



**NEW TRENDS IN DISTANCE AND OPEN EDUCATION IN AFRICA:
IMPLICATIONS FOR SUSTAINABLE LEARNING AND DEVELOPMENT IN
NIGERIA AND TANZANIA**

Sheriff Ghali Ibrahim and Aliyu Isa Mohammed

Department of Political Science and International Relations, University of Abuja, Abuja-
Nigeria

ABSTRACT: *The inability of conventional educational institutions to provide full and adequate education world over, had led to the adoption of the Distance Learning and Open Education system. The platform has received a great level of acceptance by the third world states especially Africa in their efforts to balance the educational deficits of her teeming population and over the years, the system had undergone series of reform either at the national level or at the continental level, even though on a low level or speed. The paper seeks to investigate the current trends in the operation and delivery of educational services through the Distance and Open learning mechanism in Africa to enable us evaluate its impact on the learning itself as well as sustainable development. Trends in the practice of Open and Distance Learning in Africa at the continental level and in countries particularly Nigeria and Tanzania are critically discussed. Using the library and descriptive research, findings show that the current trends in the services of Distance and Open Education provide a shift in the strategies of instructions, which are not unconnected to the rapid phenomenal developments in the world of electronic networks, especially the recent global attention to the internet, which has provided the primary technological thrust. The paper concludes that the directions or trends which distance education will take in the future, depends on such factors as the development of new media and computing technologies, the methods of group learning and information gathering and the development of government telecommunication policies. The paper recommends that there is the need to invest more in Open and Distance Learning through meaningful budgetary allocations and the Africanization of the curriculum for effective response to peculiar African challenges, among other things.*

KEYWORDS: New Trends, Distance Learning, Open Education, Nigeria, Tanzania

INTRODUCTION

The challenge of providing adequate education by both developed and developing states which is largely accepted as the major path or pre-requisite for development, has made it not surprising that open and distance learning have been accepted as an important alternative approach and strategy which could make a significant contribution towards resolving problems of equity in accessing sound and quality education. In Africa, the acceptability by the newest states starting from the 60s was self explaining on the account that they were just coming out of the shackle of colonialism with a very insignificant numbers of schools and in some cases with no record of tertiary institutions as such services were obtained during the colonial era, from the mother states and mostly on distance basis.



As these states progress, Distance education in Africa has also experienced series of growth passing through faces of changes with the transformation from it being correspondence education through the use of print-based materials to the use of various modern technologies and having the most remarkable turning point at the early 1980s with the establishment of exclusive distance education institution such as the Open University of Nigeria now National Open University of Nigeria among others. Notably, it has been argued that the current changes are not unconnected to the wave of globalization and the breakthrough in Information and Communication Technology. For instance, Bates (1995) opined that the discernible current trends in Open and Distance Education are linked to the ever-increasing growth in information and communication technology. This is true in light of the developments in the world of electronic networks, especially the recent global attention to the internet which has provided the primary technological thrust leading to the intensification of globalization thereby increasing institutional and inter-governmental co-operation which have also increased the global classroom.

Verily, this transformation have had a significant impact on the status of education in Africa as was presented by UNESCO (2001) that the current trends indicates an improvement of the peoples educational status as it has helped in widening the access to basic education and to maintain and improve quality in the conventional education system, particularly through the in-service training of teachers in Sub-Saharan Africa where the knowledge gap between the North and the South have always been of concern. Consequently, the emergence of new forms of distance learning based on new Information and Communication Technologies (ICTs) particularly those supported by the Internet and using the World Wide Web (WWW), have had significant economic, pedagogical, and organizational implications.

LITERATURE REVIEW

The United Nations Education and Security Council (UNESCO, 2005) defined distance learning as an educational approach or system that aims to broaden access to education and training by enabling learners to overcome temporal obstacles of space or distance by the means of providing flexible teaching modes that can be adapted for individuals and groups. Drawing from the name, Distance Learning can simply be defined as the type of learning that is conducted in a situation where there is a distance of place and time between the student and the learning institution, including the teacher as well as learning facilities. This definition is in line with the opinion of Sherry (1996) where he argued that in the discussion or definition of distance learning, the major definitional components includes that: it is a learning process, the teacher and the learner are separated in terms of space and time; communication between the teacher and learner is mediated by print or electronic media; and that learning is under the control of the learner rather than the teacher.

As a social condition, development can be seen as a societal stage or situation in which the basic needs of the population of a country are satisfied by the rational and sustainable utilization of human, natural resources and systems, based on a technology that respects the cultural features of the people. Reyes (2001) narrowed his definition in economic and political terms. According to him, economically, development is a situation in which the citizens are provided with employment opportunities, satisfaction of basic needs, and the achievement of a positive rate of distribution and redistribution of national wealth. While in a



political sense, development is a stage where governmental systems have legitimacy not only in terms of the law, but also in terms of providing social benefits for the majority of the population.

In a similar vein, the World Bank (2004) defined development as the actualization of an implicit potentiality such as patterned growth and maturation of a seed or an initial germ cell, or human person. From the foregoing definitions we can summit that development is not restricted to economic prosperity, translated in the improvement in incomes and output but a holistic change involving the transformation of the entire economic, political and social system with changes in institutional, social and administrative structures for the betterment and well-being of society.

Often used interchangeably with Distance Education, Open learning is a learning principle or system that is based on the principle of flexibility with the basic aim to increasing for citizens the access to, and equity in education. For the attainment of flexibility, providers of instructors open learning often adopts the approaches and methodologies associated with Distance Education and its related delivery strategies. The South African National Department of Education in 1995 defined Open learning as a learning method or process which seek to eliminate or remove learning barriers for students through the adoption and combination of a number of principles, ranging from the principles of learner-centeredness, lifelong learning, flexibility of learning, the recognition of prior learning, the provision of learner support, the construction of learning programs in the expectation that learners can succeed, and the maintenance of rigorous quality assurance over the design of learning materials and support systems (SANDE, 1995). It is an approach or outlook which makes it possible for learners to determine what they want to learn, how they want to learn, when and where they want to learn, how to get their learning assessed and what to do next in terms of career direction (ADEA report, 2000). In essence, an open learning system entails an arrangement to make accessible, credible learning opportunities to a diverse range of learners through the adoption of multiple ways or strategies.

Central to the aim and purpose of distance education is Learner-Centeredness, which is argued to be best achieved through openness. Learner centeredness is an idea or conception which emphasizes that the learner should be the main focus of educational practice and should play an active role in making decision that affects his or her learning. The learner-centeredness principle is very vital as it makes possible for a shift from the traditional top-bottom channel of one-way communication where information flows only from the source of the knowledge to a passive learner, by encouraging and promoting in the learner, an ability of independent and critical thinking, and equip the learner with analytical skills and other competencies by taking into account, the learner's experience, ideas, excuses and context.

Theoretical Underpinning

The Capability and Modernization Theories will be adopted to support our explanation of how the distance learning education using the new trends would affect sustainability in education as a sector and the societal development as a whole. While the capability theory explains the role of education which distance learning helps in increasing people's access to learning process. The modernization theory explains the role of new or modern trends of education in the attainment of sustainable development.



Central to the discussion of development from capability theory's approach as advanced by Amartya Sen in the 1980s, is the assumption that the ability of people to achieve what makes their lives valuable to them is synonymous or a determinant of development; arguing that development which is to manifest in social and economic progress or poverty reduction, sustainably occurs when people have greater freedom. In Social evaluations and developmental policy design as argued by Sen (1979), the ability of the people should be a major determinant. According to him, the focus of policy makers should be on what people are able to do, the quality of their life, and on removing obstacles in their lives so that they have more freedom to live the kind of life which upon reflection, they find valuable. In the words of Robyn (2003), the evaluation of policies from the capability's approach, revolves around the question on whether people are being healthy, well-nourished, and whether they have access to a high-quality education all with the capabilities, necessary conditions and opportunities available. What this means is that the Capability Approach extends the promoting factors and indicators of development from mere income or economic growth as ends in themselves, to the growth of people and enhancing the quality of their condition that can and is only better achieved through education.

The modernization theory on the other hand holds on the assumption that development is most attained when the society has modernized by way of societal changes from traditionalism towards the types of the west. According to this theory, development is a product of "social mobilization" which Karl Deutsch have explained as a process in which major clusters of old social, economic and psychological commitments are eroded and makes people available for new patterns of socialization or behavior; and economic development which commonly is the end product of the dominant technology at a time (Karl in Mahajan, 2012).

Methodology

The paper adopts library instrument in order to generate relevant data and information about the topic under study, where descriptive analogical method was used to explain and describe the ambiance of distance and open learning in Nigeria and Tanzania. Books were explored in harmonizing most of the sources, where capability and modernization theories were adopted to scientifically support the arguments.

RESULTS AND FINDINGS

Open and Distance Learning is strongly argued to be taking a more central place in the education policy of many African countries. According to a report by Hanover Research (2011) on current trends in global distance learning; a research that reviewed literatures of current global market for distance learning and programs offerings, Africa and India represent two of the growing markets for distance learning programs. This, obviously have been made possible by the rapid wave of globalization and information technology which had led to the emergence of Institutional and inter-governmental co-operation for education through distance learning particularly in Africa.



Nigeria

In Nigeria, the National Open University of Nigeria is the latest and most sophisticated distance learning institution in the country in terms of the coverage of students, validity of certificate and even the knowledge acquired, and most importantly, the use of technology. Going history lane, the history of distance education in Nigeria is dated back to the colonial days particularly the practice of correspondence education as a means of preparing candidates for the General Certificate in Education, a pre-requisite for the London Matriculation examination from where prominent Nigerians enrolled starting from 1887 as correspondent students (Omolewa, 1976) and obtained degrees from, including; Eyo-Ita and H.O. Davies who passed out in 1925, E.O. Ajayi, Alvan Ikoku and J.S. Ogunlesi who obtained degrees in philosophy in 1927, 1929 and 1933 respectively (Omolewa, 1982).

The second face of the distance education in Nigeria was the emergence of many conventional higher institutions in Nigeria who made distance education integral to their services mostly through correspondence modalities. Among them included the Correspondence and Teachers' In-service Programs (TISEP) established in 1976 at ABU, the Correspondence and Open Studies Unit (COSU) now Distance Learning Institute of the University of Lagos established in 1974, (Aderinoye, 1992). Others include and the External Study Program (ESP) later called the Centre for External Studies (CES) and currently Distance Learning Centre (DLC), at the University of Ibadan in 1988 and the Centre for Distance Learning and Continuing Education established in 1992 by University of Abuja among others. This in-service training enabled them (students) to subsequently raise their status from holders of Nigeria Certificate in Education (NCE) to full-fledged university degree holders (Bell and Tight 1999)

In 1978 the first independent institution dedicated solely to distance education, the National Teachers' Institute (NTI) was established, to upgrade unqualified teachers and accelerate the preparation of qualified teachers. After 16 years of closure, The National Open University was re-opened in 2001 under a new name, the National Open University of Nigeria (NOUN) with over 75 study centers, 50 programs and over 750 courses (NOUN data base, 2015).

In relation to the mode of operation, NOUN has drastically shifted from the conventional models of student field, single teacher directed classrooms to a teacher-less, boundary-less and timeless schooling or learning models. It particularly changed the teacher from been a repository of knowledge to guides or mentors to students as they navigate through information NOUN does not provide lectures to students in normal classrooms except in cases or for courses like Law at the under graduate level. The university is open up to all interested candidates without discrimination of especially age, it admits students of as low as 17 years of age, and most amazingly, the enrolment of prison inmates (NOUN web archive, 2018).

In the area of ICT, the university has an e-learning platform that offer online class discussion, assignment, quizzes and self-assessment tools, networking and collaborating tools as well as study tools such as e-book digitized lecture video and audio materials. Examination for the students in first and second years is conducted through the CTB (NOUN data base, 2015). Other ICT facilities include; E-library, radio stations (NOUN FM) with frequency 105.9 and an e-Courseware (NOUN authority, 2014). In addition, the leadership of NOUN had



disclosed its intention of opening branches in UK, South Africa and other African states especially West Africa (The SUN, 2017; Amoo, 2018).

Tanzania

Just like in Nigeria and other African states, the Open University of Tanzania originally established in 1992 and captured in the Open University of Tanzania Charter 2007, is the latest distance learning institution in Tanzania. As a distance learning institution, the Open University of Tanzania offers certificates, diplomas, degrees and postgraduate courses in Faculties, Institutes and Directorates such as Arts and Social Sciences, Education, Science, Technology, Law and Environmental Studies; the Institutes of Continuing Education, Educational Technology, and the Directorate of Research, Postgraduate Studies and Consultancy (OUT Prospectus, 2009). Lectures are delivered through various means such as correspondence, enhanced face to face, and sophisticated means of communication such as broadcasting, telecasting, and e-learning through Information and Communication Technology (ICT) etc.

For the enhancement of ICT operation, the University has provided computer, telephone and mobile phone. Computers were made available to all staff with special duties in all Faculties, with the HODs having one computer each, and at least one computer to two academic staff at the headquarters as well as other centers. A telephone line is also available in most of the offices and HODs given Vodacom network stick and Voice over Internet Protocol connection to their personal computers (OUT RSP, 2009).

Famous among the ICT facilities designed to facilitate e-learning distance education, include such systems as the E-LIBRARY facility, called the Library Management Information System (LIBMIS) or the (OPAC) Online Public Access Catalogue which enables the retrieval of catalogues from faculties, regional resource centers, digitized study materials and connectivity with external research databases. OUT also has the Financial Management System (FINMIS), meant for financial data management such as students' fees payment records, tracking of all loans interest, advances, payments and repayments. The Examination Management Information system (EXMIS) meant for keeping and accessing students' examination records, tracking students' performance through and output at course level, departmental level, faculty level and university level; the Students' Academic Register System (SARIS) or Academic Register Management Information System (ARMIS) meant to support central administrative functions and decentralized student administration tasks, as well as MOODLE which is meant to provide a forum for students to access online resources such as study materials (OUT, 2004).

DISCUSSION

In other parts or countries in Africa particularly Southern Africa, UNESCO (2001), expressed a remarkable phenomenon in South Africa, the shift on the part of learners from single mode to dual mode institutions. According to South Africa's Council on Higher Education, enrolment in the long-established single mode institutions (University of South Africa and Technikon South Africa) dropped by 41,000 students or 21 percent between 1995 and 1999 as a result of the growth of new dual mode institutions which drew 31,000 new distance students, an increase of 111 percent, according to the Council (Oladejo and Gesinde,



2014). Besides this, there are universities in South Africa, such as University of South Africa (UNISA), that have shifted their traditions of admitting only adults to the policy of admitting young people, a policy that have also in significant terms increased the population of students for Open and Distance Learning programs.

Open and Distance Learning Education in Botswana, is provided by the foremost ODL institution called Botswana College of Distance and Open Learning (BOCODOL). Also, as a distance learning institution, the new trend that the institution has taken is the outright shift and expansion of the set or scope of its students and the type of educational services offered through distance method from strictly being a tertiary education provider to include basic education service. Botswana College of Distance and Open Learning (BOCODOL) as against traditional practices of distance learning institutions of only providing tertiary education, offers distance education courses for the Junior Certificate which is the end of basic education, and which constitutes the first ten year of formal schooling as well as distance education courses for (GCSE), the General Certificate in Secondary Education (Oladejo and Gesinde, 2014).

At the continental level, the new trends in distance learning in Africa emerged in the form of continental or regional cooperation which saw the emergence of the African Council for Distance Education (ACDE) launched in January 2004. The ACDE is a continental educational organization comprising African Universities and other higher education institutions, which are committed to expanding access to quality education and training through Open and Distance Learning (Pityana, 2004). Other continental programs according to UNESCO includes; the training of Upper Primary and Junior Secondary Science, Technology and Mathematics Teachers in Africa by Distance, a program that is supported by the Commonwealth of Learning and member countries including Botswana, Malawi, Mozambique, Namibia, South Africa, Tanzania, Zambia and Zimbabwe (Farrell, 2003). Also, is the training for primary school Principals, using print materials and Internet, coordinated by the International Francophone Consortium of Distance and Open Learning Institutions (CIFIAD), with an extended project aimed at improving the teaching of French at the secondary school level in Senegal, Guinea and the Côte d'Ivoire UNESCO (2001)

Implications of the New Trends for Africa's Sustainable Education and Development

The implication of the current trends in open and distance learning on Africa's education and the national development as whole, cannot be overemphasized as the distance education program itself was or is aimed at playing a complementary function on the life of citizens or an outright replacement for the role of the regular educational system in the struggle for national development. Building on what the distance learning has been able to achieve from inception, the implications of the current trend of distance learning education are as follows:

I. Bridging the gap between Demand and Supply of Education

A major impact of the new trend in distance education is the widening of the access to educational opportunities in the country and continent at large there by correcting the deficit in educational graph. Just as stated earlier that the introduction of distance education was itself a product of the inability of states to cater for the educational demands of their citizens satisfactorily, the current trend in the distance educational services especially the involvement of Information and Communication Technology (ICTs) have greatly contributed in bridging



the gap between the demand and supply of education in Nigeria and other parts of Africa. Speaking on the traditional importance of distance learning, Calvert in (1986) argued that distance education helps extend the market for education to clients who have not been previously served. Now in relation to the current trends, as early as (2001), UNESCO had observed that in Sub-Saharan Africa, the current trends of distance learning and education indicate that it is being greatly used to widen access to basic and tertiary education and to maintain and improve quality in the conventional education system, particularly through in-service training of teachers.

II. Increase in the Rate and Quality of Teachers

With an increase to citizen's accessibility to education, the direct implication is that the number of qualified teachers would be increased. Kamau (2009) reported that in one year alone and precisely (2004), courtesy improved distance education system, Open and Distance Learning program in Nigeria produced 10,629 trained teachers with an increment of about 70% to the 30,000 trained teachers produced in 2003 from all the existing government and private teacher colleges in the country. In Malawi, 18000 trained teachers were produced within three years of the commencement of its teacher training program by Open and Distance Learning. A similar record was made in Botswana and Kenya, producing huge numbers of trained teachers within a short time which colleges of education in those countries would have rolled out not only at very high cost, but also for many years of teaching and training (Rumajogee, Jeeroburkhan, Mohadeb and Moonesamy, 2003).

III. Overcoming Teaching and Learning Challenges

The use of ICT in the operation of distance learning in terms of teaching and administrative exercise which is the latest trend, have in correction and overcoming some problems such as; physical distance for learners in remote locations who are unable to physically attend a campus as teachers in urban settings through online teaching, instruct learners in rural settings. Another problem solved by the current trend in distance learning is that scheduling where students who are unable or find it difficult to assemble together frequently like those engaged in full-time or part-time work and those facing family and community commitments especially women, are provided with opportunities to learn. Also, the populations affected by violence, war or displacement, online teaching and learning makes learning possible for them even when group assemblies are proscribed.

IV. Increase in National Productivity

A translation of the increase in the access to education and the number of teachers is to boost the level of literacy in general, and the promotion of technical and vocational education which are prominent or central to community development and the strive for industrialization in generalization as was argued by Aderinoye (1995), that the access to educational opportunities at a distance contributes immensely to the individual's productivity and innovative abilities. Fabunmi (2004) submitted in the same line that the required change in skills, values, attitudes and productive knowledge that are relevant to the development of the people and the nation will be met through distance learning. The implication of the following developments is that it will invariably translate in to sustainable development because when people are developed intellectually, their skills or methods of doing things is improved or modified.



V. Increase in State Revenue

Often not mentioned in the discussion of the impact of distance learning is the economic implication. Aside individual and or human development, distance learning especially at its current trends helps in making savings for the government through the reduction of the cost of providing education, since distance education especially the technological driven trend it has taken, is characteristically more cost-effective than conventional education (Bates, 2007). Another economy advantage is that Distance learning programs in most conventional institutions where the scope of students to be admitted have currently expanded from restricting it to adult and working class students, to young and non-working class undergraduate students and even stretching to secondary education as in UNISA and BOCODOL, are obtaining surplus financial resources from the distance education project with which they supplement shortfalls in government subventions meant for the running of their institutions.

CONCLUSION AND RECOMMENDATIONS

As argued by McIsaac and Gunawardena (2001), with the appraisal of the transformation of distance learning and education over the years, what is certainly clear is the fact that the changes have largely been shaped by the dominant technology in use at that particular point in time. As such we conclude by noting that the directions or trends which distance education will take in the future, depends on such factors as the development of new media and computing technologies, the methods of group learning and information gathering and the development of government telecommunication policies.

The paper recommends that there is the need for stakeholders to be informed and prepared with strategic plans equal to foreseeable future challenges by keeping abreast of the emerging trends in the field. There is the need for intensive capacity building in IT literacy for all teacher trainees in open and distance learning attain some minimal ICT competency as a preparation for them, for an effective teacher preparation. Also is that the mixed mode of learning which is a combination of face-to-face with ICT base delivery, should be adopted or sustained because it has the strongest recommendation for producing quality teachers in the right quantity for the Nigerian economy. Above all, it is recommended that the government develops the communication sector through Information and Communication Technology for easy and affordable accessibility by student irrespective of their locations as well as effectiveness.

Future Research

Future research on distance and open learning in Africa can be conducted in various areas and forms, such as in education technology and distance learning in west Africa; educational modernization in Africa; bridging the barrier in distance education between under-graduate and post-graduate studies in Africa and integrating the sciences in distance and open education in Africa, among others.



REFERENCES

- Abdusalam, A. (2018). NOUN to partner UK, South African University, Creates Study Centers abroad. Educeleb.com
- Aderinoye, R. A. (1995). Teacher Training by Distance: The Nigerian Experience. In John Daniels (Ed.) *Proceeding of the 1995 ICDE Conference*. Birmingham: Queen's Press.
- Aderinoye, R. and Kester, O. (2003). Open-Distance Education as a Mechanism for Sustainable Development: Reflections on the Nigerian Experience. Enugu: Athabasca
- Bates, A.W. (1995). *Technology, Open Learning and Distance Education*. London: Routledge.
- Bell, R. and Tight, M. (1999). *Open Universities: A British Tradition?* London: Free Press.
- Calvert, B. (1986). Facilitating the Transfer of Distance Courses. Paper Presented at the Eight World Conference on the Development of Human Opportunity. Delhi, India: Open University Press.
- Fabunmi, F. A. (2004). The Role of Libraries and Information Centres in Distance and Open Learning Education. In E.O. Fagbamiye et al (Eds.). Ibadan: Media Press.
- Farrell, G. (2003). A Virtual University for Small States of the Commonwealth. Vancouver: The Commonwealth of Learning University.
- Kamau, J. W. (2009). Re-training Primary School Teachers against Diminishing Resources: Is Distance Education the Answer? <http://portal.unesco.org/education/es>
- Maruff, A. O. and Abiodun, M. G. (2014). Trends and Future Directions in Open and Distance Learning Practice in Africa. *Journal of Education and Practice*. Vol.2 Issue 1, PP.89-99.
- Mclsaac, M. S. and Gunawardena, C. N. (2001). Distance Education. In D. H. Jonassen (Ed.), *Handbook of Research for Education Communication and Technology*.
- National Open University of Nigeria (2015). WHED-IAU's world Higher Education Data base.
- National open university of Nigeria (2018), web.archive.org
- Omolewa, M. (1982). Historical Antecedents of Distance Education in Nigeria, 1887-1960. *Adult Education in Nigeria*.
- OUT (2009). *The Open University of Tanzania: Facts and figures*, Dar es Salaam: OUT (also available in www.out.ac.tz)
- Pityana, N. B. (2004). Open Distance Learning in Africa: Access Quality and Success. A paper Delivered at the Occasion of the Establishment of the African Council of Distance Education in Pretoria. *Research into Higher Education*. Birmingham, UK: Open University.
- Robeyns, I. (2003). Sen's Capability Approach and Gender Inequality: Selecting Relevant Capabilities. *Feminist Economics*.
- Sen, A. (1979). Personal Utilities and Public Judgements: Or what's Wrong with welfare economics? *The Economic Journal*, 3 (2) PP. 145-164.
- Sherry, L. (1996). Issues in Distance Learning. *International Journal of Educational Telecommunications*. 4 (2) PP. 76-85.
- The Open University of Tanzania (OUT) (2009), *Prospectus 2009/2010*. OUT; Dar es Salaam.
- The Open University of Tanzania. (2004). *ICT Master Plan 2004/2005-*
- The Open University of Tanzania. (2004). *Rolling Strategic Plan 2004/2005-2008/2009*. OUT: Dar es Salaam.
- The Open University of Tanzania. (2009). *Postgraduate studies 2009/2010*. OUT: Dar es Salaam.



The sun news online (2017), NOUN to extend services to African countries, 4th October

UNESCO (2000), World Development Report 2000. Paris: UNESCO.

UNESCO (2001), Teacher education through distance learning, technology –curriculum – evaluation – cost. Paris, UNESCO.

UNESCO (2001). Distance Education in the E-9 Countries: The Development and Future of Distance Education Programs in the Nine High-Population Countries, Paris: UNESCO.

UNESCO (2005). UN Decade for Education for Sustainable Development (2005-2014)

Retrieved from <http://portal>

World Bank (2012). World Bank Sees Progress Against Extreme Poverty, but Flags

Vulnerabilities. Retrieved May 14, 2012 from <http://web.worldbank.org>