

Media-enhanced teaching practices: an opportunity for inclusion or a challenge for the Global South?

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AGENDA

1. CoMMPASS, an African e-learning tool on migrations
2. An opportunity for inclusion
3. Multiple challenges in terms of impact
4. Going beyond assumptions
5. Q&A

CoMMPASS, an African e-learning tool on migrations

- Lack of a **proper curriculum** for journalism students, including political science, sociology, mass communication...



- Bridging the **theory-practice gap**, via specific user-oriented didactically designed tools

- The need of **an inter-cultural perspective**, connecting perspectives from all continents

- A support to the **digital transformation** of higher education in sub-Saharan Africa

CoMMPASS, an African e-learning tool on migrations

Beneficiaries

J-Schools in Burkina Faso
Malawi
and Uganda

+ Cameroon, Ethiopia,
Ghana, Guinea Bissau,
Kenya, and Nigeria



Associated partners



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14 self-paced modules in 4 languages (2025) + 4 studies

An opportunity for inclusion

9.4%

Higher education enrolment rate
in sub-Saharan Africa in 2021 [World Bank, 2022]

↗20-40%

Expected number of students
in sub-Saharan universities by 2030

98,000

Number of students who passed their A-levels
in Ivory Coast in 2022

110,000

Total capacity of the Ivorian public and private
higher education system [AFD, 2024]

An opportunity for inclusion



The screenshot shows the Academi website header with the logo and a language dropdown set to "English (en)". Below the header is a large image of a man in a boat navigating turbulent white-water rapids. A black text box is overlaid on the image with the French quote: "La révolution informatique ressemble à ces vagues en furie auxquelles personne ne peut résister même les plus conservateurs des professeurs." Below the image, there are two buttons: "available courses" and "Upcoming events". The "Upcoming events" button has a tooltip that says "There are no upcoming events".

“The IT revolution is like one of those raging waves that no one can resist, not even the most conservative of teachers” (DRC)

An opportunity for inclusion

Academi English (en)

matique ressemble à ce

onservateurs des professeurs.

ailable courses

“The IT revolution is like one of those raging waves that no one can resist, not even the most conservative of teachers” (DRC)

Multiple challenges in terms of impact

- **Technical pressing issues:** limited access to electricity, internet, and technological devices.
[Delpech et al., 2024]
- **Institutional academic resistance:** facing the wake of skills certification
[Barack, 2014; Caird & Roy, 2019]
- **Pedagogical ownership (and digital literacy):** the need of culturally relevant formats
[Unesco, 2017; Dabbagh, Marra & Howland, 2018]
- **Quality of the content:** its role on an African digital narrative
[Makina & Pasura, 2024]

Multiple challenges in terms of impact

47% are 25-34 yo

30% are 35+

23% are less than 25

76% already users

But 41% of the under-25s use it 'rarely' or 'never'

87% own a device

This device is equally a laptop or a mobile phone

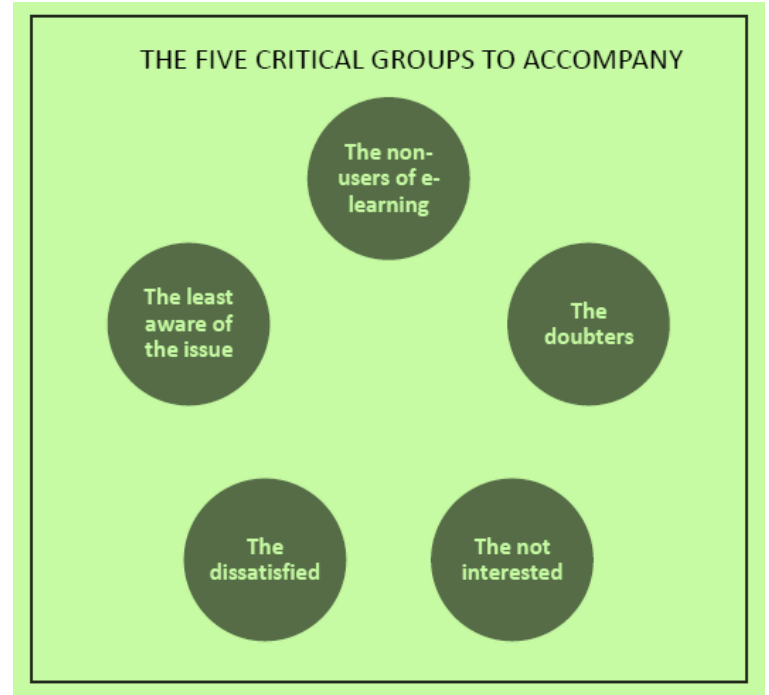
28% of dissatisfied

with the quality of e-learning in their university

[CoMMPASS, 2023]

Going beyond assumptions

- **Africa is not ONE country:** Most academic research is focused on a very small number of countries (Okoliko & de Wit, 2020; Selemani, 2024)
- **Digital usage can be disruptive:** In Kenya, smartphone penetration rose from 54% in 2022 to 61% in 2023, while feature phone declined
- **Reluctance is not always where you think it is:** in Uganda, 2/3 of students at the main university did not find blended learning 'exciting' (2022)



Thank you for your attention.

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