E-learning best practices and students' needs in African universities

Monica B. CHIBITA and John SEMAKULA | Oct. 2023

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Communicating Migration and Mobility

E-Learning Programs and Newsroom Applications for sub-Saharan Africa

is co-funded by the Erasmus+ Programme of the European Union,

coordinated by the Erich-Brost Institute for International Journalism at *Technische Universität* Dortmund (Germany)

and implemented by ISCTE, *Instituto Universitario de Lisboa* (Portugal), Makerere University (Uganda), Malawi University of Business and Applied Sciences (Malawi), *Université* Thomas-Sankara (Burkina Faso), *Université* Joseph-Ki-Zerbo (Burkina Faso), University of Livingstonia (Malawi) and Uganda Christian University (Uganda).

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E-LEARNING BEST PRACTICES AND STUDENTS' NEEDS IN AFRICAN UNIVERSITIES

PROF. MONICA B. CHIBITA

DEAN OF THE SCHOOL OF JOURNALISM, MEDIA AND COMMUNICATION,
UGANDA CHRISTIAN UNIVERSITY

DR. JOHN SEMAKULA

HEAD OF THE DEPARTMENT OF UNDERGRADUATE STUDIES, SCHOOL OF JOURNALISM,
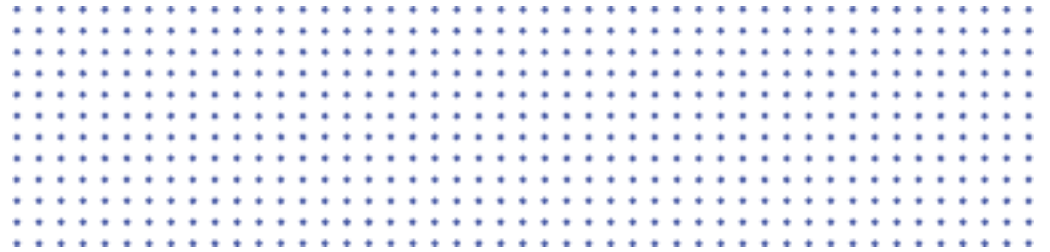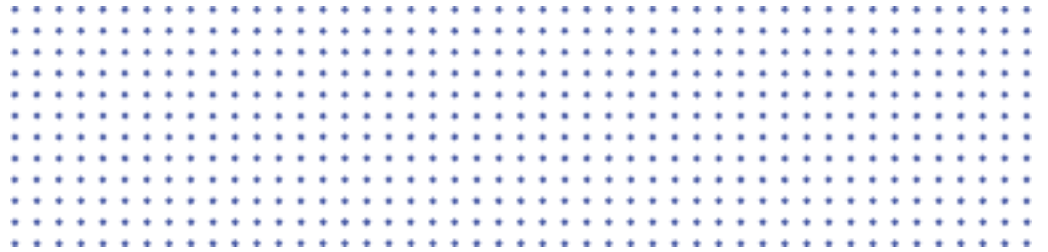MEDIA AND COMMUNICATION, UGANDA CHRISTIAN UNIVERSITY

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EXECUTIVE SUMMARY

E-learning in the Sub-Saharan African academic institutions dates back to 1996 when the first online University on the continent was set-up in Kenya with financial support from the World Bank to boost cyber education in the Global South. The outbreak of Covid-19 in 2020 resulted in an explosion of e-learning in academic institutions in the region, even if the African continent in general still has limited capabilities and infrastructure to support ICTs. While a lot has been written about the infrastructure, systems and applications of e-learning systems, there is little understanding of the best practices of e-learning in Africa.

The study employed a simultaneous mixed methods design with the principal method being a cross-sectional online survey submitted to 309 master students from all universities involved in the CoMMPASS project, with a response rate of close to 30%. Focus group discussions and interviews complete the data collection process. The largest number of respondents (47%) are between 25 and 34 years old, followed by those 35-44 years old (25%) and less than 25 (23%). In total, two-fifths of respondents were women, nine out of ten live in urban areas, and a quarter come from a university in French-speaking Africa.

Just over half the sample (53%) claim to use e-learning 'very often' (59% in Anglophone countries against 41% in Francophone countries); 23% 'occasionally' and 3% 'never'. It is important to note though that 41% of the participants under 25 who responded to this question said they 'rarely' or 'never' used e-learning. Responses to the question "Which of these devices do you use most often for e-learning" were equally distributed between laptop and mobile phone (47%). Nearly nine out of ten (87%) said they own the devices they use most often, and this figure is almost identical across all regions and genders.

A list of possible limitations to teaching/learning journalism online was provided based on preliminary findings from the literature. The cost of data (selected by nearly 80% of all respondents), difficulty in delivering practical skills online (by 50%), access to devices (by 38%), and inadequate skills among students (by 37%) were the salient limitations that respondents highlighted.

Across all categories, in response to a question on the appropriateness of the duration of current e-learning courses, the largest proportion of respondents (61.5%) said current e-learning courses are of the relevant duration. There seems to be differences in opinion regarding the appropriateness and innovativeness of e-learning content. One in three respondents in all categories (except the Francophone respondents) thinks e-learning courses offered content similar to classroom-based courses. However, nearly 30% think e-learning courses are less elaborate than classroom-based courses. These were mostly respondents less than 25-years-old.

Regarding contents relating to migration and mobility, One-in-two respondents across all categories (51%) says current e-learning courses are 'somewhat appropriate' for teaching/learning content relating to migration and mobility. Another one-

in-three (36%) said they are 'very appropriate.' Nevertheless 76% of respondents say they have never followed a MOOC from a university other than their own, 13% say they have done so once or twice and 11% many times. However, among the under-25% group, over 85% say they have followed a MOOC. It is also worth mentioning that out of over 10 institutions listed where people have followed a MOOC, only three were offered in sub-Saharan Africa.

When asked to respond to the question: "Overall how satisfied are you with the quality of e-learning services in your university in terms of e-learning resources and facilities?," 53% say they are 'somewhat satisfied' but only 28% are 'very' or 'somewhat dissatisfied'. Dissatisfaction is highest in universities in French-speaking Africa and among the over-35s. Respondents were also asked to rank their satisfaction with teachers' e-learning skills. Less than 30% said they were "very satisfied" with teacher/trainers e-learning skills, with nearly 59% indicating they are 'somewhat satisfied.' Only 3% said they are 'very satisfied.' Dissatisfaction is highest in universities in French-speaking Africa and among the 25-34s. Regarding their satisfaction with the level of support from teachers/trainers and other staff, one respondent in five (19%) is 'somewhat dissatisfied' but the rest are very (24%) or somewhat (58%) satisfied. Asked to elaborate what additional support they found useful, most respondents selected more "practical output," followed by "more interaction with other respondents," "more links to free content" and "more guidance and supervision" in that order. This prioritization was largely uniform across region, age-group, and gender.

On average nearly 50% of the respondents they are 'extremely interested' in an e-learning course on migration designed by several universities, 35% are 'very interested', 11% 'somewhat interested' and only 1% 'not so interested'. Knowledge on basic migration issues among respondents seems to be high: 93% are aware that 'migrants' and 'refugees' do not mean the same thing and 83% demonstrate they can distinguish between 'asylum seekers' and 'stateless people'. There was not as much knowledge about whether it is possible to migrate in one's own country as only 50.5% answered 'yes' to the question "Is it possible to a migrant in one's own country," and only 55.3% were able to give the correct answer from a list of options "At the end of 2022, how many people were forcibly displaced worldwide according to UNHCR?".

The focus group discussions and interviews revealed that for most of the respondents, e-learning was an obligation because of the Covid-19 pandemic. They were all relatively new users and admitted they were still learning how to optimise e-learning platforms. Being tech-savvy, they said, was an advantage. It was also gratifying to some to learn that the perception that e-learning was beyond their means was false once they got over the initial shock. On a different note, the older public universities seemed better resourced than their newer and private counter-parts who lacked some of the basic infrastructure. Also, some respondents were not as confident about the skills to optimise this infrastructure among either students or teachers/trainers. This was of particular concern in journalism education because, they said, many classes that should have been practical remained theoretical. Students repeatedly raised the issue of unstable connectivity, saying even within the same university, some faculties had better infrastructure than others.

Several teachers interviewed said after the COVID-19 lock-down, their universities reverted to 'default' mode, abandoning e-learning because of the obstacles mentioned above. To mitigate this challenge, students proposed that those who design their courses should understand the needs of the younger generation to keep them motivated. For instance, they mentioned the need for less independent reading activities and more interactive course content like videos
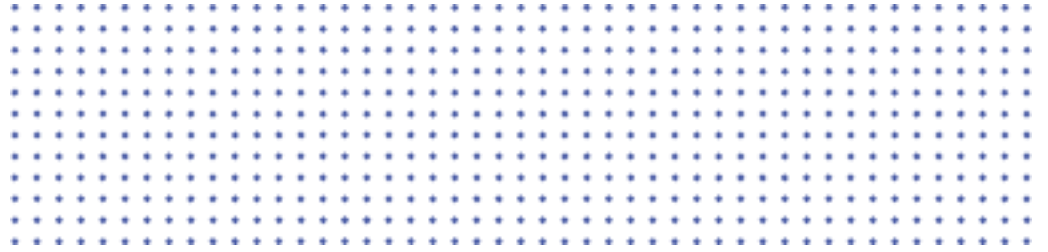
INTRODUCTION

Migration is now one of the key challenges to achieving the Sustainable Development Goals, particularly in the most vulnerable countries and especially in Africa. In order to raise awareness and empower citizens to counter the misinformation and disinformation often associated with these issues, media coverage is therefore crucial.

From 2023 to 2026, the EU-funded Erasmus+ CoMMPASS project ("Communicating Migration and Mobility - E-Learning Programs and Newsroom Applications for sub-Saharan Africa") aims to build a distance learning platform on this topic for journalists and future journalists in Burkina Faso, Uganda, and Malawi, before expanding to other African partner countries. The online course will be available in English, French, Portuguese, and Swahili.

Project partners from six African and two European universities will jointly decide on the structure, content, and technology of this distance learning facility. They share their specific competencies for the common good, and all partners benefit through mutual knowledge sharing and capacity building.

Numerous interviews and reports have highlighted the gaps and shortcomings in this area, but there are very few specific academic studies. In a series of workshops with leading African journalism educators, several members of the CoMMPASS project have jointly identified specific challenges that need to be addressed in higher journalism education and newsrooms in African countries when it comes to covering migration: The issue is severely underreported in African countries (Assopgoum, 2011; Jaiteh, 2015; Chinje, 2016) or the same frames used by Western media are used (Harber, 2015; Serwornoo, 2018).

Against this background, the proposed online course should be equally useful and applicable to newsrooms and the media industry in sub-Saharan Africa, as well as to local NGOs and other media institutions. Given the current drastically changed conditions for education and training due to the Covid-19 crisis and the move towards digitisation to cope with the massive influx of new students, the need for such an online tool has become even more urgent, as has the need to build bridges between academia and industry.

Given that no academic curriculum for journalism training offers a substantive and interdisciplinary introduction to the analysis of migration issues, the design of this programme was considered in the light of four state-of-the-art reports.

The first report set the stage by reviewing the literature on migration and mobility, with a focus on sub-Saharan and North African narratives in countries of origin, transit, and destination for migrants. It includes good practices in reporting on migration and mobility and lessons learned.

The second maps best practices, methods, and techniques of e-learning curricula. It includes the results of a large-scale baseline study of potential beneficiaries in the six African universities that will be targeted initially, detailing students' needs and constraints in relation to e-learning.

The third report focuses on the needs of mid-career journalists for training in migration reporting: it includes the interests of journalists and media houses, the incentives expected from an e-learning platform and an assessment of lessons learned (both successes and failures) from previous experiences. It is based on interviews with editors, media managers, journalists, and other stakeholders.

Finally, the fourth step recommends the most relevant technological solutions for the platform to be developed. These are based on a consideration of the digital divide and the technological environment in sub-Saharan countries, derived from interviews with experts and students.

These four reports function as a coherent whole, not only to highlight the extent to which African media have so far failed to tell the "African story" of migration. More importantly, they aim to provide solid, cross-referenced, and balanced data so that the next generation of media content producers can be trained and capacity building and empowerment can have a real and sustainable impact.

BACKGROUND & RATIONALE

The purpose of the study was to understand journalism students' needs and e-learning best practices to enable the design of a Small Private Online Course (SPOC) on Reporting Migration and Mobility to help build the capacity of journalists and journalism schools in sub-Saharan Africa. The objectives of the study were:

- To establish the status of e-learning readiness in Higher Education Institutions in Sub-Saharan Africa;
- To gauge journalism students' e-learning needs in Higher Education institutions in sub-Saharan Africa in terms of optimization of resources and technology; design; facilitation and assessment
- To gauge journalism teachers'/trainers' e-learning needs in Higher Education Institutions in sub-Saharan Africa in terms of optimization of resources and technology; design; facilitation and assessment, and
- To identify best practices in e-learning for future planning of a SPOC to strengthen capacities in reporting migration and mobility in sub-Saharan Africa.

The study sought to address the following research questions:

1. What is the level of e-learning readiness in Higher Education Institutions in sub-Saharan Africa?
2. What are the most salient journalism students' e-learning needs in Higher Education Institutions in sub-Saharan Africa?
3. What are the most salient journalism teachers'/trainers' e-learning needs in Higher Education Institutions in sub-Saharan Africa?
4. What are some best practices in e-learning for future planning of a MOOC to strengthen capacities in reporting migration and mobility in sub-Saharan Africa?

The context of e-learning in sub-Saharan Africa

E-learning in the Sub-Saharan African academic institutions dates back to 1996 when the first online University on the continent was set-up in Kenya with financial support from the World Bank to boost cyber education in the Global South (Kotouaa et al., 2014). According to The European Centre for Independent Certification in E-learning (ECICEL 2015), from 2010, a new wave of e-learning fueled by social media and Massive Open Online Courses (MOOCs), Selective Open Online Courses (SOOCs) plus websites such as YouTube began to take shape. The outbreak of Covid-19 in 2020 resulted in an explosion of e-learning in academic institutions in Sub-Saharan Africa (Adarkwah, 2021). At the height of the pandemic, academic institutions in sub-Saharan Africa did not only fight the pandemic by encouraging social distancing but also pushed forward the Sustainable Development Goal four (SDG4) with the adoption and promotion of e-learning as a new mode of instruction (Adarkwah, 2021).

While development is fast becoming ICT driven, the African continent in general still has limited capabilities and infrastructure to support ICTs (Mbatia, 2008, Azeez and vade Vyver, 2018). E-learning initiatives in Africa have faced challenges related to ICT infrastructure, poor policy frameworks and inadequate skills in online learning in institutions of higher learning (Kavulya & Misava, 2014). Yet like any other part of the developing continents, sub-Saharan Africa countries perceive education for all as the major driver behind any form of fundamental change in society (Onwe, 2014). According to Statista's 2022 report[1], Africa accounts for 13% of the world's internet users, but most of them are concentrated in North Africa. This is borne out by other reports like the Internet World Statistics report that is released annualy.   Not all of this, though, is for educational purposes. Hennessy, Harrison & Wamakote (2010, cf. Azeez and van de Vyver, 2018) observe that there is enough evidence to suggest that if ICTs/e-learning facilities are used appropriately for the right purposes, they become an effective tool in enabling both teaching and learning, particularly in resource-poor contexts. However, they also argue that the introduction of ICTs and their use in schools alone do not necessarily improve the quality of education or raise standards (Hennessy, Harrison & Wamakote, 2010). Rather, it is the pedagogical and technical knowledge of both the teachers and learners that are important in ensuring that ICTs promote learning (Hennessy, Harrison & Wamakote, 2010). Teachers, for example, have to be supported to effectively benefit from the use of ICT in schools.

Yet, as Olasina (2018) observes in her study involving 2718 students at the University of KwaZulu-Natal, while a lot has been written about the infrastructure, systems and applications of e-learning systems, there is little understanding of the best practices of e-learning in Africa. Citing Alhomod and Shafi (2012) and Bocconi, Kampylis and Punie (2012), Olasina avers that the existing studies on e-learning best practice focus mainly on identifying and disseminating the broad aspect of technologies in the context of organisations mainly in Europe yet the assumptions underpinning such studies may not be replicated in other cultural domains.

In 2020, RUFORUM conducted a survey of 105 African universities to establish the status of e-learning readiness on the continent. 89% of respondents said their university had a fibre backbone. There was considerable variation in different universities' bandwidth capacity, ranging from as low as 1Mbps to 100Mbps and above. There were disparities in implementation of e-learning driven by infrastructural constraints; resistance to e-learning by academic and support staff; working environment; cost of developing e-learning courses; time constraints and lack of training (RUFORUM 2020a, p. 4). Other challenges included "siloed mindsets" (p.5). Although Nyemike, Babatunde, Abiodun, Olu and Emem (2022) affirm these findings, their study also points out some benefits of e-learning including opportunities to create content, flexibility, easy access to information, reduced costs and enhanced thinking capabilities (p.611)

Further, the RUFORUM (2020a) study found that 98.8% of students surveyed used a smartphone as the source of internet and WhatsApp was their most frequently used e-learning platform. Barriers to e-learning included the cost of internet services, lack of access to the internet services, lack of institutional support and lack of training. The study recommended that students should be trained and facilitated by the universities to adopt e-learning effectively and that governments in the sub-Saharan Africa and the relevant sectors in the economy must liaise to improve the ICT infrastructure and accessibility and facilitate reduction in the cost of services.

30% of institutions participating in the RUFORUM study did not have an e-learning platform of their own in 2020 and had customised an existing one like Moodle or Blackboard. Furthermore, only the University of South Africa had made provisions to cater for less advantaged students by establishing Digital Access Centres (p.5).

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[1] https://www.statista.com/topics/9813/internet-usage-in-africa/#topicOverview

The report states that "to enable a successful digital organization, the end users need to be accounted for since they are beneficiary [sic] of the e-learning. These include the learners, trainers, and management staffs." The report adds that it is necessary to ensure availability of internet, servers, and tools to access the services and efficient feedback mechanisms (p.6).

Salient student needs identified across African Universities, therefore included a need for improved network access to the internet, ICT access and availability at universities, increased awareness of ICT across the continent, a regulatory framework to safeguard the quality of content, up-to-date e-learning policies and capacity building (RUFORUM 2020a, p. 6-7 cf. Kabare et al 2021).

At the time, a RUFORUM synthesis report (2020b) summarised the status thus: "While some education institutions have quickly reorganized their systems or simply transitioned to already existing alternatives to in-classroom and in-laboratory instruction to ensure continuity, others, especially those in low-income countries, have up until now remained behind and have lost much of academic calendar time for teaching and research."

Gonzalez-Gomez et al (2012) highlight the importance of gender considerations in gauging student satisfaction with e-learning. They conclude that i) student e-learning skills differ according to gender ii) females are generally more satisfied with their e-learning environments than their male counterparts iii) women place a higher premium on planning and contact with the teacher.

Given the above context, it is imperative that before launching a new MOOC for training in migration and mobility reporting in sub-Saharan Africa, a study be conducted to understand the context within which the MOOC will be executed, existing best practices, and students' e-learning needs. This study set out to do that.

Research Methods

This section presents the research design, approach, technique, and tools used for this study. It also reports on the management and analysis of data, limitations, and ethical considerations.

Survey

This study employed a simultaneous mixed methods design with the principal method being a cross-sectional online survey using the Survey Monkey tool. The universities included in the survey were University of Livingstonia in Malawi, Makerere University and Uganda Christian University in Uganda, and the Joseph-Ki-Zerbo and the Thomas-Sankara universities in Burkina Faso. Malawi University of Business and Applied Sciences (MUBAS) was not included in the survey because it did not have Masters students.

Focus group discussions and Interviews

For purposes of triangulation, we also conducted focus group discussions, individual interviews, and group interviews in the Anglophone (Malawi and Uganda) and Francophone (Burkina Faso) partner countries. The original design was to conduct two focus group discussions in English, one involving journalism student leaders and another, journalism teachers/trainers involving all the six partner institutions. Because of language differences, this was adjusted. One focus group discussion for journalism student leaders and one for journalism teachers and trainers involving participants from Makerere University, Uganda Christian University (UCU) and Malawi University of Business and Statistics (MUBAS) was conducted on 22nd July 2023. One focus group discussion was conducted in French with three students from the University of Thomas Sankara in Burkina Faso on 22nd July, 2023. It was not logistically possible to conduct the focus group discussion with the University of Joseph Ki Zerbo. Instead, three supplementary interviews, two with students and one with a teacher were conducted.

Key informant interviews

In addition to the three focus group discussions, therefore, nine key informant interviews were conducted, four in Burkina Faso, four in Malawi and one in Uganda. The interviews were conducted via Zoom or email on different days between 23rd July and 5th August 2023 and each took 1-2 hours.

Sampling Strategy

Survey

Partner universities were asked to submit lists with names and email addresses of all their Masters' students. All MA journalism students in partner universities were eligible for inclusion. Out of 335 students whose names and emails were submitted, 309 received the survey link. 26 were left out due to dysfunctional email addresses or other form or ineligibility. In the end a total of 92 responded to the questionnaire (29.77%). Two of the participating universities were French-speaking; the rest were English-speaking. MUBAS did not participate in the survey because they did not have Masters' students at the time of the survey.

Focus group discussions and interviews

Participants for the focus group discussions and Group Interviews were selected purposively with the help of the Co-Principal Investigators (Co-PIs) and Implementation Coordinators from the partner institutions. Key inclusion criteria included experience with e-learning and proficiency in the relevant language (English or French). One male and one female student leader and one male and one female teacher/trainer per institution was invited to participate in the focus group discussion. A focus group discussion, or group interview if the numbers were too few to make a meaningful focus group discussion, was conducted using the same interview guide. In a few cases, individual interviews were conducted with individuals using a customized interview guide probing similar areas to the focus group discussion guide.

Data collection procedures

 A structured online self-administered questionnaire was run for seven days with the aid of the Survey Monkey tool. This yielded mostly quantitative results with only a few open-ended responses. Qualitative data emerged from the literature review, the open-ended questions in the survey and the focus group discussions and interviews.

Every focus group discussion was audio-recorded. A Zoom link and joining guidelines, bio-data tool and consent form were shared at least 24 hours ahead of the focus group discussions via email with every participant, moderator, and note-taker. In a few cases, these were shared on the same day as the interview took place. The focus group discussions were audio recorded with the participants' consent. All key documents including the tools were translated into English. The focus group discussion and interviews in the Francophone countries were conducted with the assistance of one of the project coordinators in the region who was fluent in both English and French. The responses were translated using the Google Translate tool. The focus group discussions in the English-speaking universities were moderated by the PI and Local Project Implementer (LCI). The French-speaking interviewer/moderator also provided a translation which was compared with the Google Translate transcript.

Data management and quality assurance

The tools were quality-checked by peers among the partners who provided feedback on content and flow, and language was adjusted to make it more user-friendly. The structure was also adjusted to align with the Survey Monkey format. Tools and key research documents were uploaded to Google Drive for easy access by the researchers and for traceability. Access

to these via the cloud was limited to the project participants unless otherwise agreed by all partners. Data once collected were stored in secure folders and duplicated on two computers. The raw data were only shared with the PI and LPI, the moderators and the note-takers to maintain privacy and confidentiality.

Data Analysis

Descriptive statistics were run for the survey data, and tables, cross-tabs, charts, and graphs generated. Narrative responses from the open-ended questions in the survey were subjected to rapid deductive thematic analysis and used to augment the qualitative data. Qualitative data from the focus group discussions and interviews were subjected to deductive thematic analysis (Proudfoot 2023, p.313) guided by the study objectives and the literature. This was done collaboratively between the principal investigator and local implementation coordinator through an iterative process. Conclusions were drawn taking into consideration the literature reviewed and both qualitative and quantitative data emerging from the study. Recommendations were made based on the emerging themes.

Limitations

This study was rolled out over approximately one month. This was a rather short time, particularly for the survey, as there was limited time to encourage respondents to fill out the questionnaire before the deadline. The response rate was 29.7% which is typical of online surveys though not ideal for purposes of generalization (Meng-Jia et al, 2022; Menon & Muraleedharan, 2020). This limitation, however, was mitigated by triangulating with focus group discussions and interviews which elicited more in-depth information to validate the quantitative data. Due to different logistical challenges mostly related to internet connectivity, two of the universities, University of Livingstonia in Malawi and University Joseph-Ki-Zerbo in Burkina Faso, were unable to participate in all the focus group discussions as scheduled. Two staff from MUBAS were part of a journalism teachers/trainers focus group discussion in English. The University of Livingstonia participated in one focus group discussion. In mitigation, questions were sent to those who did not take part in the focus group discussions by email and the two student leaders and two teachers/trainers from Livingstonia individually responded to them. One student from Malawi and one from Uganda also instead did interviews via email. The responses of two focus group discussion participants, one male (Malawi) and one female (Uganda) were disregarded because they were undergraduate students.

Ethical considerations

Every effort was made to comply with standard national and international ethical requirements for a study of this nature. These were summarized in a consent form that all focus group discussion and Key Informant interview participants/interview respondents were required to sign before participating. Survey participants, however, did not sign a consent form although they were given all the relevant information about the study, and their rights to confidentiality and privacy explained.

In consideration of the costs of data in the participating countries, each focus group discussion participant and interview respondent was informed that they would receive the equivalent of 15 USD to cover any costs they may have incurred in order to participate. This is in keeping with Uganda National Council for Science and Technology expectations.

Findings

This section presents the key results of this study from the quantitative inquiry. The largest number of respondents (47%) were between 25 and 34 years old. These were followed by those 35-44 years old (25.3%) and less than 25 (23%). There were only 4.4% above 44. All in all, 37(40.7%) were female and 22 out of 92 participants were from Francophone countries.

33.7% of respondents registered for their current course in 2016 or before, meaning they have been doing the same postgraduate course for nearly five years. 19.6% were registered in 2021 and 17.4% in 2022. There were 15% more people who had been enrolled in 2016 or before in the Francophone universities than in the Anglophone ones 30% of Anglophones were registered before 2016 and 45.4 Francophone suggesting a possible geography-related disparity in completion. One-in-two reported they were full-time employees and one-in-three, unemployed. 85% of those who said they were not working were younger than 25. 50.0% women said they were full time workers. Table 1 below provides more detail.

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TABLE 1: n=91
Demographic Characteristics of Respondents

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Age Bracket	Responses	Percent	Anglophones		Francophones	
			Response	Percent	Response	Percent
Less than 25	21	23.1%	15	21.74%	6	27.27%
25-34	43	47.3%	34	49.28%	9	40.91%
35-44	23	25.3%	16	23.19%	7	31.82%
45-54	3	3.3%	3	4.35%	0	0.00%
55 or above	1	1.1%	1	1.45%	0	0.00%
Total answewered	91		69		22	
Skipped	1		1		0	

Gender						
Male	54	59.3%	42	60.87%	12	54.55%
Female	37	40.7%	27	39.13%	10	45.45%
Total answewered	91		69		22	
Skipped	1		1		0	

Year of your first registration at the University						
2023	1	1.1%	1	1.43%	0	0.00%
2022	16	17.4%	15	21.43%	1	4.55%
2021	18	19.6%	18	25.71%	0	0.00%
2020	4	4.3%	4	5.71%	0	0.00%
2019	9	9.8%	8	11.43%	1	4.55%
2018	9	9.8%	1	1.43%	8	36.36%
2017	4	4.3%	2	2.86%	2	9.09%
2016 or before	31	33.7%	21	30.00%	10	45.45%
Total Responses	92		70		22	

Current employment status						
Not appl./not working	30	33.0%	21	30.43%	9	40.91%
Full-time	46	50.5%	36	52.17%	10	45.45%
Part-time	8	8.8%	6	8.70%	2	9.09%
Self-employed	7	7.7%	6	8.70%	1	4.55%
Total Responses	91		69		22	
Skipped	1		1		0	

Residence

Overall, 91.3% reported that they lived in the urban areas during semester. There was some variation by region, with 88.5 from East and Southern Africa reporting they lived in the urban area while all respondents from West Africa said they lived in the urban areas during the semester. 94.6 women said they lived in urban areas as did 85.7% under-25s, (slightly lower than the average).

FIGURE 1.– Residence of participants by region, gender and age
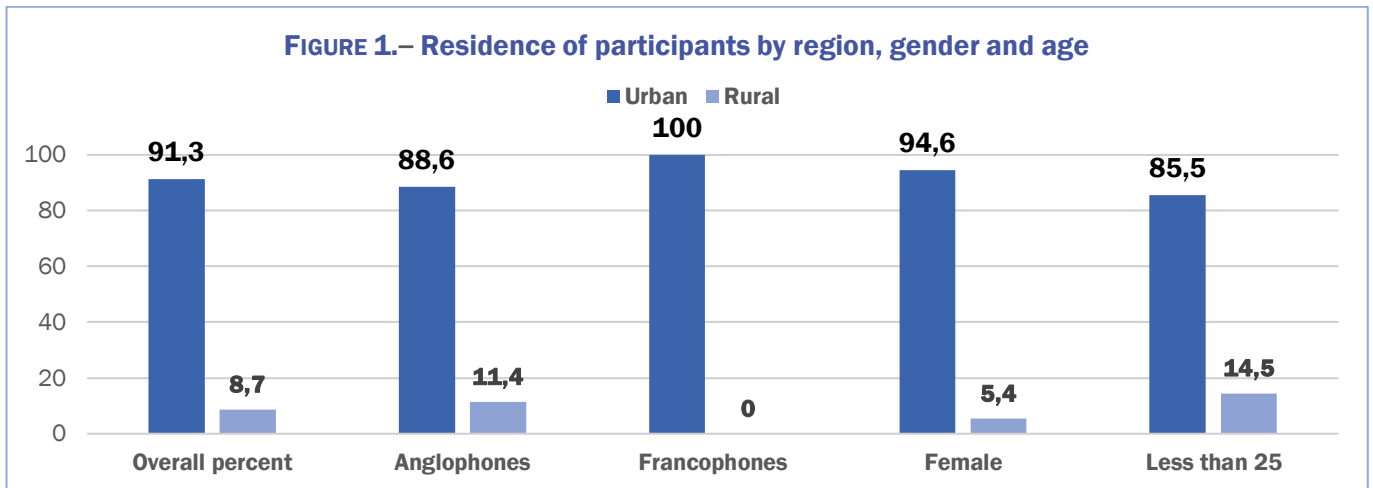
Frequency of e-learning use

Respondents were asked to indicate on a Likert scale whether they use e-learning "very often", "occasionally", "rarely" or "never." 53.3% of them indicated they used it "very often." The percentage of these, those from Anglophone countries were 58.57% against 40.91% in Francophone countries. The number of women using e-learning very often compared favorably with the overall percentage (54.1%). 22.8% said they used e-learning "occasionally" and 3.3% "never." It is important to note though that out of 21 participants under 25 who responded to this question, 7 (33.3%) said they "rarely" used e-learning and two (9.5%) said they "never" used e-learning.

TABLE 2: n=91
Frequency of e-learning by age, gender, employment status and area of residence

Age Bracket	Responses	Percent	Very often Response	Very often Percent	Rarely/never Response	Rarely/never Percent
Less than 25	21	23.1%	5	10.4%	9	**40.9%**
25-34	43	**47.3%**	22	45.8%	9	**40.9%**
35-44	23	25.3%	19	39.6%	3	13.6%
45-54	3	3.3%	2	4.2%	0	0.0%
55 or above	1	1.1%	0	0.0%	1	4.5%
Total answered	**91**		**48**		**22**	
Skipped	1		1		0	
Gender						
Male	54	**59.3%**	29	59.2%	9	42.9%
Female	37	40.7%	20	40.8%	12	**57.1%**
Total answered	**91**		**49**		**21**	
Skipped	1		0		1	

Current employment status

Not appl./not working	30	33.0%	6	12.2%	12	**57.1%**
Full-time	46	**50.5%**	32	65.3%	6	28.6%
Part-time	8	8.8%	5	10.2%	3	14.3%
Self-employed	7	7.7%	6	12.2%	0	0.0%
Total answered	**91**		**49**		**22**	
Skipped	1		1		0	

Area of residence

Urban	84	**91.3%**	47	95.9%	19	**86.4%**
Rural	8	8.7%	2	4.1%	3	13.6%
Total answered	**92**		**49**		**22**	
Skipped	0		0		0	

Use, optimization and ownership of devices

Asked to select what devices they used for e-learning from a list including a laptop, mobile phone, tablet, desktop computer and "other" with multiple responses permitted, the largest number (77.2%) said they used a mobile phone and 76.1% a laptop. The tablet and desktop computer were much less often mentioned. Broken down by region, the average number who selected a laptop in the Francophone countries were 81.82 compared to 78.57% in the Anglophone countries. Females were almost evenly distributed between laptop and mobile phone. The majority of respondents below 25 (76.2%) said they used a mobile phone for e-learning with only 57% selecting a laptop.

FIGURE 2.– Use, optimization and ownership of devices
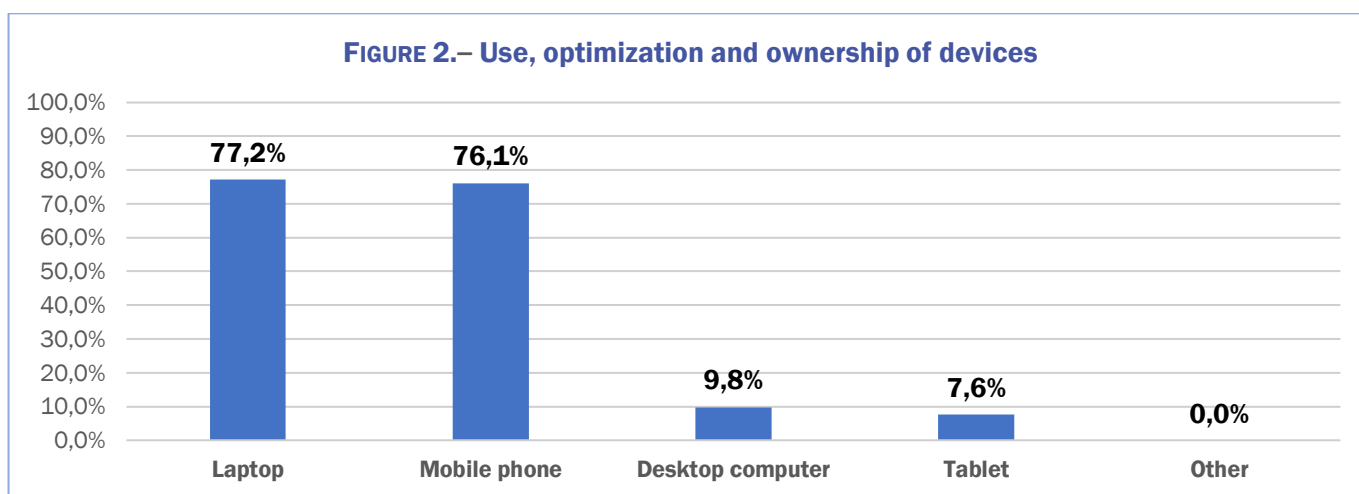
TABLE 3: n=92
Use and optimization of e-learning devices by region gender and age

	Anglophones		Francophones		Females		<25 years		25-34		≥35	
Laptop	53	75.7%	18	**81.8%**	31	**83.8%**	12	57.1%	35	81.4%	23	**85.2%**
Mobile phone	55	**78.6%**	15	68.2%	31	**83.8%**	16	**76.2%**	36	**83.7%**	18	66.7%
Tablet	6	8.6%	1	4.6%	3	8.1%	1	4.8%	3	7.0%	2	7.4%
Desktop computer	8	11.4%	1	4.6%	5	13.5%	2	9.5%	3	7.0%	4	14.8%
Other	0	0%	0	0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Answered	**70**		**22**		**37**		**21**		**43**		**27**	

Responses to the question "Which of these devices do you use most often for e-learning" were equally distributed between laptop and mobile phone (46.7%). However, there were differences in distribution by region with the majority of respondents from Uganda and Malawi selecting the mobile phone while most respondents from the Francophone countries (54.55%) selected the laptop. The priority for women was laptop (54.1%) and mobile phone (45.5%). For the under 25 category, the preference was overwhelmingly for mobile phones (76.2%) followed by laptops (19%).

TABLE 4: n=92
Frequency of use of electronic devices for e-learning

	Responses	Percent
Laptop	43	46.7%
Mobile phone	43	46.7%
Tablet	4	4.3%
Desktop computer	2	2.2%
Total answered	92	100%

TABLE 5: n=92
Frequency of use of electronic devices for e-learning by region, gender, and age

	Anglophones		Francophones		Females		<25 years		25-34		≥35	
Laptop	31	44.3%	12	54.6%	20	54.1%	4	19.0%	22	51.2%	16	59.3%
Mobile phone	33	47.1%	10	45.4%	15	40.5%	16	76.2%	17	39.5%	10	37.0%
Tablet	4	5.7%	0	0%	1	2.7%	1	4.8%	2	4.7%	1	3.7%
Desktop computer	2	2.9%	0	0%	1	2.7%	0	0.0%	2	4.7%	0	0.0%
Answered	70		22		37		21		43		27	

87% indicated that they owned the devices they used most often and this number was nearly consistent across region and gender. However, a slightly lower number (76.2%) of under 25s said they owned a device, with 23.8% indicating they borrowed a device from friend or relative.

TABLE 6: n=92
Ownership of e-learning devices

	Responses	Percent
Is yours personally	80	87%
Has been lent to you by your family or relatives	9	9.8%
Is a public device available to you free of charge	3	3.3%
Is a public device available to you for a fee	0	0%
Total answered	92	100%

TABLE 7: n=92
Ownership of E-learning devices by region, gender, and age

	Anglophones		Francophones		Females		<25 years		25-34		≥35	
Yours personally	61	87.1%	19	86.4%	32	86.5%	16	76.2%	41	95.3%	22	81.5%
Lent to you	6	8.6%	3	13.6%	3	8.1%	5	23.8%	1	2.3%	3	11.1%
Available public device	3	4.3%	0	0%	2	5.4%	0	0.0%	1	2.3%	2	7.4%
Fees public device	0	0%	0	0%	0	0%	0	0.0%	0	0.0%	0	0.0%
Answered	70		22		37		21		43		27	

Limitations to teaching/learning via e-learning

A list of possible limitations to teaching/learning journalism online was provided based on preliminary findings from the literature. It included access to devices (e.g. laptop, mobile phone, computer etc); cost of data; unstable electricity; limited time for engaging with e-learning; inadequate ICT skills among students or among teachers/trainers; inadequate learner support/IT support; difficulty in delivering practical skills online. Respondents also had the opportunity to specify other limitations. Table 8 below indicates how each of these ranked with the respondents. The cost of data (selected by nearly 80% of all respondents), difficulty in delivering practical skills online (by 50%), access to devices (by 38%), and inadequate skills among students (by 37%) were the salient limitations that respondents highlighted. Other limitation cited included clashing work and school schedules, work-life balance issues, and lack of physical engagement with teachers and fellow students. These concerns were corroborated by the qualitative data.

TABLE 8: n=92 (multiple answers)
Limitations to teaching/learning via e-learning

	Responses	Percent
Cost of data	72	78.3%
Difficulty in delivering practical skills online	46	50.0%
Access to devices	35	38.0%
Inadequate ICT skills among students	34	37.0%
Limited time for engagement with e-learning	33	35.9%
Inadequate learner support/IT support	28	30.4%
Unstable electricity	21	22.8%
Inadequate ICT skills among teachers/trainers	18	19.6%
Other	5	5.4%

TABLE 9: n=92 (multiple answers)
Limitations to teaching/learning via e-learning by region, gender and age

	Anglophones		Francophones		Females		<25 years		25-34		≥35	
Access to devices	29	41.4%	6	27.3%	12	32.4%	15	71.4%	13	30.2%	7	25.9%
Cost of data	53	75.7%	19	86.4%	26	70.3%	15	71.4%	33	76.7%	24	88.9%
Unstable electricity	17	24.3%	4	18.2%	5	13.5%	4	19%	8	18.6%	9	33.3%
Limited time	32	45.7%	1	4.6%	13	35.1%	6	28.6%	17	39.5%	9	33.3%
Inadequate ICT skills students	25	35.7%	9	40.9%	13	35.1%	12	57.1%	14	32.6%	8	29.6%
Inadequate ICT skills in trainers	10	14.3%	8	36.4%	8	21.6%	3	14.3%	8	18.6%	7	25.9%
Inadequate IT support	18	25.7%	10	45.4%	8	21.6%	5	23.8%	16	37.2%	7	25.9%
Difficulty in deliv. practical skills online	36	51.4%	10	45.4%	18	48.6%	7	33.3%	26	60.5%	13	48.1%
Other	3	4.3%	2	9.1%	3	8.1%	1	4.8%	3	7.0%	1	3.7%
Answered	**70**		**22**		**37**		**21**		**43**		**27**	

Course duration

Across all categories, in response to a question on the appropriateness of the duration of current e-learning courses, the largest proportion of respondents said current e-learning courses are of the relevant duration. However one in four respondents from the Francophone region and one-in-four under-25 respondents thought current e-learning courses were too short. Table 10 and 11 below illustrates this.

TABLE 10: n=91 (multiple answers)
Appropriateness of current course duration

	Responses	Percent
They are too short	18	19.8%
They have the relevant duration	56	61.5%
They are too long	4	4.4%
I don't know	13	14.3%
Total answered	**91**	**100%**
Skipped	1	

TABLE 11: n=91
Ownership of E-learning devices by region, gender, and age

	Anglophones		Francophones		Females		<25 years		25-34		≥35	
Too short	12	17.4%	6	27.3%	6	16.7%	5	25%	11	25.6%	2	7.4%
Relevant duration	46	**66.7%**	10	**45.5%**	25	69.4%	1	60%	23	53.5%	20	74.1%
Too long	3	4.4%	1	4.6%	0	0%	1	5%	3	7%	0	0%
Don't know	8	11.6%	5	22.7%	5	13.9%	2	10%	6	14%	5	18.5%
Total	**69**		**22**		**36**		**20**		**43**		**27**	

Course content

There seems to be differences in opinion regarding the appropriateness and innovativeness of e-learning content. One in three respondents in all categories except the Francophone respondents thought e-learning courses offered content similar to classroom-based courses. However, nearly 30% thought e-learning courses are less elaborate than classroom-based courses. These were mostly respondents less than 25-years-old (Figure 3).

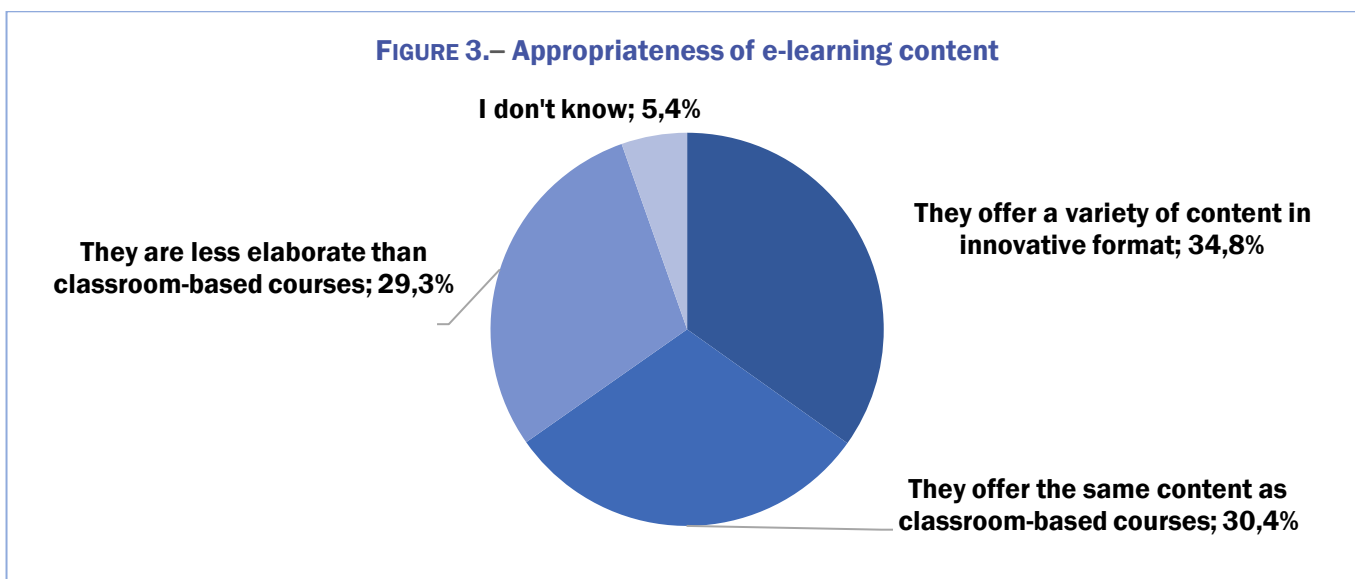FIGURE 3.– Appropriateness of e-learning content

I don't know; 5,4%

They are less elaborate than classroom-based courses; 29,3%

They offer a variety of content in innovative format; 34,8%

They offer the same content as classroom-based courses; 30,4%

TABLE 12: n=92
Appropriateness of e-learning content by region, gender and age

	Anglophones		Francophones		Females		<25 years		25-34		≥35	
Variety of innov. content	20	28.6%	12	54.6%	10	27%	6	28.6%	16	37.2%	9	33.3%
Same content	24	34.3%	4	18.2%	14	37.8%	6	28.6%	13	30.2%	9	33.3%
Less elaborate	22	31.4%	5	22.7%	11	29.7%	7	33.3%	13	30.2%	7	25.9%
Don't know	4	5.7%	1	4.6%	2	5.4%	2	9.5%	1	2.3%	2	7.4%
Total	**70**		**22**		**37**		**21**		**43**		**27**	

Content relating to migration and mobility

One-in-two respondents across all categories said current e-learning courses were "somewhat appropriate" for teaching/learning content relating to migration and mobility. Another one-in-three said it was "very appropriate." Respondents were further asked what formats they thought should be used and given the following list to select from: videos, quizzes, Live Chat, course materials and bibliographies. They were also given the option to specify other formats. They were permitted multiple responses. 85.9% chose course materials, 80.4%, videos, 73.9%, Live Chat, 44.6% quizzes and 21.7% bibliographies. Across the groups there was consensus around course materials, even though the response provided did not specify what course materials. Respondents below 25 showed a clear preference for videos and course materials over bibliographies and live chats. Generally, bibliographies were the least preferred format by male and female across the sample (Figure 4 and 15 and Table 13).

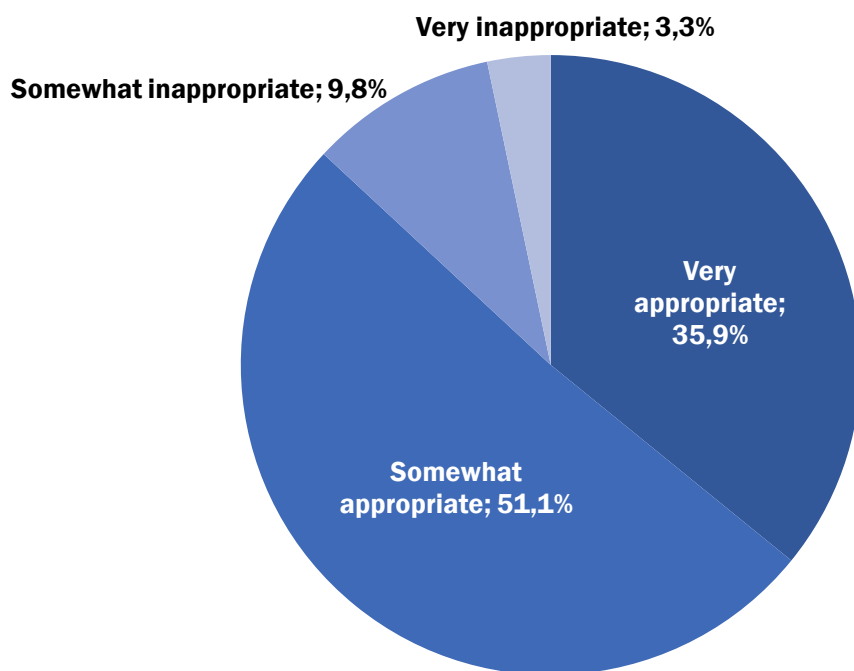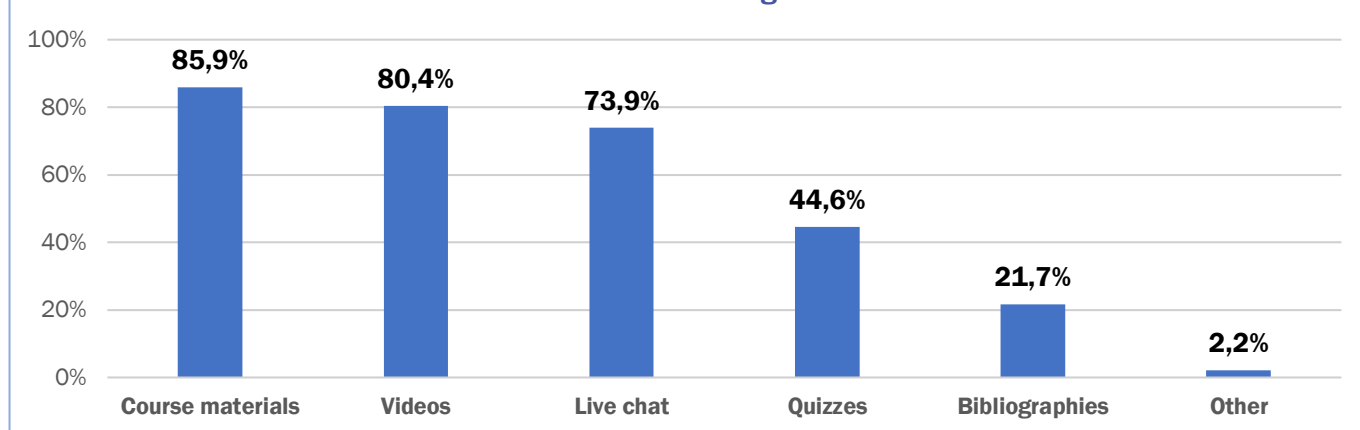**FIGURE 4.– E-learning content appropriateness for migration and mobility**

Very inappropriate; 3,3%
Somewhat inappropriate; 9,8%
Very appropriate; 35,9%
Somewhat appropriate; 51,1%

FIGURE 5.– E-learning format

TABLE 13: n=92
E-learning format by region, gender and age

	Anglophones		Francophones		Females		<25 years		25-34		≥35	
Videos	54	77.1%	20	90.9%	27	73.0%	16	76.2%	36	83.7%	21	77.8%
Quizzes	31	44.3%	10	45.5%	18	48.6%	9	42.9%	21	48.8%	11	40.7%
Live chat	51	72.9%	17	77.3%	28	75.7%	15	71.4%	34	79.1%	18	66.7%
Course materials	59	84.3%	20	90.9%	34	91.9%	16	76.2%	39	90.7%	23	85.2%
Bibliographies	9	12.9%	11	50%	9	24.3%	5	23.8%	9	20.9%	6	22.2%
Other	2	2.9%	0	0%	1	2.7%	0	0.0%	1	2.3%	1	3.7%
Total answered	**70**		**22**		**37**		**21**		**43**		**27**	

Exposure to MOOCs

76% of respondents said they had never followed a MOOC from a university other than their own. 13% said they had done so once or twice and 10.9% many times. However, among the under-25% group, over 85% said they *had* followed a MOOC. Out of over 10 institutions listed where people had followed a MOOC, only three were offered in sub-Saharan Africa (Table 14).

TABLE 14: n=92
Students who follow MOOCs from universities other than their own

	Responses	Percent
Yes, many times	10	10.9%
Yes, once or twice	12	13%
No	70	76.1%
Total answered	**92**	**100%**

The majority of respondents across age, gender and region said they had never followed a MOOC and only a few had once or twice.

FIGURE 6.– Share of MOOCs exposure by age group and region

■ Yes, once or twice ■ Yes, many times ■ No
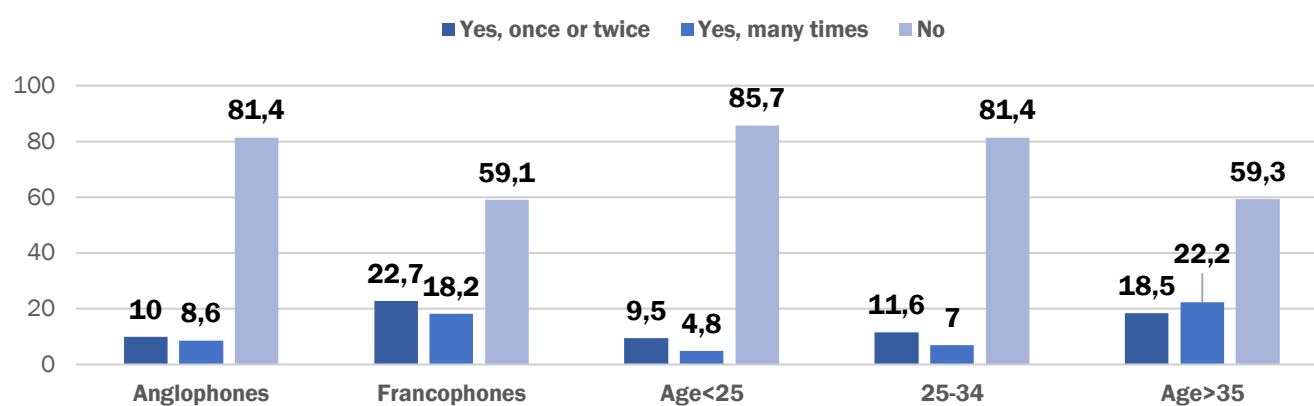
Overall satisfaction with current e-learning resources and facilities

Respondents were asked to respond to the question: "Overall how satisfied are you with the quality of e-learning services in your university in terms of e-learning resources and facilities?" 18.2 said they were "very satisfied." 28.2% said they were "very" or somewhat *dissatisfied*. The majority, 53.4%, were ambivalent.

The disparities across categories are worth noting. Among respondents from Anglophone countries, the percentage that said they were "somewhat" or "very *dissatisfied*" was 20% compared to 57% among the Francophone respondents. "Somewhat" or very dissatisfied responses among the 35 or older were 12%, 25-34, 32% and below 25, 45% showing a steady increase in dissatisfaction by age. *Among females,* "Somewhat" or very dissatisfied accounted for 32%.

TABLE 15: n=88
Satisfaction with current e-learning resources and facilities

	Responses	*Percent*
Very dissatisfied	9	10.2%
Very satisfied	16	18.2%
Somewhat dissatisfied	16	18.2%
Somewhat satisfied	47	53.4%
Total answered	**88**	**100%**
Skipped	**4**	

TABLE 16: n=88
Satisfaction with current e-learning resources and facilities by region gender and age

	Anglophones		*Francophones*		*Females*		*<25 years*		*25-34*		*≥35*	
Very dissatisfied	12	17.14%	4	21.05%	6	17.6%	1	5.0%	5	12.2%	9	34.6%
Very satisfied	44	62.86%	3	15.79%	17	50.0%	10	50.0%	23	56.1%	14	53.8%
Som. dissatisfied	9	12.86%	7	36.84%	7	20.6%	6	30.0%	8	19.5%	2	7.7%
Som. satisfied	5	7.14%	4	21.05%	4	11.8%	3	15.0%	5	12.2%	1	3.8%
Total answered	**70**		**18**		**34**		**20**		**41**		**26**	
Skipped	**0**		**4**		**3**		**1**		**2**		**1**	

On further probing, respondents mentioned that e-learning was useful, but challenges like limited data, irregular electricity, the student/computer ratio and lack of devices were a concern.

The following open-ended responses provide context for the above results:

> [However] the resources such as computers and the provision of internet, these are limited (survey respondent)

> If electricity were[sic] an issue it was difficult and also classes would run from morning to evening in a marathon making us exhausted. Sometimes they would be in late hours. (survey respondent)

On the positives side, there was a recognition of the flexibility of the internet.

> It makes one flexible as she or he is not required to be physically in class but being active online using data and a gadget (survey respondent)
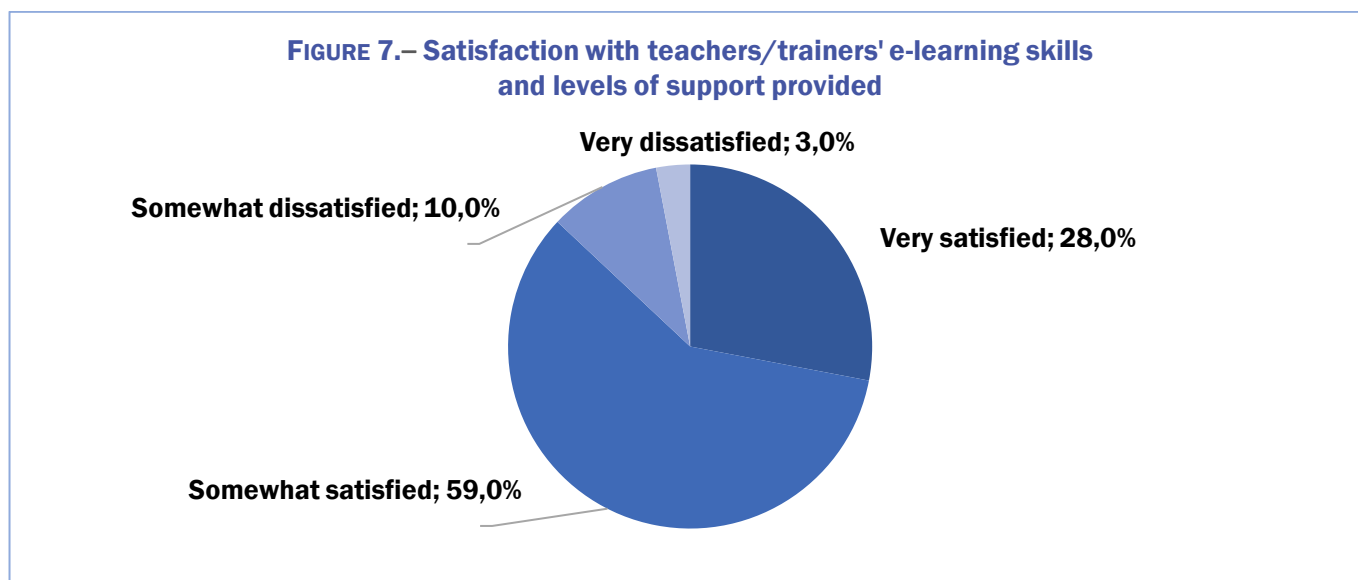
> It enables us interact without spending dimes on transport (survey respondent)

Further, there was a recognition that e-learning fosters independent study.

> I get the basic out of it and much of the content I need I research out on my own [sic] (survey respondent)

Satisfaction with teachers/trainers and other staff e-learning skills and support

Less than 30% said they were "very satisfied" with teacher/trainers e-learning skills, with nearly 59% indicating they were "somewhat satisfied" Only 3% said they were "very satisfied." Slightly more females said they were somewhat satisfied (65.7 compared to the average 58.9%). There were no significant regional disparities. It is important to note thought that a total of 90% of under 25s were either "somewhat satisfied" or "very satisfied" with teachers/trainers. e-learning skills.

FIGURE 7.– Satisfaction with teachers/trainers' e-learning skills and levels of support provided

Very dissatisfied; 3,0%
Somewhat dissatisfied; 10,0%
Very satisfied; 28,0%
Somewhat satisfied; 59,0%

Respondents were also asked to rank their satisfaction with teachers' e-learning skills. Less than 30% said they were "very satisfied" with teacher/trainers e-learning skills, with nearly 59% indicating they were "somewhat satisfied." Only 3% said they were "very satisfied." Slightly more females said they were somewhat satisfied (65.7 compared to the average 58.9%). There were no significant regional disparities. It is important to note thought that a total of 90% of under 25s were either "somewhat satisfied" or "very satisfied" with teachers/trainers. e-learning skills.

10% of respondents below 25 said they were either somewhat or very dissatisfied with their teachers/trainers e-learning skills; 21% in the 25-34 category and only 3.8% in the over 35 category (Fig. 7). It is important to note that over 60% of people who said they were somewhat or very dissatisfied were aged 34 and below, most of them male. Although most of these were urban dwellers and either unemployed or in full time employment, it should be noted that these percentages reflect the overall demographic patterns of the sample. Still, the majority of participants were "somewhat satisfied with their teachers' e-learning skills." It should be noted that female participants on the whole were less satisfied with available support than male ones. The data (Table 17) also indicate that the levels of dissatisfaction were higher among the Francophone participants than their Anglophone counterparts, and this is borne out by the quantitative inquiry. The 25-34 age-group was the least satisfied with their trainers' e-learning skills.

TABLE 17: n=90
Satisfaction with teachers/trainers e-learning skills by region, gender and age

	Anglophones		Francophones		Females		<25 years		25-34		≥35	
Very satisfied	22	31.43%	3	15.00%	7	20.0%	3	15.0%	13	30.2%	8	30.8%
Som. Satisfied	42	**60.00%**	11	**55.00%**	23	**65.7%**	15	**75.0%**	21	**48.8%**	17	**65.4%**
Som. dissatisfied	5	7.14%	4	20.00%	4	11.4%	2	10.0%	6	14.0%	1	3.8%
Very dissatisfied	1	1.43%	2	10.00%	1	2.9%	0	0.0%	3	7.0%	0	0.0%
Total answered	**70**		**20**		**35**		**20**		**43**		**26**	
Skipped	**0**		**2**		**2**		**1**		**0**		**1**	

Satisfaction with the level of support and guidance provided

Respondents were further asked to indicate their satisfaction with the level of support/guidance provided by teachers/trainers and other staff

TABLE 18: n=91
Assessment of satisfaction with support/guidance provided in relation to age, gender, employment status, and area of residence during class time

Age Bracket	*Responses*	*Percent*	Very/somewhat satisfied		Very/somewhat dissatisfied	
			Response	*Percent*	*Response*	*Percent*
Less than 25	21	23.1%	16	22.2%	4	23.5%
25-34	43	**47.3%**	33	45.8%	10	**58.8%**
35-44	23	25.3%	20	27.8%	2	11.8%
45-54	3	3.3%	2	2.8%	1	5.9%
55 or above	1	1.1%	1	1.4%	0	0.0%
Total answered	**91**		**72**		**17**	
Skipped	**1**		**1**		**0**	

Gender						
Male	54	**59.3%**	44	61.1%	10	**58.8%**
Female	37	40.7%	28	38.9%	7	41.2%
Total answered	**91**		**72**		**17**	
Skipped	**1**		**1**		**0**	

Current employment status

Not appl./not working	30	33.0%	21	29.2%	8	**47.1%**
Full-time	46	**50.5%**	39	54.2%	6	35.3%
Part-time	8	8.8%	8	11.1%	0	0.0%
Self-employed	7	7.7%	4	5.6%	3	17.6%
Total answered	91		72		17	
Skipped	1		1		0	

Area of residence

Urban	84	**91.3%**	67	91.8%	15	**88.2%**
Rural	8	8.7%	6	8.2%	2	11.8%
Total answered	92		73		17	

Nearly 60% of those aged 25-34 and 23.5% of under-25s said they were "very" or "somewhat" dissatisfied. Most of the dissatisfaction was among female, unemployed or full-time employees and urban dwellers (who were the majority of the overall sample). It should also be noted that there were more Francophone respondents dissatisfied with services than Anglophone ones, and this came out in the qualitative data as well.

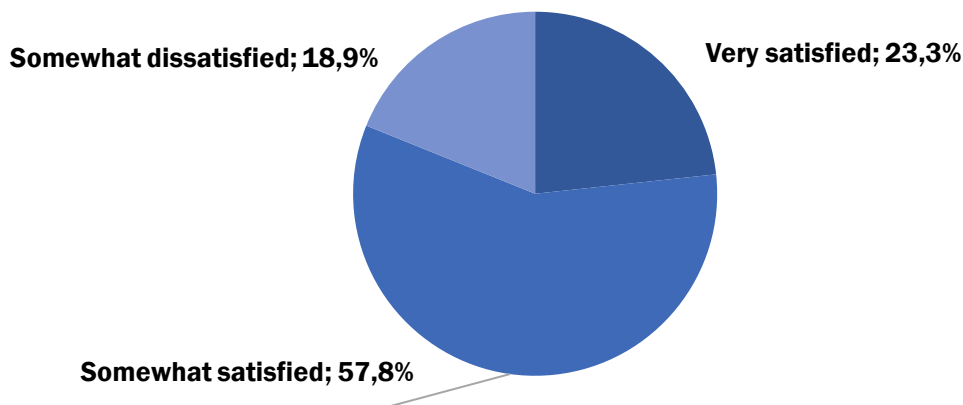FIGURE 8.– Satisfaction with the level of support from teachers/trainers and other staff

Somewhat dissatisfied; 18,9%
Very satisfied; 23,3%
Somewhat satisfied; 57,8%

TABLE 19: n=90
Satisfaction with the level of support from teachers/trainers and other staff by region, gender and age

|	*Anglophones*		*Francophones*		*Females*		*<25 years*		*25-34*		*≥35*	
Very satisfied	20	28.57%	1	5.00%	6	17.1%	3	15.0%	11	25.6%	6	23.1%
Som. Satisfied	39	**55.71%**	13	**65.00%**	22	**62.9%**	13	**65.0%**	22	**51.2%**	17	**65.4%**
Som. dissatisfied	11	15.71%	6	30.00%	7	20.0%	4	20.0%	10	23.3%	3	11.5%
Very dissatisfied	0	0.00%	0	0.00%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Answered	**70**		**20**		**35**		**20**		**43**		**26**	
Skipped	**0**		**2**		**2**		**1**		**0**		**1**	

Table 18:

Asked to elaborate what additional support they found useful, most respondents selected more "practical output", followed by "more interaction with other respondents", "more links to free content" and "more guidance and supervision" in that order. This prioritization was largely uniform across region, age-group and gender. Less than one in two across all categories selected "more tests on key areas", "more incentive to continue the course to the end" or "more integrity of the examination process". The integrity of the examination process however came out more strongly as a concern in the qualitative data. Table 19 summarises these responses.

TABLE 20: n=91 (multiple answers)
Usefulness of additional support

	Responses	Percent
More practical output	69	75.8%
More interaction with other participants	56	61.5%
More links to free content	54	59.3%
More guidance and supervision	53	58.2%
More tests on key areas of learning	29	31.9%
More incentive to continue the course to the end	26	28.6%
More integrity of the examination process	19	20.9%
Other	1	1.1%
Total answered	**91**	
Skipped	**1**	

Interest in a co-designed e-learning course on migration and mobility

Apart from the 25-34 age bracket where one-in two respondents said they had prior experience with MOOCs, most other respondents said they had not. Most of these had been registered in 2016 or earlier (27%) or in 2021 (23%). On average nearly 50% said they were "extremely interested" in an e-learning course on migration designed by several universities. 35% said they were very interested. In all demographic categories, the majority showed great interest in an e-learning course on migration and mobility. There seemed to be some regional disparities in interest by region, with Anglophones saying they were extremely interested being 51.4% and Francophones, 42.8%.

FIGURE 9.– Interest in a co-designed e-learning course on migration and mobility
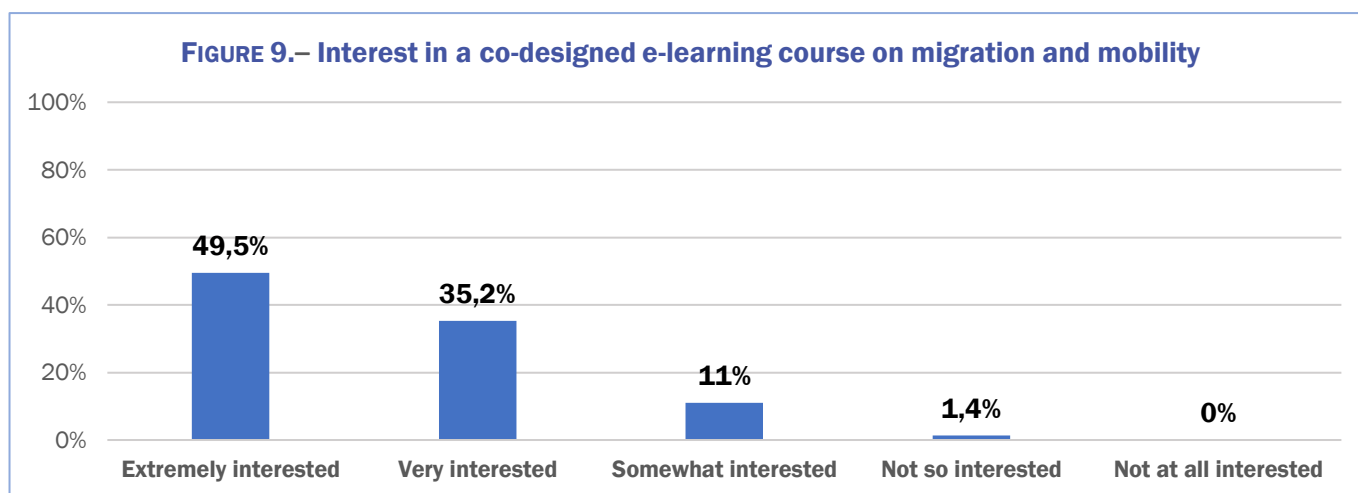
Some of the reasons given for the interest were:

> Migration is an important subject for this country, both outgoings an, incomings...A curriculum of minds from combined university would be knowledge rich. I would very much love that. (Anglophone Survey respondent, 23rd July, 2023).

Most people in Malawi lack knowledge on migration. For example, recently there are many cases of people being offered jobs in Asia and Europe. Most of these people end up being slaves because they didn't have knowledge about the jobs of the people who offered them jobs. (Anglophone Survey respondent, 23rd July, 2023).

Reporting on these issues by digging deep into the cases can help a lot of people to double check and verify their jobs before they go. (Anglophone Survey respondent. 23rd July, 2023)

It's a topical human rights topic across the globe and human rights being universal, obviously such a course is key within universities to help better understand and manage the issue. (Anglophone Survey respondent. 23rd July, 2023)

Being a journalist by profession, I have observed that issues related to migration and mobility in Africa are increasingly becoming a societal problem in the sense that many young workers are fleeing the continent looking for a better life. It is a scourge that constitutes a brake on the development of African countries. Participating in an online training course is a real opportunity to learn easily about the tools and techniques for processing information. The subject being often delicate to approach with the actors of the migration, it is imperative in my opinion to be better equipped on the attitude to adopt to approach the question with the latter [actors]. (Francophone?? Survey respondent, July 23rd, 2023)

Knowledge about migration and mobility

Knowledge on basic migration issues among respondents was high. 93.4% were aware that migrants and refugees do not mean the same thing and 83.2 % demonstrated they could distinguish between asylum seekers and stateless people. There was not as much knowledge about whether it is possible to migrate in one's own country as only 50.5% answered 'yes' to the question "Is it possible to a migrant in one's own country," and only 55.3% were able to give the correct answer from a list of options "At the end of 2022, how many people were forcibly displaced worldwide according to UNHCR?". There were no significant disparities across the categories.Table 20 below shows how respondents fared in answering specific questions about migration correctly, which could serve as an indicator of overall baseline knowledge. The 25-34 age group had the highest percentage of respondents answering all four questions about migration baseline knowledge correctly. Combined with the less than 25 age-group, these accounted for 78.6% of correct responses. 75% of these were male. They were mostly full time workers living in urban areas (Table 20 and 21).

TABLE 21: n=91
Previous knowledge on migration in relation to age, gender, employment status, and area of residence during class time

Age Bracket	Responses	Percent	All right answers Response	Percent
Less than 25	21	23.1%	5	26.3%
25-34	43	**47.3%**	10	**52.6%**
35-44	23	25.3%	4	21.1%
45-54	3	3.3%	0	0.0%
55 or above	1	1.1%	0	0.0%
Total answered	91		19	
Skipped	1		1	
Gender				
Male	54	**59.3%**	15	**75.0%**
Female	37	40.7%	5	25.0%
Total answered	91		20	
Skipped	1		0	

Current employment status

Not appl./not working	30	33.0%	7	35.0%
Full-time	46	**50.5%**	8	**40.0%**
Part-time	8	8.8%	4	20.0%
Self-employed	7	7.7%	1	5.0%
Total answered	91		20	
Skipped	1		0	

Area of residence

Urban	84	**91.3%**	67	91.8%
Rural	8	8.7%	6	8.2%
Total answered	92		73	

TABLE 22: n=91
Knowledge about migration and mobility

"Migrants" and "refugees" mean the same thing	*Responses*	*Percent*
Yes	4	4.4%
No	85	93.4%
I don't know	2	2.2%
Total answered	**91**	
Skipped	**1**	

"Asylum seekers" synonymous with "stateless people"		
Yes	9	9.9%
No	75	82.4%
I don't know	7	7.7%
Total answered	**91**	
Skipped	**1**	

Possibility of being a migrant in own country		
Yes	46	50.5%
No	38	41.8%
I don't know	7	7.7%
Total answered	**91**	
Skipped	**1**	

Number of people displaced worldwide according to UNHCR		
208 million	9	10.6%
108 million	47	55.3%
20 million	17	20.0%
10 million	6	7.1%
2 million	6	7.1%
Total answered	**85**	
Skipped	**7**	

Focus group discussions and interviews

Students' evaluation of the e-learning environment

Focus group participants and interview respondents were asked to state how long they had been using e-learning and share their experience with it. A majority of the respondents said they were forced to use e-learning because of the Covid-19 pandemic so they were all relatively new users and admitted they were still learning how to optimise e-learning platforms and resources. Some reported challenges with specific tools, for instance Big Blue Button, which some institutions preferred to the more commonly used and more user-friendly Zoom tool and Google Meet perhaps because it offered more control over the management of processes like registration, fees clearance, assessment and others to the institution. The initial experience was particularly negative for people with limited access to e-learning or little training in it.

However, many admitted that their experience got better with time. Being tech-savvy, they said, was an advantage. It was also gratifying to some to learn that the perception that e-learning was beyond their means was false once they got over the initial shock and compared the cost of e-learning with other modes of learning. "When I was an undergrad [*sic*], I would spend 6 000 commuting by taxi, but during lockdown, I would use UGX 10 000 for a week of online class." (Interview with male student leader, Anglophone public university, July 21, 2023).

Students also said they appreciated the flexibility that e-learning brought plus, as one student from an Anglophone public university put it, "the convenience and flexibility to access materials deposited in the system at one's convenience." Equally appreciated was the fact that e-learning enabled staff to easily share materials with students "simultaneously" thus by-passing the limitation of limited copies of hard-copy learning materials.

Sentiments about the adequacy of infrastructure were mixed. Most participants identified some positive things but also pointed out gaps. The following excerpt from an focus group discussion involving students from three Anglophone universities expressed the mixed range of assessments:

> R1 Satisfied, because the course was accessible. However, the necessary resources should be made available to the learner before learning begins.
>
> R2 Satisfied, the big challenge remains connectivity (internet access remains a major challenge). Availability and cost issues are two major challenges.
>
> R3 The quality of the connection is a problem.
>
> R1 Teaching is unsatisfactory in private universities
>
> R2 Satisfactory, good follow-up for the online training I received . However, some of the teachers remain limited in e-learning because they are not initiated into the technique of multimedia culture (focus group discussion excerpt, student leaders, Anglophone universities, July 21st, 2023)

The older public universities seemed better resourced than their newer and private counter-parts who lacked some of the basic infrastructure. One respondent from a Francophone university declined to answer some questions because he said their university has not yet adopted e-learning. There were concerns expressed about the absence of policy to manage the infrastructure. Also, some respondents were not as confident about the skills to optimise this infrastructure among either students or teachers/trainers. This was of particular concern in journalism education because, they said, many classes that should have been practical remained theoretical. Students repeatedly raised the issue of unstable connectivity, saying even within the same university, some faculties had better infrastructure than others.

> When I look at our College, we have the biggest population of students at the University but I wouldn't say that the facilities in the College are adequate as those of the College of Computing and Information. But that said, the University went ahead trying even to make it more usable,

they got into an MOU with MTN which zero rated all data and any charges that will be used by [name of Learning Management System witheld] that was meant to make it more affordable for the students to use and staff [sic] (focus group discussion participant, journalism teacher/trainer, Anglophone public university, July 21, 2023).

These bottlenecks, participants argued, interrupted the smooth flow of classes. A further issue raised regarding facilities and resources was that not all the devices they had were internet enable, which left some students out. Several student leaders said sometimes students shared devices to address this challenge. It is important to note that across all four participating universities, students interviewed repeatedly complained more about data costs than the cost of devices, which validates the quantitative findings.

Limitations to successful e-learning

The degree of commonality in the limitations to successful e-learning identified in students' environments across geographical region and gender was remarkable. These ranged from structural, to social, to those related to motivation and mindset.

Across regions and gender, poor internet connectivity was identified as a major structural limitation to e-learning. Also frequently mentioned, particularly by participants from some of the Anglophone universities, was limited access to devices. Several interviews also alluded to the "digital divide" arguing that while e-learning is convenient, some students are left behind.

Among the social limitations that emerged was a concern that with the move of many universities to adopt e-learning, poorer, mostly rural-based students were no longer able to access course materials without paying their fees, which was possible with face-to-face teaching. This tied in with other concerns about the inability of some students to access devices, afford data, or even possess phones that were internet-enabled. The quote below from a male focus group participant from an Anglophone public university captures these concerns succinctly.

> Not all students ... know how to use these devices and not all of them have access to these devices. So, if there is a way, they can factor solutions to [address the] digital divide then e-learning will be high proof [sic].

The matter of reduced interactivity among students and between students and teachers/trainers also emerged as key. Some students complained that some teachers, even when contacted were "non-responsive." "We all know that providing meaningful feedback in a timely manner is very important for a learner, imagine you writing a test and receiving it after three weeks. I don't think that does any good for a learner." [male focus group participant, student leader from an Anglophone public university]. They also decried the fact that they were not involved in the course design and so were unable to draw attention to their concerns. The difficulty of doing practical courses online came up repeatedly.

Another set of limitations that emerged relate to the lack of e-learning skills among teachers and students. Some students pointed out that their ICT skills are often erroneously taken for granted, while in fact they lack adequate e-learning training. As a result, they struggle to incorporate new skills that specifically relate to e-learning. Some teachers interviewed also pointed out that when students learn via e-learning, their concentration is low and they may pretend to be present by logging on while they are occupied with other activities.

The last set of limitations had to do with the mindset, motivation and support. Students complained that Universities talked about digitising without making the necessary investment to make it happen. As one student aptly summarised it, "the gap is not with the facilities but with the mindset." Students and teachers alike agreed that even where there were facilities there was still resistance to e-learning. They attributed this to a mindset problem not only among students but also among managers. Limited training in e-learning skills and persistent poor connectivity were also cited as factors in resistance to

e-learning. Students also complained that e-learning facilities were under-utilised and some had, since the end of the lock-down, been committed to other purposes. The following comment from a teacher/trainer illustrates the point.

> [At] our University, for example, the facilities are there but some have never even been used. Some we don't know how even to use them [sic]. Some have been turned into spaces for other things. … For example when we talk about digitising learning materials, we still have most of these materials in hard-copy books. So when you want to share a chapter with students online, it is a challenge (teacher/trainer, focus group discussion, Anglophone Public University July 21st, 2023).

Another participant said,

> Access to gadgets, user capability and level and quality of technology and the lack of interactive ambience were the primary turn-offs for me," (male student leader from an Anglophone private university, July 21st, 2023).

Several teachers interviewed said after the COVID-19 lock-down, their universities reverted to "default" mode, abandoning e-learning because of the obstacles mentioned above. To mitigate this challenge, students proposed that those who design their courses should understand the needs of the younger generation to keep them motivated. For instance, they mentioned the need for less independent reading activities and more interactive course content like videos.

Where support from teachers/trainers and other staff was inadequate, students said they found this a disincentive to adopting e-learning. One student at a large, well-resourced public university, for instance, said at one of their faculties, they had one technician supporting 2000 students. According to several informants both from English and French-speaking Africa, students were on their own to a large extent, even though e-learning guidelines were posted on university websites. focus group discussion participants also pointed out that although the assumption is that young people are tech-savvy, they still need support in order not to be left behind. As a result of all this, some students associate e-learning with negative thoughts because of the circumstances under which they were introduced to it. Some of these challenges, they said, led to absenteeism. According to one student, "Sometimes in a class of over 50 less than ten would be online."

Benefits of e-learning

Despite the many limitations to e-learning that students and teachers/trainers enumerated, there were some benefits identified, most outstanding of which, that e-learning is convenient and fosters inclusiveness. Many saw it as a great solution to obstacles like juggling school with late working hours, traffic jam, parenting roles and living in remote areas.

> e-learning has been useful to me and my students for the fact that classes happen at a convenient time at my University. E-learning has enhanced learning and the physical challenges [have been] sorted. It is useful for graduate students who are working and hence more attendance for the online classes." (focus group discussion participant, journalism teachers/trainers, Anglophone public university July 21st, 2023)

One female lecturer from an Anglophone public university remarked that since they introduced e-learning, graduate class attendance has been 100%. Other lecturers said it enabled them to link up with students in remote places, and share scarce materials with everyone simultaneously. The ability to access pre-recorded classes was also greatly appreciated.

Discussion

This study set out to:

1. establish the status of eLearning in Higher Education Institutions in Sub-Saharan Africa;

2. gauge journalism students' eLearning needs in Higher Education institutions in sub-Saharan Africa in terms of optimization of resources and technology; design; facilitation; assessment and evaluation and re-design; and

3. gauge journalism teachers'/trainers' e-learning needs in Higher Education Institutions in sub-Saharan Africa in terms of optimization of resources and technology; design; facilitation; assessment and evaluation and re-design.

4. identify best practices in e-learning in sub-Saharan Africa.

The study sought to address the following research questions:

1. What is the status of e-learning in higher education institutions in sub-Saharan Africa?

2. What are the most salient journalism students' e-learning needs in Higher Education Institutions in sub-Saharan Africa?

3. What are the most salient journalism teachers'/trainers' e-learning needs in Higher Education Institutions in sub-Saharan Africa?

4. What are some best practices in e-learning in the universities under study?

Demographics

The largest number of respondents (47%) were between 25 and 34 years old. These were followed by those 35-44 years old (25.3%) and less than 25 (23%). 37(40.7%) were female. 22 of all participants were from Francophone countries. The fact that the majority of respondents were aged 34 and below has implications for course design as this group tends to be more tech-savvy and have higher technology expectations. However, it also emerged in the qualitative inquiry that even though the younger generation were more tech-savvy than the rest, their knowledge of e-learning was not to be taken for granted since for most of them, this was a relatively new experience (most of them having started to use e-learning after 2020). Either way, it is worth harnessing the "dividend" and seeing how to leverage existing competencies in this group to smooth out the learning curve for potential students.

The fact that over 91% of respondents said they reside in the urban areas during the semester is significant for planning since there is more likelihood of stability of electricity and internet connectivity. However, this finding seems to contradict several complaints emerging from the qualitative inquiry about electricity and internet connectivity and there may be need for further probing to reconcile the two.

Gonzalez-Gomez et al (2012) highlight the importance of gender in gauging student satisfaction with e-learning. They conclude that i) student e-learning skills differ according to gender ii) females are generally more satisfied with their e-learning environments than their male counterparts iii) women place a higher premium on planning and contact with the teacher. Nearly one in two respondents for the survey were female. There were no significant gender disparities, however, in responses to most questions. It is noteworthy that there does not seem to be a gender gap in terms of frequency of e-learning use, ownership or use of devices in particular. The number of women who said they owned the devices they used, for instance, compared favourably with the average. However, a number of female respondents flagged "inadequate learner support" as a concern. It may be pertinent to consider gender-specific support to female students to ensure retention.

One-in-two respondents reported they were full-time employees and one-in-three, unemployed. 85% of respondents under 25% said they were not working. One-in-two-women said they were full time workers. The significance of these employment statistics relates to access (in particular the capacity to raise the resources to participate fully in a MOOC) as well as scheduling. It is important to note, in comparison, therefore, that those who said they were in full-time employment also complained less about facilities, resources and support for e-learning. This could indicate that people in full employment

are more able to leverage resources at work to optimize e-learning, and full-time students may require more support, say in form of central e-learning resources that they could use to proceed steadily with the MOOC.

The e-learning environment and readiness for a MOOC on migration and mobility

An issue that may call for special attention is the issue of how practical skills are delivered via e-learning. This was one of the few areas where respondents were dissatisfied with current e-learning services and facilities. This came out most clearly in the qualitative inquiry and in the open-ended survey questions.

On a list including a range of limitations (See Table 8), less than 20% ranked teachers' inadequate skills as the most important limitation. Participants said they appreciated it when teachers shared links to free content, provided more practical output and made the classes interactive. Perhaps this could signal a shift and a degree of agency where the teacher/trainer is only seen as a support. However, the 34 and below age-group, mostly male, seemed most dissatisfied with the e-learning skills of their teachers. This coupled with a 60% dissatisfaction with the level of support/ guidance overall is worth paying attention to. Additional support needs to address the need for students to be equipped for independent study: interaction, peer support, guidance, and supervision. Several students mentioned the need to provide incentives for people who excel in –e-learning.

The literature highlights the need for a mindset change as key to the success of e-learning. The findings indicate that this is necessary for both students and teachers. This may call for an orientation programme preceding the launch of the MOOC. Students indicated a need to move away from traditional teaching which was notes-and-lecture-based, to e-learning which presumes more learner-autonomy and agency and can build in elements of asynchrony. This shift has the potential to secure buy-in and sustainability.

The findings confirm those of RUFORUM 2020a, i.e., that the majority of respondents indicated the mobile phone and laptop computer as the devices of choice. This is a positive discovery as it makes mobile learning viable. This also ties in with the fact that the majority of respondents, with the exception of the under-25, said they owned the devices they used most often.

It is also of interest that a number of respondents who said they rarely or never used e-learning were in the under-25% bracket, presumably the most ardent users of the internet. This could be linked to the cost of data and lack of access to devices. This category, who typically would be recent university graduates and not yet employed, mostly uses a mobile phone to access e-learning, but more often than not, the device does not belong to them. They reported access to devices and the cost of data as the major limitations to e-learning in the survey. This tallies with the qualitative inquiry, where universal and affordable internet, access to gadgets (devices) orientation to e-learning and good laboratories were mentioned by several participants. Again, this has implications for how the MOOC is designed and how dependent it is on data and on internet connectivity for access in real time. It may be necessary to build in more asynchronous, low-data use options. It is interesting to note, though, that although several participants from all three partner universities in the focus group discussions and interviews said devices are a major need, the quantitative data seems to contradict this. Across all demographic categories and universities, with the exception of the under-25, ownership of devices was over 80%.

Nyemike, Babatunde, Abiodun, Olu and Emem (2022) point out some benefits of e-learning including opportunities to create content, flexibility, easy access to information, reduced costs, and enhanced thinking capabilities (p.611). These are re-echoed in both the quantitative and qualitative findings. Overall, nearly 71% said they were "somewhat" or "very" satisfied with their current e-learning environment, but another 28% said they were "somewhat" or "very" dissatisfied. The disparity between the Anglophones (51.4%) and the Francophone (42.8%) is worth noting. Combined with the low levels of participation in the survey, it will be important to establish if there is an underlying problem.

There was a general appreciation of the benefits of e-learning among respondents, like cost and time efficiency and logistical convenience as well as inclusion and access to limited resources. However, there were mixed evaluations of the status of e-learning emerging from the focus group discussions and interviews. While participants appreciated the increased access and inclusion, convenience, and reduced costs the e-learning offers, several of them complained about connectivity, the cost of data and low skills level in some universities. It emerged that resourcing for e-learning ranged from to none at all to very well resourced. These limitations affirm the findings of earlier studies. See for instance Mbatia (2008). Kavulya and Misava (2014), RUFORUM 2020a and RUFORUM 2020b.

Even where universities were well resourced, the regulatory environment for e-learning was lacking (cf. Kavulya and Misava (2014). Furthermore, several focus group discussion participants said the confidence to optimize e-learning was lacking because for many, this was a relatively new experience. Hence, for instance, "many classes that should have been practical remained theoretical."

The numbers saying they were very satisfied with the overall e-learning environment were highest among the over 35s, (34.6%). The rest ranged from 5% to 21%. It is worth noting that there was more dissatisfaction among Francophone respondents. There was also a steady decline with the overall e-learning environment in satisfaction with declining age which could point to reduced capacity to afford data bundles, devices, or other resources among the younger demographic. It is also important to note that a significant number of women were not satisfied with available e-learning services.

The limitations in the e-learning environment highlighted by survey respondents as well as focus group discussion and interview participants included structural, social-economic, and motivational ones. The structural ones such as policy gaps, infrastructure, gender issues may require partnerships to address, for instance with government, civil society, or other funders. Socio-economic limitations like the cost of data, access to devices etc. may also involve partnering with, for instance, telecommunication companies, or students to address. To address the cost of devices for all may call for establishing some shared facilities. Not to be ignored is the need for face-time and interactive classes and content. There was consensus that content and assessment should challenge critical faculties. There were, surprisingly in the quantitative or qualitative inquiry that expressed fears about the quality of assessment in e-learning, though plagiarism software and AI detecting tools were recommended.

Supporting learners to improve completion rates

A total of 80% said they were either "somewhat satisfied" or "very satisfied" with the level of support they got from teachers/trainers and other staff. However, only 5% below 25 indicated they were "very satisfied" compared to the 23.3% overall average. It may be necessary to probe this further to establish what it would take for this important age-group to be more satisfied in this area. It emerged in the focus group discussions and interviews that although the younger generation may be more tech-savvy than their counter-parts, this may not necessarily be in e-learning technology hence the need to include them in training, if possible before the class starts.

The finding that 33.7% of respondents registered for their MA course before 2016 may point to the disruption of the COVID-19 pandemic, but it also suggests a low completion rate across the board as the average MA programme in sub-Saharan Africa takes 2-3 years. The issue of completion seemed slightly more pronounced in the Francophone countries and among the older demographic. There was slight geographical disparity (15%) between Anglophone and Francophone respondents' year of registration. Also, there were hardly any participants registered among the Francophone respondents after 2020 which suggest that they were excluded from the sample, or that they simply do not exist. A number of respondents complained about the support, saying they felt they were "on their own" once they adopted e-learning.

Respondents from the Francophone universities scored their e-learning environment much lower than their Anglophone counterparts in terms of facilities and resources. One respondent from a Francophone university declined to answer some questions because he said their university has not yet adopted e-learning. It will be necessary to tease out the obstacles to completion (and registration) as CoMMPASS rolls out the proposed MOOC. The issue of inadequate interaction, support and supervision, all of which tend to have a bearing on completion, came out in the qualitative inquiry as well as in the survey and this may need to be addressed in the course design. One way the support issue may be addressed, it emerged, is through training and encouraging peer supporters.

From the findings, it should be possible to benchmark against the duration of e-learning courses in the partner universities as most respondents were satisfied with the course duration of current ones. The results however point to a need to make the course content different from the traditional face-to-face model, and more challenging, interactive and innovative. It is clear from the results that students prefer ready course materials they can interact with as opposed to, for instance, bibliographies which require them to go out and look for knowledge on without guidance.

The majority of respondents across the region indicated that the idea of a MOOC was new to them. This suggests that there will need to be some rigorous Training-of-Trainers to bring both lecturers and students on board. A best practice to adopt is the practice of peer support with e-learning that was cited by one of the partner universities.

The responses to the baseline questions about migration and mobility indicated a fairly high level of knowledge about key terms and facts. However, there seemed to be relatively less knowledge about the contextual factors. This could be a potential area of emphasis in delivery of the MOOC. The younger respondents to the survey performed better than those above 34.

Majority of respondents said they had no prior experience with MOOCS. However, interest was very high and 85% across all demographic categories was either "somewhat" or "extremely interested." Slightly more Anglophone respondents said they were "extremely" interested (51.4%) compared to 42.8% among Francophone respondents. This enthusiasm was echoed in the focus group discussions and interviews with some of the comments indicating that a co-created curriculum would be "knowledge-rich"; good reporting can help decision-making before people migrate; migration is a "brake" on the continent's development, but given the stakes for the promoters, journalists need specialized skills to report it in an nuanced way.

E-learning best practices and areas of improvement

Besides the context of e-learning and students' needs, this inquiry identified a few best practices. These fell under three categories: peer support, relevance, responsiveness to the younger generation and partnerships. These are discussed in the section following.

There were several accounts of how students supported each other to adopt to e-learning, particularly during the Covid-19 lockdown. The findings support RUFORUM (2020a). RUFORUM (2020b) and Adarkwah (2021) that most students had not had any prior exposure to e-learning prior to the COVID-19 pandemic, and those that had, or were quick to learn, became key resources.This practice was hailed by several participants, some proposing that such students should be recognised and incentivised to entrench the practice of peer support.

It was clear in both the focus group discussions and interviews that teachers/trainers and students alike treasured regular, consistent communication and flexibility. Students, for instance, said they appreciated the freedom to send their lecturers messages via WhatsApp, which in largely hierarchical university structures was revolutionary. Availability of teachers to answer questions online also emerged as a best practice. The move towards e-learning resulting from the COVID-19

experience appears to have influenced teachers' attitudes and broken-down walls and students and teachers seemed more willing to make compromises to accommodate each other.

Another best practice was universities partnering with telecommunications companies to alleviate the cost of data for students. One university entered a memorandum of understanding with a major telecommunications company to zero rate data for students provided they were using specified platforms including the university e-learning platform.

Finally, the idea of establishing some common resources for students who cannot afford the tools to access e-learning is a best practice worth adopting.

CONCLUSION

There is room for a Small Private Online Course (SPOC) on reporting migration and mobility both in the Anglophone and Francophone regions of Africa. Special attention needs to be paid to each of the partner universities to ensure each of them are fully on board. There will also be need to pay special attention to the needs of the under-25 category where they have unique needs.

The identified structural, socio-economic and motivational limitations are likely be part of the development and launch of the proposed SPOC and will need to be planned for and accommodated. Course design will need to pay attention to flexibility to accommodate the needs of different categories of possible students, including women. The issues of supervision and completion, which emerged as important for progression will need to be addressed to improve completion rates. Several best practices have been identified. These will need to be adopted to ensure a sustainable intervention. It will be important to train-the-trainers but also to encourage peer-support networks among students.

Recommendations

Infrastructure and e-learning resources

1.Universities should address connectivity and other infrastructure challenges to improve students' internet experience. Where necessary, they should enter agreements with telecommunications companies to lower the cost of data.

2.Universities should invest in online apps like Canva and Adobe Spark and encourage students to use them. They should also adopt schemes to support students who cannot afford to own a device.

3. Journalism training software should be factored into university budgets. It is important to note that while some design apps are free, these offer the basic functionalities, and their more sophisticated Premium versions require a subscription.
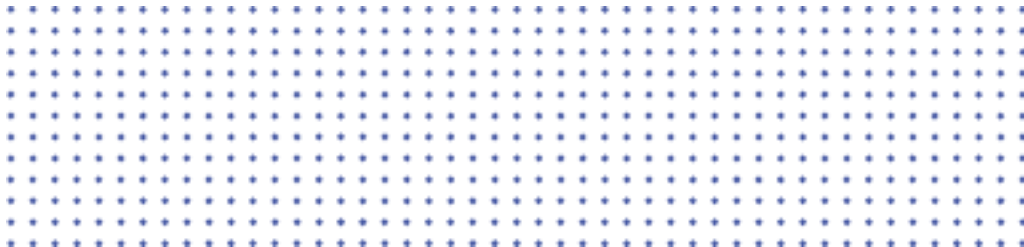
Course design

3. To the extent possible, course design should be participatory, and address the needs of the current generation which include broken-down and well-illustrated content, and interactive formats such as videos and infographics; group discussions, peer review opportunities and group projects rather than traditional notes. All efforts should be made to make all courses more practical.

Motivation

4.There should be non-monetary incentives such as certificates for students who meet e-learning targets or excel at the use of e-learning platforms,.

Quality assurance

5. Universities should develop policies and ensure innovative assessment to guarantee that students' work is original, particularly in light of the advent of Artificial Intelligence. This could be by acquiring anti-plagiarism software and AI-detecting tools.

6. Universities should regularly re-tool all lecturers in online assessment to enable them engage students' critical faculties.

7. Both students and lecturers should be oriented before the course starts, and attend regular refresher courses in e-learning pedagogy as well as on migration and mobility.

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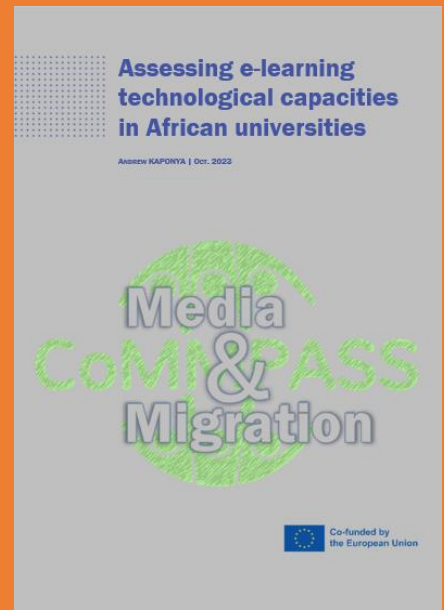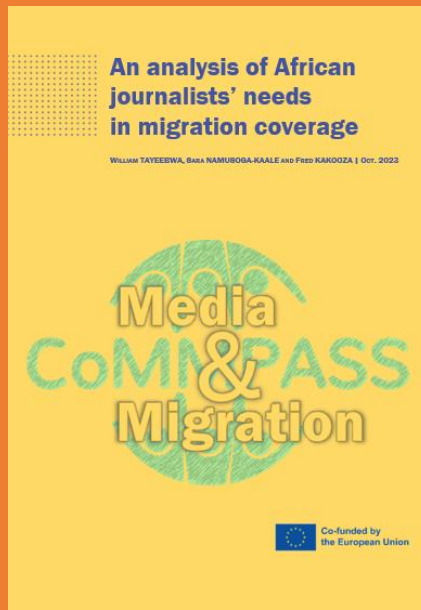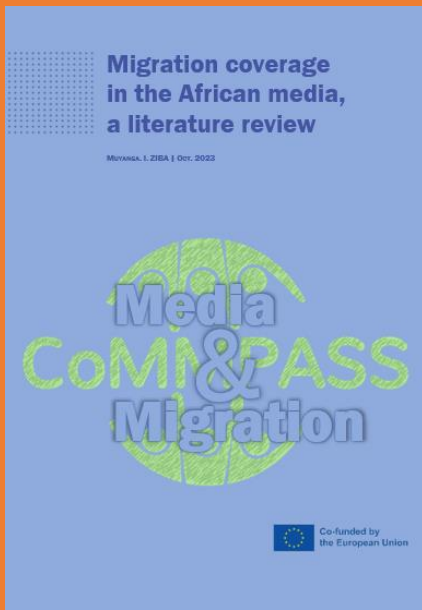
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