



Marketing and Branding of Open and Distance Learning



KNOWLEDGE SERIES

knowledge Series

A TOPICAL, START-UP GUIDE TO DISTANCE EDUCATION PRACTICE AND DELIVERY

WHAT IS THE PURPOSE OF THIS GUIDE?

Open and distance learning (ODL) has evolved over the last century, but the ways in which its benefits are marketed to students and other stakeholders have remained relatively unchanged. The benefits are still relevant but they are no longer sufficient as marketing strategies in the context of education systems in the 21st century. Educational institutions need to incorporate the benefits of ODL into a more comprehensive marketing strategy based on the relationships they develop with their students and stakeholders.

The typical reasons given for using ODL are:

- It gives more equal access to educational opportunities.
- It gives learners more flexibility to combine learning with work, family and community responsibilities.
- Content quality can be enhanced through the use of well-designed materials, which are increasingly accessible online.
- A multitude of research studies have concluded that there is no difference in content mastery between students who complete their studies via ODL and students who learn through traditional classroom-based instruction.¹

These arguments are still valuable today in terms of advocating the use of ODL methods but they do not address issues that are specific to the 21st-century world. In order to have a stronger impact, they need to be bundled into a much more comprehensive view of marketing and branding for ODL. The marketing and branding strategies described in this guide should help leaders of ODL institutions in their efforts to successfully position their institutions within their respective education systems.

This guide may be useful if:

- you have been designated to lead the development of a public or private institution such as an open school, technical/vocational institution, college or open university;
- you are leading an ODL initiative within an institution that is primarily campus and classroom based (often referred to as **dual mode**);
- you are responsible for an ODL initiative by a non-governmental organisation (NGO), whether it is a professional association of accountants or one focused on literacy; or
- you work with a government ministry that uses ODL to provide services such as agriculture extension or health education.



Photo: Wawasan Open University

THE CHALLENGE

The increasing application of emergent information and communication technologies (ICT) in the provision of open and distance education² has had “game-changing” effects over the years that have created both opportunities and challenges for leaders of ODL initiatives. The opportunities to enhance access to learning and improve the quality of the learning experience are exciting for both learners and teachers, and the ability to serve an increased number of students more efficiently can be attractive to policy and administrative stakeholders.³ However, the degree to which these opportunities are realised depends on how well ODL leaders market and brand both their institutions and the programmes and services they provide. The following points illustrate the challenges involved:

- The ongoing evolution of ODL delivery models has led to ODL becoming an umbrella term for a confusing array of descriptors such as distance education, open learning, online learning, virtual education, blended learning, flexible learning, etc. This makes it challenging to communicate the various learning activities that will be involved.
- ODL has come a long way since its correspondence-school roots, but it may still be seen by both prospective learners and many faculty, teachers, politicians and administrators as academically suspect and pedagogically less effective than traditional classroom instruction.
- Some stakeholders are wary of the motives of some ODL initiatives, particularly those in the private sector that are perceived as being focused on profit at the expense of programme quality or learner support services.
- The ODL environment is increasingly competitive. Emerging technologies have enabled many traditional institutions to start offering ODL programmes; new ODL institutions are springing up everywhere; and the presence of private sector providers, both for-profit and not-for-profit, make for a very crowded market place. The need for marketing and branding strategies that enable institutions to differentiate their offerings from those of their competitors has never been more challenging.



A relationship marketing strategy lets an institution know the needs of ... students and other stakeholders ...

MARKETING AND BRANDING: TWO SIDES OF THE SAME COIN

Marketing and branding are separate but inextricably linked processes that are not usually given much priority by educational institutions. In the past, students were generally recruited through advertising tools such as institution calendars and brochures, often coupled with paid advertisements in the mass media. The typical response to an increasingly competitive environment is to do more of the same, which now also means using the Web and social media options. However, that is simply more advertising, albeit in a new format.

What is needed instead, and particularly for ODL initiatives, is a rethink about which marketing and branding processes will reach target markets within or across provincial, state or national boundaries.

UNDERSTANDING MARKETING

Simply increasing one's advertising efforts is no longer enough. Such strategies are based on **traditional transactional marketing** — one-off actions with virtually no continuing relationship with the "customers," who, in the case of education, are the students. Educational services are neither soap nor soft drinks. They are multifaceted, involving not only students and other stakeholders, but also a variety of programmes and services that are provided by a number of different people within an institution. ODL, which relies on using several instructional methods, increases the complexity of marketing by its very nature!

Traditional transactional marketing strategies focus primarily on student recruitment rather than student retention and re-enrolment — which are surely the primary objectives of any educational institution. While traditional marketing strategies are useful for communicating information to a mass audience, Najmuddin Shaik and others⁴ have argued that they are insufficient by themselves in today's cluttered education marketplace.

The alternative, they argue, is **relationship marketing**, which includes all the actions taken by an institution to build long-term relationships based on trust and loyalty that serve to differentiate the institution and its programmes from other providers in the minds of stakeholders. A relationship marketing strategy lets an institution know the needs of its current and prospective students and other stakeholders, and so guides it in the crafting of programmes and services that will meet those needs with consistent effectiveness and efficiency over time. This contrasts sharply with traditional transactional marketing processes that typically result in teacher-centred, rather than learner-centred, programme development decision making.

The concept of marketing as ongoing relationship building is reflected in many definitions of marketing. However, one concept that is particularly appropriate for institutions that use ODL strategies describes marketing as:

an ongoing communications exchange with customers in a way that educates, informs and builds a relationship over time. The over time part is important because only over time can trust be created. With trust, a community builds organically around products and services and those customers become as excited about the products as you are — they become advocates, loyal evangelists, repeat customers and often, friends.⁵



Develop clear and easily communicated

UNDERSTANDING BRANDING

Branding, like marketing, has many definitions. The following one from Seth Godin fits well with the notion of marketing as a relationship-building process.

A brand is the set of expectations, memories, stories and relationships that, taken together, account for a consumer's decision to choose one product or service over another. If the consumer ... doesn't pay a premium, make a selection or spread the word, then no brand value exists for that consumer.⁶

Godin goes on to say that “a brand used to be something else. It used to be a logo, design or wrapper.” While that may still be



part of the expression of a brand, today brand value is determined by how often “customers” — in this context “learners” — choose the service or programme based on their expectations, memories, stories and relationships with one brand over the alternatives.

Another way to think about the complementary relationship between marketing and branding in the context of ODL initiatives is to view marketing as the process through which educational programmes and services are developed. Branding consists of the images, phrases, jingles, colours, etc., used to frame the opinions that students and other stakeholders have formed about an institution based on their accumulated experience of the institution's programmes and services.

WORKING WITH STAKEHOLDERS: SOME GENERAL PRINCIPLES

The following sections contain some guidelines for implementing relationship marketing and explain how institutional branding needs to complement it.

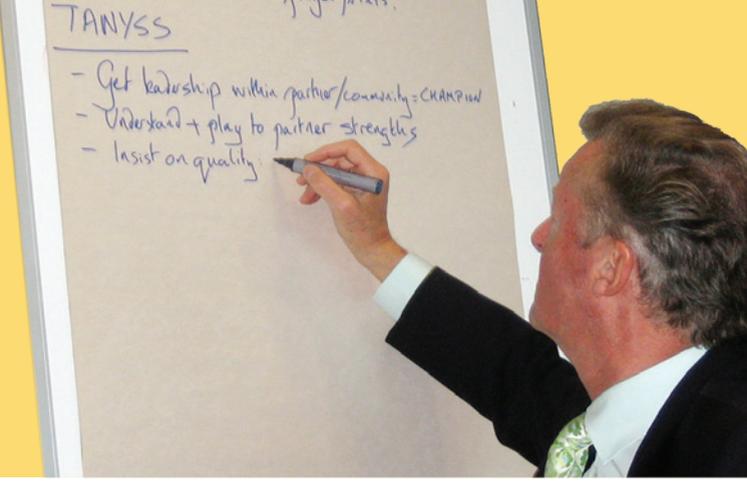
KNOW YOUR STAKEHOLDERS

Define your potential **stakeholders** and build relationships with them that will enable you to develop services that both meet their needs and turn them into active customers and supporters. Stakeholders for educational institutions might include some or all of the following:

- **Students**, who are the primary stakeholder group for any educational organisation. They are primary because consistently satisfying their learning needs with quality programmes and pedagogy trumps any other strategy for converting all other potential stakeholders into supporters. Doing that effectively and efficiently over time requires current information about the target learners' demographics, geographic location, economic profile, cultural norms, access to ICTs, education provider options, language skills and labour market opportunities.
- **Government policy makers** on whom you may depend for funding, recognition, advocacy, infrastructure, etc.

- **Teachers and faculty** whose support and expertise are critical to your success.
- **Employers** who will potentially provide jobs for your graduates.
- **Parents** who will either make or influence the education decisions of their children about programme selection, mode of study and where to study.
- **Leaders of other educational institutions** in the system who can influence how your institution and the courses and credentials it offers are perceived.
- **Institutional and programme accrediting bodies** whose judgements can significantly affect your institution's credibility or your graduates' job prospects after graduation.
- **Senior administrators** whom you need to support and champion your operations if your ODL initiative runs through a sub-unit of a larger institution such as an academic faculty or department, or a continuing studies unit.
- **The general public** — because the “conventional wisdom” that the public has about an institution influences the attitudes of other stakeholders. Everyone has had some educational experience that gets used as a benchmark for assessing what is right or wrong with current practice. It is in the institution's interest to ensure that it has correct, up-to-date information.

messages for your institution



REFINE YOUR MESSAGE

Develop clear and easily communicated messages for your institution to convey the following information:

- Your purposes, your history, whom you serve, the nature of your programmes and services, and how you provide those programmes and services. This is often captured in a **mission statement**.
- What you want your organisation to be, or be like, in the future. This is often called the institution's **vision statement**.
- The **values** that your institution subscribes to that underpin all that you do.

Taken together, these three statements inform stakeholders, guide internal decision making and behaviours, and provide the basis for branding decisions. The process of developing these statements can also be an opportunity to start building relationships with some of your stakeholder groups.

MISSION, VISION AND VALUES⁷

- Focus on the **value proposition** that your institution provides for your stakeholders rather than primarily on ODL. Value propositions are statements that describe the **benefits** a stakeholder can expect to receive in return for enrolling in the institution, or for supporting, funding or advocating for the institution. Value propositions exist at two levels. At the institutional level they are expressed through statements of mission, vision and values. For a prospective student

they may focus on the benefits of a particular programme or the advantages of learning through the institution's ODL model. The important point is that value propositions are the **promises** made to particular stakeholders. As such they are an integral part of your brand so they need to be both achievable and easy to communicate. Develop a plan that describes how you will deliver on the promises made to stakeholders. The plan needs to include:

- measureable outcomes,
- timelines and responsibilities, and
- procedures for monitoring and reporting progress.
- Everyone in the organisation — but particularly those responsible for student services such as admissions, financial support, counselling, technical support, etc. — needs to understand how their interactions with students affect attitudes and perceptions about the institution because these affect the relationship-building process. Marketing goes well beyond the “marketing department”!
- Make transparent and continuous communication with stakeholders a core component of your relationship-based marketing process. Don't just say you care — show that you do!

Value propositions are statements that describe the benefits a stakeholder can expect to receive ...



Photo: Wawasan Open University



Photo: Wawasan Open University

Don't just say you care — show that you do!



IMPLEMENTING RELATIONSHIP-BASED MARKETING: FROM PRINCIPLES TO PRACTICE

A relationship-based approach to marketing is always a work in progress. Once established, relationships must be nurtured if they are to progress. And making them sustainable depends on how well your institution continues to provide the benefits promised to its primary stakeholders — the students. Implementing relationship-based marketing is a sequential process.

ESTABLISHING THE RELATIONSHIP

A relationship begins when a stakeholder decides to engage with your institution because of a benefit (a value proposition) that has been promoted. For example, someone may decide to enrol in one of your courses because of flexible start dates, or because the programme can be completed more quickly than at another institution. An employer may be attracted to your graduates because of a perceived benefit that they are “Job Ready.” However a relationship with your institution begins, remember that you need to make a concerted effort to take it to the next stage.

BUILDING EQUITY IN YOUR BRAND

Equity is the value that stakeholders place on your brand. It is based on the attitudes and feelings that evolve as a result of their experiences with your institution. Building brand equity is essentially a process of building your institution’s reputation in a way that starts to differentiate it from other providers in the education marketplace. This means that an institution has to meet or exceed the students’ expectations of the promised benefits.

SUSTAINING RELATIONSHIPS

The first step is to understand that relationship marketing must always be a work-in-progress. Sustaining relationships is easier when there are mechanisms in place to enable ongoing interaction with stakeholders. Advisory bodies, student and alumni associations and representative governing boards are examples of mechanisms that institutions use to provide feedback, consultation and advocacy. A sustained relationship with stakeholders serves to differentiate the institution’s brand in the marketplace and to foster loyalty and trust among all stakeholders.

The following sections focus on the types of value propositions and strategies that institutions can use to move through the stages of relationship-based marketing and the development of brand equity.

ESTABLISHING STAKEHOLDER RELATIONSHIPS

HOW TO BEGIN?

Strategies that will effectively attract interest in your institution will obviously differ from one stakeholder to another. A value proposition that may influence a prospective student to enrol in your institution will not be the same as one that might encourage an employer to hire your graduates, a faculty member to start using ODL tools or a policy maker to support the use of ODL methods. However, it is likely that every potential stakeholder will be attracted by value propositions that focus on one or more of the following.

REMOVAL OF ACCESS BARRIERS

ODL evolved to address circumstances that were preventing potential learners from gaining access to education opportunities. Mitigating barriers such as geographical location, the need to combine earning and learning, and learning while juggling family needs, etc., require institutions to be flexible in the way they deliver their products. Institutions using ODL methods need to capture the benefits they provide in value propositions that focus on how they meet these needs for flexibility. Many institutions capture this in their vision or mission statements. For example:

- The Open University (UK): “Open to people, places, methods and ideas.”
- The Open Polytechnic (New Zealand): “New Zealand’s first choice for open, flexible learning.”
- The National Open University of Nigeria: “To provide functional, cost-effective, flexible learning which adds life-long value to quality education for all who seek knowledge.”

LEARNING AT A LOWER COST

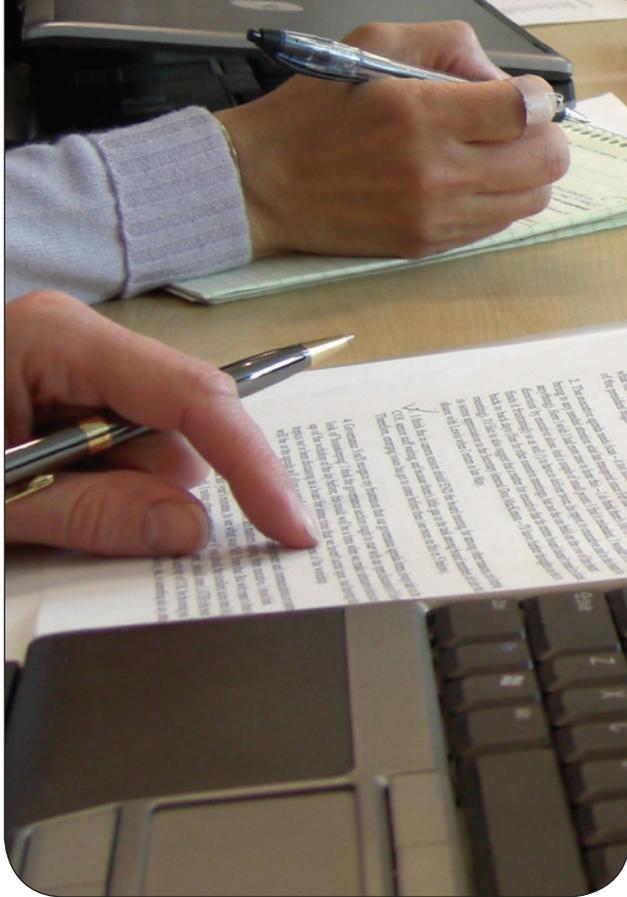
Education, particularly post-secondary, is expensive. Therefore, a value proposition that promises lower costs will capture the attention of most prospective students, policy makers, administrators and parents. However, it is important to be clear about how the lower cost is calculated. For example:

- A lower tuition fee is not a benefit if there are additional fees for library use, tutorials, computer lease or purchase, etc. Conversely, a higher tuition fee may include services that are not included in the fees charged at competitive institutions.



- There may be a net cost benefit despite higher fees because of the possibility of continuing to live at home, thus avoiding relocation and additional accommodation costs.
- An ODL model may be less costly for the prospective student because learning can be combined with paid work.
- A cost benefit may accrue because learning can be spread out over a longer time period, or because a multi-year programme can be completed in less time than at other institutions.
- Policy makers and administrative stakeholders will be attracted by ODL value propositions that address their need to provide access to increasing numbers of students while maintaining or increasing quality in the face of limited resources. The previously cited article by Daniel and Uvalić-Trumbić suggests that the way to achieve these objectives is through the use of modern ODL strategies — particularly the online availability of learning materials. A summary of the cost benefits of ODL can be found on the Wikieducator site.⁸ However, when using these figures it is important to be clear whether stated cost benefits are based on the number of students enrolling or the number who graduate.

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ASSURANCE OF CONTENT QUALITY

Most stakeholders will attend to value propositions that focus on the quality of an institution's programmes. These can be stated at the level of the institution as well as for a specific programme.

Value propositions at the institutional level⁹ might focus on:

- The accreditation(s) that your institution has received from government or independent accrediting bodies.
- Affiliations such as membership in associations, partnerships with other institutions, or other connections that demonstrate the credibility of the institution through peer recognition.
- Emphasising that the quality of courses offered through ODL is equal to that of those offered in the traditional classroom. This can be used as a value proposition if your institution is dual mode. The University of Southern Queensland, Australia, calls this "Parity of Esteem" — which means that ODL students are offered the same courses, same content, same assessments and same degrees.
- Adherence to quality assurance frameworks that may exist at national or state levels, professional bodies and associations, or through consortia arrangements such as the one for the Virtual University for Small States of the Commonwealth.¹⁰

At the programme level a value proposition might focus on:

- Programme accreditation by the relevant professional body in areas such as accounting, nursing, business, etc.
- The fact that courses completed at your institution are recognised by, and transferable to, other institutions in the education system.

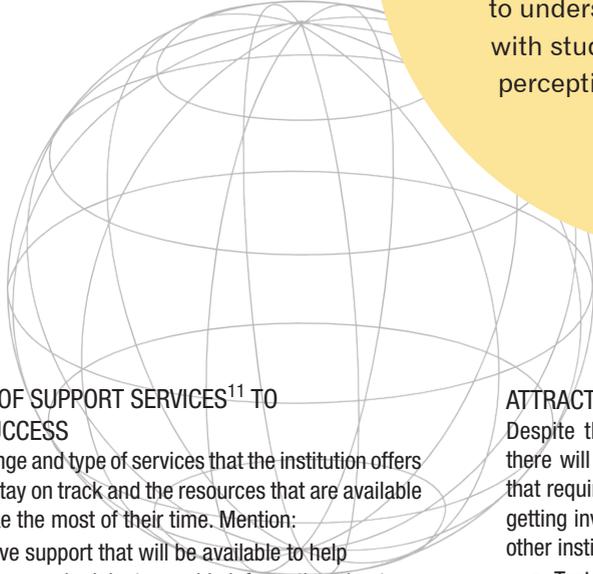
- The fact that graduates from your programme meet labour force certification and licensing criteria and are immediately employable.
- The experience and credentials of the faculty, teachers, tutors and authors of the instructional materials.
- Testimonials from graduates.

"HOW WILL I LEARN?"

While the primary value proposition that a prospective student stakeholder will focus on is likely to be the benefit obtained from a particular course of study, he or she will also want to know what the learning experience will look like. It is not very helpful to say "through ODL methods" when the term encompasses such a wide range of options. Instead, describe the particular elements that will make up the learning experience. For example:

- Independent study components that will allow the tailoring of study patterns to suit individual circumstances will be sent to the student or will be available online.
- A tutor/teacher will be readily available to support the student as he or she learns.
- There will be interaction with other students through online chats or collaboration on projects, through periodic face-to-face sessions or by attending a local study centre.
- There will be an opportunity to learn with people from other parts of the country or perhaps even other parts of the world.
- Students will be able to submit assignments online, at a local study centre or by mail.
- Teachers/tutors will offer frequent feedback about students' progress.
- There will be flexible arrangements for examinations to be taken at convenient centres, online or at the institution.

TRUST AND



Everyone in the organisation ... needs to understand how their interactions with students affect attitudes to and perceptions about the institution ...

THE NETWORK OF SUPPORT SERVICES¹¹ TO ENCOURAGE SUCCESS

Make clear the range and type of services that the institution offers to help students stay on track and the resources that are available to help them make the most of their time. Mention:

- Administrative support that will be available to help students stay on schedule, to provide information about schedules and events, to solve problems with study material, etc.
- Academic advice and counselling in response to concerns about course selection, managing time, coping with family or work commitments, or perhaps even wanting to drop out.
- Access to resources such as libraries and online materials, training on copyright and plagiarism rules, and protocols for writing papers.
- Technology support that includes how to access machines, devices and software; how to find help to solve a problem when it occurs; and training on how to use the technology.

RECOGNITION OF PRIOR LEARNING

Lifelong learning is a reality for most prospective students, particularly those at post-secondary levels, who choose to study through some form of ODL. They are more likely to be older and working, and to have accumulated a variety of skills and knowledge through both formal and non-formal activities. What does your institution do to recognise and value what a learner already knows? For example, do you have:

- procedures for assessment of prior learning such as portfolios, demonstrations and/or examinations?
- flexible rules for the number of course credits earned at other institutions that will count towards credentials awarded by your institution?
- credit bank policies that enable someone to accumulate course credits that can be applied at a later date for the requirements of particular credentials?

ATTRACTING THE DOUBTERS

Despite the value propositions that focus on the above areas, there will always be a sub-set of your institution's target market that requires some additional incentive to take the step of actually getting involved. Here are some suggestions that have worked for other institutions:

- Taster experiences allow prospective students to enrol for free in an introductory module of a course, or to enrol for a trial period of a month after which they can either withdraw or pay the fee and continue.
- Invest in a website that is friendly and easy to use. Ask the question "What would a prospective student type into Google?" And list the reasons why your institution would be a good choice. For examples, see those listed on the website of the University of Southern Queensland (www.usq.edu.au/future-students/why-sq/distance-online-study).
- Some institutions offer a reduction on the first course taken while others may offer a money-back guarantee to those who begin but decide to drop out after a specified period of time.
- Bursaries/scholarships are common incentives that may be targeted at specific groups of prospective students (e.g., those with special needs). These could also provide opportunities to involve other stakeholders such as employers and government ministries who have an interest in encouraging participation from a particular group in a particular course of study.
- If the cause for hesitation is based on a general concern about learning through ODL methods, the following may be helpful:
 - Provide some examples of institutions that are known and recognised for excellence in the way they use ODL.
 - Support your value propositions with research-based evidence¹² showing that learning through ODL methods can be as effective as learning through face-to-face teaching.
 - Think carefully about how you talk about ODL. The word "distance" may evoke negative images in terms of lack of support or interactions with other students. Many institutions no longer use it in their value proposition statements or promotional materials because of this. Students are more interested in the different activities that will make up their learning experience. If more general labels are needed, use phrases like "Supported Open Learning," "Flexible Learning" or "Blended Learning" and then describe the specific activities that will be involved.
- Use testimonials from current and former students to demonstrate credibility and encourage first-time enrolment.
- Don't use mass mailings. Clear, targeted messages will be more effective.

LOYALTY

The promises that get students “in the door” won’t keep them there if their expectations are not met.



BUILDING INSTITUTIONAL BRAND VALUE: SECOND PHASE OF RELATIONSHIP-BASED MARKETING

Brand value, or equity, results from a stakeholder’s direct experience with the courses, programmes and services provided by your institution. If the experience is consistently positive, the feelings and attitudes evoked by your brand will become increasingly favourable and will start to differentiate your institution from other providers in the education marketplace. However, everyone in your institution must understand two essential points about the process of building brand equity:

1. It is a process of delivering on the value propositions used to establish a relationship with the institutional stakeholder in the first instance. The promises that get students “in the door” won’t keep them there if their expectations are not met.
2. The value propositions used to establish the relationship can — and will — be used by every one of your competitors if they are seen as working for your institution! Institutions cannot rest on their laurels.

Here are some questions to think about as you develop an equity-building strategy:

1. What is the one feature of your institution that you want it to be known for and that will differentiate it from other providers? It could be your learner support services, your open admission policies or your unique approach to ODL delivery, for example. Whatever it is, make sure it is a simple, clear statement that can be used as part of your branding strategy. Your stakeholders have many distractions and keeping their attention is an ongoing challenge.
2. How will you get feedback from stakeholders about how well your products and services are being received? Without systematic feedback there is no basis for continuing to improve the brand-building strategy. Never take your “customer” for granted!
3. Does everyone in your institution understand how their interactions with stakeholders, particularly your students, influence perceptions, attitudes and the overall image of the brand? A strategy for gaining commitment to the vision, mission and values of your organisation might be to involve staff in the development of these statements. Building brand equity needs to be everyone’s business!
4. Who are your champions? Public support from respected businesses and political and other community leaders can be helpful in terms of legitimising your institution. Are there activities in which they can be involved to demonstrate their support?
5. Do course and programme descriptions accurately describe the learning experience a student will have? Be certain that what is promised is at the very least what is received. The adage “under-promise and over-deliver” is good advice!
6. Do institutional staff members understand the history and current practice of ODL? Leaders need to ensure this understanding because, at some level, they will all interact with stakeholders and how they describe their role will leave impressions (see Taylor and Du Vivier).
7. How can social media be incorporated into the brand development strategy? Tools such as Facebook and Twitter may be used to provide promotional services as well as student interactions such as peer-to-peer support and advice.

ACHIEVING SUSTAINABILITY: A MATURE RELATIONSHIP- BASED APPROACH TO MARKETING

A sustainable relationship with stakeholders is marked by several features:

- A brand that differentiates the institution's programmes and services from other providers in the market place.
- A brand that evokes feelings of loyalty and quality assurance among students and other stakeholders.
- Re-enrolment and graduation levels that are comparable to, or exceed, those of other institutions in the education system.

Obviously this requires that the institution continue to do those things that have helped to build its brand equity. Continuing to do this in a sustainable manner is made easier when some of the processes are embedded as core institutional business strategies. Here are some strategies that other institutions have found useful in strengthening their marketing relationships:

1. Establish and implement a monitoring and evaluation policy that ensures regular and systematic feedback on the institution's products and services. It should include measurable performance indicators and the process for collecting data about performance.
2. Provide regular stakeholder reports about the institution: its achievements, areas needing improvement, resource needs, etc.
3. Establish strong links with private and public sector employers through advisory councils, electronic networking and involvement with your learners.
4. Establish planning procedures for involving students, staff and other stakeholders in institutional planning. These might include an education council with both internal and external membership, employer advisory bodies or posting materials on a website for public comment.
5. Demonstrate adherence to accepted measures of programme and pedagogical excellence. For example:
 - adhere to accepted standards for digital record keeping,
 - use best practice models of ODL,¹³ and
 - provide evidence of institutional or programme accreditation.
6. Get involved with leaders of other institutions in your education system through committees, task groups, advisory councils, etc.
7. Partner with other institutions for joint marketing, promotion or programme delivery purposes.
8. Keep your brand present in the minds of your stakeholders through the use of direct, regular communications or through conventional and social media.
9. Follow up with graduates about their careers and tell them about further learning opportunities that might interest them. Show that you care — don't just ask them for donations!



Never forget that marketing is the business of everyone in the institution ...

SUMMARY

Successful marketing and branding of educational institutions that use ODL to deliver programmes and services is developed by building strong relationships with students and other stakeholders. Consistently satisfying the needs of learners by providing them with quality programmes and pedagogy trumps any other strategy for gaining support from all other potential stakeholders. But that cannot happen without also providing quality support services delivered by staff who understand their role in building and maintaining long-term relationships with “customers.” Never forget that marketing is the business of everyone in the institution — not just those in the marketing department! Institutions that can sustain a commitment to quality programmes and services are those that have procedures in place to monitor and assess their performance and to use this information for continuous improvement.

NOTES AND REFERENCES

- ¹ www.nosignificantdifference.org
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- ³ See Sir John Daniel and Stamenka Uvalic-Trumbic, The Impact of New Business Models for Higher Education on Student Financing. www.col.org/resources/speeches/2011presentation/Pages/2011-08-08.aspx
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- ⁶ http://sethgodin.typepad.com/seths_blog/2009/12/define-brand.html
- ⁷ See the following for examples of mission, vision and values statements: UK's Open University. www8.open.ac.uk/about/main/the-ou-explained/the-ous-mission. New Zealand's Open Polytechnic. www.openpolytechnic.ac.nz/about-us/who-we-are. India's National Institute of Open Schooling. www.nios.ac.in/vission.htm
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- ¹² www.nosignificantdifference.org
- ¹³ <http://wcet.wiche.edu/advance>

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