

## ICT SKILLS, TRAINING AND USE BY ACADEMIC LIBRARIANS IN TERTIARY INSTITUTIONS IN IMO STATE, NIGERIA

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### Abstract

**Purpose:** This research study aimed to investigate ICT skills, training and use among the Academic librarians in tertiary institutions in Imo State, Nigeria.

**Design /Methodology and Approach:** The study adopted a survey research design; the population of the study comprises all the 64 academic librarians' form 6 public tertiary institutions in Imo State, Nigeria. A total of 64 questionnaires were distributed, 61 were dully filled and returned. Data collected from questionnaires were analyzed using mean and standard deviation.

**Findings:** The paper revealed that academic librarians use ICT in almost all the sections of the library to discharge their duties effectively. The findings also showed that ICT skills acquired are used to facilitate service delivery in the library by the academic librarians. The results revealed that academic librarians acquire ICT training and skill through on-the-job training, private computer training etc.

**Implications:** Academic librarians irrespective of their skills and training acquired still need practical and current understanding and use of ICT and its importance in sensitive areas of the library for effective and efficient performance.

**Originality:** Every academic librarian should be current and versatile on the use of ICT hence the need for on-the-job-training for the entire library staff for maximum productivity.

**Key words:** ICT skills, Training, Academic Librarians, Use of ICT, Tertiary institutions, Imo Stae, Nigeria

### Introduction

The use of ICT facilities in performing library functions is becoming very useful in academic libraries. No institution functions without the existence of academic library, and that is why Nwosu (2000) pointed out that academic library is the heart of the University and need to be equipped with information and communication technology because it makes service delivery to users faster and more efficient. Edewor and Egregena (2016) opined that academic libraries are veritable information providers rendering strategic services and finding new ways of serving patrons effectively and efficiently.

Kemdarne (2013) defined ICT as the combination of telecommunication and computer technology to facilitate transmission, collection, processing, interpretation and distribution of information. The use has affected all facets of human life such as health information, education, banking sectors even businesses etc. ICT provides speedy, accurate and precise information; it has flexibility of usage by different users. With the presence of ICT facilities like the World Wide Web and inter and networks appropriately to solving information problems. To solve problem is the

connectivity, individuals can access information from unlimited sources. It also gives users opportunity to work at their own pace and according to their own needs, (Adewoyin et al, 2013). The term information and communication technology (ICT) evolved from information technology (IT). IT is used to refer to the latest trend and devices that enhance information processing and usage, information and communication technology (ICT) on the other hand is used to represent the process or act of exchange or sharing information using existing technological facilities.

The provision of ICT in the libraries has created the need for changes in the tools and roles of libraries, new information technology skills in addition to the traditional library skills. University libraries all over the world have been recognized as the heart of every academic institution which is one place where the benefits of ICT are important. In a digital environment, librarian can only be effective in information service delivery by having appropriate ICT skills which are the ability to use digital technology, communication tools

ability to use technology as tool in research to organized, evaluate and communicate

information possession of a fundamental understanding of the ethical legal issues surrounding the access and use of information (Mommoh & Saka, 2016). In order to be fully equipped with requisite skills, academic Librarians need to undergo various forms of training programmes.

Training is a process of providing required skills to the employee for doing the job effectively and qualitatively; it is also the acquisition of skills that enable the employee discharge his or her duties on daily basis in an organization. Amkpa and Abba (2009) reported fast and rapid growth of ICT and high level of increase in the use of internet, but a good number of Academic Librarians in Nigeria still have low level of ICT skills to work with computer, browse in order to access and retrieve information. It is on that note that this study investigated the ICT training, skills and use by the librarians in Academic libraries in Imo State.

Ojiegbe (2010) stated the uses of ICT in the libraries generally and academic libraries in particular are numerous. She pointed out that the application improves service delivery. ICTs which are used interchangeable with IT are useful in this information era. The use in academic libraries is tremendous, ranging from routine duties such as user registration to more complex ones such as cataloguing and digital institution repositories (Gakibayo, et al 2013). Most of the libraries functions such as acquisition, cataloguing and classification and reference services previously handled manually are now performed electronically using ICT. This has helped to reduce time spent on doing the job with fewer mistakes. The use of ICT in information handling has no doubt to revolutionize the operation of modern libraries and information centers.

### **Statement of the Problem**

ICT is an important tool for information delivery in Academic Libraries essentially for its speed, accuracy, and high precision. With the aid of ICT training, skills, and use, information is generated quickly with fewer mistakes.

Though ICT facilities have been provided in so many Academic libraries, but it was observed that they are not effectively and efficiently utilized by the academic librarians. Therefore

uncertainty exist whether librarians in academic posses adequate competence to operate ICT facilities effectively. The overall ICT objectives in the academic library can only be achieved if the academic librarians that use these facilities possess the right training and skills. Where the ICT skill, use and training are lacking in them, the academic libraries in Nigeria would be cut off from the rest of the world in terms of globalization (Ojiegbe, 2010). To solve this problems, there is need to investigate the ICT skill, training and use by the librarians in Academic libraries and crate avenue on how to improve. This is the focus of this study.

### **Purpose of the Study**

The generally purpose of the study is to examine ICT training, skill, and use by the Librarians in Academic library in Owerri Imo State, While the specifics are:

- 1 To examine ICT skills acquired by the librarians in the academic library
- 2 To ascertain the methods of acquiring the ICT skills by the librarians
- 3 To identify the ICT skills used by the librarians in the academic libraries
- 4 To examine the areas where librarians use ICT skills
- 5 To determine the inhibiting factors to the acquisition of ICT skills by the librarians in the academic libraries.

### **Research Questions**

- 1 What types of ICT skills are acquired by the academic librarians?
- 2 What are the methods of acquiring ICT skills?
- 3 What type of ICT skills are used by the academic librarians?
- 4 In which of the areas of the library does ICT skills mainly used?
- 5 What are the inhibiting factors to the acquisition of ICT training and skill?

### **Literature Review**

#### **Concept of ICT in Library**

Information and communication technology (ICTs) is defined according to Rani (2015) as a technology that provides access to information through communication. Why Bhangu (2013) viewed ICT as the use of computer and other tools to connect and control data in organization. He also stated that information

technologies include other information dissemination technologies such as television and telephones. UNESCO (2001) defined ICT as a scientific, technological and engineering disciplines and management techniques used in information handling and processing. This concept evolves from information technology (IT).

With the modern-day library, it has made it easy for users irrespective of their placement to have access to information from a particular library and information centre. This has made retrieval of information cheap, reliable and convenient for every patron, and will no longer operate in isolation. ICT is a thing of importance in the life of academic librarians; this is to bridge up the gap by a way of networking of the library in transforming the age long system of librarianship.

Before the introduction of ICT, academic library services were basically manual and information sources were predominantly in print. ICT in the library is an improvement on what already existed and requires development added competencies to incorporate the new trends (Ojiegbe, 2010). The author continued that the information professionals and library staff must be flexible to adopt traditional skills to incorporate the requirements for new technological advances.

According to Makara (2002) the areas in the library that ICT are frequently used are categorized into acquisition of information, technical processing and organization of materials, storage of information materials, dissemination of information and resources management. Bhangu (2013) opined that academic librarians required some skills in technical areas of the library in order to meet information needs of their patrons. The staff that are in charge of these areas mentioned above should have ICT skills in order to assist the users effectively and efficiently. Susan and Baby (2012) emphasized that librarians required extensive understanding about technologies and increase their competencies to be able to use these technologies in sensitive areas of the library.

The application of ICTs use and skills in academic libraries has enabled timely and rapid access to information. Kemdarne (2013) investigated the

type of ICTs skill and use acquired by the librarians. The result revealed that ICTs are used in the library service to facilitate service delivery in the acquisition process, circulation services, reference services, serial management, cataloguing and classification. ICTs help libraries in providing broad access to a variety of information resources and provide a way to improve teaching and research. New web-based services like virtual reference services, online reservation services, online access catalogue (OPAC), new clipping scanning services and internet services are some of the newly introduced services using ICT application to respond adequately to the changing information seeking pattern of library user (Akande, 2014). Through training, skills are thought and competencies are developed. Nwachukwu (2005) suggested that library staff must develop expertise in and established programme of knowledge search and management in support of clientele needs.

ICT skills, training and use are necessary for library staff in the university libraries if they are to work effectively using ICTs. The technology is constantly growing and updates come up every now and then, the staff needs to move along with the growing trend by constantly developing and updating their skills and training in the use of these technologies. Cole (2002) opined that any learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task is referred to training. Ojiegbe (2010) pointed out two categories of methods of training; on the job and off-the job methods. On the job method includes job instruction, learning from experienced workmates and counseling while off-job method includes lecture/talk, classroom instruction, programmed instruction, case study analysis and stimulation exercise.

However, one of the challenges facing library services in academic libraries in Nigerian is the unwillingness of the librarians to incorporate ICTs in terms of knowledge and skills to implement the modern library services (Ojedoku & Anyok, 2015). Studies have shown that ICTs in Nigeria Universities are inadequate. Nkamnebe, Okeke, and Udem (2015) in their study found out that librarians were weakly

skilled in ICT. Why Ojiegbe (2010) pointed that many library staff in academic institutions rely on manual ways of rendering library services and do not bother acquiring competencies to incorporate the test growing technological trend in the profession.

These literatures reviewed, pointed to the fact that there is need to keep training and retraining librarians on application of ICTs to library services, it could be formal or informal methods. Koneru (2006) emphasized that training is inevitable to bridge knowledge gap, so as to meet state of efficiency. ICT training, skills and use that enables academic library staff not only to be better equipped with competencies but also render information services effectively. It also helps the staff in building confidence, exploiting the developments, comprehending the capabilities and implication of technologies. Skill acquisition in this direction is essential for effective and efficient service delivery in the library profession especially in this present age.

**Research Methodology**

The study adopted survey research design. The population of this study is made up of sixty four (64) academic Librarians in the six (6) Public tertiary institutions in Imo State; they all have evidence of ICT application in their libraries. This was observed during the preliminary investigation undertaken by the researcher. The population was small hence no sample size.

The major instrument used for data collection was questionnaire and direct observation. A Likert Rating Scale of strongly agree (4 points), agree (3points), disagree (2points), and strongly disagree (1point) was used in measuring the responses to the item. The data elicited from the questionnaire were analyzed using descriptive statistics such as mean and standard deviation. The item with mean score 2.50 and above were regarded as agreed while mean score less than 2.50 were interpreted as disagreed.

The researcher was privileged to observe training going on in the ICT section of one of the institutions visited and each staff were paged by a computer.

**Data Analysis, Interpretation and Discussion**

**Table 1: Administration and retrieval of the copies of questionnaire**

Academic libraries	Copies Administered	Copies Returned
Imo State University Owerri.	9	9
Federal University of Technology, Owerri	33	33
Alvan Ikoku College of Education Owerri	10	8
Federal Polytechnic Nekede	5	5
Imo State Polytechnic Umuagwo	4	3
Eastern Palm University, Ogboko, Ideato	3	Nil
<b>TOTAL</b>	<b>64</b>	<b>61</b>

**Sources: librarians in these institutions.**

A total of 64 copies of questionnaire were administered to the academic librarians.61 (95%) were dully filled and returned. The remaining three 3 (5%) were not returned. Data collected were analyzed using descriptive statistics.

Table 2 shows that all the itemized ICT skills are acquired by the academic librarians in Imo State – internet/communication skills is the most common skill acquired by the academic librarians. This can be attested from mean(x) 3.68.

**Research Question 1:** What types of ICT skills are acquired by the academic librarians?

Table 2: Types of ICT skills that are acquired by the academic librarians

								N = 61
S/N		SA	A	D	SD	Mean (X)	SD	Decision
1	Statistical skill	31 (124)	24 (72)	6 (12)	-	3.40	0.66	Agree
2	Basic computing	27 (108)	25 (75)	9 (18)	-	3.29	0.71	Agree
3	Internet/communication skills	41 (164)	20 (60)	-	-	3.68	0.47	Strongly Agree
4	Libraries application package	18 (72)	36 (108)	-	7 (7)	3.07	0.87	Agree
5	Presentation skills i.e. power point	22 (88)	27 (81)	12 (24)	-	3.17	0.73	Agree
6	Storing and copying data into secondary storage devices (Diskettes, flash drive, USB etc)	30 (120)	21 (63)	10 (20)	-	3.33	0.74	Agree
7	Digitization skills i.e. scanning and uploading	39 (156)	12 (36)	10 (20)	-	3.68	0.79	Strongly agree

Table 3: Methods of acquiring ICT training skills

								N = 61
S/N	Methods	SA	A	D	SD	Mean (X)	S.D	Decision
1	Attending private computer training	31 (124)	24 (72)	6 (12)	-	3.41	0.66	Agree
2	On the job staff training	45 (180)	16 (48)	-	-	3.74	0.44	Strongly agree
3	Personal practice	42 (168)	15 (45)	4 (8)	-	3.62	0.61	Strongly agree
4	Additional qualification in Computer Science	27 (108)	31 (93)	3 (6)	-	3.39	0.58	Agree
5	Learning using tutorial package	38 (62)	20 (33)	3 (5)	-	3.58	0.59	Strongly agree

**Research Question 2:** What are the methods used in acquiring ICT training skills?

Table 3 shows that attending private computer training, on the job staff training, personal practice, additional qualification in Computer

Science and learning using tutorial package are the methods used in acquiring ICT training and skills in the institutions studied in Imo State. The table also shows that out of these, item no. 2 with mean (x) with of 3.74 is the most common method of acquiring ICT training and skills.

**Table 4: ICT skills that are used by the academic librarians**

								N = 61
S/N		SA	A	D	SD	Mean (X)	S.D	Decision
1	Statistical skill	-	-	34 (68)	27 (27)	1.55	0.55	Disagree
2	Basic computing	27 (108)	25 (75)	9 (18)	-	3.29	0.71	Agree
3	Internet/communication skills	41 (164)	20 (60)	-	-	3.68	0.47	Strongly Agree
4	Libraries application package	18 (72)	36 (108)	-	7 (7)	3.07	0.87	Agree
5	Presentation skills i.e. power point	22 (88)	27 (81)	12 (24)	-	3.17	0.73	Agree
6	Storing and copying data into secondary storage devices (Diskettes, flash drive, USB etc)	30 (120)	21 (63)	10 (20)	-	3.33	0.74	Agree
7	Digitization skills i.e. scanning and uploading	-	10 (36)	12 (24)	39 (39)	1.52	0.61	Disagree

**Table 5: Areas of use in the library.**

N = 61

S/N	Areas	SA	A	D	SD	Mean (X)	S.D	Decision
1	Word processing i.e. typing/printing of documents	31 (124)	24 (72)	6 (12)	-	3.40	0.66	Agree
2	Provision of online document i.e. online data base	34 (136)	20 (60)	-	7 (7)	3.33	0.95	Agree
3	Online searches i.e. internet searchers	43 (172)	18 (54)	-	-	3.71	0.46	Strongly agree
4	Scanning and uploading i.e. digitization	33 (132)	28 (84)	-	-	3.54	0.47	Strongly Agree
5	Technical services (cataloguing) i.e. MARC, OPAC	18 (72)	19 (57)	15 (30)	-	3.60	0.73	Agree
6	Collection development i.e. acquisition of books, serial	13 (52)	33 (99)	29 (58)	-	3.42	0.79	Agree
7	Reader services department i.e. CAS/SDI	14 (56)	42 (126)	14 (28)	-	3.44	1	Agree
8	Networking	12 (48)	42 (126)	7 (14)	-	3.09	0.55	Agree
9	Serial management section	-	21 (63)	25 (50)	15 (15)	2.10	0.76	Disagree

SA-strongly agreed, A-agreed, D-disagreed, SD-strongly disagreed.

**Research Question 3:** What are the ICT skills used by the academic librarians?

The table above indicated that academic librarians use almost all the itemized skills expect statistical skill and digitalization skills i.e. scanning and uploading. This can be confirmed from mean scores of 1.55 and 1.52 respectively.

**Research Question 4:** What areas of your duties do you use ICT?

Table 5 shows that academic librarians in tertiary institutions in Imo State discharge their duties with ICT in the following areas: word processing, provision of online document, online searchers, scanning and uploading, technical services, collection development,

reader services and networking. Serial management with mean of 2.10 is the only area that academic librarians operate without ICT. The table also shows that scanning and

uploading are the major areas where academic librarians discharge their duties mostly with ICT; this can be seen from the mean(x) of 3.54.

**Table 6:** Inhibiting factors to the acquisition of ICT training and skills

		N = 61							
S/N		SA	A	D	SD	Mean (X)	S.D	Decision	
1	Lack of modern training facilities/opportunities	47 (188)	14 (42)	-	-	3.77	0.42	Strongly Agree	
2	Lack of fund	27 (108)	23 (69)	-	11 (11)	3.08	1.08	Agree	
3	Personal lack of interest among librarians	36 (144)	8 (24)	17 (34)	-	3.34	1.29	Agree	
4	Inadequate curriculum content for ICT training in higher institutions	27 (108)	24 (72)	10 (20)	-	3.28	0.79	Agree	
5	Limited opportunities	21 (84)	27 (81)	8 (16)	5 (5)	3.05	0.72	Agree	
6	Parent bodies not willing to send library staff on ICT training	30 (120)	22 (66)	-	9 (9)	3.19	1.02	Agree	
7	Work load	37 (148)	22 (66)	1 (2)	1 (1)	3.56	1.31	Strongly Agree	

**Research Question 5:** What are the inhibiting factors to the acquisition of ICT training and skills?

Table 6 shows that all the itemized entries are inhibiting factors to the acquisition of ICT training and skills among the academic librarians in Imo State. From the table also, items 2, 3, 4, 6 and 7 with standard deviations of greater than zero (1.08, 1.29, 1.02 and 1.31) are the major factors to the acquisition of ICT training and skills.

#### Discussion of Results/Findings

The result of the study revealed that academic librarians in tertiary institutions in Imo State discharge their duties with the use of ICT with the exception of serial management where newspapers and other periodicals are housed. Bhangu (2013) agreed with the result that some of these duties are better used with ICT in order to bring accuracy, efficiency, record keeping etc in library management. Makara (2002) also concurred with the findings that area in the library like acquisition of information, technical processing areas, storage and dissemination of information management need to use ICT frequently. He discovered in his study that librarians require extensive understanding

about technologies and increase their competencies to be able to use these technologies in sensitive areas of the library.

Similarly, the respondents asked to state the types of ICT skills acquired and used by the librarians. The findings revealed that statistical skill, basic computing, internet skills, libraries application package, presentation skills, storing and copying data into secondary storage device and digitalization skills etc are used by academic librarians to facilitate service delivery in the libraries. The above finding corroborated with Kemdarne (2013) who discovered that ICT is used in the provision library services to facilitate service delivery in acquisition process, circulation services, reference services, serial management, cataloguing and classification etc. Omoniyi and Akinboro (2004) disagreed with the above findings stating that there was a low level of ICT knowledge and skill amongst librarians in Chandigarh City of Delhi.

The finding on the study; the method used in acquiring ICT training and skills indicated that so many methods are available and used for acquiring ICT training in the academic libraries studied. The methods range from attending private computer training, on the job staff

training, personal practice, additional qualification in computer science and learning using tutorial package. Ojiegbe (2010) in his study concurred with the above findings and discovered two major trainings on the job trainings; method which included learning from experienced workmates and off the job training which also include lectures and classroom instructions.

Finally, the study found out some inhibiting factors to the acquisition of ICT training and skills by academic librarians studied. The major problem is lack of modern training facilities/opportunities, other problems include; lack of fund, personal lack of interest among librarians, inadequate curriculum content for ICT training in higher institutions, limited opportunities, parent bodies not willing to send library staff on ICT training and workload. These results corroborated the findings of Ramesh and Gopalakrishnan (2017) who discovered the unwillingness of the librarians to incorporate ICTs in terms of knowledge and skills to implement the modern library services. Ojiegbe (2010) agreed and found out that many library staff in academic institutions rely on many ways of rendering library services and do not bother acquiring competencies to incorporate the test growing technological trend in the profession.

### Conclusion and Recommendations

Considering the findings of the study, it can be concluded that Academic Librarians in tertiary institutions in Imo State, regardless of their services delivery with ICT still need extensive understanding about ICT and its importance in sensitive areas of the library. Serials section area of the library should be properly and adequately equipped with ICT for current update of the periodical. In as much as so many methods can be applied for ICT training, on the job staff training should be encouraged. The Academic librarians studied should learn how to create new skill and technologies that will be of great benefit to the library, users and the institution at large.

Statistical skill and digitization skills i.e. scanning and uploading should be one of the already made skills used in the library for both academic and non-academic librarians. The authority of the institution should make modern training facilities available, while Academic librarian

should always indicate interest on the training available to them. University administrations and library association in particular, must give due importance to organize training programmes and workshops to equip the professionals with the required skills and training.

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