

Location and Gender Analysis of Sandwich Admissions: A Case Study of Mid-Western Nigeria Universities

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Abstract

University education is a veritable instrument for national development. That is why governments at all levels and individuals invest heavily on it. Some obtain it through the full-time outlet and others through the part-time basis. The sandwich is specially designed for up-skills of education workforce. Four universities located in Mid-Western States of Nigeria formed the population of the study while two of them were isolated for study which covered 2001/02 to 2009/10 academic sessions. The variables of interest which were location and gender were examined. It was found that there was spatial variation in the supply of admission places in the part-time programmes. Growth was recorded though more females were supplied admission places in the sandwich programmes during the period covered by the study. Suggestions were made for improvement.

Introduction

The National Policy on Education (Federal Republic of Nigeria, 2015) classified the university as a tertiary educational institution which is the education given after secondary education. A university is a higher learning institution designed to equip beneficiaries with the knowledge, skills and techniques to perform expected roles upon graduation. Peretomode (2008) buttressed that higher education provides an entrance ticket to the upper class of society and serves as the main innovators and disseminators of specialized or sophisticated knowledge required for the functioning of modern society. As important as university education to modernization, Nigeria had none until the University College Ibadan, affiliated to University of London was established in 1948.

In its desire to encourage the spread of university education provision in the country, the Colonial government set up the Ashby Commission in 1959 with the mandate to plan the future of post secondary education in Nigeria. The Commission recommended the establishment of day and night (Part-Time) degree courses (Fafunwa, 2004). Sandwich is the part-time undergraduate programmes designed for teachers. It operates during the long vacation holidays. This period provides a window of opportunities for teachers from teaching and pastoral duties which many intermediate teachers explore to upgrade their skills to degree level.

The demand pressure on full-time undergraduate programmes in Nigerian universities has been on the increase. The National Universities Commission (NUC) which regulates the operation of university education in the country has been unable to satisfy the demand for university education as greater number of applications is turned down every year. The Federal Government solely operated the first generation universities until the 1979 constitution statutorily empowered state governments ownership of universities in the country. Further constitutional provisions liberalized university ownership and enlarge the landscape for private individuals and corporate organizations participation. Even though Nigeria has over one hundred universities now, she is still unable to provide admission placements for greater number of applicants through the full-time outlet. The gloomy national economy since the 1980s has reduced government funding capacities hence scholarships, study leave with or without pay, study loan etc are no longer easy to come by. In their absence, how can teaching workforce upgrade their skills? Sandwich programmes are vital for workforce education. Do teachers demand for them? What is the pattern of admission placements in sandwich programmes in Mid-Western Nigeria universities? How are admissions distributed in the sandwich outlet in federal and state owned universities? These are the issues this research attempts to address.

Review of Related Literature

The quality of teachers influences the quality of education provision in a system. According to the National policy on Education (FRN: 2015), it is a goal of teacher education to provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations. Teacher education is both pre-service and in-service. While the pre-service education is designed for would-be teachers to enable them qualify for the teaching tasks, in-service teacher training is designed to continuously improve serving teachers capacity to deliver. The sandwich programmes could serve both purposes. It is pre-service for those who desire to acquire teaching qualification in order to join the teaching workforce. This category spends more years in training in the sandwich programmes. In-service sandwich programmes are designed as an integral part of continuing teacher professional development hence intermediate (Nigerian Certificate of Education- NCE) teachers acquire degree qualification through this avenue.

The sandwich programmes has been complementing the full-time teacher education in the country. In a

study on the effects of teachers' participation in the sandwich programmes on teachers' performance in Mid-Western States of Nigeria, Nwadiani and Ibadin (2003) found that the sandwich programmes are major outlets for satisfying the demand for teachers in the various subject disciplines. Adeagbo (2003) in a study of internal rate of return (IRR) of the sandwich programmes, found higher premium for both private and social investors hence it was profitable for both seekers and suppliers. Omoike (2009) found full time programmes admission more in favour of males because the females had comparatively less university admission opportunities in Nigeria. The gender imbalance in the supply of university education created gap between male (87.5%) and female (12.5%) federal civil service employees in post as observed in the 1990s (Ajibade, 1999).

Globally, researchers have found increase in demand and supply of undergraduate programmes. Association of Universities and Colleges in Canada- AUCC (2010) found increase in the supply of admission places in the part-time programmes in Canada. Altbach (1999) found increasing demand for degree qualifications in Europe and hence institutions responded accordingly to the new imperatives. Kings (2008) reported the economic contributions of the part-time programmes in the United Kingdom not only as a major contributor to human capital development in the economy but also as a major revenue earner for the country. Whereas, Frazier & Rhoden (2011), in a review of the African-American in higher education in the United States of America, found a ratio of 2:1 female-male enrolment, Maanu (2008) established imbalance in male and female university education in Ghana, which skewed in favour of the male gender. Arubayi and Ikioya (2009) focused on spatial variation in school enrolment in South-South Nigeria. They found even among the so-called educationally advantaged states a denial of educational opportunities for both male and female rural children because of parental low socio-economic status even though they were intellectually capable. Nwajiuba (2011), studied the effect of culture and gender on the imbalance in higher education in Nigeria. The study sampled seven state and federal universities in Southern Nigeria and found that generally both as students and staff, the female gender is under-represented in higher education. Imakpokpomwan (2015) however focused on the part-time programmes in the University of Benin. Even though he found that more males (52.1%) accessed the programmes the females secured 47.9% placement. This is closer to the population realities in the zone as revealed by population census which found 50.8% male and 49.2% female in Nigeria (NPC, 2009). Imakpokpomwan and Adeyemi (2016) however found higher females (56.7%) participation than males (43.3%) in the sandwich programmes in South-South Nigeria.

Thomas (2014) attributed variations in location dynamics in the part-time programmes to include fee regime operational in different locations, immobility due to works and family commitments of part-timers and inaccessible local provisions. UNESCO-CEPES (2003) found increase in demand for higher education in most countries in Europe in both full and part-time programmes. Recent studies however shows decline in the demand for part-time undergraduate programmes and a subsequent fall in supply in the United Kingdom (Thomas 2014). Imakpokpomwan (2014) established increase in supply of part-time programmees. He also found more females than males in the part-time undergraduate programmes in South-South Nigeria. Adeyemi and Osunde (2005) argued for widening access in Nigeria's higher education system through part-time undergraduate programmes. Imakpokpomwan, Edobor and Igbineweka (2018) argued for part-timers to be supported with at least grant for text book, subsidized learning aids such as laptop, scholarship and tax exception to enable more marginalized people take to degree qualification through the part-time outlet.

Statement of Problems

Demands for placement stimulate supply of educational programmes. Teachers holding the Nigerian Certificate of Education (NCE) which is an intermediate teacher qualification run into thousands in Mid-Western Nigeria (NPC 2006). Many desire to upgrade to degree qualification. But universities are unable to provide all applicants placement in the full-time programmes. Also, the gloomy economy does not encourage teachers to quit their jobs to pursue higher studies because employment after graduation may be very difficult if not impossible. How then could the qualified and ambitious teaching workforce upgrade their knowledge and skills required to function properly in a constantly changing school environment? To what extent do universities in Mid-Western Nigeria offer placement in the sandwich programmes? How does a state university compare with a federal owned university in demand and supply of admission places in the sandwich programmes? Specifically, what was the gender placement distribution in the sandwich programmes in sampled Midwestern universities?

Research Questions

- (1) What is the demand for admission placement in the sandwich programmes in Mid-Western Nigeria?
- (2) What is the pattern of supply of admission placement in the sandwich programmes in Mid-Western Nigeria?
- (3) What is the growth pattern in the supply of admission placement in the sandwich programmes in Mid-Western Nigeria?
- (4) What is the proportional representation of the genders and university in the supply of admission places

in the sandwich programmes in Mid-Western Nigeria?

Method of Study

This study is a descriptive survey. This design was appropriate because existing data in sampled universities were collected and analysed. The population of the study consisted of four public universities which existed in Mid-Western Nigeria. Only public universities have the statutory authority to operate the part-time undergraduate programmes. Four public universities existed in the zone during the period covered by the study. The Federal Government owned two while the other two universities were established by state governments. Three of the universities however operate the sandwich programmes. Two universities were therefore isolated for study. They were competent sources of data used for the study because they collected applications and placed applicants into their respective sandwich programmes. Purposive sampling was adopted. University of Benin located in Edo state is the only federal university running the sandwich programmes in Mid-Western Nigeria. It was sampled. Delta State University located in Delta state one of the two sandwich running institutions was also purposively sampled for geographical spread.

The study covered nine academic sessions (2001/02 and 2009/10). The Sandwich Application and Placement Checklist (SAPC) was designed to gather relevant data for the study. Section A of the instruments elicited background information. Section B contained sex, demand and placements in the sandwich programmes. They were personally administered on respondents by the researchers. The responses were retrieved hundred percent.

Presentation of Result

The result for the study is presented in tables below.

Research Question 1: What is the demand for admission placement in the sandwich programmes in South-South Nigeria?

Table 1: Demands for placement in the Sandwich Programmes.

	University of Benin			Delta State University			Total Demand
	M	F	TOTAL	M	F	TOTAL	
2001/02	3	37	40	818	682	1500	1540
2002/03	39	147	186	994	756	1750	1936
2003/04	25	102	127	1170	830	2000	2127
2004/05	19	54	73	659	541	1200	1273
2005/06	20	114	134	303	597	900	1034
2006/07	42	158	200	612	388	1000	1200
2007/08	48	221	269	1315	1239	2554	2823
2008/09	88	218	306	542	878	1420	1726
2009/10	96	263	359	685	787	1472	1831
TOTAL	380	1,314	1,694	7,098	6,698	13,796	15,490

Sources:

Office of the Director, Sandwich Programmes Department, Delta State University, Abraka

Office of the Director, B.Ed Part-time Office, University of Benin, Benin City

A total of 15,490 applicants demanded for placement in sandwich undergraduate programmes in Mid-Western Nigeria during the period covered by the study. From the 1,540 applications in the 2000/01 session, the figure increased to 2,127 in 2003/04 session. Though there were decreases in application in some sessions such as in 2004/05, 2005/06 and 2006/07 academic sessions, but overall, increases were recorded in most academic sessions. The annual peak was 2,823 applications collected in 2007/08 session. The highest demand for placement in the University of Benin during the period was 359 in 2009/10 session whereas the least applications Delta State University received was 900 in 2005/06 session. More candidates (13,796) demanded for sandwich admissions in Delta State University than the University of Benin which obtained 1,694 applications for the same period.

Research Question 2: What is the pattern of supply of admission placement in the sandwich programmes in South-South Nigeria?

Table 2: Supply of Admission Places in the Mid-Western Nigeria Sandwich Programmes

	University of Benin			Delta State University			Total Supply
	Male	Female	TOTAL	Male	Female	TOTAL	
2001/02	3	36	39	493	548	1041	1080
2002/03	37	145	182	784	642	1426	1608
2003/04	22	98	120	1076	736	1812	1932
2004/05	15	48	63	659	541	1200	1263
2005/06	17	108	125	279	498	777	902
2006/07	41	153	194	512	288	800	994
2007/08	46	219	265	1063	989	2052	2317
2008/09	83	213	296	509	845	1354	1650
2009/10	90	258	348	685	787	1472	1820
TOTAL	354	1,278	1,632	6,060	5,874	11,934	13,566

Sources:

Office of the Director, Sandwich Programmes Department, Delta State University, Abraka

Office of the Director, B.Ed Part-time Office, University of Benin, Benin City

The University of Benin offered a total of 1,632 admissions during the period covered by the study. Delta State University placed 11,934 candidates making a total of 13,566 admissions supplied in sampled universities in Mid-Western Nigeria. From 39 admissions recorded in the 2001/02 sessions in the University of Benin, it increased to 125 in 2005/06 session and a further increase in 2009/10 resulting in 348 placements. Delta State University placed 1,041 in 2001/02 session which however decreased to 777 in the 2005/06 session but however picked again to 2,052 in 2007/08 session. There were increases in sandwich admission in both sampled universities.

Research Question 3: What is the growth pattern in the supply of admission placement in the sandwich programmes in Mid-Western Nigeria?

Table 3: Growth Pattern in Supply of Admission in Mid-Western Universities

	UNIBEN	GROWTH RATE	DELSU	GROWTH RATE	GRAND TOTAL	Growth Trend	Growth Rate	CASP
2001/02	39		1041		1080	-		7.96
2002/03	182		1426		1608	528		11.85
2003/04	120		1812		1932	324		14.24
2004/05	63		1200		1263	-669		9.31
2005/06	125		777		902	-361		6.65
2006/07	194		800		994	92		7.33
2007/08	265		2052		2317	1323		17.08
2008/09	296		1354		1650	-667		12.16
2009/10	348		1472		1820	170		13.42
TOTAL	1632	88.03	11,934	4.6	13,566	740	7.6	100

Sources:

Office of the Director, Sandwich Programmes Department, Delta State University, Abraka

Office of the Director, B.Ed Part-time Office, University of Benin, Benin City.

Growth rate, growth trend and CASP computed by researchers.

Legend /key

- UNIBEN: University of Benin
- DELSU: Delta State University
- CASP: Corresponding Annual Supply Percentage

Admission placements in the University of Benin rose from 39 recorded in the base year to 348 in 2009/10 academic session resulting in 88.0% growth rate for the period studied. Delta State University had a growth rate of 4.6 but its numerical admissions outweighed the federal owned University of Benin. A grand total of 13,566 admissions were supplied in sampled universities during the period. A 7.6% growth rate was recorded for the sampled universities. The corresponding annual supply percentage distribution shows that 7.96% was made in 2001/02 whereas in 2005/06 academic session the admission offered constituted 6.65% of the totals during the period. The highest, was 17.08% Corresponding Annual Supply Percentage made in 2007/08 session.

Research Question 4: What is the proportional representation of the genders and university in the supply of admission places in the sandwich programmes in Midwestern Nigeria?

Table 4: Proportional Supply of Admission Places by gender and university

Academic Sessions	University of Benin		Delta State University		Grand Total			Percentage	
	Male	Female	Male	Female	Male	Female	Total	Male	Female
2001/02	3	36	493	548	496	584	1080	45.9	54.1
2002/03	37	145	784	642	821	787	1608	51.1	48.9
2003/04	22	98	1076	736	1098	834	1932	56.8	43.2
2004/05	15	48	659	541	674	589	1263	53.4	46.6
2005/06	17	108	279	498	296	606	902	32.8	67.2
2006/07	41	153	512	288	553	441	994	55.6	44.4
2007/08	46	219	1063	989	1109	1208	2317	47.9	52.1
2008/09	83	213	509	845	592	1058	1650	35.9	64.1
2009/10	90	258	685	787	775	1045	1820	42.6	57.4
TOTAL	354	1,278	6,060	5,874	6,414	7,152	13,566	47.3	52.7
University Total	1,632		11,934		13,566			100	
Gender %	21.7	78.3	50.8	49.2	47.3	52.7			
Location %	12.03		87.96		100				

Sources:

Office of the Director, Sandwich Programmes Department, Delta State University, Abraka
 Office of the Director, B.Ed Part-time Office, University of Benin, Benin City

Table 4 presents proportional admission supply by gender and university. During the period, 1,278 females got placed in the federal owned University of Benin while 354 males were supplied admission spaces. In state owned Delta State University, a total of 6,060 males were placed whereas 5,874 females got the same opportunities. Thus, more females got placed than males in the sandwich programmes in the Federal university while the reverse was the case in the sampled state university. Even though the females had higher percentage representation in Mid-Western Nigeria sandwich programmes in most years, their male counterparts had higher figures in others. For instance, in 2002/03, 2003/04, 2004/05 and 2006/07 academic sessions, the male had higher admissions while the females had higher chances in other sessions. The grand totals reveal that 47.3% males were supplied admission places while the females had 52.7% of the chances supplied. Figure i presents admission by gender and universities in a bar chart.

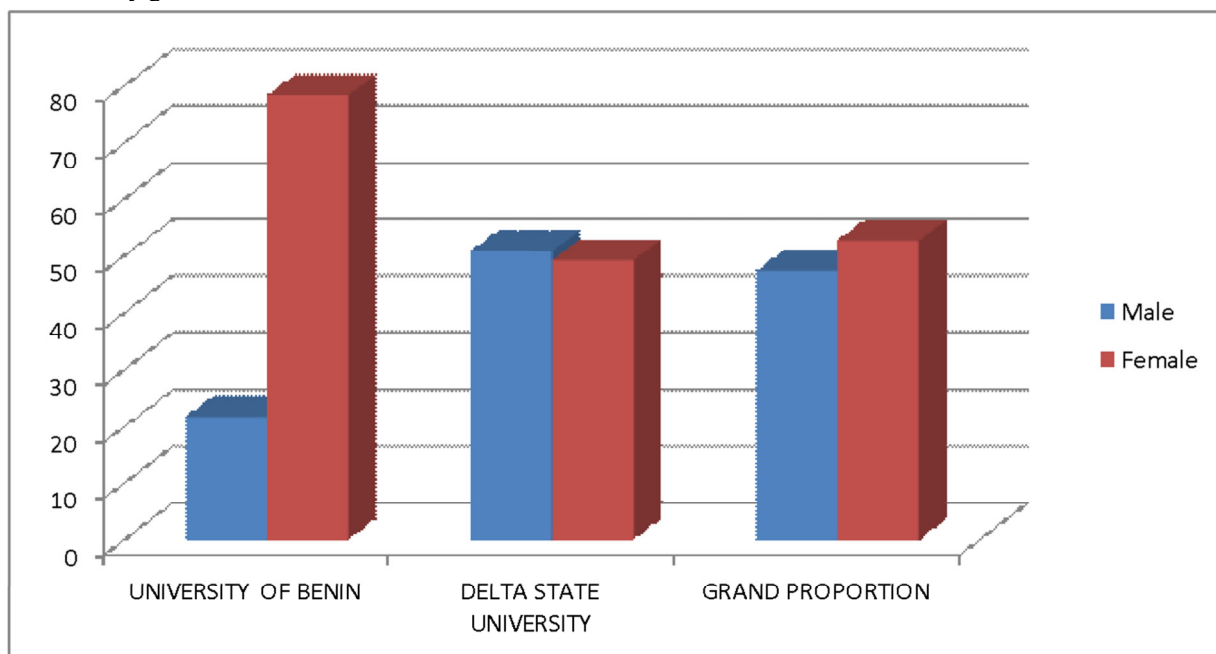


Figure i: Gender admission placement.

Figure i shows that the federal owned University of Benin placed 21.7% males and 78.3% females, while state owned Delta State University supplied 50.8% male and 49.2% female admission places. On the aggregate, there were more females admitted in the sandwich programmes as their grand proportion shows the bar of the female higher standing at 52.7% whereas the males had 48.3% placements.

On gender basis, a total of 6,414 males were admitted out of which 354 (5.52%) got placed in the University of Benin while out of a total of 7,152 females placed in the region, Delta State University placed

5,874 (82.13%) of them. The University of Benin, supplied 12.03% whereas Delta State University placed 87.96% of the total admissions during the period studied.

Discussions

This study established that in Mid-Western Nigeria, public universities float the sandwich programmes. The study found increase in demand for placement and a corresponding increase in supply of admission places to candidates. This finding is supported by Altback (1999), AUCC (2010), Callender et al (2010) and Imakpokpomwan and Adeyemi (2016) who also found increase in the supply of admission places in the undergraduate programmes in their studies. Thomas (2014) and Maguire (2013) found decline in admission in the part-time studies in the United Kingdom.

Of the two universities sampled, state owned Delta State University reported more male admissions whereas the federal owned University of Benin admitted more females. On the aggregate, this study found more females in the sandwich programmes in Mid-Western Nigeria. This finding is in consonance with Imakpokpomwan (2014) and Frazier & Rhoden (2011), Imakpokpomwan and Adeyemi (2016) who found more females in the undergraduate programmes. It is however at variance with Omoike (2009) and Imakpokpomwan (2015) who found more males admission. The increased representation of females in the teaching workforce explains while more females are demanding for and subsequently being admitted into the sandwich programmes. This impact positively on the girl child education in Nigeria as some of them will teach in rural areas and become role models to rural inhabitants. Such could further stimulate local support for school enrolment and attendance in the country.

The study found that the location of university influences the supply of admission in the sandwich programmes. This is supported by Thomas (2014). Delta State University supplied over 87.96% of the admission placement during the period studied. The higher percentage supply of admission places in Delta State University in the sandwich programmes is not a surprise because the university has been a strong pillar of support for teacher education since the colonial era. What is today the Delta State University started as a teacher training college in the colonial era, and later as a renowned College of Education affiliated to the University of Benin and much later in 1981 became a degree awarding institution as a Faculty of Education of the then Bendel State University, Abraka campus. It graduated to the status of a university in 1992 when Bendel State split into Edo and Delta States (Delta State University, 2009/10). The rich tradition of training teachers appears to continue with the university even in the sandwich programmes. Fee regime existing at the time may have influenced students' choice of the Delta State University as their fee charges were lower comparatively with the University of Benin. The other plausible factor may have been the employment opportunities extended to graduate teachers in Delta State whereas in neighbouring Edo State where the University of Benin was located no major teacher employment was made during the period. This too may have influenced the pattern of demand for sandwich programmes and subsequent supply in the region. The period covered by the study witnessed massive construction of roads all over Delta state which may have ease teachers movement from location of primary assignment to the sandwich base whereas the Edo State roads were not only in disrepair at the time, some were actually tagged death traps which hindered mobility at the time covered by the study. Such may have affected the choice of university for the sandwich programmes.

Conclusion

Mid-Western Universities floated the sandwich programmes and subsequently supplied admission places to candidates. The females were well represented in the sandwich programmes. Universities sampled demonstrated increasing capacity to support the sandwich programmes by supplying more admission places as demand increased. The drive should be sustained in order to provide the needed opportunities for the teaching workforce to update their skills. It is here recommended that studies should be conducted in the quality of female demand for the sandwich programmes to ascertain their areas of focus in their studies especially if they patronize science based courses. The sandwich programmes are veritable avenue to increasing female participation in the undergraduate programmes. Institutions and the government should continue to encourage more participation possibly by giving incentives to female participants as well as rural teachers to stimulate more participation in the sandwich programmes.

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