

# Distance Education and Open Learning

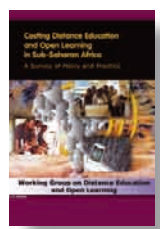
## Publications

### Costing Distance Education and Open Learning in Sub-Saharan Africa: A Survey of Policy and Practice

This document presents and explains the logic of costing DEOL programmes as well as various factors that influence costs and approaches to costing. It focuses on exploring ways in which to avoid the symptoms of weak financial planning. Key concepts and approaches to financial planning for distance education are outlined. The report explores some key mistakes that have been made in financial planning in different contexts. Twelve case studies of costing in DEOL programmes were conducted and summarized. Appendices also include case studies showing costing of actual DEOL programmes which provide helpful reference examples.

ADEA Working Group on Distance Education and Open Learning; the Commonwealth of Learning; South African Institute for Distance Education (SAIDE), 2005. ISBN: 92-9178-051-0. French version forthcoming.

➔ Available online at: <http://www.adeanet.org>. How to order: page 87



### Technological Infrastructure and Use of ICT in Education in Africa: An overview

By BUTCHER Neil

This overview of existing technological infrastructure and use of information and communication technologies (ICT) in education seeks to explore how ICT can provide support to distance education and open learning in Africa. It provides insights into the major issues and challenges of introducing ICT in education in light of the current structure available, kinds of projects being implemented, as well as the financial considerations for ICT-based educational strategies. It also includes a literature review and examples of current initiatives in open and distance learning.

ADEA Working Group on Distance Education and Open Learning, December, 2003 ISBN: 92-9178-043-X.

➔ Available online at: <http://www.adeanet.org>. How to order: page 87



## Open and Distance Learning in Sub-Saharan Africa. A Literature Survey on Policy and Practice

This document outlines the issues present in sub-Saharan Africa today that must be addressed in order to advance the development of distance education practices particularly in relation to anglophone Africa. It examines key aspects of distance education in the continent: its definition, how it can be expanded, its management and administration, curriculum and course design and quality assurance. This review describes the associations that promote distance education and includes several case studies from 10 countries (Botswana, Ghana, Kenya, Mauritius, Mozambique, Namibia, Nigeria, South Africa, Uganda and Zambia). Suggested quality indicators for most of the key issues explored in this report are also provided.

ADEA Working Group on Distance Education and Open Learning, 2002. ISBN: 92-9178-039-1. This document exists in English only. A similar study on Francophone Africa exists in French only (see below).

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## Web site

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### [www.ADEAnet.org/wgdeol](http://www.ADEAnet.org/wgdeol)

Further information on the WG on Distance Education and Open Learning is available at this new website. A number of technical working papers and studies can be consulted.

### Publications available in French only

**N.B. Translation of titles, (in brackets) is provided for information purposes only**

Enseignement à distance et apprentissage libre en Afrique subsaharienne. Etat des lieux dans les pays francophones (Distance Education and Open Learning in Sub-Saharan Africa. The situation in francophone countries). GTEDAL, 2002.

➔ Available online at: <http://www.adeanet.org>. How to order: page 87