Education and
Technology enhanced learning for Academic Excellence*

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Foreword

The advent of online learning has significantly affected post-secondary institutions in Nigeria by providing the opportunity for increased student access and convenience; flexible student instructional delivery; expanded facility usage and increased enrollment; and innovative designs in program development.

The Strategic Plan for the period 2022 – 2026 has the Theme: “Promoting Access to dual mode Quality Education and Technology Enhanced Learning for Academic Excellence.” It has been prepared with a focus on growth for various academic programmes and the introduction of new programmes and increasing our market share in existing programmes. This Plan was developed with the University of Abuja Centre for Distance Learning & Continuing Education (CDL&CE) broad involvement and guidance from the Governing Council, Policy Board and the Management of the University of Abuja (UofA).

The implementation of the Strategic Plan requires commitment and dedication from Management and all members of staff. Motivated by our Mission and Vision it is expected that staff will ensure that the spirit of this strategic plan is understood and communicated to all stakeholders, which include our university community, partners, sponsors, shareholders and affiliates.

The business environmental and organizational assessment enabled the University of Abuja CDL&CE to assess both Strengths, Weaknesses, Opportunities and Threats (SWOT) that are likely to be faced over the next five years and set the context for the choices reflected in this Strategic Plan. The performance of the CDL&CE in the previous periods has shown that it has the potential to grow and maintain its position as the leading Open and Distance and Part-Time learning institution in the country.

The Strategic Plan reflects the Vision, Mission and core operating values as well as assumptions underlying the strategic goals which outlines and defines the strategic direction of the Centre. I would like to recognize the Management and staff who helped to coordinate the planning process and provided important support and the framework for the implementation of this five-year strategic planning document.

The University Governing Council shall endeavor to provide the necessary support and resources in order to ensure that the objectives of the Plan are attained.

Professor Abdul-Rasheed Na'Allah,
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Acknowledgements

The development of the Strategic Plan 2022-2026 was a participative and consultative process that benefited from contributions and support from different individuals and units of the University of Abuja, CDL&CE. On behalf of the University of Abuja CDL&CE Management, I wish to convey my sincere gratitude to the Vice-Chancellor, University of Abuja, Deputy Vice Chancellors, Registrar, Bursar, Deans of Faculties, H.O.D's and all those who contributed to the development of this Strategic Plan, which will no doubt transform the Centre for Distance Learning and Continuing Education and enhance its capacity to promoting access to quality higher education in Nigeria through planning initiatives for effective ODL programme.

While acknowledging the important role and contributions of members of staff of CDL&CE in the process of developing the Plan, I wish to express my special thanks to the Governing Council of the University of Abuja and the National Universities Commission (NUC) for providing a clear direction to ensure that all the plans are feasible and achievable.

Professor Bello Ayuba,

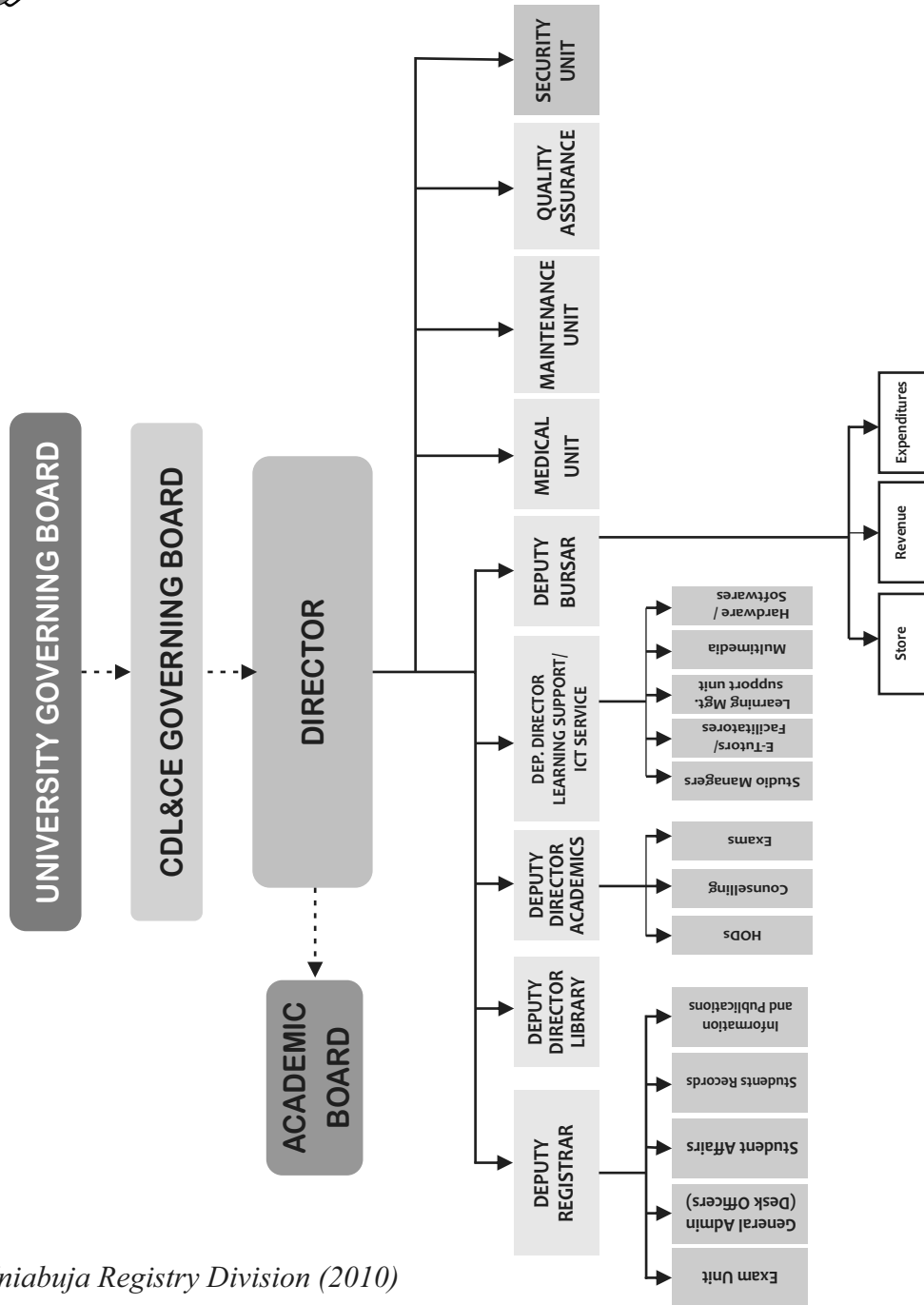
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UNIVERSITY OF ABUJA

Centre for Distance Learning and Continuing Education

CDL&CE ORGANISATIONAL STRUCTURE



Source: Uniabuja Registry Division (2010)

Executive Summary

1.1 Introduction

Strategic planning describes how institutions developed strategic plans to guide their organisational efforts. It is the management process of developing and maintaining a strategic fit between the institution goals and capabilities and its changing business opportunities. It relies on developing a clear institutional mission, supporting objectives and goals for an effective growth and development strategy. The five-year cycle of CDL&CE's 2022 - 2026 Strategic Plan is designed to end in December, 2026. The CDL&CE therefore embarked on the development of the new Plan early this year. The new Strategic Plan is important for managing CDL&CE's developmental processes of expansion towards ensuring sustainability and continuity, setting out a framework for accountability, designing measurable targets and instituting performance assessment mechanisms. The Plan is intended to reposition CDL&CE in a rapidly changing higher education and Open and Distance Learning (ODL) environment. It was also designed to meet the emerging needs of prospective and current students, employers and other stakeholders. Further, it is intended to align the University of Abuja's programmes and activities to national policy and strategic priorities within the context of global, continental and regional trends and commitments to education and training in general and higher distance education in particular.

1.2 Justication for Strategic Plan 2022-2026

The justification of the strategic plan is defined and driven to move the Centre from excellence to eminence. Making that move requires a strategic vision and a clear path for achieving it. Strategic planning establishes the guideposts that chart the journey toward eminence and provides opportunities to assess the steps along the way; this remains vital, sustainable, and accountable.

Many ODL institutions/companies operate without formal plans. In some institutions or companies, managers are so busy that they have done well without formal planning and therefore it cannot be too important. They resist taking the time to prepare a written plan. Nevertheless, formal planning can yield a number of benefits as planning encourages systematic thinking ahead by management; It leads to a better co-ordination of company's effort and the

development of performance standard for control. It all so gives institutions/companies clear focus on monitoring and evaluation, objectives, policies and results in better preparedness for sudden development which brings about a more vivid sense in the participating executives and their interacting responsibilities.

It is for all these reasons that this document was developed by the Centre for Distance Learning and Continuing Education (CDL&CE), University of Abuja to help in guiding the Centre to make decisions on the amount of resources to allocate to each Unit within the Centre and to decide which business/programme to start, strengthen or eliminate. Each business unit develops a strategic plan to carry that business unit into a profitable future.

2.1 Situational Analysis

In order to obtain critical information necessary for understanding CDL&CE's present state, defining its aspirations, and intentions for the future, that is, repositioning itself in a rapidly changing and competitive higher education environment, the development of the Strategic Plan will require an analysis of both the internal and external environments. A Situational Analysis to be undertaken towards the implementation of this Strategic Plan reveals that two sets of environmental variables affected the development and growth of the University of Abuja CDL&CE. These are the internal and external environmental variables which have been identified and discussed in chapter four: putting into consideration student enrolments, financial performance and SWOT were reviewed.

2.1.1 Student Enrolments

Undergraduate student enrolments generally remained static (around 1,500) since 2015 despite the lifting of moratorium by the NUC in the number of programmes of study as Table 1 shows. The lack of growth in terms of enrolments cuts across all the programmes.

2.1.2 Financial Performance

It was clear from the expected financial performance of CDL&CE that, if properly coordinated in line with the core strategic implementation issues, the Centre will be financially healthy as it will be moving from strength to strength. As presented in the analysis in Table 3, the financial performance of CDL&CE during the period under review indicates a likely projected income of the sum of 6.16 billion naira for

the five years (2022-2026) with a total projected expenditure of the sum of 2.79 billion and projected net profit of 3.37 billion which will be remarkable towards ensuring that the mandate of the Centre is achieved more effectively and efficiently.

2.1.3 Analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT)

In addition to analyzing the internal and external factors that have a bearing on the operations of the University of Abuja Centre for Distance Learning and Continuing Education, an analysis of the internal Strengths and Weaknesses, as well as the external Opportunities and Threats to the Centre was summarized in the Matrix (see Chapter 4) in order to gain a better understanding of the prevailing situation.

3.1 Challenges

In spite of the importance of the open and distance learning programme to nation building and revenue generation in the University, it is still been hampered by myriad of problems which are majorly administrative (absence or collapse of infrastructure, understaffing, lack of motivational incentives, poor record keeping, inadequate funding etc.) and academic in nature (absenteeism and flagrant abuse of examination rules by both staff and students, sorting' of results and other corrupt practices including delays in releasing of students' results and the denied accreditation status of some programmes. All these have affected the quality of the programmes resulting to decline in the level of student's enrolment and general revenue losses. Other challenges include lack of full-autonomy as the Centre currently enjoys partial (financial) autonomy.

3.2 Strategic Directions/Future Prospects

Eleven strategic focus areas were identified and strategic directions/future prospects and objectives formulated for each focus area, that is, policy environment and operational frameworks; Governance structures and operational/management systems; programme/course development and delivery; learner support systems; quality assurance; and Human Resource Management. Others are financing and financial management; infrastructure development; business development and marketing; information and communications technology; consultancy and research; and collaboration and partnerships:

4.1 Observations/Findings

As part of the effort towards designing and implementation of effective strategic planning process at the CDL&CE, the committee saddled with the compilation of the document observes that there are several factors identified to be slowing down the pace of CDL&CE growth and development among which includes delays in the graduation of CDL&CE students and poor revenue generation/leakages. The committee identified poor attitude of some supervisors to work, students' lack of commitment and some administrative bottlenecks within either departments or the CDL&CE as the major factors responsible for delays in students' graduation.

The committee further identified the factors responsible for poor internally generated revenue /leakages in the CDL&CE to include; low level of students' enrolment due to delays in graduation and poor students' welfare; the inability to resuscitate CDL&CE de-accredited programmes by NUC, which was a major source of revenue; corrupt practices associated with the Remita payment platform; failure to mount new programmes with the potentials to generate more revenue, alleged connivance between some members of staff and students, to get statements of result without clearing the necessary fees; Cases of cloning of final clearances by some fraudulent students leading to colossal loss of revenue from the accumulated balance of School fees not paid as a result of such scam.

5.1 Conclusion and Recommendations

5.1.1 Conclusion

In conclusion, we want to reiterate that the challenges facing the CDL&CE of the University of Abuja are enormous with serious negative consequences on the quality of the programmes and the overall image and credibility of the University. Even though, a lot of effort has been made by the present administration to address most of these challenges which mostly has to do with ethical issues, infrastructural decays/ inadequacies and motivational incentives. To ensure effective implementation of the plan, will require huge resources and concerted efforts by all stakeholders within the system to ensure that all hands are on deck to restore its lost glory so as to achieve its mandate more effectively and efficiently in line with the strategic goals.

5.1.2 Recommendations

Based on the above observations/findings, the committee unanimously arrived at the following recommendations:

1. The Governing Council of the University of Abuja should make effort towards effective implementation of the five-year strategic plan to ensure growth and development of not only the CDL&CE but the University at large.
2. The CDL&CE should be granted Full-Autonomy to enable it function more effectively like other ODL institutions in most Universities in Nigeria as the programme has been grossly underfunded, particularly in the area of running cost.
3. Many of the revenue generating CDL&CE programmes which lost accreditation should be resuscitated immediately; this is in view of their potentials for generating more revenue to the University.
4. There should be recruitment of more Academic and Non-Academic Staff on tenure appointment to meet up with the Staff-Student's ratio and Staff- Mix ratio as prescribed in the National Universities Commissions (NUC) Benchmark and Minimum Academic Standards (BMAS).
5. Effort should be made by the Management towards the development of various capacity building programmes for Staff (academic & non-academic) involved in the CDL&CE programmes so as to tap maximum productivity which would help in repositioning of the Centre.
6. Collaborative linkages should be sought with Donor Agencies, Individual Businessmen/Corporate Bodies and foreign Universities with similar ODL programmes as this would help in the management of CDL&CE in line with the global best practices.

7. In a bid to boost employee's morale, all motivational incentives due to employees, particularly the agreed amounts on CDL&CE programmes should be paid to deserving resource persons as at when due in line with the sharing ratios of all revenue generating programmes as approved by the Council in the University.
8. There is need for proper harmonization of all research results so that the findings/inventions can be showcased or to some extent commercialized to generate some IGR.

CHAPTER ONE

BRIEF HISTORY OF UNIVERSITY OF ABUJA CENTRE FOR DISTANCE LEARNING AND CONTINUING EDUCATION (CDL&CE)

1.1 Establishment

University of Abuja was established in January, 1988 and academic work began in 1990. The first set of CDL&CE Students were enrolled in 1992 after it was established by the Federal Government via University of Abuja Act- No. 106 (1992) Cap U2 LFN (2004). The University was as a Dual mode University to operate both the regular conventional degree and Distance Learning academic programmes. The Centre for Distance Learning and Continuing Education (CDL&CE) is one of the over 20 Centers/Institutes in the University of Abuja which has so far graduated over 68,000 students across 23 disciplines in Arts, Education and Social and Management Sciences.

The CDL&CE has since 1992 been offering degree programmes by distance learning to Nigerians who cannot afford to leave their work to go to the university. The programme provides access to teaming Nigerians who would like to hold onto their jobs and at the same time pursue their academic ambition. With over 8,000 students and staff strength of over 200 employees, the Centre runs degrees through the Open and Distance Learning (ODL) mode which is e-based. Other range of services include educational consultancy, special short certificate courses for Senior & Junior Staff and capacity building programmes in specialized disciplines provided by the faculties.

1.2 Objectives

The objectives of the CDL&CE are:

- i.) Provide university education opportunities for those whom, for one reason or the other, cannot acquire such education through the regular university education system;
- ii.) Provide opportunities for those, who though, have the regular university education, may be interested in acquiring new knowledge and some specialized skills on other areas outside their initial areas of specialization;

- iii.) Organize occasional seminars and workshops for people in both private and public sectors to enable them keep abreast of developments in their various areas; and
- iv.) Provide opportunities for life-long education.

1.3 Mandate

The focus of the Centre for Distance Learning and Continuing Education is to provide options to persons who after completing their Secondary education can still pursue their education at tertiary level while doing their work. The main focus of the CDL&CE therefore is:

- i. To provide access to quality education as well as equity in educational opportunities to those who otherwise would have been denied.
- ii. To meet special needs of employers by mounting special certificate courses for their employers at their work place.
- iii. To encourage internationalization especially of tertiary education curricula.
- iv. To ameliorate the effect of internal and external brain drain in tertiary institutions by utilization experts as teachers regardless of their locations or places of work.

1.4 Mission

The mission of CDL&CE is to deliver quality education by creating a virtual campus of the University beyond its physical location to meet the changing needs of the learner and society through integrated education, innovative and cost-effective use of application and cutting-age technologies in the delivery of excellent academic and other professional services.

1.5 Vision

The vision of CDL&CE is to be a centre of excellence in the provision of quality access to and availability of distance learning educational contents through innovative technology-based services to enhance teaching and learning.

1.6 Philosophy

The philosophy is to remove barriers and expand educational opportunities to those whom for one reason or the other could not acquire education through the conventional University system. Thus, the guiding philosophy behind UniAbuja CDL&CE is the realization that the existing conventional Universities have challenges of capacity and ODL has been found to be viable alternative.

1.6.1 Guiding Philosophy

The philosophy behind University of Abuja CDL & CE operation is guided by the realization that existing conventional universities have challenges of capacity ODL has been found to be a viable alternative.

1.6.2 Overriding Philosophy

- Access to Education
- Self sufficiency
- Quality graduate
- Global appeal

Access to Education

The issue of access to education has posed a challenge to a number of people particularly in the Third World Countries of which Nigeria is not an exception. The Open and Distance Learning is geared towards providing access to individuals who for one reason or the other cannot utilize the regular university competitive admission. Therefore, access in this regard refers to making available platforms order than the regular mode of university education to candidates who wish to pursue higher studies.

Self Sufficiency

One of the goals of university education is to equip the individual with knowledge and skills to cope with the changing demands of modern economy. A graduate of Open and Distance Learning is expected to compete favorably with his/her fellow counterpart from the regular programme if exposed to rich content and necessary training. To be self- sufficient is to be equipped and prepared to take up responsibilities and contribute to the society.

Quality Graduate

Education is a necessary tool as well as coping strategy and it adds quality and value to the lives of the beneficiary. It also changes the learner's attitude, improves work experience and performance output. One of the key objectives of Open and Distance Learning is to provide qualitative education to all Nigerian citizens who desire to acquire such.

Global Appeal

Open and Distance Learning has become a global phenomenon as it projects the general trend to provide education for all. The key features of Open and Distance Learning and Part-time lies in the following:

- Flexibility
- Accountability
- Integrity
- Openness
- Cooperative and collaborative
- Equity
- Functional experience
- Multimedia

Flexibility and Lifelong Learning

Flexibility and lifelong learning is based on the following overall priority:

- Foster access to lifelong education
- Ensure that gender, age, race, marital status and financial constraints will not be barriers for knowledge/ skills acquisition and updating.
- Promote accessibility in the sense that all categories of interested applicants who meet the basic admission requirements shall be given the opportunity to pursue education through Face to Face contact or Open Distance Learning
- Make learning flexible and custom-made service to our clients
- As a dual-mode University, the Centre for Distance Learning and Continuing Education (CDL&CE) will comply with acceptable policies in the areas of minimum admission requirements as prescribed by the National Universities Commission, the highest regulatory body for University education in Nigeria.
- The Centre will in the nearest future introduce access-programmes that will help to prepare potential applicants who do not possess minimum admission requirements and thereafter proceed to achieve their educational goals.
- Ensure that students have access to financial assistance from government, non governmental agencies and also through public-private partnership.

- Encourage collaboration among comparable institutions in areas of research and visiting scholars in areas that may be beneficial to the Centre.
- Provide blended learning platforms, including occasional face-to-face meeting during the tutorial programme, e-learning, Learning Management System (LMS), podcasting, Tutor-Marked Assignments (TMAs), online lab, etc. for the learners.
- Providing flexible channels for distribution and collection of course materials for students in their respective states or residence.

1.7 Core Values

Our core values are driven by a desire to improve learning, achieve teaching excellence, and operate with the highest standards of:



Figure 1: CDLCE Core Values

To achieve these values, staff and students of the CDL&CE are guided by the following Service Charter.

1.8 Service Charter

In recognition of the functions of the CDL&CE, in teaching, learning and research, the Centre has set out a Service Charter which highlights the different services rendered by the Centre to her primary stakeholders who are considered as CUSTOMERS (students, staff, and the community) and must be treated right. The Charter elaborates on the different services provided, the responsibility of the Service Provider, and the obligations of the clients and the process of redressing service failures.

1.9 Duration and Mode of Study

The minimum duration of the study is five academic sessions or five years and the maximum is eight years. Programmes may run for four or five years depending on entry qualifications. The mode of study is mainly teaching and learning through online course delivery system, multi-media resources, audio-visual materials, (CDs, DVDs, Disk drive) etc. with blended learning.

1.10 Face-to-Face Programme

From the point of inception up to 2010, the Centre offered a face-to face weekend programme which graduated large number of students of about 68,000 across the country. A new mandate was given to the Centre in 2014 to run online supported programmes as is the best practice worldwide. After a pre and post revalidation visit, the centre was told to phase out the old programmes and embark on the online supported Open Distance Learning (ODL) programmes as stipulated in the NUC guidelines.

1.11 Programmes at CDL&CE

1.11.1 Programmes Previously Run

The programmes that were previously run at CDL&CE include:

- 1) B.A. English Language
- 2) B.A. Literature in English
- 3) B.A. History
- 4) BSc. Economics
- 5) BSc. Geography
- 6) BSc. Political science
- 7) BSc. Sociology
- 8) BSc. Business Admin
- 9) B.A. Linguistics
- 10) B.A. Islamic Religious Studies

- 11) B.A. Christian Religious Studies
- 12) BSc. Accounting
- 13) BSc. Public Admin.
- 14) BSc. Agricultural Economics and Extension
- 15) B.A. Philosophy
- 16) BSc. Ed. Geography
- 17) BSc. Ed. Mathematics
- 18) B. Ed. Guidance and Counselling
- 19) B. Ed. Educational Psychology
- 20) B.A. Ed. English Language
- 21) B.A. Ed. Literature in English
- 22) B.A. Ed. History
- 23) B.Sc. Ed. Economics

1.11.2 Programmes Currently Run

The programmes currently run at CDL&CE include:

- i. B.Sc. Business Administration
- ii. B.Sc. Economics
- iii. B.Sc. Political Science
- iv. B.Sc. Public Administration
- v. B.Sc. Sociology

CHAPTER TWO

CONCEPT OF STRATEGIC PLANNING

2.1 Strategy

It is commonly argued that the first strategist of all-time was Sun Tzu, Chinese General who lived in the fourth century B.C (McNeilly, 2001). He emphasized the need for far-sightedness and good planning. Sun Tzu also put importance on knowing both your enemy and yourself, and sensitively reacting to changing conditions (Chen, 1994). Since the days of Sun Tzu, many business-related phenomena have gone through significant changes but the concept of strategy has remained essentially the same. The term 'strategy' is a plan aimed at achieving a particular purpose. It is used in many military formations across the world for planning and acquisition of the right skills to gain advantage in a war or other military situations. In business, it is widely used to describe a seemingly endless number of business activities. Today, everything in business seems to be strategy. There are product strategy, strategic pricing, strategic promotion, strategic distribution and strategic market penetration. In recent years, the appellation is appended to nearly every business action in order to make the ordinary sound modern and competitively inspired (Schnaars, 1998).

2.2 What is a Plan?

A plan is a program or method prepared ahead of time, a project or definite purpose, or a design or drawing of something. It is a formulated method of doing something. Plan refers to any method of thinking out acts and purposes beforehand. It is a step towards predicting the future because of the uncertainties associated with the future.

2.3 Benefits of Planning

Many ODL institutions/companies operate without formal plans. In some institutions or companies, managers are so busy that they have done well without formal planning and therefore it cannot be too important. They resist taking the time to prepare a written plan. Nevertheless, formal planning can yield a number of benefits as follows:

- i. Planning encourages systematic thinking ahead by management.
- ii. It leads to a better co-ordination of company's effort
- iii. It leads to the development of performance standard for control.
- iv. It gives company clear focus on objectives and policies

- v. It results in better preparedness for sudden development.
- vi. It brings about a more vivid sense in the participating executives and their interacting responsibilities.

2.4 The Nature of Strategic Plan

Strategic planning describes how institutions developed strategic plans to guide their organizational efforts. In this chapter, we shall attempt to understand the concept of strategic planning, as well as its contents and key areas of each plan.

Strategic planning is the management process of developing and maintaining a strategic fit between the institution goals and capabilities and its changing business opportunities. It relies on developing a clear institutional mission, supporting objectives and goals for an effective growth and development strategy.

Managers play significant roles in strategic planning process, with leadership roles in defining the business mission, analysis of the environment, competition and business situations, developing objectives, goals and strategies and defining product/services, market situation and effective plans to implement the growth strategies.

Institutions at corporate level are responsible for designing strategic plans to guide the whole institution, it makes decisions on the amount of resources to allocate to each Unit, Department or Centre of the organization as well as on which business/programme to start, strengthen or eliminate. Each division established a division plan covering the allocation of funds to each business unit within the division. Each business unit develops a strategic plan to carry that business unit into a profitable future.

2.5 Contents of a Strategic Plan

Strategic planning procedures and content vary considerably among institutions or companies. The plan covers a minimum of one year. The plans vary in length from under five to 50 pages some institutions/companies' take their plans very seriously, whereas others see them only as a rough guide to action.

Essien however, observed that, "In preparing for battle I have always found that plans are useless but planning is indispensable." The most frequently cited shortcomings of current strategic plans according to managers are lack of realism, insufficient competitive analysis, and a short run focus. What, then does a strategic plan look like? What does it contain?

The contents of any strategic plan must contain the following:

i. Executive Summary and Table of Contents: The strategic plan should be open with a brief summary of the goals and recommendations. The executive summary permits senior management to grasp the plan's major thrust. A table of contents should follow the executive summary.

ii. Current Situation: This section presents relevant background data on the current situation such as market, sales, costs, profits, competitors and the forces in the Macro-environment. This information is used to carry out a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.

iii Opportunity and Issue Analysis identifies the key issues likely to affect the Institutions/ organizations attainment of its objectives.

iv. Objective: Here the Manager outlines the plan's major business goals for growth and development in terms of student's enrolment, provision of infrastructure, profitability and other emerging issues critical to the success or failure of the institution.

v. Business Strategy: The manager defines the target segments namely those groups and the type of offerings intended to satisfy the targeted group of customers. The manager then establishes the range of products or services for competitive advantage, which will inform the game plan to accomplish the plan's objectives. All this is done with inputs from other strategic units within the institution to ensure that the institution/company can provide proper support for effective implementation.

vi. Action Programs: The strategic plan most specifies the actual business strategy to be pursued in achieving the business objectives. Each strategic element must be elaborated to answer these questions: What will be done? How will progress be measured?

vii. Financial Projections: Action plans allow the manager to build a supporting budget. On the revenue side, this budget shows the forecasted income and expenditure, it shows the general expected costs of doing business. The difference between revenue and cost is projected as profit. Once the action plan is approved on the basis of these, it becomes the operational budget.

viii. Implementation Controls: The last section of the strategic plan outlines the controls for monitoring and adjusting implementation of the plans. Typically, the goals and budget are spelled out for each month or quarter so that management can review each period's results and take corrective action as needed.

2.6 Key Areas of Strategic Planning

All institutions and corporate headquarters undertake strategic planning in the following key areas:

1. Defining the Corporate Mission (CM)
2. Establishing Strategic Business Units (SBU)
3. Assigning Resources to each Strategic Business Units
4. Planning new business, downsizing or terminating older business

Defining the Corporate Mission: An institution/organization exists to accomplish some things, to provide quality teaching and learning, to make cars and money, research, recreational services, consultancy and so on. Its specific mission or purpose is usually clear when the business starts. Over time the mission may change, to take advantages of new opportunities or respond to new market conditions.

To define its mission, the institution/company should address Peter Ducker's classic questions: What is our business? Who is the Customer? What is of value to the customer? What will our business be? What should our business be? These simple sounding questions are among the most difficult the institution or company will ever have to answer. Successful institutions/companies continuously raised these questions and answer them thoughtfully and thorough fully.

Organizations develop mission statement to share with managers, employees and in many cases customers. A clear thorough full mission statement provides employees with a shared sense of purpose, direction, and opportunity. The statement guides geographically dispersed employees to work independently and yet collectively toward realizing the organizations goals.

Establishing Strategic Business Unit: Most institutions/company establishes several businesses. They often define their businesses in terms of products/services they make. Some organizations will say they are in the "auto business or clothing business" and so on. But this definition is myopic as Levitt observed. Market definition of business was superior to products/services definition of business, arguing that a business must be viewed as a customer satisfying process, not a goods producing process. Products are transient, but basic need; the horse and carriage, the automobile, the railroad, the airline and the truck are products that meet that need. Levitt encourages institutions/companies to redefine their business in forms of needs, not products.

Assigning Resources to Each Strategic Business Unit: The purpose of identifying the strategic business units is to assign those strategic-planning goals and appropriate funding for the units. The units send their plans to the institution/corporation, which approves them or sends them back for revision. The institution/corporation reviews these plans in order to decide which of its SBU to build, maintain, harvest and divest. Senior management knows that its portfolio of business includes a number of “yesterdays” has been as well as 'tomorrow's breadwinners” But it cannot rely just on impressions, it needs analytical tools for classifying its business by profit potential. The portfolio evaluation model below known as the BCG (Boston consulting group) or growth share matrix will assess the attractiveness of each SBU.

2.7 Boston Consulting Group (BCG) Approach

The Boston consulting group (BCG) a leading management consulting firm developed and popularized an approach known as the growth share matrix. The concept of the BCG is based on the assumption that the firm with the highest market share relative to its competitors should be able to produce at the lowest cost. The basis of this analysis is to maximize benefit of the experience cost and scale effect to achieve a stronger portfolio of high market share while achieving cash balance.

Growth- Share / BCG Matrix

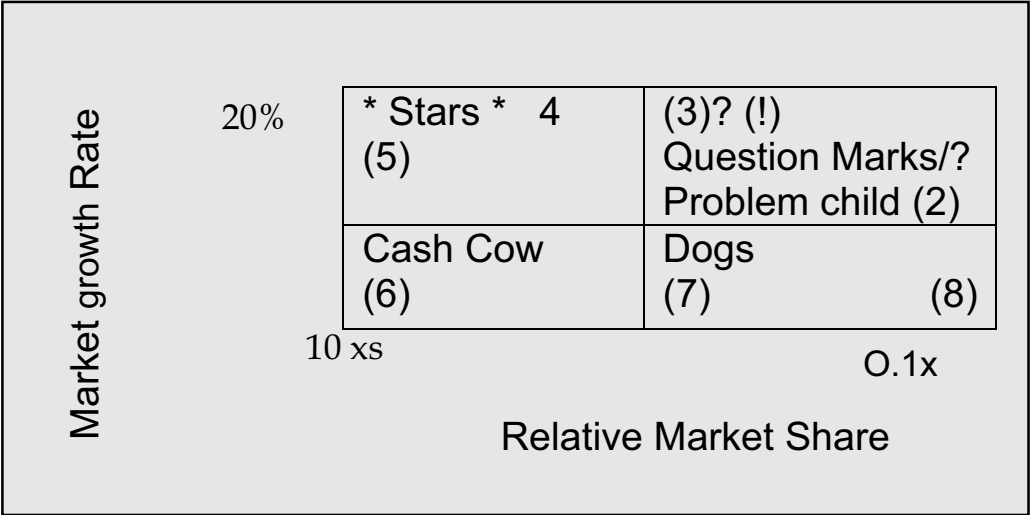


Figure 2: Source Boston Consulting Group:

As can be seen from the diagram above, the growth share matrix is divided into four cells, each indicating a different type of business.

i. Question Marks: Institution's business that operates in high growth markets but has low relative market shares. Question marks required a lot of cash because the institution/company has to spend money on plant, equipment and personnel to keep up with the fast-growing market, and because it wants to overtake the market leader. The institution has to think hard on whether to keep pouring money into this business, and this may be too many.

ii. Stars: This are market leaders in a high-growth market. A star does not necessarily produce a positive cash flow for the institution/company. The institution must spend substantial amount of money to keep up with the high market growth, and to fight off competitor's attacks. In the diagram above the company has two stars.

iii. Cash Cows: This are stars with a falling growth rate that still has the largest relative market share and produces a lot of cash for the institution. The institution does not have to finance expansion because the markets growth rate has slowed. Because the business is the market leader, it enjoys economics of scale and higher profit margins. The institution uses it cash cows to pay bills and support other businesses. As in the diagram, the institution has only one cash cow and is therefore highly vulnerable. If this cash cow starts losing relative market share, the institution will have to pump money back into it to maintain market leadership.

iv. Dogs: Institution's business that have weak market shares in low-growth markets. From the diagram, dogs have generally low-growth, and low share SBUs. They may generate enough cash to maintain them but not promise to be a large source of cash.

Having plotted its various businesses in the growth share matrix, the institution then determines whether its business portfolio is healthy. An unbalanced portfolio would have too many dogs or questions marks and or too few stars and cash cows. The institution's next task is to determine what objective, strategy and budget to assign to each SBU. Four alternative objectives can be pursued whether to:

i. Build: here the objective is to increase the SBU's market share. Building is appropriate for question marks whose shares have to grow, if they are to become stars.

ii. Hold: here the objective is to preserve the SBU's market shares. This objective is appropriate for strong cash cows if they are to continue to yield a large positive cash flow.

iii. Harvest: Here the objective is to increase the SBU's short term cash flow regardless of the long-term effect. This strategy is appropriate for weak cash cows whose future is needed. Harvesting can also be used with question marks and dogs.

iv. Divest: Here the objective is to sell or liquidate the business because resources can be better used elsewhere. That is appropriate for dogs and question marks that are acting as a drag on the company's profit.

CHAPTER THREE

RATIONALE, JUSTIFICATION AND THE STRATEGIC PLANNING PROCESS

3.1 Rationale for the Development of CDL&CE Strategic Plan

The five-year cycle of CDL&CE's 2022 – 2026 Plan is to end in December, 2026. The CDL&CE therefore embarked on the development of the new Plan early this year. The new Strategic Plan is important for managing CDL&CE's developmental processes of expansion towards ensuring sustainability and continuity, setting out a framework for accountability, designing measurable targets and instituting performance assessment mechanisms. The Plan is intended to reposition CDL&CE in a rapidly changing higher education and Open and Distance Learning (ODL) environment. It is also designed to meet the emerging needs of prospective and current students, employers and other stakeholders. Further, it is intended to align the University of Abuja's programmes and activities to national policy and strategic priorities, within the context of global, continental and regional trends and commitments to education and training in general and higher distance education in particular.

3.2 Justification for Strategic Plan 2022-2026

The justification of the strategic plan is defined and driven to move the Centre from excellence to eminence. Making that move requires a strategic vision and a clear path for achieving it. Strategic planning establishes the guideposts that chart the journey toward eminence and provides opportunities to assess the steps along the way. Strategic planning remains vital, sustainable, and accountable. This is because;

- The timing is right as review of Plan is a development tool;
- Changes in the operating environment and dire need for innovations;
- Need to respond to emerging challenges and opportunities;
- Dwindling funding and overwhelming running cost;
- Need for robust internally generated revenue;
- Drive to transform Nigeria education vision and approach;
- Economic slowdown and need for prudence;
- Emerging emphasis on skill acquisition and entrepreneurial development;
- Need to effectively occupy the Phase I Complex at the Main Campus of the University, operate in permanent, adequate and functional facilities and accommodating environment;
- Set a robust agenda for incoming sessions in order to accelerate the

- development of
- the CDL&CE to its zenith;
- By year 2026, the CDL&CE should celebrate its 30th anniversary with the full maturity of this Strategic Plan.

3.3 The Adopted Strategic Planning Process

The Strategic planning process started with the appointment of a five-member committee to spearhead the planning activities. The Committee developed an inception report, which highlighted the importance of the Strategic Plan and stressed the need for a transparent and consultative strategic planning process in which all categories of CDL&CE employees and stakeholders were actively involved. The inclusion of both local and international students and partners of CDL&CE including stakeholder agencies as well as industry experts were also used for the important assignment which make the compilation a huge success. The Strategic Planning Coordinating Committee coordinated an Institution - wide analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT), an environmental scanning and review of financial reports for 2022 to 2026. In order to expedite the process, the Vice Chancellor constituted a team comprising of senior academics to come up with a comprehensive CDL&CE five-year strategic plan (2022–2026). Senior Faculty members cutting across Course Facilitators, Non-Academic staff and other support staff were involved in the process. The team reviewed the implementation status and strategy of the 2022-2026 plan, refined the SWOT analysis, and identified priorities and strategic focus areas for the new Strategic Plan, taking into account the global and regional trends and initiatives and emerging opportunities and challenges. The team developed a draft copy of the strategic plan which will serve as discussion document during consultative meetings with various stakeholders, within and outside CDL&CE for necessary vetting and additional input to make the document very rich for effective implementation.

3.4 Theme of the Strategic Plan

The theme of the Plan is set as "*Promoting Access to Dual-Mode Quality Education and Technology Enhance Learning for Academic Excellence*".

3.5 Where the CDL&CE Is

The planning process of the current plan was fully homegrown and participatory. Drafts of the proposed Plan was produced and were widely circulated for input. A critical review of the development of the CDL&CE over its two decades informed a decision to modify the mission and vision as follows:

Vision

To be a centre of excellence in the provision of quality education through dual modes of learning.

Mission

To provide equitable access to innovative and high-quality online learning opportunities and student support services that empower students to achieve their educational goals.

Strategic Plan Theme

The theme of the Plan is set as "Promoting Access to Quality Education and Technology enhanced learning for Academic Excellence".

The Strategic Plan document reviews the background of the University of Abuja Centre for Distance Learning and Continuing Education (CDL&CE) as copious data on its current status and considers where the CDL&CE is as at now and where it intends to be as well as how it plans to achieve its identified strategies to get to its peak in its dual mode learning, research, innovation, and development. Currently the CDL&CE gained institutional accreditation in 2015 with five programmes in both Social and Management Sciences accredited by the National Universities Commission (NUC). While efforts is been made to fine tune its Continuing Education Programmes. Making that move from its current state to eminence requires a strategic vision and a clear path for achieving it. Strategic planning provides the guideposts that chart the journey toward eminence and provides opportunities to evaluate and control the steps taken along the way. Strategic planning also helps ensure that the CDL&CE remains vital, sustainable, and accountable towards the realization of its mission, vision and general mandate.

CHAPTER FOUR

ANALYSIS OF THE ENVIRONMENTAL CHALLENGES

4.1 Situational Analysis

In order to obtain critical information necessary for understanding CDL&CE's present state, defining its aspirations, and intentions for the future, that is, repositioning itself in a rapidly changing and competitive higher education environment, the development of the Strategic Plan will require an analysis of both the internal and external environments. A Situational Analysis to be undertaken towards the implementation of this Strategic Plan reveals that two sets of environmental variables affected the development and growth of the University of Abuja CDL&CE. These are the internal and external environmental variables which have been identified and discussed below:

4.2 Internal Environment Variables

The analysis also looking at some inter-related factors that examine the internal dynamics of an institution, namely; strategy (performance audit of the 2015-2020), structure, location of the university, staff, skills, system, programmes of study, student enrolments, and shared values. This analysis is presented below.

4.2.1 Strategy (Performance Audit of the 2022–2026)

The CDL&CE will be guided by the analysis of its internal environment focused mainly on the performance audit of the 2022 - 2026 and an analysis of the strengths, weaknesses, opportunities and threats (SWOT). This Plan will be monitored and evaluated periodically to ensure effective implementation of five main focus areas:

- Reaccreditation of programmes of study;
- Infrastructure development;
- Resource mobilisation and management;
- Financing arrangement; and
- External linkages.

4.2.2 Structure

The CDL&CE has clear and appropriate governance, administrative and academic structures that have enabled it to provide quality services in a coherent and organized manner to its clients. In the broader context, the University of Abuja CDL&CE organizational structure comprises University Governing Council, Governing Board, Academic Board, Directorate, and Units. In order to obtain

maximum advantage from the structure, there is need to enhance communication and institutionalize principles of good corporate governance if the CDL&CE is to remain focused, relevant and meet the expectation of our clientele, the general public and other local and international stakeholders.

4.2.3 Location of the University

The University of Abuja CDL&CE is located in the heart of the City of Abuja, the Federal Capital Territory. This presents opportunities for multi-sectoral cooperation and linkages. Currently, the Centre is faring quite well but requires repositioning to remain competitive.

4.2.4 Staff

The core resource of the University of Abuja CDL&CE lies in its diversity of highly qualified and skilled, academic, administrative and technical staff. Currently the CDL&CE draws its facilitators (lecturers) from the participating departments of the programme that is been run from the main university. There is need to develop and implement staff retention schemes for various categories of staff.

4.2.5 Strategic Assets

The University of Abuja CDL&CE has assets and owns prime land which is available for development through public private partnership.

4.2.6 Strategic Skills

As already stated in the preceding section, the core resource of the Centre lies in its diversity of highly qualified and skilled, academic, administrative and technical staff. The University boasts of a pool of staff that is highly skilled in lecturing and teaching. In addition, the institution has excellent research skills that are being used to enhance academic excellence and in providing practical solutions to societal problems. There is need for increased budgetary provision to the Centre for continuous professional development (CPD) programmes so as to update the skills base of staff.

4.2.7 Systems (Work & Business Processes)

The Centre is developing various mechanisms to ensure that the various constituents of the institution singularly and collectively contribute to the implementation of the Strategic Plan. We will ensure that all activities at the Centre and unit level are Strategic-Plan- compliant. In this regard, an institutional-wide monitoring and evaluation system should also be developed and implemented.

4.2.8 Infrastructural Facilities/Development

The infrastructure of the CDL&CE includes CDL&CE Complex housing the Central administration office located at the permanent site, data Centre and CBT Centre. Others include Facilitation video recording studio, Tutorial Rooms, Help Desk, Sick-Bay and guidance and counseling office including exams and record office and store/warehouse, as well as e-library and e-Tutors station. The CDL&CE has another large acre of land for the development of its Phase II building at the main-campus. There were delays in infrastructure development such as the construction of additional Lecture Halls/Theatres, laboratories, drainages, parking lots and auditorium among others. The following are the key infrastructural related problems:

- Inadequate infrastructure such as offices and classrooms affecting conducive teaching and learning environment.
- Limited infrastructure due to inadequate funding. While the Centre has embarked on rehabilitation of some of the infrastructure, budgetary constraints have hampered progress. It is noted that much of the rehabilitation has focused on provision of temporary solutions.
- The ICT infrastructure particularly, the Internet is currently inadequate to meet the need of the modern-day e-learning activity.
- Inadequate

4.2.9 Programmes of Study

Although specific targets were not available at the time of the review of the 20105-2020 the CDL&CE recorded major achievements as evidenced by the development of five (5) degree programmes – the Faculty of Management Sciences (B. Sc. Degree programmes) in Business Administration and Public Administration; and Faculty of Social Science (B. Sc. Degree programmes) in Economics, Political Science, and Sociology. However, there were some challenges with regard to the development and delivery of undergraduate degree programmes during the period under review, notably the following:

- Too much dependence on printed materials, without much supporting media and technologies.
- Absence and Underutilization of Information and Communications Technology (ICT) for course development and delivery, due to underdeveloped infrastructure and lack of ICT policy.

- Lack of a comprehensive annual enrolment plans and activities. As a result, CDL&CE was unable to achieve its annual enrolment targets.
- Some programmes were not accredited by the NUC.
- Limited innovation to expand programmes of study in response to emerging national and professional needs.
- Limited collaboration in terms of scope and nature of programmes at national and continental levels.
- Weak marketing strategy.
- Weak teaching and learning system, which was highly centralized and depended too much on printed material with limited face-to-face interaction.
- Underutilization of ICT for course development and delivery due to limited infrastructure, Lack of ICT policy and inadequate human resources and ICT equipment.
- Uncompetitive remuneration for staff.

4.2.10 Student Enrolments

Undergraduate student enrolments generally remained static (around 1,500) since 2015 despite the lifting of moratorium by the NUC in the number of programmes of study as Table 1 shows. The lack of growth in terms of enrolments cuts across all the programmes.

Table 1: Projected Students Enrolment Level (2022 – 2026)

S/N	Programme	2021/2022			2022/2023			2023/2024			2024/2025			2025/2026		
		F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total
1.	B. Sc. Business Administration	130	175	305	180	220	400	230	270	500	280	370	650	380	620	1000
2.	B. Sc. Economics	130	175	305	180	220	400	230	270	500	280	370	650	380	620	1000
3	B. Sc. Political Science	130	175	305	180	220	400	230	270	500	280	370	650	380	620	1000
4.	B. Sc. Public Administration	100	120	220	110	190	300	170	230	400	200	320	520	380	520	900
5.	B. Sc. Sociology	150	200	350	220	280	500	280	320	600	380	420	800	580	720	1300
	TOTAL	640	845	1,485	870	1,130	2,000	1,140	1,360	2,500	2,920	1,850	3,270	2,100	3,100	5,200

4.2.11 Collaboration and External Linkages

CDL&CE's visibility and international recognition with the Association of Commonwealth Universities (ACU), Association of African Universities (AAU), the African Council for Distance Education (ACDE) and other Distance Education Association were not noticeable during the period under review.

4.2.12 Financial Performance

It was clear from the expected financial performance of CDL&CE that, if properly coordinated in line with the core strategic implementation issues, the Centre will be financially healthy as it will be moving from strength to strength. As can be seen in Table 2, the financial performance of CDL&CE during the period under review indicates a likely total projected income of 6.16 billion naira for the five years with total projected expenditure of 2.79 billion and projected net profit of 3.37 billion which will be remarkable towards ensuring that the mandate of the Centre is achieved more effectively and efficiently.

Year	Projected Income (Naira)	Projected Expenses (Naira)	Projected Profit (Naira)
2021/2022	634,837,500	250,951,000	383,886,500
2022/2023	855,000,000	342,000,000	513,000,000
2023/2024	1.06 billion	424,000,000	665,576,000
2024/2025	1.40 billion	585,600,000	816,000,000
2025/2026	2.22 billion	882,000.000	1.2 billion
Total	6.16 billion	2.79 billion	3.37 billion

Table 2: Projected Income and Expenditure for the Financial Years: 2022- 2026

Before the year 2022, the financial base of the Centre was weak. The average income before the year was very discouraging with the financial situation less favourable during the 2013 - 2015 academic sessions/financial years when CDL&CE was closed down by NUC. This was partly attributed mainly to the failure of the Centre Management to meet up with the NUC Accreditation requirements resulting to the closure of the programme within the periods. Therefore, the income realized was not adequate to cater for both operational and labour costs. This impacted negatively on the CDL&CE revenue. The situation is attributable to the following challenges:

- Lack of comprehensive strategies for resource mobilisation.
- Over-reliance on student fees and lack of clearly defined strategies for broadening the financial base.
- Weak tracking system for payment of student tuition fees and ineffective debt collection mechanism.

4.3 External Environmental Variables

During the process of the Strategic Plan some key/important aspects of the external environment were identified, namely political, economic, social and technological factors. Others were legal environment, environmental and demographic factors.

4.3.1 Political Factors

These refer to developments or changes in the political arena which provide a governance platform and which may impact or affect the direction or operations of the CDL&CE. These include changes in governments, political reform, policy changes or political/administrative pronouncements. Some of these factors are discussed below:

(a) Global Level:

The core function of the University of Abuja CDL&CE is to provide quality access to teaching and learning to meet the needs of the country on the basis of internationally recognized standards. It aims at achieving recognition not only as a leading open and distance learning institution, but also as a university par excellence prepared to adequately serve the society through the provision of quality and relevant programmes. The Vision of the University is therefore: "To be centre of excellence in the provision of quality education through distance learning". This means that the life and development of the CDL&CE will always be influenced by and should respond to international best practices in the areas of open and distance learning.

The 21st century, has been characterised by a renewed interest in, and commitment to, higher education, by donor agencies, inter-governmental organizations and international non-governmental organisations. The World Declaration on Higher Education for the Twenty First Century emphasises, among other things, the need for higher education systems to place students at the centre of their concerns, within a lifelong perspective, so as to allow their full integration into the global knowledge society of the 21st century.

The World Declaration on Higher Education also highlights the important role of information and communications technologies and states that “higher education institutions should lead in drawing on the advantages and potential of new information and communication technologies, ensuring quality and maintaining high standards for education practices and outcomes in a spirit of openness, equity and international cooperation.”

(b) *Continental and Regional Levels:*

At continental level, the goal of the African Union Plan of Action for higher education development is complete revitalisation of higher education in Africa, with the emergence of strong and vibrant institutions, within an overall framework of public accountability. The goal will be achieved through, among other strategies, improvement of institutional leadership, including management and governance of institutions as well as mobilisation of funds for investment in infrastructure, human resources, and teaching/research facilities, including information and communication technologies (ICTs). One of the strategies adopted by the AU Plan of Action is exploiting the potential of open and distance learning (ODL). Thus, continuous improvement using distance education and other models of the professional skills development is one of the objectives of the AU Plan. At regional level there are policy, legal and strategic frameworks/plans and commitments to education and training provision that are relevant to CDL&CE's Vision, Mission and core functions in ensuring that the content, quality and relevance of their undergraduate degrees shall be acceptable to graduate schools and employers in the Region for further study and for employment.

(c) *National Level:*

There are a number of policies, development plans and legal frameworks that have both direct and indirect effect on the development of universities in Nigeria, in general, and CDL&CE in particular. A favourable policy and strategic environment exist in Nigeria for supporting and guiding the development of open and distance learning (ODL).

The National Policy on Education, recognises the importance of skills development

and clearly spells out the role of ODL in education and training provision in general. The national ICT Policy provides for the increased and effective application of ICTs in promoting human resources development and in education, research and development. The Government policy of increasing existing distance learning universities to and building new universities in different parts of the country will increase competition for students has serious implications for CDL&CE, which relies almost on student fees for its operations.

4.3.2 Economic Factors

The prevailing economic conditions in Nigeria provide both challenges and opportunities for universities. The challenges of high poverty levels, high youth unemployment levels and rising cost of living. Comparatively, low purchasing power of many Nigerians, which is mainly caused by the above economic factors, reduces the demand for higher education especially the many potential students who have to sponsor themselves. Thus, the general decline in income levels has a negative effect on CDL&CE, whose students may not be able to pay their fees. Nigeria is characterised by a liberalised economy in which direct foreign investment is encouraged and supported. This provides opportunities for universities to partner with industry and foreign/international organisations in the development and delivery of programmes.

4.3.3 Social Factors

Due to a number of socio-cultural factors women are proportionately under-represented in higher education. Employed women in particular face a number of challenges in participating in conventional face-to-face programmes. Open and distance learning programmes provide opportunities for them to upgrade their academic and professional qualifications.

4.3.4 Technological Factors

There have been rapid positive technological changes in Nigeria in the last 10 years. Nigeria's telecommunication system is considered to be among the best in sub-Saharan Africa, characterised by high-capacity microwave radio relay which connects most larger towns and cities; several cellular telephone services in operation and network coverage is improving; domestic satellite system is being installed to improve telephone service in rural areas; and Internet service is more widely available. In addition to the National Broadcasting Corporation (NBC), which operates Television (TV) and Radio stations, private TV stations and multi-channel subscription TV services are available.

There has been a steady increase in mobile cellular telephone subscriptions and number of Internet users in Nigeria. The National Information and Communications Technology Development Agency (NITDA) strategy provides a strategic framework for growing the ICT sector. The National Information Technology Development Agency (NITDA) is an agency of the federal government established in April 2001 to implement the Nigerian Information Technology Policy as well as coordinate general IT development and regulation in the country. Also, in the National Implementation Guidelines for ICT in Education in Nigeria. The strategic objectives are:

- To facilitate the teaching and learning processes.
- To promote life-long learning and advance knowledge.
- To enhance the various teaching/learning strategies required to meet the needs of the population.
- To foster research and development.
- To support effective and efficient education administration.
- To widen access to education and the range of instructional options and opportunities for any-where, any-time, any-pace and any-path learning.
- To develop and support technical infrastructure that maximizes digital creativity, sharing and innovation.

The above developments provide opportunities for CDL&CE to develop and deliver quality programmes/courses and learner support services, more efficiently and cost effectively by making use of a wide range of media and technologies.

4.3.5 Legal Environment

The Nigerian Government has developed legal frameworks for increasing access to quality education through Higher Education Act by National Assembly to provide for quality assurance and quality promotion in higher education; provide for the establishment, governance and regulation of public higher education institutions and to provide for the registration and regulation of higher education institutions.

4.3.6 Internalization

The emerging need for internalization of education and training provision globally and in Nigeria, in particular, necessitate strong and mutually beneficial collaborations in various areas. This has direct implications for the nature and scope of programmes ODL should provide. Related to this is globalisation, which is, among other things, associated with an increasing mobility of people looking for work or educational opportunities across countries and regions. Such people need

to show evidence of their academic and/or professional qualifications are comparable to those which exist in the host countries. In this context, CDL&CE, like other providers of ODL programmes, should ensure that it confers qualifications that are internationally accepted.

Internalisation of education and training provision is also associated with student mobility which is being encouraged by, among others, intergovernmental organisation for credit transfer. The portability of their credits or qualifications is dependent on the knowledge that the host country has about them. It implies the need for ODL institutions to link or align institutional quality assurance systems with its quality assurance frameworks or initiatives, which in the main, provide frameworks for harmonizing quality and qualifications.

The philosophy underpinning the establishment and existence of CDL&CE and its aspirations and strategic objectives are congruent with global appeal and commitments, and trends in education and training, particularly in the area of higher education. This commitments therefore, provide a solid and broader strategic framework for CDL&CE as an ODL provider, which should support and guide its operations and development. The above global and national commitments and trends provide some challenges to CDL&CE. In particular the university has to maintain internationally accepted standards and has to remain competitive in an environment that is characterised by a rapid increase in ODL institutions, operating within and across national borders.

4.3.7 Demographic Factors.

The age structure of Nigerian's population has direct implications for education and training provision. Young people of between 0 and 14 years constitute 43.69% in 2019. Fifty four percent of the Nigerian population is in the 15 – 64 age group. This young population necessarily requires enhanced investment in more education and training facilities. Therefore, there is potential demand for university education.

4.4 Analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT)

In addition to analyzing the internal and external factors that have a bearing on the operations of the University of Abuja Centre for Distance Learning and Continuing Education, an analysis of the internal Strengths and Weaknesses, as well as the external Opportunities and Threats to the Centre may be summarized in the Matrix below in order to gain a better understanding of the prevailing situation.

STRENGTHS (S)	OPPORTUNITIES (O)
<ol style="list-style-type: none"> 1 Oldest ODL University in Nigeria. 2 Favourable location in Abuja, FCT. This gives enhanced access to the relevant stakeholders 3 Enjoys international recognition. Proximity to external support sources. 4 Most programmes offered are at Degree level 5 Capacity to develop and run new programmes. 6 Availability of mass-land for future expansion and development of physical infrastructure. 7 High research capacity profile. 8 High concentration of skilled human 	<ol style="list-style-type: none"> 1 Strong linkages and collaboration with local and international institutions (Opportunity to partner with other ODL Universities both locally and internationally). 2 Availability of great number of School leavers willing to enroll in the programmes of the CDL&CE. 3 New interest in higher education. 4 High demand for environmental knowledge 5 Potential links with corporate world given growth in the economy. 6 Existence of new technology in teaching such as virtual classroom and facilitation videos
WEAKNESSES (W)	THREATS (T)
<ol style="list-style-type: none"> 1 Lack of full autonomy 2 Limited ICT infrastructure to support course development and delivery, human resource management, student record management system and financial management 3 Insufficient numbers of academic staff trained and experienced in ODL 4 Lack of human resource management policy 5 Weak programme/course development and delivery system 10 Centralization of operations and decisions making processes 11 Inadequate course materials development and production infrastructure 12 Limited human and infrastructure capacity 13 Limited sources of income 14 Limited consultancy and research activities 16 Declining student enrolment 	<ol style="list-style-type: none"> 1 Bureaucratic Structure 2 Stiff Competition from other ODL Universities in the region. 3 Increased local competition due to increasing number of tertiary institutions in the country. 4 inadequate Government funding. 5 Increased number of public and private universities. 6 High cost of infrastructural facilities and maintenance. 7 Unstable Academic Calendar. 8 Undue interference in governance (unions, students, government, politicians, community)

Figure 3: Cdlce Swot

Source: Developed By The Authors (2022)

CHAPTER FIVE

CHALLENGES AND STRATEGIC DIRECTION/FUTURE PROSPECTS

5.1 Challenges

In spite of the importance of the open and distance learning programme to nation building and revenue generation in the University, it is still been hampered by myriad of problems which are majorly administrative (absence or collapse of infrastructure, understaffing, lack of motivational incentives, poor record keeping, inadequate funding etc.) and academic in nature (absenteeism and flagrant abuse of examination rules by both staff and students, sorting' of results and other corrupt practices including delays in releasing of students' results and the denied accreditation status of some programmes. All these have affected the quality of the programmes resulting to decline in the level of student's enrolment and general revenue losses. Other challenges include lack of full-autonomy as the Centre currently enjoys partial (financial) autonomy.

5.2 Strategic Directions/Future Prospects

Eleven strategic focus areas were identified and strategic directions/future prospects and objectives formulated for each focus area, that is, policy environment and operational frameworks; Governance structures and operational/management systems; programme/course development and delivery; learner support systems; quality assurance; and Human Resource Management. Others are financing and financial management; infrastructure development; business development and marketing; information and communications technology; consultancy and research; and collaboration and partnerships:

- i. Strengthen the Policy and Strategic Planning Environment to Support Effective and efficient Teaching, Learning and Academic Support.
- ii. Strengthen Human Resources Development, Staff Welfare, and Service Delivery
- iii. Improve Programme Development and Delivery.
- iv. Improve the Effectiveness and Efficiency of the Learner Support System.
- v. Institutionalize Total Quality Management (TQM).
- vi. Improve Financial Capacity and Resources Management
- vii. Expand Physical Infrastructural Provision and Management
- viii. Integrate Information and Communications Technology (ICT) into Management and Service Delivery Systems

- ix. Strengthen Consultancy and Research Capacity
- x. Reposition Business Development, Marketing And Public Relations Functions
- xi. Promote Productive and Mutually Beneficial Collaborative Partnerships

The following are the specific strategic directions:

5.2.1 Strategic Direction 1: Strengthen the Policy and Strategic Planning Environment to Support Effective and Efficient Development and Delivery of Programmes/Courses.

Objective 1: *To improve the implementation of policies, strategic plan and operational Frameworks*

Activities:

- i. Develop a system for monitoring the Strategic Plan Implementation Framework.
- ii. Review existing policies and management procedures.
- iii. Develop new policies and frameworks in key operational areas.
- iv. Develop an effective system for monitoring and evaluating the implementation of policies.
- v. Conduct mid-term review of the Strategic Plan.

5.2.2 Strategic Direction 2: Strengthen Governance Structures and Human Resource Management System.

Objective 1: *To improve accountability and integrity in institutional management.*

Activities:

- i. Develop systems for monitoring the implementation of decisions made at different levels of governance.
- ii. Develop Operational Guidelines.
- iii. Link Operational Guidelines to job description.
- iv. Sensitize staff on the Operational Guidelines.
- v. Review the Code of Conduct for staff.
- vi. Develop a Code of Conduct for Students.
- vii. g) Develop a Performance Management System (PMS) for all categories of staff.

Objective 2: *To reposition the functions of the Registry Department.*

Activities

- i. Review the human resource capacity of the Registrar's Department against core accountabilities.
- ii. Review operational procedures for all staff.
- iii. Review establishment for all staff.
- iv. Review staff recruitment policy.
- v. Develop a staff development policy and implementation plan. f) Create two positions of Senior Assistant Registrar (for Academic Affairs and Administration).
- vi. Redefine the roles and responsibilities of the Assistant Registrars and Administrative Assistants.

5.2.3 Strategic Direction 3: Improve Programme Development and Delivery.

Objective 1: *To expand programme and course offerings.*

Activities

- i. Develop new programmes informed by market research.
- ii. Increase student enrolment and programmes
- iii. Consolidate course offerings at undergraduate levels in all Faculties.
- iv. Develop tailor made short courses (CE).
- v. Conduct training workshops targeting strategic professionals in both public and private sectors.
- vi. Develop strategic partnerships with professional bodies and industry.

Objective 2: *To improve effectiveness and efficiency in programme/course delivery.*

Activities

- i. Expand on our course delivery methods (including ICT based methods).
- ii. Develop a cost effective system for producing and delivering course materials.
- iii. Develop a framework for decentralizing service delivery.
- iv. Review the learner assessment system.
- v. Review our residential model
- vi. Reintroduce weekend tutorials/evening classes at various Centres.
- vii. Train all categories of staff in different areas of open, distance and Learning (ODL).

5.2.4 Strategic Direction 4: Improve the Effectiveness and Efficiency of the Learner Support System.

Objective 1: *To strengthen institutional capacity to provide responsive learner support services.*

Activities

- i. Integrate counselling services into learner support systems.
- ii. Build capacity in learner support provision.
- iii. Review communication and information dissemination system.
- iv. Develop a Learner's Guide.
- v. Increased academic support and counselling services.
- vi. Develop responsive learner support model.

5.2.5 Strategic Direction 5: Institutionalize Total Quality Management (TQM).

Objective 1: *To promote a culture of continuous quality review and improvement.*

Activities

- i. Develop a Quality Assurance policy.
- ii. Develop a Quality Assurance Framework.

5.2.6 Strategic Direction 6: Improve Financial Capacity

Objective 1: *To broaden the financial resource base*

Activities

- i. Develop a resource mobilization strategy.
- ii. Review the fees structure for different programmes.
- iii. Review the fees collection strategy.
- iv. Develop an effective (student fees) debt collection strategy.
- v. Diversify sources of income.

Objective 2: *To improve financial management system*

Activities

- i. Review financial and audit policies of the CDL&CE
- ii. Review current financial reporting and compliance systems.
- iii. Develop financial and audit Manuals.
- iv. Conduct seminars and workshops on financial and audit regulations and procedures.

Objective 3: *To strengthen procurement system*

Activities

- i. Develop procurement guidelines and procedures.
- ii. Establish procurement office at the CDL&CE.
- iii. Conduct procurement sensitization seminars/workshops

5.2.7 Strategic Direction 7: Expand Physical Infrastructure

Objective 1: *To develop requisite infrastructure*

Activities

- I. Identify priority areas and develop an operational plan for CDL&CE infrastructure development.
- ii. Expedite construction of classrooms/Tutorial rooms
- iii. Construct another teaching/ laboratories
- iv. Construction work (Start) on Phase II Complex

5.2.8 Strategic Direction 8: Integrate Information and Communications Technology (ICT) into Management and Service Delivery Systems

Objective 1: *To develop infrastructure for ICT facilitated management and course delivery systems.*

Activities

- i. Finalize ICT Policy and implementation plan.
- ii. Expand ICT infrastructure.
- iii. Redesign the Student Record Management System (SRMS).
- iv. Redesign the Student Result Processing Systems (SRPS)
- v. Develop human resource capacity for ICT.

5.2.9 Strategic Direction 9: Strengthen Consultancy and Research Capacity

Objective 1: *To initiate consultancy and research activities*

Activities

- i. Design and implement the consultancy and research policy.
- ii. Create a structure for coordinating consultancy and research activities.
- iii. Create a dedicated budget line to support research.
- iv. Develop research and consultancy partnerships with public and private.
- v. Facilitate dissemination of research and consultancy findings.

5.2.10 Strategic Direction 10: Reposition Business Development, Marketing and Public Relations Functions

Objective 1: *To consolidate and expand customer base.*

Activities

- i. Develop and implement a market growth strategy.
- ii. Develop a customer service strategy.

Objective 2: *To increase income generation through business models*

Activities

- i. Develop business development strategy.
- ii. Develop business ventures.

Objective 3: *To enhance brand visibility and public awareness of the CDL&CE.*

Activities

- i. Develop a publicity campaign strategy.
- ii. Develop an integrated communication strategy.

5.2.11 Strategic Direction 11: Promote Productive and Mutually Beneficial Collaborative Partnerships

Objective 1: *To strengthen collaboration and partnerships at national, regional, and global levels.*

Activities

- i. Develop a policy on collaboration and partnerships.
- ii. Create an office to coordinate collaboration and partnership activities.
- iii. Review of affiliation, collaboration and partnership guidelines.

5.3 Strategic Planning Matrix

Strategic Direction 1: Strengthen the Policy and Strategic Planning Environment to Support Effective and Efficient Teaching, Learning and Academic Support					
Objective: To improve the implementation of Policies, Strategic Plan and Operational Frameworks					
Result		Action	Indicator	Responsibility	Priority
Outcome	Output				
By 31 December 2022 the CDL&CE will have established improved and supportive policy and strategic planning environment by 2022	Policies developed/ reviewed and implemented by December 31 2023	Develop a system for monitoring the Strategic Plan Implementation Framework	Monitoring system developed and operational	Director Deputy Director Quality Assurance Services (QAS)	High
		Review existing policies and management procedures	Percentage of existing policies reviewed	Vice Chancellor	
		Develop new policies and frameworks in key operational areas	Number of new policies developed and implemented	Vice Chancellor	
		Develop an effective system for monitoring	Monitoring and evaluation system	Director Deputy Director Quality Assurance Services (QAS)	
		Evaluating the implementation of policies	developed and operational	Deputy Director Quality Assurance Services (QAS)	
		Conduct mid-term review of the Strategic Plan Implementation	Mid-Term Review conducted and Report disseminated	Vice Chancellor Director	

Objective 1: To improve accountability and integrity in institutional management					
Result		Action	Indicator	Responsibility	Priority
Outcome	Output				
By 31 December 2023, the Centre will have improved operational efficiency and accountability.	Strengthened governance structures and management systems by 2023	❖ Develop systems for monitoring the implementation of decisions made at different levels of governance structures	Monitoring systems developed	Vice-Chancellor	High
		❖ Develop Operational Guidelines	Operational Guidelines developed and disseminated	Director, Deputy Registrar	
		❖ Link Operational Guidelines to job description	Guidelines linked to job descriptions	Director, Deputy Registrar	
		❖ Develop job descriptions for all staff	Job descriptions for all staff developed and disseminated	Director, Deputy Registrar	
		❖ Sensitize staff on the Operational Guidelines	Percentage of staff sensitized and using the Guidelines	Director, Deputy Registrar	
		❖ Review the Code of Conduct for staff.	Code of conduct for staff reviewed and disseminated	Director, Deputy Registrar	
		❖ Develop a Code of Conduct for Students	Code of conduct for students developed and disseminated	Director, Deputy Registrar	
		❖ Develop a Performance Management System (PMS) for all categories of staff	Performance Management system implemented	Director, Deputy Registrar	

Objective 2: To reposition the functions of the CDL&CE Deputy Registrar’s Office					
Result		Action	Indicator	Responsibility	Priority
Outcome	Output				
Improved operational efficiency and accountability by 2023	Redefined functions of the Registrar’s office, roles and responsibilities of staff by 2023	Review the human resource capacity of the Registrar’s Department against core accountabilities	Review of resource conducted human capacity	Registrar	High
		Review operational procedures for all CDL&CE staff	Operational procedures reviewed and disseminated	Registrar	
		Review establishment for all CDL&CE staff	Appropriate staff establishment levels determined	Registrar	
		Review CDL&CE staff recruitment policy	Reviewed recruitment policy Implemented	Registrar	
		Develop a staff development policy and implementation plan	Staff development policy developed and implemented	Registrar	

Strategic Direction 3: Improve Programme Development and Delivery.					
Objective 1: To expand programme and course offerings.					
Result		Action	Indicator	Responsibility	Priority
Outcome	Output				
Increased capacity to offer higher education in diverse fields by 2026	Increased programme offerings, student enrolments and graduates by at least 50% by 2025	Develop new programmes informed by market research	Number of new programmes	Director , Deputy Registrar, Deputy Director Academic	High
		Increased student enrolment in all programmes	Percentage increase in student enrolment	Director , Deputy Registrar, Deputy Director Academic	High
		Consolidate course offerings at undergraduate levels in all Faculties.	Number of programmes with adequate human and financial resources	Vice Chancellor	
		Develop tailor made short courses	Number of courses offered at Continuing Education	Director , Continuing Education,	
		Conduct training workshops targeting strategic professionals in both public and private sectors	Number of training workshops conducted	Deputy Director Quality Assurance Services (QAS)	
		Develop strategic partnerships with professional bodies and industry	Number of partnerships/ collaborations /programmes developed	Vice Chancellor	

Objective 2: To improve effectiveness and efficiency in programme/course delivery.					
Result		Action	Indicator	Responsibility	Priority
Outcome	Output				
Improved effectiveness and efficiency in programme and course delivery by 2026	Increased throughput rates by 2026	Diversify course delivery methods (including ICT based methods)	Mixed mode approach to programme/course delivery implemented	Dean of Faculty, Director, Deputy Director (LSS)	
		Develop a cost- effective system for producing and delivering course materials	Cost effective system implemented	Deputy Director QAS, DD (LSS)	
		Develop a framework for service delivery	Framework operational	Deputy Director QAS,	
		Review current learner assessment system	Reviewed learner assessment system implemented	DD (LSS)	
		Re-introduce weekend tutorials and evening classes at Centres	Number of students participating in tutorials in different courses	Deputy Director QAS, DD Academic	
		Train all categories of staff in different areas of open, distance and Learning (ODL) Operations	Number of staff trained in different areas of ODL	Director, DD (LSS)	

Strategic Direction 4: Improve the Effectiveness and Efficiency of the Learner Support System.					
Objective: To strengthen institutional capacity to provide responsive learner support services.					
Results		Action	Indicator	Responsibility	Priority
Responsive and efficient Learner Support System by 2025	Increased learner retention and completion rates by 2025	Integrate counselling services into learner support system	Number of students with regular access to counselling services support and counselling Services	Deputy Director QAS, DD Academic	High
		Develop responsive learner support model	Responsive learner support model developed and operational	Deputy Director (QAS)	

Strategic Direction 5: Institutionalize Total Quality Management (TQM).					
Objective: To promote a culture of continuous quality review and improvement.					
Results		Action	Indicator	Responsibility	Priority
Outcome	Output				
Improved quality of programmes and services by 2026	Effective and efficient quality assurance system by 2026	Develop a Quality Assurance policy	Quality Assurance Policy developed	Deputy Director QAS, DD Academic	High
		Develop a Quality Assurance Framework	Quality Assurance Framework developed and operational	Deputy Director QAS, DD Academic	

Strategic Direction 6: Improve Financial Capacity and management System					
Objective 1: To broaden the financial resource base					
Results		Action	Indicator	Responsibility	Priority
Outcome	Output				
Improved financial capacity to sustain institutional operations by 2024	Adequately resourced institutional operations by 2024	Develop a resource mobilization strategy	Strategy developed and implemented	Deputy Bursar, Deputy Registrar	High
		Review the fees structure for different Programmes	New fees structure developed and implemented	Deputy Bursar, Deputy Registrar	
		Review the Student fees collection strategy	Reviewed fee collection strategy Implemented	Deputy Bursar, Deputy Registrar	
		Develop an effective student debt collection Strategy	Strategy developed and implemented	Deputy Bursar, Deputy Registrar	
		Diversify sources of income	Income streams increased	Deputy Bursar, Deputy Registrar	

Objective 2: To improve financial management system					
Results					
Outcome	Output	Action	Indicator	Responsibility	Priority
Efficient management of financial resources by 2024	Improved financial reporting system by 2024	Review financial and audit policies of the CDL&CE	Reviewed financial and audit policies implemented	Vice Chancellor Registrar and Bursar	
		Review current financial reporting and compliance systems	Reviewed financial reporting and compliance systems implemented	Bursar and Internal Auditor	
		Develop financial and audit Manuals	Manuals developed and put to use	Bursar and Internal Auditor	
		Conduct seminars and workshops on financial and audit regulations and procedures	Number of staff trained in financial and audit regulations and procedures	Registrar and Bursar	

Objective 3: To strengthen procurement system					
Outcome	Output	Action	Indicator	Responsibility	Priority
Improved accountability in the procurement of goods and services by 2024	Efficient and cost-effective procurement system by 2024	Develop procurement guidelines and Procedures	Guidelines and procedures developed and put to use	Vice Chancellor, Board, Registrar	
		Establish CDL&CE procurement office	Procurement office established and adequately staffed	Vice Chancellor, Board, Registrar	
		Conduct procurement sensitization seminars and Workshops	Number of staff trained in procurement procedures	Deputy Registrar	

Strategic Direction 7: Expand physical infrastructure					
Objective: To develop requisite infrastructure					
Result					
Outcome	Output	Action	Indicator	Responsibility	Priority
Expanded infrastructure capacity to support CDL&CE operations by 2026	Adequate office accommodation, teaching, learning, and recreation facilities by 2026	Identify priority areas and develop an operational plan for infrastructure development	Number of Tutorial classes and recreation facilities constructed	VC and Registrar	
		Expedite construction of classrooms /Tutorials rooms	2 x 2 classroom blocks constructed	VC and Registrar	
		Construct teaching laboratories by 2024	Laboratories constructed and fully equipped	VC and Registrar	
		Construction work (Start) on Phase II Complex (2024)	Phase II works completed and house occupied (2026)	VC and Registrar	

Strategic Direction 8: Integrate Information and Communication Technology (ICT) into Management and Service Delivery Systems					
Objective: To develop infrastructure for ICT facilitated management and course delivery systems					
Results					
Outcome	Output	Action	Indicator	Responsibility	Priority
Improved management and service delivery by 2024	Efficient management and service delivery systems by 2024	Finalize ICT Policy and implementation plan	ICT policy implemented	Director, Information and Communication Technology	
		Expand ICT infrastructure Implement Moodle Learning Management System (LMS).	Adequate physical ICT facilities	Director, ICT	
		Redesign Student Record Management System (SRMS)	New Student Record Management System (SRMS) fully functional	Director - ICT	
		Redesign the Student Result Processing Systems (SRPS)	New Student Result Processing System (SRPS) fully functional	Director - ICT	
		Develop human resource capacity for ICT	Number of members of staff trained in ICT	Director - ICT	

Strategic Direction 9: Strengthen Consultancy and Research Capacity					
Objective: To initiate and expand consultancy and research activities					
Result					
Outcome	Output	Action	Indicator	Responsibility	Priority
Improved knowledge generation by 2024	Increased number of staff involved in Research and consultancy by 2024	Design and Finalize the Consultancy and Research policy	Consultancy and research policy implemented	CDL&CE to Appoint Head using the existing Organogram as General Studies and Research	
		Create a structure for coordinating consultancy and research activities	Coordinating structure operational	CDL&CE to Appoint Head using the existing Organogram as General Studies and Research	
		Create a dedicated budget line to support research	Budget line created and funded	CDL&CE to Appoint Head using the existing Organogram as General Studies and Research	
		Develop research and consultancy partnerships with the public and private sectors	Number of partnerships	CDL&CE to Appoint Head using the existing Organogram as General Studies and Research Dean, General Studies and Research	
		Facilitate dissemination of research and consultancy Findings	Number of research and consultancy reports disseminated	CDL&CE to Appoint Head using the existing Organogram as General Studies and Research	

Strategic Direction 10: Reposition Business Development, Marketing and Public relations functions					
Objective 1: To consolidate and expand customer base					
Results					
Outcome	Output	Action	Indicator	Responsibility	Priority
Enhanced institutional visibility and increased uptake of programmes and courses by 2024	Increased share of the higher education enrolment market and by 2024	Develop and implement a market growth strategy.	Percentage increase in market share	VC, Registrar, Bursar, Director	High
		Develop a customer service strategy	Customer service strategy developed and implemented	Deputy Registrar	

Objective 2: To increase income generation through business models (Ventures)					
Results					
Outcome	Output	Action	Indicator	Responsibility	Priority
Increased capacity to engage in productive, and sustainable business ventures by 2024	Increased financial resources to support operations by 2024	Develop business development strategy	Business development strategy developed and implemented	VC, Registrar, Bursar, Director	High
		Develop business ventures	Number of profitable business ventures	VC, Registrar, Bursar, Director	

Objective 3: To enhance brand visibility and public awareness of the CDL&CE					
Results					
Outcome	Output	Action	Indicator	Responsibility	Priority
Increased visibility of the University by 2024	Increased enrolment across programmes by 2024.	Develop a publicity Campaign Strategy	publicity Campaign Strategy developed and implemented	Registrar, Director	High
		Develop an integrated communication strategy	Functional and Efficient Communication System in Place	Registrar, Director	

Strategic Direction 11: Promote productive and mutually beneficial collaborative programmes/projects/ and partnerships					
Objective: To strengthen collaboration and partnerships at national, regional, and global levels					
Results					
Outcome	Output	Action	Indicator	Responsibility	Priority
Increased Collaboration, networking and partnerships by 2025	Mutually beneficial collaborative activities/ partnerships established by 2025	Develop a policy on collaboration and partnerships	Policy developed and implemented	Vice Chancellor	
		Create an office to coordinate collaboration and partnership activities	Coordinating office established and functional	Vice Chancellor	
		Review affiliation collaboration and partnership guidelines	New guidelines for managing affiliation and collaboration Adopted	Vice Chancellor	

5.4 Costs Summary of Strategic Plans

Year	Description	Strategic Direction	Amount
2022	Strategic Direction 1	Strengthen the policy and strategic planning environment to support effective and efficient development and delivery of programmes/ courses	500,000.00
2022	Strategic Direction 2	Strengthen Governance Structures and Human Resource Management System	55,000,000.00
2022	Strategic Direction 3	Improve Academic Programme Development and Service Delivery	7,475,000.00
2022	Strategic Direction 4	Improve the effectiveness and efficiency of learner support system	65,000,000.00
2022	Strategic Direction 5	Institutionalize Total Quality Management (TQM)	150,000.00
2022	Strategic Direction 6	Improve Financial Capacity and Risk Management System	250,000.00
2022	Strategic Direction 7	Expand physical infrastructure	100,650,000.00
2022	Strategic Direction 8	Integrate Information and Communications Technology (ICT) into Management and Service Delivery Systems	1,420,000.00
2022	Strategic Direction 9	Strengthen Consultancy and Research Capacity	500,200.00
2022	Strategic Direction 10	Reposition Business Development, Marketing and Public relations functions	169,000.00
2022	Strategic Direction 11	Promote productive and mutually beneficial collaborative programmes/projects and partnerships	-
		Total	

Year	Description	Strategic Direction	Amount
2023	Strategic Direction 1	Strengthen the policy and strategic planning environment to support effective and efficient development and delivery of programmes/ courses	
2023	Strategic Direction 2	Strengthen Governance Structures and Human Resource Management System	
2023	Strategic Direction 3	Improve Academic Programme Development and Service Delivery	
2023	Strategic Direction 4	Improve the effectiveness and efficiency of learner support system	
2023	Strategic Direction 5	Institutionalize Total Quality Management (TQM)	
2023	Strategic Direction 6	Improve Financial Capacity and Risk Management System	
2023	Strategic Direction 7	Expand physical infrastructure	
2023	Strategic Direction 8	Integrate Information and Communications Technology (ICT) into Management and Service Delivery Systems	
2023	Strategic Direction 9	Strengthen Consultancy and Research Capacity	
2023	Strategic Direction 10	Reposition Business Development, Marketing and Public relations functions	
2023	Strategic Direction 11	Promote productive and mutually beneficial collaborative programmes/projects and Partnerships	
		Total	

Year	Description	Strategic Direction	Amount
2024	Strategic Direction 1	Strengthen the policy and strategic planning environment to support effective and efficient development and delivery of programmes/ courses	
2024	Strategic Direction 2	Strengthen Governance Structures and Human Resource Management System	
2024	Strategic Direction 3	Improve Academic Programme Development and Service Delivery	
2024	Strategic Direction 4	Improve the effectiveness and efficiency of learner support system	
2024	Strategic Direction 5	Institutionalize Total Quality Management (TQM)	
2024	Strategic Direction 6	Improve Financial Capacity and Risk Management System	
2024	Strategic Direction 7	Expand physical infrastructure	
2024	Strategic Direction 8	Integrate Information and Communications Technology (ICT) into Management and Service Delivery Systems	
2024	Strategic Direction 9	Strengthen Consultancy and Research Capacity	
2024	Strategic Direction 10	Reposition Business Development, Marketing and Public relations functions	
2024	Strategic Direction 11	Promote productive and mutually beneficial collaborative programmes/projects and partnerships	
		Total	

Year	DESCRIPTION	Strategic Direction	Amount
2025	Strategic Direction 1	Strengthen the policy and strategic planning environment to support effective and efficient development and delivery of programmes/ Courses	
2025	Strategic Direction 2	Strengthen Governance Structures and Human Resource Management System	
2025	Strategic Direction 3	Improve Academic Programme Development and Service Delivery	
2025	Strategic Direction 4	Improve the effectiveness and efficiency of learner support system	
2025	Strategic Direction 5	Institutionalize Total Quality Management (TQM)	
2025	Strategic Direction 6	Improve Financial Capacity and Risk Management System	
2025	Strategic Direction 7	Expand physical infrastructure	
2025	Strategic Direction 8	Integrate Information and Communications Technology (ICT) into Management and Service Delivery Systems	
2025	Strategic Direction 9	Strengthen Consultancy and Research Capacity	
2025	Strategic Direction 10	Reposition Business Development, Marketing and Public relations functions	
2025	Strategic Direction 11	Promote productive and mutually beneficial collaborative programmes/projects and partnerships	
		Total	

Year	DESCRIPTION	Strategic Direction	Amount
2026	Strategic Direction 1	Strengthen the policy and strategic planning environment to support effective and efficient development and delivery of programmes/ courses	
2026	Strategic Direction 2	Strengthen Governance Structures and Human Resource Management System	
2026	Strategic Direction 3	Improve Academic Programme Development and Service Delivery	
2026	Strategic Direction 4	Improve the effectiveness and efficiency of learner support system	
2026	Strategic Direction 5	Institutionalize Total Quality Management (TQM)	
2026	Strategic Direction 6	Improve Financial Capacity and Risk Management System	
2026	Strategic Direction 7	Expand physical infrastructure	
2026	Strategic Direction 8	Integrate Information and Communications Technology (ICT) into Management and Service Delivery Systems	
2026	Strategic Direction 9	Strengthen Consultancy and Research Capacity	
2026	Strategic Direction 10	Reposition Business Development, Marketing and Public relations functions	
2026	Strategic Direction 11	Promote productive and mutually beneficial collaborative programmes/projects and partnerships	
		Total	

Year	DESCRIPTION	Strategic Direction	Amount
2027	Strategic Direction 1	Strengthen the policy and strategic planning environment to support effective and efficient development and delivery of programmes/ Courses	
2027	Strategic Direction 2	Strengthen Governance Structures and Human Resource Management System	
2027	Strategic Direction 3	Improve Academic Programme Development and Service Delivery	
2027	Strategic Direction 4	Improve the effectiveness and efficiency of learner support system	
2027	Strategic Direction 5	Institutionalize Total Quality Management (TQM)	
2027	Strategic Direction 6	Improve Financial Capacity and Risk Management System	
2027	Strategic Direction 7	Expand physical infrastructure	
2027	Strategic Direction 8	Integrate Information and Communications Technology (ICT) into Management and Service Delivery Systems	
2027	Strategic Direction 9	Strengthen Consultancy and Research Capacity	
2027	Strategic Direction 10	Reposition Business Development, Marketing and Public relations functions	
2027	Strategic Direction 11	Promote productive and mutually beneficial collaborative programmes/projects and partnerships	
		Total	

5.5 Estimated Budget for the Strategic Plans

Strategic Direction 1: Strengthen the Policy and Strategic Planning Environment to Support Effective and Efficient Teaching, Learning and Academic Support

Objective: To improve the implementation of Policies, Strategic Plan and Operational Frameworks

Year	Activities	Budget	Source of Fund	Responsibility
2022	Review existing policies and management procedures Develop new policies and operational frameworks in key areas Monitor and evaluate the implementation of policies and operational frameworks	900,000,000	CDL&CE	Vice-Chancellor, Registrar, Bursar, Director
2023				
2024				
2025	Monitor the Strategic Plan Implementation Framework	650,000.00	CDL&CE	Vice-Chancellor, Registrar, Bursar, Director
2026	Conduct mid-term review of the Strategic Plan	760,000.00	CDL&CE	Vice-Chancellor, Registrar, Bursar, Director
2027	Evaluate the Strategic Plan	950,000.00	CDL&CE	Vice-Chancellor, Registrar, Bursar, Director
		TOTAL		

Strategic Direction 2: Strengthen Governance Structures and Human Resources Management System				
Objective 1: To promote accountability, integrity, and improve performance of governance structures				
Year	Activities	Budget	Source of Fund	Responsibility
2022	i. Monitor the implementation of decisions made at different levels of governance. ii. Develop operational guidelines iii. Sensitize staff on the nature and functions of governance structures iv. Review the Code of Conduct for staff. v. Develop a Code of Conduct for Students vi. Conduct job analysis vii. Develop a job description for all categories of staff viii. Develop a Performance Management System (PMS) for all categories of staff	Neutral	CDL&CE	CDL&CE Board Vice-Chancellor, Registrar
2023		Budget		
2024		Neutral		
		Budget		
		Neutral		
		Budget		
		Neutral		
		250,000.00		
	100,000.00	CDL&CE		
	120,000.00	CDL&CE		
2025	Monitor the Strategic Plan Implementation Framework	650,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
2026	Conduct mid-term review of the Strategic Plan	760,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
2027	Evaluate the Strategic Plan		CDL&CE	CDL&CE Board, Vice-Chancellor
		TOTAL		

Strategic Direction 2: Strengthen Governance Structures and Human Resource Management System

Objective 2: To reposition the functions of the Registrar's Office

Year	Activities	Budget	Source of Fund	Responsibility
2022	i. Implement institutional human resource policy ii. Redefine the roles and responsibilities of the Deputy Registrar and Administrative Staff			CDL&CE Board Registrar
2023				
2024	Conduct mid-term review of the Strategic Plan	760,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
2025	Evaluate the Strategic Plan	450,000.000	CDL&CE	CDL&CE Board, Vice-Chancellor
		TOTAL		

Strategic Direction 3: Improve Academic Programme Development and Service Delivery

Objective1: To expand programme and course offerings

Year	Activities	Budget	Source of Fund	Responsibility
2022 - 2023	Review establishment for full time staff of CDL&CE	Budget Neutral		CDL&CE Board
	Recruit and train, locally based part time lecturers and tutors.	400,000.00	CDL&CE	
	Expand ICT infrastructure	5,000,000.00	CDL&CE	Registrar
	Expand physical infrastructure	700,000,000,000	External	CDL&CE Board, Vice-Chancellor
2024	Expand physical infrastructure	500,000,000,000	External	CDL&CE Board, Vice-Chancellor
	Procure adequate office equipment and furniture	8,000,000.00	External	CDL&CE Board, Vice-Chancellor
2025	Conduct mid-term review of the Strategic Plan		CDL&CE	CDL&CE Board, Vice-Chancellor
2026	Evaluate the Strategic Plan	760,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor

Strategic Direction 4: Improve the effectiveness and efficiency of learner support system

Objective 1: To Strengthen Institutional capacity to provide responsive learner support services

Year	Activities	Budget	Source of Fund	Responsibility
2022 - 2023	Integrate counselling services into learner support system	40,000.	CDL&CE	Vice-Chancellor, Registrar, Bursar, & Director ICT
	• Build capacity in learner support provision	50,000.00		
	• Review communication and information dissemination system	Neutral		
	• Develop a Learner Support Guide	Neutral		
	• Procure ICT equipment to enhance staff- student interaction	60,000.00		
2024	Conduct mid-term review of the Strategic Plan	760,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
2025	Evaluate the Strategic Plan	60,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor

Strategic Direction 5: Institutionalize Total Quality Management (TQM)

Objective: To promote a culture of continuous quality review and improvement

Year	Activities	Budget	Source of Fund	Responsibility
2022 - 2023	Implement Quality Assurance Framework	40,000.	CDL&CE	Vice-Chancellor, Registrar, Bursar, & Director ICT
	• Develop & implement a monitoring and evaluation Strategy	50,000.00		
		60,000.00		
2024	Conduct mid-term review of the Strategic Plan	760,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
2025	Evaluate the Strategic Plan	60,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor

Strategic Direction 6: Improve Financial Capacity and Risk Management System**Objective 1: To Broaden the financial Resource base**

Year	Activities	Budget	Source of Fund	Responsibility
2022	Conduct mid-term review of the Strategic Plan	760,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
2026	Evaluate the Strategic Plan	170,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor

Strategic Direction 7: Expand physical infrastructure**Objective: To Develop Requisite infrastructure**

Year	Activities	Budget	Source of Fund	Responsibility
2022-2024	<ul style="list-style-type: none"> • Identify priority areas and develop an operational plan for infrastructure development • Expedite construction of classrooms /Tutorials rooms • Construct teaching laboratories • Construction work (Start) on Phase II Complex 	 4,350,000.00 750,000.00 350,000.00	CDL&CE	Vice-Chancellor, Registrar, Bursar, & Director ICT
2025	Conduct mid-term review of the Strategic Plan	760,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
2026	Evaluate the Strategic Plan	60,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor

Strategic Direction 8: Integrate Information and Communications Technology (ICT) into Management and Service Delivery Systems

Objective: To develop infrastructure for ICT facilitated Management, teaching and learning systems

Year	Activities	Budget	Source of Fund	Responsibility
2022	Finalize ICT Policy and	100,000.00		
2023-2024	implementation plan	10,000.00	CDL&CE	Vice-Chancellor, Registrar, Bursar, & Director ICT
	Expand ICT infrastructure	10,000.00		
	Implement Moodle Learning Management System (LMS).	120,000.00		
	Redesign Student Record Management System (SRMS)	1,000,000.00		
	Redesign the Student Result Processing Systems (SRPS)	130,000.00		
2025	Develop human resource capacity for ICT	760,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
2026	Conduct mid-term review of the Strategic Plan	60,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor

Strategic Direction 9: Strengthen Consultancy and Research Capacity

Objective: To expand consultancy and Research activities

Year	Activities	Budget	Source of Fund	Responsibility
2022	Finalize ICT Policy and Design and Finalize the Consultancy and Research policy	100,000.00		
2023-2024	Create a structure for coordinating consultancy and research activities	10,000.00	CDL&CE	Vice-Chancellor, Registrar, Bursar, & Director ICT
	Create a dedicated budget line to support research	120,000.00		
		1,000,000.00		
		130,000.00		

	<ul style="list-style-type: none"> ❖ Develop research and consultancy partnerships with the public and private sectors ❖ Facilitate dissemination of research and consultancy findings 			
2025	Conduct mid-term review of the Strategic Plan	760,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
2026	Evaluate the Strategic Plan	60,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor

Strategic Direction 10: Reposition Business Development, Marketing and Public relations functions				
Objective 1: To consolidate and expand customer base by 2024				
Year	Activities	Budget	Source of Fund	Responsibility
2022	Develop and implement a market Growth Strategy.	100,000.00		
2023-2024	Develop a customer service strategy	130,000.00	CDL&CE	Vice-Chancellor, Registrar, Bursar, & Director ICT
2025	Conduct mid-term review of the Strategic Plan	760,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
2026	Evaluate the Strategic Plan	60,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
Objective 2: To increase income generation through Business Ventures				
Year	Activities	Budget	Source of Fund	Responsibility
2022	Develop business development Strategy	100,000.00		
2023-2024	Develop business ventures	130,000.00	CDL&CE	Vice-Chancellor, Registrar, Bursar, & Director ICT
2025	Conduct mid-term review of the Strategic Plan	760,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
2026	Evaluate the Strategic Plan	60,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor

Objective 3: To enhance brand visibility and public awareness of the CDL&CE

Year	Activities	Budget	Source of Fund	Responsibility
2022	Develop a publicity campaign Strategy	100,000.00		
2023-2024	Develop an integrated communication strategy	130,000.00	CDL&CE	Vice-Chancellor, Registrar, Bursar, & Director ICT
2025	Conduct mid-term review of the Strategic Plan	760,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
2026	Evaluate the Strategic Plan	60,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor

Strategic Direction 11: Promote productive and mutually beneficial collaborative programmes/Projects/ and partnership**Objective: To Strengthen collaboration and partnerships at national, regional, and global levels**

Year	Activities	Budget	Source of Fund	Responsibility
2022	Develop a policy on collaboration and Partnerships	100,000.00		
2023-2024	Create an office to coordinate collaboration and partnership activities Review affiliation collaboration and partnership guidelines	130,000.00	CDL&CE	Vice-Chancellor, Registrar, Bursar, & Director ICT
2025	Conduct mid-term review of the Strategic Plan	760,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor
2026	Evaluate the Strategic Plan	60,000.00	CDL&CE	CDL&CE Board, Vice-Chancellor

Fig. 4 STRATEGIC DIRECTION 1: Strengthen the Policy and Strategic Planning Environment to Support Effective and Efficient Teaching, Learning and Academic Support.

	2022				2023				2024				2025				2026				2027							
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
Objective: To improve the implementation of Policies, Strategic Plan and Operational Frameworks																												
STRATEGIC DIRECTION 2: Strengthen Governance Structures and Human Resource Management Systems																												
	2022				2023				2024				2025				2026				2027							
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective 1: To improve accountability and integrity in institutional management																												
Objective 2: To reposition the functions of the CDL&CE Deputy Registrar's Office																												
Strategic Direction 3: Improve Programme Development And Delivery.																												
	2022				2023				2024				2025				2026				2027							
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective 1: To expand programme and course offerings.																												
Objective 2: To improve effectiveness and efficiency in programme/course delivery.																												
Strategic Direction 4: Improve The Effectiveness And Efficiency Of The Learner Support System.																												
	2022				2023				2024				2025				2026				2027							
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

Strategic Direction 7: Expand Physical Infrastructure																				
	2022				2023				2024				2025				2026			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective : To develop requisite infrastructure																				
Strategic Direction 8: Integrate Information and Communication Technology (ICT) into Management and Service Delivery Systems																				
	2022				2023				2024				2025				2026			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective: To develop infrastructure for ICT facilitated management and course delivery systems																				
Strategic Direction 9: Strengthen Consultancy and Research Capacity																				
	2022				2023				2024				2025				2026			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective: To initiate and expand consultancy and research activities.																				
Strategic Direction 10: Reposition Business Development, Marketing and Public Relations functions																				
	2022				2023				2024				2025				2026			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Objective: To initiate and expand consultancy and research activities.																				

CHAPTER SIX

OBSERVATIONS/FINDINGS

6.1 Observations/Findings

As part of the effort towards designing and implementation of effective strategic planning process at the CDL&CE, the committee saddled with the compilation of the document wish to observe that there are several factors identified to be slowing down the pace of CDL&CE growth and development among which includes delays in the graduation of CDL&CE students and poor revenue generation/leakages as discussed below:

6.2 Factors Responsible for Delays in the Graduation of Students.

The committee identified poor attitude of some supervisors to work, students' lack of commitment and some administrative bottlenecks within either departments or the CDL&CE as the major factors responsible for delays in students' graduation. Specifically, the factors as investigated include:

- a) Poor commitment to supervisory role by lecturers due to heavy work-load;
- b) Student's non-challant attitude to research work;
- c) Delays in submission of raw scores and computed results by lecturers and programme coordinators;
- d) Delays in consideration of results at both the Faculty and Departmental Boards;
- e) Delays in getting the results approved by the Senate;
- f) High administrative cost associated with processing of results, which was left at the hands of Heads of Departments, without providing the requisite stationeries or funds for production of adequate number of CDL&CE results; thereby saddling the HODs with the responsibility of getting results processed without a clear-cut financial backing from management;
- g) Lack of necessary office stationeries and facilities for results computation.;
- h) Poor Supervision and tracking mechanism by the CDL&CE;
- i) Poor remuneration.

6.3 Factors responsible for Poor Internally Generated Revenue/Leakages

The committee identified the following as the factors responsible for poor internally generated revenue /leakages in the CDL&CE:

- a) low level of students' enrolment due to delays in graduation and poor students' welfare;
- b) The inability to resuscitate CDL&CE de-accredited programmes by NUC, which was a major source of revenue;
- c) corrupt practices associated with the Remita payment platform;
- d) failure to mount new programmes with the potentials to generate more revenue,
- e) alleged connivance between some members of staff and students, to get statements of result without clearing the necessary fees;
- f) Cases of cloning of final clearances by some fraudulent students leading to colossal loss of revenue from the accumulated balance of School fees not paid as a result of such scam.

6.4 Conclusion and Recommendations

6.4.1 Conclusion

In conclusion, we want to reiterate that the challenges facing the CDL&CE of the University of Abuja are enormous with serious negative consequences on the quality of the programmes and the overall image and credibility of the University. Even though, a lot of effort has been made by the present administration to address most of these challenges which mostly has to do with ethical issues, infrastructural decays/ inadequacies and motivational incentives. To ensure effective implementation of the plan, will require huge resources and concerted efforts by all stakeholders within the system to ensure that all hands are on deck to restore its lost glory so as to achieve its mandate more effectively and efficiently in line with the strategic goals. Excellent institutions know how to adapt and respond to a continuously changing business environment through strategic planning and sound policies for growth and development as contained in this document. ODL institutions must know how to develop and maintain a viable fit between their objectives, resources, and opportunities to significantly achieve some level of performance to compete favourably in line with the ODL institutional global best practices.

6.4.2 Recommendations

Based on the above observations/findings, the committee unanimously arrived at the following recommendations:

1. The Governing Council of the University of Abuja should make effort towards effective implementation of the five-year strategic plan to ensure growth and development of not only the CDL&CE but the University at large.
2. The University management should enforce sanctions for any member of staff or student who violate the university extant rules.
3. The CDL&CE should be granted Full-Autonomy to enable it function more effectively like other ODL institutions in most Universities in Nigeria as the programme has been grossly underfunded, particularly in the area of running cost.
4. Many of the revenue generating CDL&CE programmes which lost accreditation should be resuscitated immediately; this is in view of their potentials for generating more revenue to the University.
5. There should be recruitment of more Academic and Non-Academic Staff on tenure appointment to meet up with the Staff-Student's ratio and Staff- Mix ratio as prescribed in the National Universities Commissions (NUC) Benchmark and Minimum Academic Standards (BMAS).
6. Effort should be made by the Management towards the development of various capacity building programmes for Staff (academic & non-academic) involved in the CDL&CE programmes so as to tap maximum productivity which would help in repositioning of the Centre.
7. Collaborative linkages should be sought with Donor Agencies, Individual Businessmen/Corporate Bodies and foreign Universities with similar ODL programmes as this would help in the management of CDL&CE in line with the global best practices.

8. In a bid to boost employee's morale, all motivational incentives due to employees, particularly the agreed amounts on CDL&CE programmes should be paid to deserving resource persons as at when due in line with the sharing ratios of all revenue generating programmes as approved by the Council in the University.
9. A research Unit should be created within the CDL&CE to ensure harmonization of all research results in the Centre so that the findings/inventions can be showcased at National exhibitions/ forum and to some extent commercialized to generate some revenue for the University.
10. There is need for proper harmonization of all research results so that the findings/inventions can be showcased or to some extent commercialized to generate some IGR.

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