Transforming higher education in Lesotho through Open and Distance Learning: issues and challenges*

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ABSTRACT.   This article presents the case of two higher education institutions in Lesotho, the National University of Lesotho and the Lesotho College of Education which are by definition operating as dual mode institutions. While their efforts at opening more access to higher education are commendable, these are falling short of meeting the current demand. Distance education challenges inherent in this kind of arrangement are well documented. These include among others the lower level status accorded the distance education units within the traditional systems. This has led to unequal treatment in terms of resource allocation and treatment of both the staff and students. This paper proposes that their efforts can be transformed through promoting a culture of open and distance method, where the leadership, the academic, the administrative and the government embrace ODL. The issues and challenges that need to be confronted are explored.

KEYWORDS: Democratization of education, Dual mode institutions, Lesotho, Open and distance learning, Transformation of higher education

Introduction

Lesotho has taken a bold step to transform her landscape and become a "stable, democratic, united, prosperous nation at peace with itself and its neighbours". This was punctuated resolutely through its now popular *Vision 2020*. One of the strategic directions it has to take is to develop its human resources so that it can effectively cope with today's development agenda and challenges. In 2001, Lesotho took the first courageous step towards its desired direction by implementing a policy of Universal Primary Education.

The first cohort will be moving into the secondary schools at the beginning of 2007, soon they will move into post the secondary school level. These levels of schooling are far from ready to receive this influx of learners. Indeed, even at today's school population's levels, the secondary and post secondary education institutions are unable to accommodate potential learners. The key challenges they have to grapple with are those of physical space, qualified teachers, the cost of infrastructure within schools and in general responding

to the problem of access. This paper presents the case of higher education dilemma in Lesotho to cater for the swelling demand for this level of education. It raises some issues and challenges that higher education may embrace in order to transform its landscape through open and distance education in order to play its developmental role meaningfully and to respond to the demands and aspiration of the citizens of Lesotho.

Distance Education and democratisation of education

The challenges that face Lesotho in terms of democratisation of education have been effectively addressed in most countries through the introduction of institutionalised distance education programmes. For example, Namibia is effectively responding to the demand for secondary education through the Namibian College of Distance and Open Learning (NAMCOL). Recently, Botswana opened doors to secondary education level through its newly established Botswana College of Distance and Open Learning (BOCODOL). Already, the college is making significant impact in terms of responding to this need and at the same time promoting a culture of learning.

Similar strides have been taken at the post secondary level to address problems of access. Open and Distance Education (ODL) methods have been introduced by universities and various programmes have been extended to the wider population through distance education. As an example, the Centre for Distance Education of the University of Swaziland and the Centre for External Studies of the University of Namibia are now full fletched distance education centres of their universities. Through them, these universities now offer various programmes and also duplicate full time programmes on a distance mode. In Tanzania, a bolder and more creative solution to establish an open university was preferred. Established in 1993, this university opened doors to its first students in 1994, and today The Open University of Tanzania (OUT) is a full fletched university offering a wide range of higher education programmes to a variety of clientele throughout Tanzania and to the rest of Africa. Mmari (Mmari, 1999) notes that OUT has been in a position to collaborate with universities within and without the country and has been able to enrich their experiences, to respond to the educational needs of their countries and to contribute to national development through distance education.

Lesotho higher education landscape

The National University of Lesotho (NUL), as the one university in the Country, has a critical role to play in opening more opportunities and access to higher education. At the same time, the continued financial support of up to 80% that the university receives from the Lesotho Government is a clear indication of the high expectation that NUL will deliver on its role to address the nation's demand for higher education. On the other hand, the Lesotho College of Education as the only teacher training college in the country is also faced with a gargantuan task to produce teachers who can take up the teaching challenges at primary, secondary and high school level. The College, like the NUL also offers its programmes mainly on a conventional face to face mode. It was compelled in 2002 to open its doors through distance education by the pressure to prepare primary school teachers to meet the challenges of the newly implemented universal primary education policy.

While both the NUL through its full time and distance programmes and the LCE through its full time residential programmes and its newly implemented distance programme are both trying to satisfy the higher education needs, the demand is overwhelming. Every year, the high school system through its school-leaving certificate produces thousands of graduates who are ready for higher education. These two institutions only take a fraction of these potential learners. Table1 gives us a picture of the numbers that are leaving high schools in Lesotho.

Apart from the high school leavers, the higher education system increasingly has to cater for working adults who require additional qualifications to improve their status or new credentials for different career paths or continuing education to cope with new challenges. These are a new kind of learners with different needs and demands and therefore require new responses from the system.

Table 1.
Summary of Results of School
Certificate Examinations
Source: Examination Council of
Lesotho (2006)

YEAR	1st and 2nd Class Pass	3rd Class Pass	GCE	Total
2001	2021	2009	3673	6788
2002	1346	2233	3467	7049
2003	1361	2305	3378	6905
2004	1596	2465	3586	7647
2005	1823	2640	3600	8063

The National University of Lesotho

The programmes of NUL are mostly offered in the conventional mode of full time and formal entrance qualification criteria. Prospective students have to have a high school pass of at least second class. The enrolment or expansion in the full time programmes has been stunted mostly by the classroom space, the residential facilities and of course the admission criteria. Table 2 below reflects enrolment for both the full time programmes for the entire university and that of IEMS during the past four academic years.

The table shows that NUL is not able to respond adequately to the higher education needs of the Lesotho. This situation has resulted in a large percentage of high school leavers seeking tertiary education in the neighbouring countries, especially South Africa. The cost of this practice in financial terms is crippling to the country's economy because at least 90% of those studying outside Lesotho are sponsored by the Government of Lesotho. On the other hand, the cost of education provided to one undergraduate student at NUL is still very low. In some cases, it is even lower than at private high school level. Taking this situation into consideration, far more Lesotho nationals could be educated through the NUL, if only NUL could accommodate more students, if access was not dependent on physical infrastructure, and if more open and distance methodologies could be employed to reach learners at a distance. NUL has for some time offered programmes on a part time basis through its extension arm, the Institute of Extra Mural Studies.

Year	Full Time	Distance/IEMS	Total
02/03	3967	1558	5525
03/04	4764	1778	6542
04/05	5096	1975	7071
05/06	5902	2011	7913

Table 2.
NUL Enrolment 2002/2003
to 2005/2006
Source: Senior Statistician (2006)

The Institute of Extra Mural Studies

The Institute of Extra Mural Studies (IEMS) is the one organ of the University through which access to higher education is facilitated by providing part time and ODL programmes. Although the programmes are to a large extent based on face to face basis and print media, IEMS has managed to, on the one hand, use strategies of openness, and on the other the distance method to reach out to those who would not normally qualify for straight admission. Openness here is used in its limited sense to indicate relaxing the rigidity in the conventional

university admission criteria. IEMS admits mostly those high school graduates with third class passes as well as General Certificate in Education (GCE) the lowest high school leaving certificate. The Institute has also opened access to the mature student with the Junior Certificate - three years secondary level with working experiences in the fields/areas related to the programmes offered.

At the same time, the part time mode has allowed the working adults as well as those far removed from the head quarters to attend classes during specified weekends or after working hours. The programmes being presently offered are at diploma level in Mass Communication, Business Management and Adult Education; and a four year degree in Adult Education. These programmes have been highly popular, as they have offered opportunities to those who had lost hope to acquire tertiary level education (Lephoto, 2005).

It is obvious that the full potential that distance education can offer is not fully exploited. Even though there is some openness in the admission criteria, this is minimal and is still under stringent control of the University Senate. The level of those admitted can be brought to par through special programmes like bridging, but this is not one of the priority areas within the university. The use of the concept of Recognition of Prior Learning (RPL) to open more access has not been explored. Because of financial resources, the potential that modern distance education technology offers has not been tapped, this could bring in more gains in terms of enriching experiences of both the learners and educators and to extend higher education to more people.

Lesotho College of Education

The Lesotho College of Education (LCE) is the only teacher training college in the country. It offers full time teacher training programmes at certificate and diploma levels for pre-service as well as in-service training. All of these programmes were offered as conventional programmes with students taking up residential training until they completed their studies. While very efficient, this arrangement meant that teacher trainees could only start to contribute to teaching after they had completed their studies.

The Distance Education Department (DED) is the vehicle of ODL within the LCE. This department kicked off in 2000 with a comprehensive programme of situation analysis as well as programme design and development. The process involved consultation with institutions already involved with distance education within Lesotho and the SADC region. The end product was the Distance Teacher Education Programme (DTEP) at diploma level, to train teachers for

primary school level at a distance. This programme went through academic structures of the LCE and was finally approved by the Senate of the National University of Lesotho to which LCE is academically affiliated (Mokhethi, 2002).

DED went on to embark on an extensive process of materials development, with technical support from the Commonwealth of Learning (COL) and expertise from the NUL, IEMS. Course writers were mostly existing lecturers from conventional programmes of LCE; these were taken through a rigorous training process for writing distance education materials. Reviewers and editors were also taken mostly from NUL. Modules were written, printed and ready in time for the programme to start in January 2002. The programme is designed to take four years of a structured ODL, supported by a schedule of face-to-face sessions during primary school holidays, study meetings at various centres throughout Lesotho and a tutor based at the centres.

The DTEP is a programme designed as in-service training for primary teachers without the requisite qualification. Some of them are unqualified, while others are under-qualified. There are many such teachers within the primary school system, therefore the opening of this distance programme has been a very welcome development where RPL has been applied. Since its inception, the following has been the enrolment:

YEAR	Total Enrolment	Status of Learners
2002	502	All not certificated
2003	250	100 Certificated
		150 Not certificated
2004	450	200 Certificated
		250 Not certificated
2005	680	168 Certificated
		512 Not certificated
Total	1882	

Table 3.
DTEP Enrolment 2002-2005
Source: Kolosoa, M.C. (2005)

The first cohort of the programme is due to complete at the end of the academic year 2005/2006. The completion and success rate and full challenges of the programme are to be assessed as this first cohort completes. However, a mid term review did identify the following challenges experienced by the learners: "accessibility and course fees; internal communication; difficult learning environment and lack of community based learning resources" (Kolosoa, 2005).

The DTEP has made a very impressive beginning and has responded to the problem to produce quality teachers for the primary school

system. However, the numbers enrolled are only a fraction of those who need to be catered for. Only the print media is used to support the programme, but clearly the use of other technology like online communication, could be a major boost in responding to some of the problems already identified.

The issue of funding, both for the students and the programme in general is also critical. Although this programme is financed by government, as an integral part of an autonomous college, programme has to move towards self-sufficiency. In terms of ensuring quality and academic standards, a lot can still be done, especially through more active collaboration efforts with NUL to which it is academically affiliated and through other higher education institution. The College also needs to move beyond primary teacher training to include secondary, high school and even degree level training of teachers by distance. These would necessarily open more room for access, collaboration and partnerships, for involvement of all staff and therefore the need to cultivate a culture of distance education.

Issues and challenges

ODL offers a great opportunity for both the NUL and the LCE to democratise tertiary education and to address, in a meaningful manner, the national demand for this level of education. Through the ODL strategies, these institutions can be able to open more access to tertiary education, at a reasonable cost to the nationals, in a flexible manner and at the same time offering good quality. Another aim that is also pursued through ODL is the effective use of innovative methods including new and relevant technology. Open learning in particular holds promises for those who have been sidelined by the conventional qualification credentials. However, ODL education poses particular issues and challenges that need to be carefully considered and creatively embraced.

TRANSFORMING THE FACE OF HIGHER EDUCATION

It has become very clear that the higher education system in Lesotho is at cross-roads where it has to meet the swelling demand for tertiary education. It is faced with a major challenge to open more access, and the one vehicle it has is distance education. The present distance education programmes run by IEMS and LCE through DTEP are on a small scale but already show indications of the potential to open more access and therefore create opportunities for more learners. On the other hand, in order to realise the benefits that accrue from the economies of scale, these institutions need to enrol more students. In addition, it is imperative that these institutions

should have a fresh look at distance education exactly what it has to offer, what are the various challenges that would face them within a developing Lesotho and within higher education institutions. If what we are looking at is to transform higher education, then this calls for a whole new way of looking at and doing things. It calls for a new culture of distance education. Le Grew and Calvert (Le Grew, Calvert, 1998) succinctly referred to the required transformation as "profound change in character and function rather than simply an expansion and diversification of the higher education system". This transformation of the higher education system requires adoption of a new culture, a culture of open and distance education.

PROMOTING THE POLITICAL WILL

ODL is a fairly new phenomenon in Lesotho. The Lesotho Distance Teaching Centre (LDTC) is one of the first efforts by government to bring this concept into the country. Established in 1974 to promote literacy, numeracy and high school education on a distance level, LDTC has not progressed a lot from the time when it started. This could be because of lack of required support and full appreciation of what distance education is. The IEMS programmes of distance education have also been offered for some time. There have been plans to offer other programmes and move on to multi media supported ODL, however because of poor support and therefore lack of resources, this vision has remained a dream.

Although the leaders both at government and university level speak highly in support of ODL, the good words have not translated into action. It is clear that there is a need for a better understanding of what distance education is in order that both political and educational leaders can offer the much-needed support, both morally and resource wise. Paul (Paul, 1998) has long pondered on the seeming luke-warm response of leaders to ODL. He concluded that in order to earn and maintain the interest and support of the leaders, ODL practitioners themselves first have to be convinced that ODL can deliver on its promises. These are the promises on cost efficiency, on flexibility and on quality. It is also important that there should be clear evidence of accountability, sharing and collaboration on resources. If these and other promises about ODL can be shown to be viable then it should be possible to convince the political as well as academic leaders. These and many other promises are also aspirations of the leaders, which also make for good political agenda. This is affirmed by the recent decision of the Commonwealth leaders to have established a Virtual University for the Small States.

ADVOCACY FOR OPEN AND DISTANCE EDUCATION

Strong and definite advocacy of ODL within institutions of higher learning is also very crucial. To those who have known and are used to conventional face to face programmes, ODL is still a new phenomenon, they need to be oriented on the what, the why, and the how of ODL. This is very essential because within the senates of these institutions, the business of ODL including its programmes, has to be considered and informed decision made. It is also desirable that some, or maybe all of the full time programmes can finally be duplicated through the ODL mode. Most or all of the academics are a potential resource within ODL, as writers, editors, tutors, counsellors etc. However for this to happen, all concerned stakeholders have to understand this concept and embrace it.

ODL strategies can also be incorporated within the conventional system to enrich, and therefore contribute, to the quality of the full time programmes. Today, many universities are employing the online technology to improve on communication between students and lecturers. As an example, the Department of Maths and Computer Sciences of NUL is running a part time postgraduate diploma programme in Computer Sciences. The learners in this programme are working managers from the private and public sector, who come for face to face sessions during some days after work and also use the online method to communicate with lecturers. ODL should therefore be seen as a new strategy to empower higher education to be more relevant to the present needs of their diverse clientele in this information age.

Administrators within higher education should also embrace the ODL culture, they are indispensable in ensuring that the system's wheels are effectively oiled and that the vehicle itself runs smoothly and efficiently. The ODL culture within higher education ensures proper monitoring, accountability and quality control.

THE ACADEMIC CHALLENGE

1) Issue of Openness

The concept of open and flexible learning is one that is at the heart of a true ODL programme. Openness and flexibility are the lifeblood of distance education because they are concepts that recognise the changed environment within which education takes place, the change in clientele, the organisation of education etc. ODL calls for flexibility in recognising credentials, in kinds of students, in teaching and learning methods, in graduation time and so on (Le Grew, Calvert, 1998).

In order to allow for openness and flexibility, an equally important strategy of *Recognition of Prior Learning* (RPL) becomes central.

RPL as ADEA (2002) notes involves recognising the knowledge, skills and attitudes that one acquires during the process of living. These could have come through nonformal or formal or informal education and experiences. Within academia these are new ideas that are very different from the practice in the traditional system. Our higher education institutions need to appreciate the importance of openness and flexibility in education, and to adopt and practice RPL within distance education. At present the ODL programmes still operate under the same regulations that govern the conventional programmes. This is one of the key factors inhibiting expansion of these programmes.

2) Issue of Quality
Quality within ODL is a real and legitimate issue within distance education. Badat (Badat, 2005, p. 201) raised the concern for quality of ODL in South Africa as arising from spending inadequate time on development of materials, using teacher instead of learner centred approaches, few or no contact sessions, poor learner support and unclear level of exit outcomes programmes. These issues call for attention and response to the challenge of quality. Because quality within ODL is as critical as in conventional programmes, appropriate measures have to be taken to ensure robust quality assurance measures. These should include among others quality assurance criteria, standards for setting up ODL programmes, quality orientation programmes for learners and for practitioners and quality learner support (Badat, 2005).

3) New Role for Academics
Alteration of the traditional academic assignment is another important challenge. Eaton indicates that the distance education practice of separation of learner and lecturer by space or time or learning/teaching method has altered what used to be known as the traditional lecturer role (Eaton 2001). With ODL comes ready prepared course outlines, content, and pre determined academic standards etc. Academic staff has to learn new roles of being facilitators, or academic advisors and academic counsellors. Those who participate as curriculum designers, writers, editors etc. also have to undergo training to prepare them for those roles.
Academic staff also have to cope with the new challenge of a distant learner. A distant learner in his/her own right studies under a changed landscape, where the system demands self directedness and where learners should be highly motivated and have a high sense of responsibility and autonomy. As facilitators, academic staff should be able to guide their learners to be these things and to provide a conducive environment for the learners' personal growth and development.

4) Learner Support

Learner support is a key component of ODL. Because distance learning is learning that takes place at a distance with learners taking charge of the learning process, it is crucial that the learners receive the necessary support to be able to receive full benefit out of the process. ADEA explains learner support as "providing learners the assistance (integrated and multifaceted support services) they need to cope with and meet the demands of distance learning and to achieve their desired educational outcomes" (ADEA, 2002, p. 81). It categorises these support services into three: those relating to teaching and learning needs, access and information processes needs, and social and personal needs.

Provision of effective learner support is essential in order to ensure that the gap that exists between the learner and the facilitator, the administrators, and even other learners is bridged. Learner support is also critical in ensuring that the quality of the process and the product is high and is as good as that offered by the conventional face to face offering. Learner support is even more of a challenge for universities that offer the dual mode - conventional as well as distance education tertiary institutions. Because of the long practice of the conventional programmes, there is a tendency to take the distance offering for granted and treat the two in the same way. An effective learner support system has to be in place in order to ensure the good quality of our distance learning programmes and products.

HUMAN RESOURCE DEVELOPMENT

The training of human resource within the multimedia ODL mode plays a very important role, this includes both teachers, the tutors and the administrators. Empowering the teacher on the use of the multimedia and ways in which they can exploit these media to facilitate learning at a distance is key to open and distance programmes. Teachers have a special role to play in preparing and presenting material to learners using the appropriate medium, they also have to give the necessary feedback to the learners. It is necessary that they receive the training in order to perform these tasks effectively.

The use of multimedia necessarily goes hand in hand with technical support to ensure that the media is available, is in working condition and the teachers/facilitators are able to use it. Technical support therefore involves professionals in the area as well as technicians to guide learners and teachers and to oversee the maintenance of the technical media. These members require exposure to ODL and its modern technology. Naidoo aptly summarises the importance of human resource development in ODL "just having new hardware

and software is no guarantee of development (Naidoo, 2003, p. 2). The *warmware* - that is, the people - are perhaps the most important cog in the wheel".

FINANCING

The next challenge relates to financing. One of the misconceptions that people have about ODL is that it is a cheaper alternative to conventional education. Unfortunately, this misconception runs even along the corridors of power in higher education institutions and even in government ministries that provide funding. The question of *cheap* could be associated with earlier models where printed materials were produced en masse and just distributed to distant learners with no learner support or follow up. However, today ODL is supported in a number of ways using face-to-face sessions, online communication, video conferencing, e-learning materials etc. All of these require heavy financing to put in place and to run. At the same time, the other cost that we in the developing world tend to overlook is that of maintenance and review. In most cases, financing of ODL comes from government. In this case government will have a special interest on how such financing is utilised, this issue is discussed below under political considerations.

Other sources of funding for ODL are student fees and selling some of the academic products like books and professional services. Other funding could come through collaboration efforts with the business sector, private and nongovernmental organisations, various funding agencies and donors. Higher education institutions should be creative in seeking funding to support their programmes, but at the same time they have to be transparent and to account convincingly account through the contributions they make to development.

Eaton asserts that ODL poses both academic as well as political challenges especially as they relate to quality and therefore accreditation (Eaton, 2001). Issues relating to quality have been discussed above. However, ODL also has political ramifications as the Eaton study shows. When governments support higher education it is because of their vested interest and responsibility to produce quality human resource who can be champions and leaders in development. Governments also want to ensure that funds are responsibly utilised and that the end justifies the means.

A related question is that of non-financing of ODL learners. The common reason advanced is that they tend to take longer time to complete and therefore their financing for the same programme as that of a full time student becomes more expensive. However, many institutions, including the LCE and NUL run distance programmes that are structured with completion time controlled, the argument

posed does not hold. On another level, the fact that the majority of distance learners are employed and therefore actively contributing to the development process by their production and payment of taxes seems to be overlooked. In most cases, for these learners who also have social responsibilities as parents or taking care of dependents, paying fees for themselves is a special burden to their family resources and the sponsorship from government brings great relief. The issue of non-funding of ODL students should also be considered with equity in mind. Policy makers should first find out who are the majority of these students, is it not those who are not able to afford fees in the first place, those who are most economically disadvantaged? If higher education has to be democratised, this should be one of the most critical challenges. Transformation of higher education should put the issue of funding as one of the priority areas.

Conclusion

It would seem that the challenges faced by Lesotho today are not unique; other countries have been there. What lessons can we learn in terms of the political will others enjoy? What differentiates the experiences of others with those of Lesotho? Could the presence of policies on distance education in those countries be one of the missing links in Lesotho? One notes that there has been political will behind the establishment of the colleges or universities in many of the African countries that have transformed their systems through ODL. In these countries, for example in Tanzania and Botswana the institutions were propelled by relevant acts of parliament and these gave a clear mandate and boost required to take distance education forward. Lesotho has a challenge to demonstrate a clear political will for this strategy of open and distance education. It also has to formulate policies at national and at institutional levels in order to guide its vision for implementation. The leadership of educational institutions should also be visionary and support open and distance education strategy in the real sense. There cannot be any real transformation without an understanding leadership.
ODL is changing the face of the earth in each and every country, whether such a country actively supports it or not. Because of its international dimension, ODL is imported or exported either by individuals, who participate in the programmes, or by institutions that offer or request such programmes. In a country where there is no policy to regulate ODL, then the educational landscape in general, and the higher education in particular faces even more and complex challenges.
Transformation of higher education in Lesotho can be realised

through the strategy of ODL. There are however a number of issues and challenges that need to be confronted in order to make such a transformation viable. Unless the higher education system in Lesotho embraces these challenges, the needed transformation may be difficult to achieve.

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Sintesi

In Lesotho, la National University of Lesotho (NUL) ed il Lesotho College of Education (LCE) rappresentano due istituzioni di alta formazione che operano in modalità duale, combinando cioè programmi convenzionali con curricula di tipo ODL. Nonostante, si sia tentato di ampliare e facilitare l'accesso all'alta formazione, con capacità e sforzi notevoli, la domanda attuale, da parte dei cittadini del Lesotho, riguardo all'alta formazione, non viene tuttavia soddisfatta. Il problema principale è costituito dallo status che si tende a conferire alla formazione a distanza stessa, considerata di gran lunga inferiore rispetto ai sistemi tradizionali, con conseguente trattamento impari, sia in termini di allocazione delle risorse, sia per quanto riguarda il personale e gli studenti delle unità a distanza.
Il problema può trasformarsi tuttavia in una soluzione. E' stata infatti messa in luce la possibilità di trasformare l'alta formazione in Lesotho proprio attraverso l'utilizzo dell'ODL Open Distance Learning e la promozione di una cultura dell'Apprendimento Aperto e a Distanza tra la leadership, il mondo accademico, le amministrazioni ed il governo. Di certo, si è ben coscienti che l'adozione di una

politica di tal genere comporterà considerevoli problemi legati alla cultura stessa del paese saldamente radicato nelle tradizioni. Il Lesotho non è tuttavia il solo paese africano a dover cimentarsi con questo problema e comunque sembra più esplicita la volontà politica generale che si manifesta in diversi altri paesi africani dietro la fondazione di colleges o università che vanno modificando i tradizionali sistemi di istruzione proprio attraverso l'ODL. In Tanzania e in Botswana, per esempio, le nuove istituzioni sono state sostenute da importanti atti del parlamento. Il Lesotho, da questo punto di vista, è carente; deve ancora formulare politiche e strategie a livello sia nazionale che istituzionale al fine di programmare l'implementazione del suo sistema di istruzione. La leadership delle istituzioni formative dovrebbe essere comprensiva e supportare la strategia della formazione aperta e a distanza; ma in un paese dove non esiste alcuna politica per regolamentare l'ODL, il programma educativo, in generale, e l'alta formazione, in particolare, devono affrontare sfide ancora più numerose e complesse.