

THE COMMONWEALTH *of* LEARNING

---

**A COMPENDIUM OF ACTIVITIES**

---

**September 1994**

THE COMMONWEALTH *of* LEARNING  
#1700 – 777 Dunsmuir Street, Box #10428  
Vancouver, British Columbia  
CANADA V7Y 1K4

## THE COMMONWEALTH *of* LEARNING

The Commonwealth of Learning is an International Organisation established by Commonwealth Governments in September 1988, following the Heads of Government Meeting held in Vancouver in 1987. It is headquartered in Vancouver and is the only Commonwealth intergovernmental organisation located outside of Britain.

The purpose of The Commonwealth of Learning, as reflected in the Memorandum of Understanding, is to create and widen access to education and to improve its quality, utilising distance education techniques and associated communications technologies to meet the particular requirements of member countries. The agency's programmes and activities aim to strengthen member countries' capacities to develop the human resources required for their economic and social advancement and are carried out in collaboration with Governments, relevant agencies, universities, colleges and other educational and training establishments among whom it also seeks to promote co-operative endeavours.

The Chairman of the Board of Governors is Dr. H. Ian Macdonald and COL's President and Chief Executive Officer is Professor James A. Maraj.

© The Commonwealth of Learning, 1994

A COMPENDIUM OF ACTIVITIES — September 1994

ISBN 1-895369-44-4

Published by:

The Commonwealth of Learning  
#1700 – 777 Dunsmuir Street, Box 10428  
Vancouver, British Columbia  
Canada V7Y 1K4

Telephone: 604 660 4675  
Fax: 604 660 7472  
Telex: 04507508 COMLEARN

## TABLE OF CONTENTS

	Page
PREFACE .....	vii
Extract from THE MEMORANDUM OF UNDERSTANDING on The Commonwealth of Learning as agreed by Commonwealth Governments — September 1988.....	viii
REGIONAL PROGRAMME ACTIVITIES .....	1
African Region .....	1
Botswana.....	1
The Gambia .....	2
Ghana.....	3
Kenya.....	4
Lesotho .....	5
Malawi .....	5
Mauritius.....	5
Namibia.....	7
Nigeria .....	8
Seychelles .....	9
Sierra Leone.....	10
South Africa.....	10
Swaziland.....	11
Tanzania.....	11
Uganda.....	12
Zambia .....	14
Zimbabwe .....	14
Regional — East and Southern Africa.....	16
Regional — West Africa.....	17
Asian Region .....	19
Bangladesh.....	19
India .....	20
Maldives .....	27
Pakistan.....	27
Sri Lanka.....	29
Regional .....	29
Caribbean Region .....	32
Antigua & Barbuda.....	32
The Bahamas.....	32
Barbados .....	33
Belize .....	33
Dominica.....	33
Grenada.....	34
Guyana.....	34
Jamaica .....	36
St. Kitts-Nevis.....	37
St. Lucia.....	37
St. Vincent & the Grenadines .....	39
Trinidad & Tobago .....	39
Regional .....	41
Pacific Region .....	46
Australia.....	46
Kiribati .....	46
Nauru .....	46
New Zealand.....	47

Pacific Region (cont'd)	
Papua New Guinea .....	47
Solomon Islands.....	48
Tonga .....	49
Tuvalu.....	49
Vanuatu.....	49
Western Samoa .....	50
COL/AIDAB Programme for the Southwest Pacific.....	50
Regional.....	52
Southeast Asia Region.....	55
Brunei Darussalam.....	55
Malaysia.....	56
Singapore .....	57
Regional.....	58
Other.....	59
Canada .....	59
Cyprus.....	60
Malta.....	60
United Kingdom .....	60
Inter-Regional.....	61
Canada-New Zealand.....	61
Asia/Pacific Telecommunications Network Study .....	61
Mexico Consultation.....	62
Learning Centres and Data Networking .....	62
Africa/India Course Materials Exchange.....	63
PAN-COMMONWEALTH PROGRAMMES .....	65
Credit Transfer, Accreditation and Quality Assurance .....	65
Task Force on Credit Transfer and Accreditation.....	65
Credit Transfer and Quality Assurance — Asia .....	65
Off-shore Distance Education for Small States .....	66
Environment .....	66
Survey on Public Attitudes on the Environment.....	67
Video on Sustainable Development.....	67
Environmental Education — Teacher In-Service .....	67
Professional Development .....	67
Marine Resources Management.....	68
IGNOU Videos .....	68
Biodiversity Management.....	68
Research on Environmental Education .....	68
Women and Sustainable Development .....	69
Fellowships Programmes.....	69
COL/British Columbia Government Visiting Fellowships Programme .....	69
Out-Going COL/BC Fellowships Programme.....	70
COL/Ontario Government/Caribbean Governments Fellowships Programme.....	70
Review of Fellowships Programmes .....	71
Higher Education.....	71
Meeting of Women Vice Chancellors.....	71
Symposium on Reforms in Higher Education .....	71
Development of Dual Mode Institutions.....	72
Centres of Excellence for Distance Education.....	73
Scholarship and Bursary Schemes.....	74
Bursaries Scheme for Distance Education .....	74
Rajiv Gandhi Fellowship Scheme.....	75

Technical/Vocational Education & Training.....	76
Technical/Vocational Workshop — Pakistan.....	76
International Technical/Vocational Conference — Hyderabad, India.....	77
Computer Awareness Project — Sri Lanka/Zambia.....	77
Technical Teacher/Instructor Training — Western Samoa and Solomon Islands.....	78
Technical/Vocational Teacher/Instructor Training — Caribbean.....	79
Manipulative Skills Project — Jamaica.....	80
National Trade Standards – Automotive — Jamaica.....	81
Food Safe — Pakistan.....	81
Water Safe — Pakistan.....	81
National Trade Standards — Papua New Guinea.....	82
Land Surveying — Zimbabwe.....	83
Support for Training in Distance Education.....	83
Data-Base of Technical/Vocational Institutions.....	83
Directory of Technical/Vocational Courses Available by Distance.....	84
Women in Development.....	84
Meeting of Women Vice Chancellors.....	84
Directory of Women’s Studies Programmes in India.....	85
Transfer of Course Materials.....	85
Women’s Literacy Programmes.....	85
Women and Sustainable Development.....	86
Women/Gender in Development Resources.....	87
Gender Bias in Distance Education Materials and Resources.....	88
Training Workshop — Statistics and Indicators on Women in the South Pacific Islands.....	89
Workshop on Legal Literacy for Women through Radio — Tonga.....	90
AIDS Education.....	90
Fourth World Conference on Women — Beijing ’95.....	90
FUNCTIONAL PROGRAMME ACTIVITIES.....	91
Communications Technologies and Information.....	91
Telecommunications Systems.....	91
Computer Networking.....	95
Educational Media.....	97
Other Information Technologies.....	99
Training in Distance Education Technologies.....	99
Planning and Advisory Functions.....	100
Strategic Initiatives and Alliances.....	101
Continuing Professional Education.....	104
Law and Law-Related/Continuing Judicial Education.....	104
Public Administration.....	106
Health Sciences.....	106
Nursing.....	107
Pharmacy.....	107
Medicine.....	108
Journalism.....	108
Resource Management.....	108
Teleconferencing.....	108
Information and Consultancy Services.....	108
Institutional Development.....	109
Student Record/Management System.....	111

Materials Acquisition and Development .....	111
Information Databases .....	112
Transfer of Materials .....	112
Licensing Arrangements .....	112
Adaptation and Development of Materials .....	113
Book Scheme .....	115
Copyright Issues .....	115
Research and Evaluation .....	116
COL/ICDE Research Agreement.....	116
Teacher Education.....	117
Case Studies.....	118
Round Table on Teacher Education.....	118
Directory of Teacher Education Courses Available by Distance.....	118
Training for Distance Educators.....	118
Round Table on Training.....	118
1993 – 1996 Strategic Plan for Training.....	119
Training Distance Educators in the Commonwealth: A Distance Education Framework.....	119
Training Workshops .....	119
Mobile Training Team — India .....	120
Asia Regional Workshop on Training in Distance Education .....	120
Directory of Courses and Materials for Training in Distance Education.....	120
Roles and Competencies in Distance Education.....	121
Training Materials in Instructional Design Skills in Distance Education.....	121
Distance Education Training by Distance.....	121
Round Table on Student Support Services .....	121
COMMUNICATIONS.....	123
ROUND TABLES, REFERENCE GROUPS, ETC.....	133
REPORTS AND PUBLICATIONS .....	135
COL Administration Documents.....	135
Consultants' Reports .....	135
Reports to Government Groups, Meetings, etc. ....	137
Reports of Meetings, Symposia, Workshops, etc.....	138
Directories .....	140
Documents Reporting on COL Activities .....	140
Brochures and Leaflets.....	141
Updates.....	141
Manuals .....	142
Calendar .....	142
GLOSSARY OF ABBREVIATIONS AND ACRONYMS .....	143
SENIOR STAFF .....	148
BOARD OF GOVERNORS .....	149

## PREFACE

Since 1990, The Commonwealth of Learning (COL) has published *A Compendium of Activities* to provide a detailed account of the work and accomplishments of the organisation. This latest version coincides with, and complements, reporting by COL to the 12th Conference of Commonwealth Education Ministers (CCEM) which will take place in November 1994 in Islamabad, Pakistan.

In addition to being a reporting instrument, the *Compendium* also serves as a reference for practitioners, with an interest in distance learning in Commonwealth countries, in the major areas on which COL's programmes are focussed.

The present *Compendium* comprises six sections:

- The first is organised on a geographical basis. For each of the four major geographical regions of the Commonwealth, overall COL strategies, specific programmes, and activities in each country are outlined. A fifth category encompasses Canada, Cyprus, Malta, and the United Kingdom.
- In the second section, projects, issues and events of a global/Pan-Commonwealth nature are recorded. This section is divided into seven areas: Environment, Fellowships Programmes, Scholarship and Bursary Schemes, Technical/Vocational Education and Training, Credit Transfer and Accreditation, Higher Education, and Women in Development.
- The third section of the *Compendium* reviews COL's functional activities. Specifically outlined is COL's work in the areas of Communications Technologies and Information, Continuing Professional Education, Information and Consultancy Services, Institutional Development, Materials Acquisition and Development, Research and Evaluation, Teacher Education, and Training for Distance Educators.
- COL's general communications activities are reviewed in section four.
- The fifth section lists the Round Tables, Reference Groups, etc. convened by COL, since its inception for the purpose of obtaining guidance and assistance in determining the specific objectives to be achieved through various functions.
- In the final section are listed reports and publications produced by and on behalf of COL.

Inevitably, some activities are listed more than once as it was considered useful to make each section as self standing as possible. For ease of reference, the *Compendium* includes a glossary of frequently used abbreviations and acronyms as well as current listings of COL's staff and Board of Governors.

It is hoped that this document will enable readers to gain an appreciation of the development of COL over the past five years and the scope of its activities. On behalf of COL's Board of Governors, staff, and other associates, I extend an invitation to you to provide us with your comments and advice with a view to enhancing the usefulness of the *Compendium*.

Professor James A. Maraj  
President & Chief Executive Officer

September 1994

## **Extract from**

# **THE MEMORANDUM OF UNDERSTANDING on The Commonwealth of Learning as agreed by Commonwealth Governments — September 1988**

## **Establishment of The Commonwealth of Learning**

There will be established an institution to be called The Commonwealth of Learning, an Agency which will be an international organisation with member countries of the Commonwealth, through their Governments, as participants.

## **Purpose and Functions**

The purpose of the Agency is to create and widen access to opportunities for learning, by promoting co-operation between universities, colleges and other educational institutions throughout the Commonwealth, making use of the potential offered by distance education and by the application of communication technologies to education. The Agency's activities will aim to strengthen member countries' capacities to develop the human resources required for their economic and social development, and will give priority to those developmental needs to which Commonwealth co-operation can be applied. The Agency will work in a flexible manner and be capable of responding effectively to changing needs. It will serve the interests of Commonwealth agencies and educational institutions and doing so in a way that is consistent with the principles that have guided the Commonwealth. In performing its functions the Agency will seek to ensure the appropriateness of programmes and of distance education techniques and technologies to the particular requirements of member countries.

Within this broad framework, the functions and objectives of the Agency will include:

1. Assisting the creation and development of institutional capacity in distance education in member countries.
2. Facilitating the channelling of resources to projects and programmes in distance education.
3. Providing information and consultancy services on any aspect of distance education including the selection of appropriate technology.
4. Undertaking and supporting staff training in the techniques and management of distance education.
5. Facilitating inter-institutional communication links.
6. Undertaking and supporting evaluation and applied research in distance education.
7. Assisting the acquisition and delivery of teaching materials and more generally facilitating access to them.
8. Commissioning and promoting the adaptation and development of academic materials.

9. Establishing and maintaining procedures for the recognition of academic credit.
10. Assisting in the development of local support services to students.
11. Stimulating and supporting any other activities that fall within the Agency's areas of interest by such means as may be approved by the Board of Governors.

The Agency will operate through a headquarters in Vancouver, such units in other regions of the Commonwealth as may be set up, and networks of teaching, information and research institutions.

In carrying out its functions, the Agency will respect the integrity and interests of co-operating agencies and institutions, as well as their right to work together independently of the Agency.

\* \* \*

The signing of the Memorandum of Understanding was followed by the first meeting of the Board of Governors which was held in November 1989 in Vancouver. The Rt. Hon. Lord Briggs of Lewes was appointed Chairman of the Board of Governors and Prof. James A. Maraj, the founding President and Chief Executive Officer. On January 1, 1994, Dr. H. Ian Macdonald, former President of York University in Toronto, succeeded Lord Briggs as Chairman of the Board.



## REGIONAL PROGRAMME ACTIVITIES

### African Region

COL's activities in Africa reflect the priorities identified through a number of consultancies and specialised services which were arranged at the request of Governments. These activities include the improvement of teacher education, the training of distance educators and the strengthening of institutions engaged in teaching at a distance. Attention is also being given to training in technical/vocational subjects, business, science and mathematics, and to continuing professional education in health.

In order to address the priorities identified, COL has helped with the upgrading and improvement of the technological infrastructure through the provision of desk-top publishing equipment to assist in the production of materials and co-ordination of administrative support services.

Improvement of regional communications has also been promoted by means of links between institutions facilitated by the establishment of teleconferencing facilities and satellite communication.

### Botswana

In response to a request from the Government of Botswana, COL is assisting in strengthening and upgrading the Department of Non-Formal Education (DNFE) in the Ministry of Education. COL sponsored the visit for one month during July 1991 of a consultant, Dr. Colin Yerbury of Simon Fraser University (Canada), to work with DNFE staff on the evaluation of the distance education unit of the department. The Department had not been evaluated since its inception in 1973. COL has also provided DNFE with desk-top publishing equipment to facilitate the production of instructional material.

Under the COL fellowship scheme, Mr. T.L. Magetse, Course Development Officer in the Ministry of Education, undertook a study visit to distance education institutions in British Columbia over a three-week period in 1990.

Dr. Meshack Matshazi, of the University of Zimbabwe (and former COL Fellow) served as a COL consultant at a national conference of distance educators convened by DNFE in February 1992. The request for Dr. Matshazi's services came from the Botswana Ministry of Education.

Mrs. Obonye Mphinyane, Head of the Distance Education Unit, DNFE, Botswana Ministry of Education, visited COL headquarters in September 1993. She held meetings with COL staff members and visited British Columbia's Simon Fraser University during her stay in Vancouver.

A training workshop for writers and editors of distance learning materials was sponsored by COL and conducted from July 4 – 15, 1994. It brought together, for the first time, participants from the Department of Non-Formal Education, the Ministry of Education, the Institute of Health

Sciences, the Ministry of Health, the Centre for Continuing Education and the Department of Adult Education of the University of Botswana. The workshop was conducted by resource persons drawn from the sub-region and COL was represented by Mr. Naran Kala, Co-ordinator of COL Programmes in East and Southern Africa. The Botswana Ministry of Education has requested COL to assist in the reproduction and distribution of the workshop's *Handbook on Course Writing and Editing*.

### The Gambia

During the West Africa Consultation visits (1990), the Government of The Gambia requested COL's assistance with the development and support of distance education in the upgrading of teachers through The Gambia College.

COL has responded to the first request by sponsoring a study visit in November 1990 of three senior officials of the College to the National Teachers Institute (NTI) in Nigeria, and by commissioning a survey of the teaching force in The Gambia in order to identify the specific training needs. In January 1992, The Gambia College started offering courses based on materials transferred from NTI with COL assistance.

Dr. Yahya Bojang, Vice-Principal of The Gambia College, participated in the 1990 COL Fellowship Programme and, under the out-going component of the Programme, Mr. Robert Pollard of the British Columbia Institute of Technology (Canada) visited The Gambia in March 1991 to study the existing teacher education system and make recommendations for its improvement.

Former COL Board member and Director of African Programmes, Alhaji Hafiz Wali (Ministry of Education, Nigeria) was sponsored by COL to serve on a team of international consultants which was invited by the Government of The Gambia and the Commonwealth Secretariat to advise on the establishment of a national tertiary education system. The team met twice, in January and in April 1992, and subsequently presented its report to the Government of The Gambia. The report recommends that a national university with a distance education component be established in The Gambia by 1995. COL has offered assistance in the planning and administration of the distance education unit.

The Gambia is participating in the pilot off-shore scheme being organised by COL and the Open Learning Agency of British Columbia, Canada. (Please see Credit Transfer, Accreditation and Quality Assurance section for more details.)

COL has assisted with programme development for the training of trainers for distance education, at the Gambia College.

### Ghana

Following a visit by COL staff to Ghana and consultations with the Ministry of Education, COL was asked to assist with the Government's national (mass) literacy project (MASSLIP), with improvements in educational broadcasting, with a survey of teacher training and with the upgrading of teachers through distance education.

Dr. Abdul Khan, Senior Programme Officer, visited Ghana in July/August 1992, to conduct a technical assessment of the Ghana MASSLIP project, which is aimed at improving the reading and writing skills of illiterate adults. In June 1993, COL sponsored a training workshop in field-based radio programme production for functional literacy, conducted by Dr. Khan. Thirty Media/Training Officers from all the regions of the country attended the training programme, which was aimed at developing appropriate planning and production skills among the field-level functionaries. The Government of Ghana regards radio support to functional literacy as vital to the success of the campaign and procured 100 ultra-portable cassette recorders for distribution among the field functionaries before the training began. The quantum of field based programmes is now expected to increase considerably. Apart from using the material for broadcast from local stations, the cassettes will be distributed to functional literacy centres and the proposed multimedia learning resource centres.

In May 1992, Head of African Programmes and Training, Prof. Peter Kinyanjui, together with Dr. Colin Yerbury, of Simon Fraser University (BC, Canada), Mr. Reuben A. Aggor of the University of Ghana (and 1991 COL Fellow), and Dr. Kofi Pecku of Cape Coast University (Ghana) conducted a survey of distance education in Ghana. The report of the consultancy was submitted to the Ministry of Education in July 1992. The establishment of a national unit to co-ordinate distance education in Ghana was one of the major recommendations contained in the report. COL has also agreed to assist senior officials of the Ghana Ministry of Education and representatives of the three universities in Ghana in planning for the establishment of the national distance education unit proposed for Ghana. Meanwhile, COL has helped to develop linkages between Ghanaian universities and Canadian counterparts.

COL has facilitated collaboration among the Ghanaian universities on a masters programme in distance education and, at the request of the University of Cape Coast, sponsored a workshop on audio-visual techniques for members of the university's staff. In 1993, COL sponsored a computer awareness training programme for staff of the Institute of Adult Education of the University of Ghana. Another COL-sponsored training workshop, on field radio production techniques, was conducted by Dr. Khan in Accra in June 1993.

The University of Ghana requested COL to assist in the identification of suitable course materials for the proposed Masters degree programme in management. Prof. Rakesh Khurana from the All-India Management Association (AIMA) conducted the assignment in August 1993 and produced a report with pertinent recommendations and suggestions for further development of the programme. Prof. Khurana's visit aroused great interest in Ghana which led to the Government of India inviting the heads of the Ghanaian universities to visit India.

The University of Cape Coast is participating in the COL Bursaries Scheme, sponsored jointly by COL and CFTC, through which support is provided to students studying at a distance.

COL provided a desk-top publishing unit to the Ghana Institute of Adult Education, at the University of Ghana.

Kenya

In order to strengthen student support services, as well as facilitate inter-university co-operation, COL is committed to helping with improvements in the distance education system of Kenya by setting up an audio-teleconferencing network between the four national universities and extramural centres. The installation of the audio-teleconferencing system was completed in February 1994. COL provided the necessary equipment and training of staff in the use of the teleconferencing system. Mr. Al Trask, COL Programme Officer, Engineering Services, was assisted by two engineers from the Kenya Posts and Telecommunication Corporation in the installation. (Please see Communications Technologies and Information section for more details.)

In 1991, the out-going COL Fellowships Programme provided the opportunity for a British Columbia educator, Dr. Allan Markin (Okanagan University College, Canada), to visit and to offer his expertise to the College of Education and External Studies at the University of Nairobi. He also conducted the original feasibility study for developing a teleconferencing system in Kenya. In 1994, Dr. Markin returned to Kenya and conducted a COL-sponsored series of orientation and training seminars for the policymakers and course tutors who will be using the recently installed audio-teleconferencing system.

In 1989, Mr. Gabriel Muita, Programme Co-ordinator, Educational Media Service, Kenya Institute of Education, participated in the COL/BC Visiting Fellowships Programme.

The University of Nairobi accepted COL's invitation to participate in a bursaries scheme, sponsored jointly by COL and the Commonwealth Fund for Technical Co-operation (CFTC) to assist distance education students, and has reported that thirty-eight students (equally male/female) have received support to date. The University has also played a key role in a COL project concerned with the production of distance learning materials for an innovative post-graduate programme in management and leadership. The other co-operating institutions include: Indira Gandhi National Open University (India), Massey University (New Zealand), and the University of Victoria (Canada).

With COL's support, the B.Ed. programme developed by the University of Nairobi was made available at Makerere University (Uganda).

COL received a request from the African Medical and Research Foundation (AMREF) for assistance in conducting an evaluation of the educational programmes of the Foundation. COL responded by sponsoring Mr. John Mungai from the Kenya Institute of Education as a consultant to join the team of evaluators. A final evaluation report was completed in November 1993.

Lesotho

Ms. Kathleen Malibe Monyane, Tutor Organiser, Lesotho Distance Teaching Centre, participated in the 1991 COL/BC Visiting Fellowships Programme.

Malawi

Dr. Tom Prebble (Massey University, New Zealand) undertook a COL-sponsored consultancy on distance education at the University of Malawi in April/May 1990. His report concluded that a distance education system supported by print-based materials together with video and audio tape cassettes would be a cost-effective approach to the delivery of courses.

In September 1991, COL allocated Cdn.\$50,000 to the Malawi College of Education to support the printing and production of study materials for courses in distance education.

Mrs. Theresa Chilambe, Senior Education Officer, Malawi College of Distance Education, visited COL and distance education institutions in British Columbia in 1990 under the COL Fellowships Programme.

Mauritius

Mr. Preaduth Chitamun, of the Mauritius Institute of Education, was awarded a COL Fellowship to British Columbia in 1989.

In the same year, COL commissioned Dr. John Daniel, (then) President of Laurentian University (Canada), to undertake a review of education in Mauritius and to examine the potential for using distance education there for human resource development. The report produced by Dr. Daniel recommended the use of distance education in many educational areas as a way of increasing access to education and widening the breadth of course offerings.

Prof. James Maraj led a mission, in April 1991, to follow up the Daniel report and to initiate a programme of distance education. This resulted in the signing of a nine-point Memorandum of Understanding, by the President of COL and the Mauritius Minister of Education, outlining a course of action for Mauritius to implement distance education throughout the country. Later in 1991, a team from the Industrial and Vocational Training Board (IVTB) in Mauritius visited (under COL's sponsorship) distance education institutions in Australia, New Zealand, and Canada to identify instructional materials to be acquired for use in Mauritius. Mr. S. Munbodh and Mr. P. Lam Hung selected a number of course packages which COL subsequently acquired on their behalf. They also indicated they would like to offer a number of the courses through IVTB, and COL facilitated copyright clearance for this purpose.

Desk-top publishing systems were supplied to selected educational institutions in Mauritius to assist in the production of distance learning materials. At the same time, some institutions have already benefited from the provision of materials developed externally in a variety of subjects such as accounting, drafting, basic tertiary level foundation courses, and distance education.

Also in 1991, study visits were arranged for Prof. R. Ramdoyal, Director, Mauritius Institute of Education, to the Indira Gandhi National Open University (India) and for Mr. C. Gokulsing (of the same Institute) to the College of Extension and External Studies at the University of Nairobi (Kenya). Mrs. M. Seetulsingh, Director of the Mauritius College of the Air, visited the National Open School, in Delhi, India, in order to review the infrastructure and course offerings of that institution.

Prof. J. Manrakhan, Vice Chancellor of the University of Mauritius (UM), visited COL and Laurentian University (Canada) in August 1991 to discuss a proposal to establish a link between the two universities. The first step in carrying forward the link was the secondment of a COL-sponsored Laurentian University staff member, Dr. Michael Dewson, to UM to help establish a Centre of Extension Studies. Dr. Dewson's secondment extended from November 1991 to April 1992.

Prior to his secondment, Dr. Dewson together with other colleagues at Laurentian University prepared a proposal for consideration by the Canadian International Development Agency (CIDA) for support to a project that would develop the linkage between UM and Laurentian University. Both Mauritius and Laurentian Universities are officially bilingual (English and French). CIDA subsequently agreed to fund the project to the amount of Cdn.\$462,000. The project involves COL, as well as a number of other Canadian institutions and organisations, in addition to Laurentian University. Beginning in mid-1992, the project will continue over a period of five years and will include the sharing of resources and expertise, as well as the development at UM of an infrastructure to create and deliver courses at a distance. The infrastructure will include a telecommunications network which COL will provide under the Memorandum of Understanding cited above.

COL has since provided Mauritius with the equipment necessary for the establishment of the telecommunications network. During late 1992, personnel at UM set up and tested the equipment at the University, and will install equipment and links to five learning centres, in other parts of the island and on Rodrigues, as they are established.

In 1992, Mr. David Ormandy, a business instructor from North Island College (BC, Canada), was attached to IVTB in Mauritius under the COL/BC Fellowships Programme. Mr. Ormandy provided training in desk top publishing and worked with staff there to adapt Open Learning Agency of British Columbia (Canada) courses to the local educational environment.

By the end of 1992, COL had fulfilled most of the commitments contained in the Memorandum of Understanding, and considerable progress had been made toward the implementation of distance education. IVTB now offers courses by distance and an Extension/Extramural Unit at UM has been created. COL continues to provide course samples to UM, as well as to IVTB, and negotiates copyright for course materials as requested.

Ms. Jeanette Muzio, from the Division of Continuing Studies at the University of Victoria (UVic, Canada), visited UM in January 1994 (under the auspices of the COL/BC Fellowships Programme) to provide information and training on the use of courses offered through UVic's Computer Based Information Systems (CBIS) Certificate Program. Ms. Muzio also collaborated with UM staff in the development of a proposal entitled, "Proposal for the Use by the University of Mauritius of Distance Education Materials from the Certificate Program in Computer Based Information Systems, University of Victoria." UM is proposing that a number of the CBIS courses be offered to their students through a mixed-mode approach, and it is planned that students could register in the first of these by late 1994. It is also planned, pending UM Senate approval, to offer entire programmes of study, leading to Certificates and Diplomas, using CBIS courses.

Prof. James A. Maraj, President of COL, visited Mauritius in July 1994 to meet with the Hon. A. Parsuraman, Minister of Education and Science, as well as with other Ministry officials. It was Prof. Maraj's first visit to Mauritius since 1991. Prof. Maraj was encouraged by the progress made and noted areas for COL follow-up activity.

### Namibia

The independence of Namibia in 1989 brought to the fore the requirement of basic education for its citizens. Two consultants' reports commissioned by COL emphasised this need and further suggested that distance teaching through educational broadcasting could make a major contribution to the mass education that is required.

At the request of the Ministry of Education and Culture, a *Concept Document* on distance education in Namibia was prepared by COL and presented in July 1991. The Paper suggests a number of ways in which COL could assist the Government of Namibia, such as technical assistance in the provision of training, advisory services, and physical resources in distance education for both the Ministry of Education and for the Namibian Broadcasting Corporation (NBC), as well as guidelines for the operating relationship between the Ministry and NBC. In addition, COL arranged for the Director-General of the NBC to visit Canada and become acquainted with educational broadcasting there. In furtherance of COL's programmes in Namibia, Mrs. Dalene van der Westhuizen of the Ministry of Education and Culture, visited Canada as a COL/BC Fellow in September 1991.

Following from the recommendations contained in the *Concept Document*, Prof. Peter Kinyanjui (Head of African Programmes and Training) and Dr. Heather Hudson (McLaren School of Business, University of San Francisco), represented COL as members of a team of selected consultants that provided advice on a revised education plan and the establishment of a distance education college for Namibia. In 1992, the team's consultancy report, *A Distance Education College for Namibia: Taking Education to the People*, was completed and presented to the Government of Namibia. The report was accepted in principle by the Government and progress has been made on the establishment of a Namibian Distance Education College and the associated educational broadcasting system. In July 1993, Prof. Kinyanjui visited Namibia and held discussions with senior officials from the Namibian Distance Education College and the University of Namibia to explore the need to build up a cohesive and integrated approach to the development of the two institutions. Following the visit, a draft Memorandum of Understanding was prepared outlining the planned collaboration between COL and the Ministry of Education.

A training plan for enhancement of radio production skills in educational broadcasting was developed by COL's (then) Educational Broadcasting Officer (Mr. Phil Smith), in consultation with the staff of the Educational Broadcasting Unit at NBC. COL arranged for, and sponsored, two skills training sessions of four weeks each, conducted at the NBC by a radio training specialist, Ms. Dale Ratcliffe, from the Canadian Broadcasting Corporation. Trainees included the staff at the Educational Broadcasting Unit and seconded staff from the Ministry of Education and Culture. The first four-week phase of training was conducted in May/June 1992 in Windhoek and Oshakati. The second four-week session was held in early 1993.

At the request of the Namibian Ministry of Education and Culture, COL sponsored a training workshop for course writers and editors in June/July 1993, which was conducted by **Mrs. Judith Kamau** from the University of Nairobi (Kenya). At the end of the workshop, twenty-three modules were completed and more were expected to be finished following the workshop.

### Nigeria

COL has sponsored the visit of three officials from each of the Ministries of Education in The Gambia and Sierra Leone to study the operations at National Teachers Institute (NTI) which operates the most extensive programmes in West Africa for training teachers by distance.

Course material production systems were enhanced at the Universities of Abuja and Lagos by the provision of desk-top publishing equipment, by COL, in August 1991. Modems were also supplied to enable the equipment to be used as a means of communication. Additionally, COL has acquired distance learning materials in the sciences, mathematics, and business studies for Ahmadu Bello University, Imo State University, the University of Abuja, the University of Ibadan, and the Correspondence and Open Studies Institute (COSIT) at the University of Lagos.

Dr. M.O. Akintayo, Department of Adult Education, University of Ibadan, participated in the 1990 COL/BC Visiting Fellowships Programme. In 1992, Dr. Chris Okwudishu, Assistant Director (Materials Production) at the University of Abuja's Centre for Distance Learning and Continuing Education, visited institutions in Canada under the same programme.

NTI, in Kaduna, hosted the COL-sponsored inaugural meeting of the West African Distance Education Association (WADEA), which was held in July 1992 in Kaduna.

A COL Senior Programme Officer visited Nigeria in early 1993 to assist in the formulation and/or preparation of following project proposals:

- University of Abuja — strengthening the media production capabilities of the Centre for Distance Learning;
- Ahmadu Bello University — teaching techniques in the production and utilisation of soya beans to Nigerian rural women through distance education; and
- Imo State University — (Prof. Tony Anwukah, Director, Distance Education) improving media production facilities for the distance education programme and assisting in the development of an educational broadcasting service, in collaboration with the state government.

In 1993, at the University of Abuja, discussions about COL's continuing support in the form of field recording units and additional desk-top publishing equipment were finalised. The Distance Education Institute at Imo State University also benefited from COL's assistance in the form of desk-top publishing equipment. Explorations were made with the officials of the Ibadan University regarding the project for pedagogical training of university teachers with COL's support through provision of resource persons and training materials.

In October 1993, COL sponsored a workshop for academic staff at the University of Abuja, which provided an orientation for planning and administration of distance education.

The University of Abuja and the Abia State University are both participating in the COL Bursaries Scheme, sponsored jointly by COL and CFTC, through which support is provided to students studying at a distance.

### Seychelles

Seychelles has signified to COL its interest in using distance education to meet a number of their educational requirements, including teacher upgrading. Under the COL/BC Fellowships Programme, Dr. Monique Layton, from the Centre for Distance Education at Simon Fraser University (BC, Canada), travelled to Seychelles in August 1992 to carry out a needs assessment and to provide recommendations on how distance education could best be used to help upgrade and train target segments of the population. In 1991, Ms. Marguerite Mancienne, Director of Seychelles Polytechnic, participated as a COL/BC Visiting Fellow.

At the request of the Government of the Seychelles, COL participated in the National Technical Seminar on Human Resource Development in the Seychelles which was convened by the Ministry of Administration and Manpower in November 1992. COL was represented at the seminar by Dr. Dennis Irvine, (then) Director of Caribbean Programmes and Materials Acquisition and Development.

The Ministry of Education is participating in a pilot project which would allow Seychellois to pursue degree studies without leaving the country. The pilot project is being developed by COL in association with the Open Learning Agency of British Columbia (Canada). (Please see Credit Transfer, Accreditation and Quality Assurance section for more details.)

COL was represented at the Seychelles donors' meeting held in Geneva in June. Much interest was expressed in the use of distance education methods and modalities to increase and improve the educational and training opportunities for the local population. It is anticipated that COL will work with the Seychelles Polytechnic to help strengthen its offerings through distance education modalities.

As a follow-up, the President of COL, Prof. James A. Maraj, visited Seychelles on July 14 and 15 (tied in with a mission to Mauritius and South Africa) and held consultations with the Hon. Patrick Pillay, Minister of Education and Culture, as well as with other government officials and staff at the Seychelles Polytechnic.

### Sierra Leone

Resulting from the West African Consultations and COL-sponsored visits by Sierra Leone officials to the NTI facilities in Nigeria, the Government of Sierra Leone decided to use distance education methods to upgrade the qualifications of existing school teachers. A distance education centre has been established at the Freetown Teachers College and COL is examining with the College how to develop and acquire materials for its programmes. In September 1991, Mr. Brima Konteh, Principal Education Officer, Sierra Leone Ministry of Education, Cultural Affairs, and Sports visited institutions in BC, Canada, under the COL/BC Visiting Fellowships programme, to carry this work forward.

COL, in association with the law profession in British Columbia (Canada), supplied the new Law School at the University of Sierra Leone with a basic set of law books for its law library.

COL also provided two computer systems to assist the Ministry of Education in the processing of data on teachers.

### South Africa

South Africa was welcomed back into the Commonwealth on June 1, 1994. There is much opportunity for COL to collaborate with the South African Government as well as with institutions and non-governmental organisations in the country. The Commonwealth, and especially Commonwealth Africa, will be significantly enriched by South African participation in co-operative programmes and, it is hoped, that the Commonwealth and COL will continue to make important contributions to human resource development in the new South Africa.

In early 1994, Prof. Peter Kinyanjui, Head of African Programmes and Training, participated as a member of an international team of eight people appointed to carry out an extensive review and assessment of distance education in South Africa. The exercise was co-ordinated by the South African Institute of Distance Education (SAIDE) on behalf of the African National Congress (ANC). The team included, among others, Prof. G. Ram Reddy (Chairman of India's University Grants Commission and a COL Governor), Mr. William Renwick (Victoria University of Wellington, New Zealand and a COL Governor) and Ms. Janet Jenkins (consultant and a former COL Senior Programme Officer).

The final report of the team was directed particularly at policymakers and other stakeholders to provide them with the information and options which would help to shape education and training policy for the new South Africa.

The President of COL, Prof. James A. Maraj, visited South Africa in July 1994 and held consultations with Government officials, and heads of institutions and organisations, on what COL could do to assist South Africa in its reconstruction and development programmes. He was accompanied by Prof. Kinyanjui and Mr. Naran Kala, Co-ordinator of COL Programmes in East and Southern Africa.

The COL team held a number of meetings with officials of the South African Institute for Distance Education (SAIDE), the University of South Africa (UNISA), Technikon Southern Africa (TSA), Technical College of South Africa (TECHNISA), several other universities, the Ministry of Education and Training, the Ford Foundation, as well as with the Deputy President and two senior officials of the ANC.

As a follow-up to the visit, COL will continue to consult widely in order to ascertain particular areas of interest which institutions in Canada and elsewhere in the Commonwealth may have in addressing the priority needs articulated by South Africa and generally agree on a suitable portfolio for a *Special Commonwealth Programme for South Africa*.

COL staff have also held consultations with and submitted proposals to senior staff of the Canadian International Development Agency (CIDA) regarding initiatives which could be taken through a COL/CIDA co-operative programme in South Africa.

### Swaziland

Following the recommendations of a consultancy report on the University of Swaziland by Dr. Glen Farrell (President of the Open Learning Agency of British Columbia, Canada) in August 1989, COL has discussed with the University the establishment of a distance education unit within the Department of Extra Mural Studies.

Mr. Almon Mkhwanazi of the University of Swaziland was the recipient of a COL Fellowship in 1989 which enabled him to visit distance education institutions in British Columbia over a three-week period.

In 1991, the out-going COL/BC Fellowships Programme enabled Ms. Alice Wong of Vancouver Community College to visit the University of Swaziland and provide assistance with developing distance education courses in the area of small business.

COL has continued to assist the University of Swaziland in getting the new Institute of Distance Education firmly established by proving suggestions for possible course materials that could be used at the initial stages.

### Tanzania

Mr. Alan K. Cutting, Head, Educational Technology Centre, City Polytechnic, Hong Kong, served as a COL consultant in November 1989 to the Planning Committee for the establishment of an Open University of Tanzania. In the same year, Mrs. Elizabeth Ligate of the South African Extension Unit (SAEU) participated in the COL Fellowship Programme.

UNESCO co-ordinated assistance to the Government of Tanzania in establishing an Open University and COL released Prof. Peter Kinyanjui, (then) Assistant Director of African Programmes, Teacher Education, Research and Evaluation, to undertake a joint UNESCO/COL consultancy mission in March 1993 in order to draw up an implementation plan for the project. The Tanzanian Parliament enacted the Bill establishing the Open University on December 3, 1992.

In November 1992, Prof. Kinyanjui held consultations with officials in the Ministry of Higher Education and the Open University Planning Office about possible areas of COL assistance in the project. These included course materials acquisition and development; the training of course tutors, writers and editors; and the provision of short-term consultants and resource persons.

A consultancy mission, jointly sponsored by UNESCO and COL, took place in March/April 1993 to prepare an implementation plan for the establishment of the Open University of Tanzania. The assignment was conducted by Prof. Kinyanjui who submitted the report to UNESCO and COL on April 30, 1993. Following the acceptance of the main recommendations in the report, the Government of Tanzania took immediate action in providing funds for the completion of the

buildings for the Open University and in appointing the Chancellor, Vice Chancellor, and members of the University Council.

The official ceremony of the unveiling of the plaque at the new buildings took place on July 26, 1993, at which the guest of honour was the Director-General of UNESCO. The President of COL was represented at the occasion by Prof. Kinyanjui. COL offered to provide assistance to the Open University during the tooling-up period.

In September 1993, the Open University of Tanzania conducted a course writers' workshop sponsored by the joint COL/Australian International Development Assistance Bureau (COL/AIDAB) Programme for Southern Africa and with resource persons from the University of Nairobi.

The installation of the first Chancellor of the Open University of Tanzania (OUT) took place on January 19, 1994 at the new premises of the University in Dar es Salaam. Prof. James A. Maraj, President of COL, sent a congratulatory message for the historic occasion. The first batch of 766 students of the OUT was registered in January 1994 and, through COL assistance, received course materials based on the B.Ed. degree programme at the University of Nairobi (Kenya).

Mrs. Blandina Mkayula, of the Tanzania Ministry of Science, Technology and Higher Education, visited institutions in British Columbia, Canada, under the COL/BC Visiting Fellowships Programme, in September 1993.

### Uganda

In February 1990, a report on the development of distance education in Uganda, prepared on COL's behalf by Prof. John Chick (Director of Extramural Studies at the University of New England, Australia), recommended the strengthening of distance education programmes at Makerere University's Centre for Continuing Education. COL assisted the University to start a Bachelor of Education programme by facilitating the transfer of course materials from the University of Nairobi (Kenya) and by providing training for course editors, writers and tutors. Using resource persons from the University of Nairobi, COL sponsored a course writers workshop for tutors in the B.Ed. programme by distance at Makerere University (March 1992). The Makerere B. Ed. programme began in January 1992.

Also in 1992, Dr. Wes Koczka, from the Division of University Extension at the University of Victoria (BC, Canada) carried out a COL/BC Fellowship at Makerere University. Dr. Koczka worked with colleagues at the University to assist them with using the University of Nairobi distance education materials. In December 1992/January 1993, COL sponsored a study visit for three staff members from Makerere University to the University of Nairobi where they participated in editorial and tutorial training. In January/February 1993, Makerere University conducted successful editing and audio production workshops, which ran concurrently. Two resource persons from Nairobi worked with six trainers from Makerere in conducting the two workshops. Makerere University is building its own capacity to handle the programme effectively and with decreasing assistance from Nairobi.

A B.Com. programme by distance has also been started at Makerere University. COL, assisted by a special grant from the United Kingdom Overseas Development Agency, also facilitated the acquisition of the Chartered Association of Certified Accountants' (ACCA) Level 1 materials for use in the programme.

In 1993, COL sponsored an evaluation of the use of transferred course materials in the B.Ed. and B.Com degree programmes. The evaluation was conducted by Dr. Eginu Chale from the University of Dar es Salaam (Tanzania). In 1994, Makerere University continued to receive support from COL through the sponsorship of a training workshop on radio production. The programmes produced will gradually replace those borrowed from the University of Nairobi. Also during 1994, two resource persons from the University of Nairobi conducted a COL-sponsored training workshop on course writing and editing at Makerere. They were Mrs. Judith Kamau (Chairman, Department of Distance Education) and Mrs. F. Asaava (Lecturer, Course Design and Illustration at the College of Education and External Studies).

Mr. Jassy B. Kwesiga, Centre for Continuing Education, Makerere University, was awarded a COL Fellowship to British Columbia in 1990.

In September 1991, COL sponsored a three-week visit to its headquarters by Ms. Mary Nyamusana, Acting Head of Educational Radio and Television, Ministry of Education, Uganda. With the assistance of COL staff and resources, Ms. Nyamusana designed an educational programme intended for implementation by the Ministry and COL.

In response to a request from the Government of Uganda, COL provided the services of a consultant, Mr. Donald Elder of Ryerson International Development Centre (Canada), to draw up an implementation plan for an educational broadcasting system in support of in-service teacher training, which would strengthen the existing Educational Radio & Television (ERTV) Unit. Mr. Elder visited Uganda in July 1992 and prepared a report. The report, submitted to the Permanent Secretary, Ministry of Education and Sports, also recommends further activities in which COL could provide professional assistance. In addition, COL has offered to assist the Ministry in the preparation of project documentation for presentation to potential funding agencies.

COL also provided financial and professional support for two training workshops for staff of the Uganda Ministry of Education and Sports during 1994. The first workshop was for the newly formed Distance Education Action Group (DEAG) followed by a training workshop on radio/audio production skills, which was attended by thirty participants drawn from primary, secondary and teacher training levels as well as by subject inspectors. The resource person for both workshops was Mr. Guantai Mboroki from the University of Nairobi. The workshops were conducted in June 1994 and were evaluated through a procedure provided by COL.

Makerere University is also participating in the COL/CFTC Bursaries Scheme for Distance Education students and has reported that support has been provided to fifty-seven students (twenty-one of them females) to date.

### Zambia

A COL-sponsored consultancy report prepared by Mr. Ormond Tate, Director of The Correspondence School, New Zealand, in 1990 recommended, among other things, the integration and co-ordination of existing distance education agencies and institutions in Zambia.

Dr. Alfred M. Kakanda, Head of Education Broadcasting Services, Ministry of General Education, Youth and Sports, was the beneficiary of an award in 1990 under the COL Fellowship Programme.

COL assisted the Zambian Association for Distance Education (ZADE) in hosting its inaugural conference in Lusaka in March 1992. A COL/BC Fellow (Mr. Mark Bullen, UBC Access, University of BC, Canada) provided technical expertise in various fields at the meeting.

The University of Zambia is participating in the COL/CFTC Bursaries Scheme for Distance Education students and has reported that 100 students have been assisted.

During 1993/94, COL sponsored a Computer Awareness Project at the National Correspondence College in Zambia, assisted by the Open University of Sri Lanka (OUSL). (Please see Technical/Vocational Education and Training section for more details.)

### Zimbabwe

Dr. Meshack Matshazi, from the University of Zimbabwe, was awarded a COL Fellowship to British Columbia in 1989.

In 1991, under the out-going COL Fellowship Programme, Mr. Norbert Hartig of Northwest Community College (BC, Canada) visited the University of Zimbabwe to advise on the establishment of a distance education centre. The visit helped to reinforce the links that had already been established between the University of Zimbabwe and Northwest Community College. In 1993, Ms. Wendy Norman, Co-ordinator of the MIS, Data Systems, and Analysis Branch of the (then) British Columbia Ministry of Advanced Education, Training and Technology, undertook a COL/BC Fellowship at the University of Zimbabwe. Ms. Norman's work with the University was focussed on enhancing desk-top publishing capability.

COL has participated in the "Harare Generator Project," along with other agencies, in developing science teachers' resource materials in Zimbabwe for use in Africa. The materials were published in 1994.

Following the Commonwealth Heads of Government Meeting in Harare (October 1991), the opportunity was taken to strengthen COL's relationships with Zimbabwe. COL President, Prof. James Maraj and Prof. Peter Kinyanjui, (then) Assistant Director of African Programmes, held discussions with the (then) Zimbabwe Minister of Education, Hon. Fay Chung, and with officials of the Ministry and the University of Zimbabwe. As one of the outcomes of the meetings, COL provided the University with seed funding to expedite the establishment of a distance education centre.

COL also agreed to assist the Ministry of Education in strengthening the in-service teacher education programmes for the secondary school system and provided two consultants to work with two Ministry officials on the project. The team met in April/May 1992 and formulated terms of reference which were approved by the Ministry. In September 1992, the consultancy report: *Distance Learning in Zimbabwe: An implementation report on the establishment of external degree courses for secondary school teachers and of a programme on educational management training and supervision* was completed and submitted to the Minister for Education and Culture. The consultancy team also drew up a five-year implementation plan. Prof. Kinyanjui participated in the consultancy, along with Prof. John Turner, of the University of Manchester (UK).

Significant progress was then made toward implementation of the recommendations of the consultancy report. The Government of Zimbabwe accepted the report in principle and formally requested the University of Zimbabwe to implement the Distance Education Project. In November/December 1992, Prof. Kinyanjui worked with Zimbabwe officials in formulating plans for a series of training and orientation workshops as a prelude to the launching of the project in 1993. COL's assistance would be sought in the provision of sample course materials, resource persons to assist in conducting the workshops, and short-term consultants to assist the new Directorate of Distance Education in setting up a viable system.

COL sponsored study visits for three Zimbabwean officials to Kenya, Uganda and Nigeria to observe the operations of existing distance education systems. The visits took place in July/August 1992 and covered the University of Nairobi, Makerere University and University of Lagos. In addition, COL made available the services of a consultant, Mr. J.O. Odumbe, of the University of Nairobi (Kenya), to assist the Faculty of Education of the University of Zimbabwe in the preparation of a concept paper on the establishment of a B.Ed. degree programme through distance education. The paper was presented to the University's Senate and adopted as the structural basis for implementation.

In 1993, a series of linked training workshops, sponsored by COL, also took place in Zimbabwe as part of the preparation for the launching of the distance education programme at the University of Zimbabwe. First, a tutors' workshop was followed by a writers' workshop with resource persons drawn from the University of Nairobi and the University of Zimbabwe. Second, a COL/BC Fellow, Mrs. Wendy Norman, conducted a computer training programme at the University of Zimbabwe.

These training activities culminated in the official launching of the Distance Education Programme on August 28, 1993. The President of Zimbabwe, HE Mr. Robert Mugabe, who is also Chancellor of the University of Zimbabwe and who himself has obtained five of his six degrees through distance education, presided at the launching ceremony. Prof. James Maraj, President of COL, was a guest of honour and gave the keynote address. During the visit in Harare, Prof. Maraj had a private audience with President Mugabe, held several meetings with government ministers and senior officials of the University, and also addressed a group of 700 students registered in the B.Ed. external degree programme. Discussions were also initiated with appropriate bodies about starting non-degree programmes in priority areas of human resource development, including land surveying, computer awareness, health and small business.

COL is now assisting in the development of a non-degree distance education course on land surveying for Zimbabwe, using materials from the Open Polytechnic of New Zealand. (Please see Technical/Vocational Education and Training section for more details.)

The University of Zimbabwe is participating in the COL/CFTC Bursaries Scheme for Distance Education students and has reported that twenty-three female students and fourteen male students have been assisted to date.

#### Regional — East and Southern Africa

**Regional Co-ordinator:** Mr. Naran Kala has been appointed *Co-ordinator of COL Programmes for East and Southern Africa*. He has recently retired from Zimbabwe Government Service as Chief Education Officer, Adult and Distance Education, in the Ministry of Education and Culture. Mr. Kala was based at COL Headquarters from November 1993 to January 1994 and, from April 1994, he has operated from offices provided through the courtesy of UNDP in Harare.

**COL/AIDAB Programme for Southern Africa:** Under the joint COL/Australian International Development Assistance Bureau (COL/AIDAB) Programme for Southern Africa, the Distance Education Association of Southern Africa (DEASA) has been strengthened. The Association exists to promote co-operation in distance education activities within the region. Some training workshops in distance education techniques have been held under the auspices of the Programme. An evaluation of DEASA activities for the period 1989 – 1992 was conducted during 1993 by a team of four consultants drawn from the sub-region. At the same time, the team updated the 1991 Directory of Distance Education Institutions in Southern Africa. The joint COL/AIDAB Programme has also supported other initiatives in distance education which include the formation of a national association in Tanzania (DEATA), and the establishment of the Distance Education Studies in Eastern and Southern Africa (DESESA) project. The latter is a collaborative research programme with a main objective to research, document and publish on the current practices in distance education within the sub-region.

**Continuing medical education for Eastern Africa:** COL agreed to provide assistance to the Eastern African Project on Primary Health Care. This included assistance in the printing and distribution of teaching manuals and a newsletter. The project involves the Departments of Paediatrics at Makerere, Nairobi, Dar-es-Salaam and Zambia with possible links to Memorial University in Newfoundland and is on-going.

**Paediatrics:** COL sponsored a meeting of Heads of Departments of Paediatrics, from Eastern and Central Africa, held in Lusaka, Zambia in August 1991. Experiences in primary health care were discussed and recommendations for co-ordinated programmes were developed.

**Regional planning workshop on refugee education:** COL sponsored a regional planning workshop on refugee education (Nyanga, Zimbabwe; May 1992). The workshop was organised in collaboration with the Zimbabwe Ministry of Education and Culture with participants drawn from Malawi, Zambia, Zimbabwe, and Mozambique. The report of the workshop includes recommendations for further activities related to the translation, production, and distribution of literacy materials for the Mozambican refugee teacher training programme. As a follow-up, COL sponsored a sub-regional workshop on the translation of literacy materials from Portuguese to

Mozambican languages. The workshop was held in Zimbabwe in June 1994 and attended by participants from Malawi, Zimbabwe and Mozambique. The materials will be compiled for use by literacy teachers in the refugees camps.

**South African Institute for Distance Education:** In September 1992, Prof. O.S. Dewal, (then) Co-ordinator of Asian Programmes, represented COL at a distance education conference in Johannesburg during which the new South African Institute for Distance Education (SAIDE) was launched.

**Project DESESA:** A sub-regional workshop on the *Application of Social Science Research Methods in Distance Education* was held in Mombassa, Kenya, in May/June 1994. The workshop was sponsored jointly by COL, Canada's International Development Research Centre (IDRC) and the University of Nairobi, and attended by participants from Tanzania, Zambia, Malawi, Uganda and Kenya. The workshop was part of the on-going activities of the Project DESESA (Distance Education Studies in Eastern and Southern Africa) and made use of distance education training materials obtained from the Indira Gandhi National Open University (India) through COL's assistance.

#### Regional — West Africa

**West Africa Regional Meeting:** A regional meeting was held in Banjul, The Gambia in August 1990, between senior officials of COL and those of The Gambia, Nigeria and Sierra Leone, to introduce and determine priority areas of need in accordance with COL's mandate. Improvement of teacher education was identified as the major priority for the region.

**LEO satellite project/West Africa:** Following initial collaboration with Volunteers in Technical Assistance (VITA), COL has attempted to exploit the potential of inexpensive "packet" radio and low-earth orbiting (LEO) satellite technologies as a means of providing educators with access to computer mail services. In concert with the SatelLife organisation (headquartered in Cambridge, Massachusetts), the primary goal of COL's current work is to establish an electronic-mail network based on a link to the *Internet* system which operates world-wide and reaches millions in individuals and institutions. The COL network plans to furnish electronic-mail connections to locations in West Africa where the lack of available infrastructure makes conventional methods of computer/communications difficult. The National Teachers Institute of Nigeria, The Gambia College, the University of Ghana, and the Freetown Teachers College (Sierra Leone) have agreed to share learning materials and expertise in teacher training and other programmes offered by distance education. The network will permit information and materials to be both sent and received among the distance education institutions in all four West African countries, plus COL headquarters, within the same day. In September 1993, COL staff installed a ground station in British Columbia, to serve both COL headquarters and University of Northern British Columbia (Prince George, BC, Canada). Through SatelLife, which already has licensed ground stations in Ghana and The Gambia for the purpose of sharing medical and health information on *HealthNet*, COL has established stations in these two countries. Training sessions for the network operators took place in June 1994, and the first test messages have been exchanged between BC and the West African sites. Installation of the remaining parts of the network awaits licensing approvals.

**West African Distance Education Association:** COL took an active role in efforts to revive the process to establish the West African Distance Education Association (WADEA). Toward this end, COL convened a regional meeting in Accra, Ghana in January 1992. The COL-sponsored, inaugural meeting of WADEA was held in Kaduna, Nigeria in July 1992. The meeting was attended by distance educators from The Gambia, Ghana, Nigeria, Sierra Leone, and Tanzania. The Distance Education Association of Southern Africa (DEASA) was also represented. In addition to officially establishing the Association, meeting participants produced a policy document and action plan on distance education for the region and formulated activity plans for WADEA. In January, 1994, WADEA conducted a workshop on *Planning and Management in Distance Education Systems* which was held in Badagry, Nigeria. Participants were drawn from Sierra Leone, Ghana, Nigeria and The Gambia. Mr. J. Odumbe from the University of Nairobi (Kenya) was a COL-sponsored resource person who worked with other consultants drawn from the sub-region.

## **Asian Region**

In Asia, COL is directing its attention broadly towards helping existing distance education institutions on the one hand to consolidate and expand their activities, and on the other hand assisting, through various authorities, other institutions that wish to develop a distance education capability to meet identified needs.

Assistance to established institutions has focussed on expanding the links between their main headquarters and the remote campuses, as well as in promoting better communication and greater collaboration among themselves. Staff upgrading and review of the existing systems to identify areas in need of strengthening have been key elements of this assistance.

The development of new courses for women's programmes, literacy, and technical and vocational education and training; and the sharing and exchange of materials and expertise among Asian institutions were among the new initiatives that have been identified as a priority.

### Bangladesh

Under COL's Fellowships Programme in 1990, Mr. E. Chowdhury, a senior official from the Ministry of Education in Bangladesh, was attached for one month to various education institutions involved in distance education in British Columbia.

In 1992, at the request of the Bangladesh Technical Education Board (BTED), COL facilitated the transfer of instructional materials for specific agriculture-related programmes obtained from Australian and Canadian universities and institutions.

The Government of Bangladesh, with financial assistance from the Asian Development Bank, initiated action in 1991 to set up an open university. A project development team was appointed and COL released its (then) Vice President, Prof. G. Ram Reddy to be the team leader. Initial discussions with the Government of Bangladesh indicated that COL's assistance was required during the early stages with training programmes for staff and with the transfer of educational materials.

In October 1992, the Vice Chancellor of the newly established Bangladesh Open University (BOU), Prof. M. Shamsher Ali visited COL's Vancouver headquarters during a COL-sponsored study tour of Canadian institutions. Prof. Ali had extensive discussions with Prof. James Maraj, President of COL, other members of COL's professional staff, and officers of Alberta's Athabasca University, British Columbia's Open Learning Agency and Simon Fraser University. Prof. Maraj assured this latest member of the COL community of the organisation's ongoing support and advice. Coincidentally, Prof. V.C. Kulandai Swamy, (then) Vice Chancellor of the Indira Gandhi National Open University (India) was in Canada at the same time and the two Vice Chancellors had an opportunity to confer on several occasions.

Prof. Shamsher Ali's discussions at COL related to assistance in organising BOU's training programmes and a activity plan for the University's Media Centre and assistance in furnishing it with "graphics" equipment.

During November 1993, Prof. R.V.R. Chandrasekhara Rao, COL's Director of Asian Programmes, Materials and Education for All, visited Bangladesh and India to have discussions with the vice chancellors and faculties of the open universities there. In Bangladesh, he had discussions with Prof. Shamsher Ali and his senior faculty on the BOU programmes and the nature of assistance COL could extend. Some priority areas in training and the requirements of the University's Media Centre were identified. Prof. Rao also had meetings with the Hon. Minister of Education and the Secretary for Education, Government of Bangladesh, and apprised them of the activities of COL.

COL sponsored a two-week workshop in May 1994 on *Designing and Editing Open Learning Coursebooks* at BOU in Dhaka. A consultant from Simon Fraser University (Canada), Dr. Tirthankar Bose, conducted the workshop.

### India

Following a consultative visit by Prof. James Maraj, President of COL, and Prof. G. Ram Reddy, (then) Vice President, to India in 1989, programmes were developed which resulted in many of the activities outlined below.

COL provided the Indira Gandhi National Open University (IGNOU) and other open universities in India with facsimile machines in order to enhance communication between the individual universities and the study centres as well as between each university and IGNOU.

A diploma course in distance education prepared by IGNOU has been made available through COL for use in other Commonwealth countries and several institutions have been adapting it for use in training distance educators.

To enable the National Open School (NOS) and IGNOU to meet the demands for better visual quality of learning materials, COL assisted both institutions by providing word processing/desktop publishing equipment.

COL facilitated the transfer to IGNOU of learning materials on forestry from the University of British Columbia (UBC, Canada) and also provided information from other Commonwealth countries on degree programmes in nursing.

In July 1991, Prof. O.S. Dewal was appointed Co-ordinator of COL programmes in India and accommodated at IGNOU where office facilities were kindly provided. (From October 1991 to October 1992, Prof. Dewal was located at COL headquarters carrying out responsibilities as Co-ordinator of Asian Programmes, during the vacancy of the Director's position.) Prof. Dewal's term-of-office concluded at the end of June, coinciding with the establishment of the Commonwealth Educational Media Centre for Asia (CEMCA) at IGNOU (see below, under Regional). CEMCA will now assume some of the regional co-ordination functions.

In order to accelerate the training of staff at the open universities and other institutions in the techniques of distance education, COL assisted in the establishment of a Mobile Training Team for India, which is now in operation. In August 1991, COL sponsored a four-week, specially tailored orientation programme for the first four-member Mobile Training Team. The Team has

representatives from the four open universities in India. The orientation programme was conducted by experts from the University of New England (Armidale, Australia). This initiative, seen as a precursor to the establishment of a specialised training institution earmarked for upgrading staff involved in distance teaching institutions, has resulted in two staff colleges being designated as being devoted to training in higher distance education.

COL also sponsored the first workshop conducted by the Mobile Training Team. The training workshop in academic counselling was organised by the Dr. B.R. Ambedkar Open University (formerly, Andhra Pradesh Open University) at Hyderabad, June/July 1992. About thirty-five Deputy Directors and Assistant Directors of the Regional/Study Centres of India's four open universities (Dr. B.R. Ambedkar Open University (BRAOU), IGNOU, Kota Open University, and Yashwantrao Chavan Maharashtra Open University (YCMOU)) participated. The workshop addressed problems in academic counselling in distance education and strategies for effective counselling, including those relevant to counselling in science education.

COL sponsored a study of course-specific registration systems by the Director of Evaluation at IGNOU. The Director visited Sukhothai Thammathirat Open University (Bangkok) and the Open Learning Institute of Hong Kong in August 1991 and examined the computerised systems being used for registering students and for monitoring their progress. Also in 1991, COL sponsored a study visit by two senior officials of the National Open School, who spent three weeks in New Zealand and Australia contacting secondary-level distance education institutions. By 1992, as a direct result, IGNOU began to adopt course-specific registration systems. This alternate admission procedure opens up an entire range of courses for registration without insisting on a sequential, prerequisite structure. The system was launched within the field of management programmes.

COL sponsored a workshop on the development of a secondary level, English language syllabus by the National Open School (NOS). The services of two consultants were also provided to the NOS: Dr. G.D. Potter, of the University of Victoria (British Columbia, Canada), and Dr. M.L. Tickoo, of the Regional Language Centre (Singapore). The workshop participants prepared a draft syllabus and specified learning outcomes anticipated. The development and use of audio tapes were also considered at the workshop, which was held in Delhi in April 1992.

COL also sponsored a workshop, in April/May 1992, at the Regional College of Education in Mysore. Participants included representatives from Boards of Secondary Education in Andhra Pradesh, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Punjab, Uttar Pradesh and West Bengal. The workshop met the following objectives:

- to share experiences in the area of curriculum design;
- to share experiences in the processes of developing textual and audio materials;
- to develop a common framework for a secondary English language curriculum;
- to share experiences in management of student support services; and
- to explore modalities of personal contact programmes and strategies on how to strengthen and streamline them.

Dr. Nalini Murthy, a computer science instructor from the College of New Caledonia (BC, Canada), travelled to India in April/May 1992, under the COL/BC Fellowships Programme, and visited IGNOU and YCMOU, as well as the NOS. In October 1992, COL was saddened by the news that Dr. Murthy had passed away. Dr. Murthy had an extensive background in distance education as well as computer science, and was able to provide pragmatic advice in India on the use of open learning in this subject area. In 1989, the Director of IGNOU's Communications Division, Dr. Abdul Khan, participated as a COL/BC Visiting Fellow. Subsequently, in 1992, Dr. Khan joined COL staff on a secondment from IGNOU. A COL/BC Fellowship was also awarded to Mr. K. Narayanan, (then) Registrar of IGNOU, in 1990. A COL/BC Fellowship in 1993 provided desk-top publishing advice and instruction for YCMOU in Nashik. Mr. J. Robert Dykstra, a Journalism Instructor at Vancouver Community College (Canada), was awarded the Fellowship.

With support from COL, a high-level meeting involving seven chairs of Boards of Secondary Education offering distance education took place at the Regional College of Education in Mysore in May 1992. Jammu & Kashmire, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Punjab and West Bengal were represented along with a Special Officer of the Andhra Pradesh Open School, Hyderabad. The conference participants recommended that strategies be developed to share course materials and explore ways to design syllabi jointly.

COL participated in an international conference on technical/vocational programmes through distance education held in Hyderabad, in August 1992, as part of the BRAOU's decennial observance. Prof. James Maraj, President of COL, who was conducting a Mission to India at the time, inaugurated the conference. COL sponsored the participation of three resource persons and technical/vocational programme material was also made available to conference participants by COL. The purpose of the conference was to initiate a process to focus on the training requirements of technical and vocational fields. Experts from the UK, Sri Lanka, Canada, and Australia and from open universities and other distance education institutions and technological universities in India participated. About fifteen papers were read and discussed. Conference proceedings were published and recommendations were addressed by a steering committee convened by BRAOU in Hyderabad.

With COL's sponsorship, a major workshop on *Upgrading of Pedagogical Skills through the Distance Mode* was held at the Centre for Professional Development in Higher Education, Delhi University, in December 1992. Directors of Academic Staff Colleges and of Correspondence Schools of conventional universities, as well as some vice chancellors, took part. COL was represented by Prof. R.V.R. Chandrasekhara Rao, Director of Asian Programmes and Training and Prof. O.S. Dewal, (then) Co-ordinator of COL Programmes in India. COL provided for the participation of a consultant, Dr. Terri Kelly from the Staff Development Unit of the University of Hull (UK) and also made available the materials on *Effective Learning and Teaching* developed through the initiative of the Committee of Vice Chancellors and Principals (CVCP), UK by its Universities Staff Development Training Unit. This event laid the foundation for professional development of university staff in India through the distance mode.

COL funded a seminar on distance education at IGNOU (New Delhi, December 1992) in which, for the first time, vice chancellors of open universities in India, some vice chancellors from conventional universities, and directors of distance education schools of many conventional universities participated. Participants discussed the report submitted by Prof. Bakshish Singh

(IGNOU) on Distance Education in India, which was commissioned by COL, and deliberated on IGNOU's role in co-ordinating and maintaining standards in distance education under its mandate. Prof. Chandrasekhara Rao, Prof. Dewal and Dr. Kelly participated in this event also.

While in Canada, in October, to participate as a panelist at the annual conference of the Canadian Bureau for International Education and to attend the meetings of COL's Task Force on Credit Transfer and Accreditation, Prof. V.C. Kulandai Swamy, (then) Vice Chancellor of IGNOU, also held meetings with COL's President and professional staff and accompanied Prof. M. Shamsheer Ali (Bangladesh Open University) on visits to distance education institutions in Alberta and British Columbia. Among the issues covered in Prof. Kulandai Swamy's discussions with Prof. James Maraj, President of COL, were: COL's support for the establishment of an Institute for Training Distance Educators at IGNOU; identifying IGNOU as COL's first Centre of Excellence; equipping the University with audio communication systems to enable linkages with other open universities and its own regional centres; and COL's mediation in the transfer of some of the University's course materials to institutions in other countries, especially within the Asian region.

In May 1993, the Rt. Hon. Lord Briggs of Lewes, (then) Chairman of COL, delivered the convocation address at the IGNOU convocation, at which he was conferred an honorary degree of Doctor of Letters. Prof. James Maraj, President of COL, also a guest of honour at the convocation, designated IGNOU as COL's first *Centre of Excellence for Distance Education*. The announcement followed the visit of an expert committee instituted by COL to evaluate the programmes and functions of IGNOU. Prof. Maraj also announced COL's decision to install an audio-teleconferencing network among the open universities in India as the first phase to the linkage of the open universities throughout the Asian region. (Please see COL Centres Of Excellence For Distance Education below for more details.)

In November 1993, COL completed the first step in the development of an audio-teleconferencing network to link Asian open universities with the installation of facilities at IGNOU (and one of its regional centres), BRAOU (Hyderabad) and YCMOU (Nashik). Dr. Abdul Khan, Senior Programme Officer, and Mr. Al Trask, Programme Officer, Engineering Services (both of COL's Communications Technologies and Information Division), were on-site, supervising the installation of the equipment. Technical personnel from the three universities assisted Dr. Khan and Mr. Trask in the task.

Prof. Maraj also announced COL's participation over the next three years in the establishment, within IGNOU, of an Institute for Training in Distance Education, which will serve the training needs of open universities in India, the Asian region and the Commonwealth as a whole.

A COL-sponsored national-level workshop on student support services was held in 1993 at YCMOU in which about thirty faculty members at YCMOU, BRAOU (Hyderabad), IGNOU and Kota Open University (Rajasthan) participated. Members of the COL-sponsored Mobile Training Team in India acted as resource persons. A training workshop on desk-top publishing was conducted by Mr. Robert Dykstra, a COL/BC Fellow who was attached to YCMOU during September 1993. Support from COL has also enabled BRAOU to develop and construct a mobile laboratory to serve its science education programmes.

A workshop to evolve syllabus and course outlines for staff development of distance educators was held, under COL's sponsorship, at the Central Institute of English and Foreign Languages (Hyderabad) in April 1993. COL is assisting the established Academic Staff Colleges in providing training for the faculty of distance education centres in India.

In collaboration with UNESCO, the International Multi-Channel Action Group for Education (IMAGE), and the National Open School (NOS, New Delhi), COL sponsored a workshop on *Open Schools and Education For All* in September 1993 as a curtain-raiser to the meetings of UNESCO's *Education For All* (EFA) conference which was held in Delhi in December. Representatives of the IMAGE group who were scheduled to attend the EFA conference also participated at the COL-sponsored event. The workshop was attended by directors and senior personnel from the open schools and the various institutes in India and from the Ministry of Human Resource Development, Government of India.

Attendance at a June 1993 meeting of the Shastri Indo-Canadian Institute in Ottawa, provided an opportunity for COL to host a visit to COL headquarters by Mr. S.V. Giri, Secretary of the Department of Education in India's Ministry of Human Resource Development, and Prof. G. Ram Reddy, Chairman of India's University Grants Commission. Both met with Prof. Rao and other directors as well as with the President of COL.

In February 1994, COL sponsored the participation of two experts, Dr. Ian Mugridge, COL's Senior Consultant, Higher Education (Open Learning Agency of British Columbia, Canada), and Prof. D.A. Kotelawele (Open University of Sri Lanka) at an international conference on open university systems and development organised by YCMOU in Nashik and partly sponsored by COL. Dr. Mugridge presented a paper on quality assurance in distance and open learning. Prof. O.S. Dewal also represented COL at the conference. Dr. Mugridge also undertook a COL-sponsored consultancy related to YCMOU's research and post-graduate programmes. Recommendations on the YCMOU programmes were submitted to the Vice-Chancellor. COL also extended support to an international conference on distance education at YCMOU in June 1994, and Dr. Ian Mugridge participated.

To assist with the continuing development of IGNOU as COL's first *Centre of Excellence for Distance Education*, two COL consultants were commissioned to review aspects of IGNOU's activities. In January 1994, Mr. Chris Golding, a senior instructional designer at the Open Learning Agency of British Columbia (Canada), visited IGNOU for two weeks to make recommendations on the institution's training and educational programmes in distance education. Ms. Jean Wilson, Deputy Director, UBC Press (University of British Columbia, Vancouver, Canada), visited IGNOU in April 1994 to make recommendations for strengthening the *Indian Journal of Open Learning*.

COL arranged a series of consultations relating to the proposal for establishing an open learning agency in India. Mr. Y.N. Chaturvedi, Additional Secretary (Education) from India's Ministry of Human Resource Development, visited Open Learning Australia (Melbourne), the Open Learning Agency of British Columbia (Canada) and COL headquarters in May 1994. Mr. Chaturvedi's itinerary was arranged to coincide with visits to Vancouver by Prof. M. Mukhopadhyay, Chairman of India's National Open School, who was attached to COL for two weeks to undertake an editing assignment, and Prof. G. Ram Reddy, Chairman of India's University Grants Commission, who was at COL headquarters to attend a meeting of the Executive Committee of

COL's Board of Governors. Consultations also involved COL staff and Prof. M.B. Menon, Director of the School of Education at IGNOU, who was a Visiting Fellow at COL while on sabbatical from IGNOU. COL staff involved in the project included Prof. James A. Maraj, President; Prof. R.V.R. Chandrasekhara Rao, Director of Asian Programmes, Materials and Education for All; and Dr. Abdul Khan, Senior Programme Officer, Communications Technologies and Information. A draft document has now been prepared and is currently under consideration in India.

An international conference on quality assurance was organised jointly by COL and the Distance Education Council, IGNOU, as a follow-up to COL's project on initiating quality assurance and credit transfer systems in higher education institutions in the region. (Please see Credit Transfer, Accreditation and Quality Assurance section for more details.)

Prof. James A. Maraj delivered the convocation address at IGNOU's fifth convocation (New Delhi; April 16, 1994) and was also awarded a Honorary Doctor of Letters during the ceremony.

Dr. B.R. Ambedkar Open University, Indira Gandhi National Open University, Kota Open University, and YCM Open University are all participating in the COL Bursaries Scheme, sponsored jointly by COL and CFTC, through which support is provided to students studying at a distance. Dr. B.R. Ambedkar Open University, which received both first- and second-tranche funding, has reported that 478 students (equally split male/female) have been supported to date. Eighty students have been assisted at IGNOU so far.

#### *Rajiv Gandhi Fellowship Scheme*

In association with IGNOU, and with support from the Rajiv Gandhi Foundation, COL developed the *Rajiv Gandhi Fellowship Scheme*, which will enable students from Commonwealth countries to register for post-graduate degree programmes and to pursue their studies at a distance, without having to leave their home countries. IGNOU's Masters of Distance Education programme will be the first set of courses to be offered. The Fellowship Scheme was officially "launched" in April 1994 in New Delhi. (In 1993, COL designated IGNOU as its first *Centre of Excellence for Distance Education*). (Please see "Scholarship/Bursary Schemes" section for more details.)

Mrs. Sonia Gandhi, wife of the late Prime Minister Rajiv Gandhi and President of the Rajiv Gandhi Foundation, inaugurated the *Rajiv Gandhi Fellowship Scheme* at a ceremony held in New Delhi on April 18, 1994. Also present were the Minister for Human Resource Development, Hon. Arjun Singh; the (then) Vice Chancellor of Indira Gandhi National Open University, Prof. V.C. Kulandai Swamy; and the President of the Commonwealth of Learning, Prof. James A. Maraj. The Memorandum of Agreement between COL and IGNOU was signed by Prof. Maraj and the Hon. Arjun Singh, on behalf of the two institutions respectively. In the speech he delivered at the inauguration ceremony, Prof. Maraj expressed his sincere appreciation for India's commitment to COL and the specific contribution toward the Fellowship Scheme, which would otherwise not be possible:

*I would have done less than justice, Madam President, if I did not publicly thank Vice Chancellor Prof. Kulandai Swamy and his colleagues for their generosity and helpfulness in getting this scheme underway. They did not seek to make a profit in monetary terms and will not do so, but they agreed, as a gesture of Commonwealth co-*

*operation and as a tangible expression of sharing their expertise with other developing countries, to embrace the Scheme. We are also indebted to the Rajiv Gandhi Foundation and to Dr. Abid Hussain, of the Rajiv Gandhi Institute for Contemporary Studies for his enthusiastic endorsement of the Scheme, for a measure of financial support and, most of all, for securing the necessary approvals including your own, Madam President, for associating the young leader's revered name with this imaginative endeavour.*

The first phase of the Fellowship Scheme will be limited to fourteen countries/regions. The academic programme in Masters in Distance Education will be delivered by distance using a mix of media supported by locally recruited counsellors. In addition to meeting the course fees for students selected for admission, COL will also conduct orientation programmes for training of counsellors in the participating countries/regions. The programme will commence from December 1994.

*Mission to India — August 1992*

In conjunction with COL's Symposium on *Reforms in Higher Education — with particular reference to distance education* (Delhi, August 1992), COL President, Prof. James Maraj, led a Mission to India with the purpose of strengthening COL ties with the country through meetings and project planning with key people within India's Government (Prime Minister, Minister and Ministry of Education, Finance, External Affairs, Planning Commission, and the Universities Grants Commission (UGC)) and educational institutions (Indira Gandhi National Open University, Dr. B.R. Ambedkar Open University (Hyderabad), Yashwantrao Chavan Maharashtra Open University (Nashik), Indian Institutes of Technology, National Council of Educational Research and Training, etc.)

Prof. Maraj, along with Prof. G. Ram Reddy, Chairman of India's UGC and former Vice President of COL, met with Prime Minister Narasimha Rao; Minister of Human Resource Development (Education), Hon. Arjun Singh; and Education Secretary, S.V. Giri. All three demonstrated knowledge and understanding of the work of COL and pledged their continued support.

At the National Council of Educational Research and Training (NCERT), Prof. Maraj had the honour of addressing the distinguished staff and guests as a feature speaker. The President's topic was: *Distance Education and the World Education Scenario*. Meetings with the Director and Joint Director revealed significant opportunities for collaboration.

Prof. Maraj also held meetings with the Vice Chancellor and Senior Management Group at IGNOU.

A complete report of COL's Mission to India (including the Delhi Symposium on *Reforms in Higher Education — with particular reference to distance education*) was prepared and a summary leaflet was produced.

### Maldives

Prof. O.S. Dewal, (then) Co-ordinator of COL Programmes in India, visited Maldives, in May 1992, and consulted with senior officials of the Ministry of Education on prospective COL projects in the country.

Mr. Abdul Hakeem, Maldives Deputy Minister of Education, was awarded a COL/BC Fellowship and visited distance education institutions in British Columbia in September 1992.

Maldives is to participate in the pilot off-shore scheme being organised by COL and the Open Learning Agency of British Columbia, Canada. (Please see Credit Transfer, Accreditation and Quality Assurance section for more details.)

Discussions regarding COL's assistance in the upgrading of teachers in Maldives have taken place.

Dr. Abdul Khan, Senior Programme Officer, Communications Technologies and Information, visited Maldives to discuss with officials their request for COL's assistance in a number of project areas, including electronic/audio-visual equipment and training for the Ministry of Education's Educational Media Services Unit (EMSU). Immediate requirements for the country's distance education programmes have now been addressed by COL with the development and implementation of a training, equipment and consultancy package, which includes: training in script writing and production of educational radio and television programmes; the attachment of technical staff of EMSU to the Communication Division of Indira Gandhi National Open University in New Delhi; and the supply of some basic post-production video equipment. (Please see Communications Technologies and Information section, Educational Media sub-section, for more details.)

### Pakistan

COL's (then) Vice President, Prof. G. Ram Reddy, visited the Allama Iqbal Open University (AIOU) in January 1991 for consultations with University officials. The consultations resulted in the identification of a number of projects for collaboration between COL and the University, including women's education and technical/vocational education and training.

In co-operation with AIOU, COL sponsored a regional symposium on *Women's Literacy Programmes — The Role of Distance Education*. The Symposium, held in September 1991, was aimed at orienting senior level personnel engaged in literacy and post-literacy programmes to issues relating to methods and techniques of planning, implementing and evaluating programmes. (Please see Women in Development section for more details.)

COL is assisting in strengthening the communication and materials production capability of AIOU and its regional centres. Under this project two units of desk-top publishing equipment and twelve facsimile machines were made available to the University.

A senior faculty member of AIOU, Prof. Javed Iqbal Syed, was awarded a COL Fellowship in September 1990 which enabled him to visit institutions in British Columbia involved in distance

education. For a four-month period in 1992, Prof. Syed was seconded by COL to act as Co-ordinator of Asian Programmes during the absence of Prof. Reddy from COL headquarters. Ms. Tamkanat Niazi, of AIOU's Bureau for University Extension and Special Programmes, participated as a COL Fellow in 1991.

Under the outgoing COL/BC Fellowships Programme, a BC educator, Mr. Jim Bizzocchi (Capilano College) visited Pakistan (AIOU) in August 1991 to advise on the use of audio-visual aids and other technologies in distance education.

COL sponsored a five-day workshop in April 1992 on technical/vocational education and training (TVET) in Pakistan. The workshop was hosted by AIOU. The recommendations that were developed by the participants have far-reaching implications for Technical/Vocational Education in Pakistan and an Implementation Committee was established to ensure that the momentum of the workshop is not lost. The conference was organised by COL following a request from the Pakistan Minister of Education. Special Adviser to the President, Mr. Lewis Perinbam, and Senior Programme Officer, Ms. Mavis Bird, along with experts from Australia, Bangladesh, Canada, Britain, India (by paper only), New Zealand, and Sri Lanka participated on COL's behalf as resource persons.

Along with participating in the TVET workshop, Mr. Lewis Perinbam met with the Pakistan Minister of Education, the Pakistan Minister of Finance and Economic Affairs, the Vice Chancellor of AIOU, the Vice Chancellor of Quaid-i-Azam University, and the Canadian High Commissioner to Pakistan. Discussions included COL's work and financial support for COL from Pakistan.

COL also sponsored an eight-day workshop on script writing for video, held at AIOU (Islamabad) in July/August 1992. Participants included eighteen academics and nine media producers. Workshop facilitators were Mr. Jim Bizzocchi (Capilano College, Canada) and Mr. Haider Burghri, Deputy Director of AIOU's Institute of Educational Technology. The workshop was evaluated positively. Participants felt that they had increased their ability to conceptualise and plan educational video productions, effectively write scripts for video, and work on collaborative teams of both academics and media producers.

A *Food Safe* programme, and companion *Water Safe* manual, has been adapted for use in the training of food handlers and preparers in the Women's Technical Training Centre in Quetta, Pakistan. (Please see Technical/Vocational Education and Training section for more details.)

In 1994, under COL's sponsorship, Prof. Razia Abbas, of the Bureau for University Extension and Special Programmes at AIOU, undertook visits to three Commonwealth African countries — Ghana, Tanzania and Zimbabwe — to share her experiences in extension programmes in functional literacy designed for women.

AIOU is also participating in the COL/CFTC bursaries scheme for distance education students and has reported that 143 students have been assisted (ninety-six of them female).

### Sri Lanka

COL provided assistance to the Open University of Sri Lanka (OUSL) to enable it to revise and update its undergraduate programmes in science and technical/vocational education and training. At the same time, COL helped OUSL to identify, with a view to acquiring, suitable course materials in nursing, horticultural engineering and journalism. In early 1992, COL facilitated the transfer of a range of technical/vocational course materials to OUSL from various universities and institutions.

Mrs. S.I.W. Kulantunga of the OUSL was one of the beneficiaries in 1989 of the COL Fellowship Programme. Under the outgoing COL Fellowship Programme, a BC educator, Mr. Jim Bizzocchi (Capilano College) visited Sri Lanka (OUSL) in August 1991 to advise on the use of audio-visual aids and other technologies in distance education.

On March 12, 1993, COL President, Prof. James Maraj, delivered the convocation address at the Annual Convocation of The Open University of Sri Lanka at which he was also conferred the honorary degree of Doctor of Letters.

Prof. Maraj and the South-Asian open university vice chancellors, who were in Sri Lanka attending COL-sponsored meetings (see Regional section below), also met with the Hon. A.C. S. Hameed, Cabinet Minister for Justice and Project Minister responsible for Higher Education for Sri Lanka. At the COL regional meeting, the opportunity was taken to also conduct a panel discussion, chaired by Prof. Arjuna Aluwihare, (then) Chairman of the University Grants Commission, Sri Lanka, at which several key educators from Sri Lanka had a lively interface with the visiting vice chancellors.

OUSL has worked with COL in the development of a Computer Awareness Programme for Zambia. (Please see Technical/Vocational Education and Training section for more details.)

OUSL is participating in the COL/CFTC bursaries scheme for distance education students. The University has reported the provision of assistance to 104 students.

### Regional

**Commonwealth Educational Media Centre for Asia (CEMCA):** In November 1993, a Task Force established by COL developed a detailed plan for establishing a facility for the purpose of facilitating the distribution and exchange of educational programming among the participating institutions in the South Asia region. It further recommended that it should be located at a "host" institution which would provide a basic level of services and technical facilities. Seeing support for the concept, COL invited major distance education organisations in the region to make formal proposals expressing their interest in serving as a "host" institution. Both the Open University of Sri Lanka and Indira Gandhi National Open University, New Delhi made representations to this effect, and after careful consideration the offer from IGNOU was accepted. CEMCA was formally established on July 1, 1994 at the Indira Gandhi National Open University. Mr. K. Narayanan has been appointed, on a temporary basis, as Administrative Officer for CEMCA. The job descriptions and terms and conditions of service for the position of Director and for other staff are being finalised the positions in the professional category will be posted/circulated to all

major distance education institutions and media organisations in Commonwealth Asia. To a certain extent, CEMCA will also represent COL in the region. (The report of the Task Force, entitled *Regional Co-operation in Distance Education Media Resources*, contains the key recommendations to examine ways and means for promoting regional co-operation in the use of electronic media in the Asian region as well as country profiles on Bangladesh, Hong Kong, India, Malaysia, Pakistan, Singapore and Sri Lanka. The report was produced with support from the Asian Mass Communication Research and Information Centre in Singapore and has been widely circulated within the international distance education community.)

**Regional workshops:** A COL-sponsored regional workshop on Course Development in Distance Education was presented for key personnel from institutions in India, Pakistan, Bangladesh, Sri Lanka and Maldives (New Delhi, December 1990.) In July 1994, in conjunction with IGNOU's Staff Training and Research Institute of Distance Education (STRIDE), COL conducted an Asia Regional Workshop on Training in Distance Education. Participants included representatives from Bangladesh, India, Maldives, Pakistan, Sri Lanka and observers from Bhutan and Nepal. (Please see Training section for more details.)

**Association of Asian Open Universities:** COL provided support to the Association of Asian Open Universities (AAOU) by sponsoring the participation of six delegates — two from India, two from Pakistan, one from Maldives, and one from Bangladesh — at the association's 1991 annual conference, held in September in Colombo, Sri Lanka.

**Meeting of South-Asian Vice Chancellors:** To promote regional co-operation and, specifically, sharing and exchanging of materials, COL organised a meeting of South-Asian Vice Chancellors and senior academics. The meeting was held in Colombo, Sri Lanka, in September 1991. In attendance at the meeting were senior representatives of the Open University of Sri Lanka (OUSL) and the Vice Chancellors of Indira Gandhi National Open University, India; Dr. B.R. Ambedkar Open University, India; Kota Open University, India; and OUSL. Also in attendance were the Chairman of the University Grants Commission in Bangladesh, the Director of the Open Learning Institute of Hong Kong, and the Assistant Director of the Non-Formal Education Centre in Maldives.

**Initial teacher training:** Prof. O.S. Dewal, Co-ordinator of COL Programmes in India, participated in the South Asian Colloquium on Alternatives in Initial Teacher Training (Colombo, Sri Lanka, April 1992).

**South Asian Association for Regional Co-operation:** Prof. R.V.R. Chandrasekhara Rao, COL's Director of Asian Programmes, Materials and Education for All, visited Kathmandu, Nepal in 1993, and had discussions with senior officials at the South Asian Association for Regional Co-operation (SAARC). Proposals for collaboration between SAARC and COL in organising seminars and workshops in the South Asian region were discussed. COL has since submitted formal proposals for consideration by SAARC.

#### ***Agreement on Regional Co-operation in Higher Education***

An important spin-off from the COL's Symposium on *Reforms in Higher Education* — with particular reference to distance education (Delhi, August 1992) was the opportunity it provided COL, and its President, to engender closer co-operation among higher education institutions in

Asia. Under the aegis of COL, the chairs of the University Grants Commissions of Bangladesh, India, Pakistan and Sri Lanka met for the first time, together with Prof. Maraj, and pledged themselves to intensifying and expanding co-operation, supported the call for closer integration between the conventional universities and institutions offering distance learning programmes, and agreed to facilitate the exchange of learning materials and promote the movement of academics and practitioners among their countries leading to joint projects intended to result in strengthening institutional capacity. Specialised training, research and continuing professional education activities were highlighted as areas of initial focus.

COL is supporting these initiatives which will build on programmes that are currently in place under the South Asian Association for Regional Co-operation (SAARC) umbrella and will include the region's smaller states, where the development of higher education is still at an incipient stage.

At the signing of the agreement, the four UGC chairs — Prof. M. Shamsul Huq (Bangladesh), Prof. G. Ram Reddy (India), Prof. G.J. Pareshan Khattak (Pakistan), and Prof. A.P.R. Aluwihare (Sri Lanka) — publicly commended the efforts of COL for its work in the region. They declared that such a meeting and its encouraging outcomes — and the symposium itself — would not have been possible without the leadership of COL and its President.

In March 1993, COL sponsored, in conjunction with and hosted by The Open University of Sri Lanka, a meeting of vice chancellors of open universities in Bangladesh, India, Pakistan and Sri Lanka. Through the meeting, chaired by COL's President, participants developed a Plan of Action for deepening regional co-operation in higher education. Prominent in the Action Plan are the following elements: sharing of course materials; joint development of programmes and materials; mutual recognition of students' credits; and exchange of faculty and technical personnel. A time-bound programme for implementation has also emerged out of this meeting. The vice chancellors requested COL to prepare a roster of experts and specialists in distance education drawn from the region's academic community.

## **Caribbean Region**

The initial sectoral priorities in the Caribbean region, based on consultations with governments and institutions, embrace the fields of agriculture, business (including accountancy), distance education, the environment, marine resources management, teacher training, technical/vocational education and training and women in development.

In each of the projects undertaken and planned for the Caribbean, COL is assisting in the creation and development of institutional capacity in distance education; supporting staff training in the techniques and management of distance education; as well as facilitating inter-institutional communication links. Assistance is also being given to the acquisition of learning materials for reference purposes or for use directly or with adaptation, as well as to the development and production of materials locally. Information and consulting services as required, are also being provided.

### Antigua & Barbuda

Dr. Iain Cooke, Development Officer, Computer Based Education, Camosun College (BC, Canada), visited Antigua/Barbuda in May 1992 under the COL/BC Fellowships Programme. His assignment was to assess how distance education methods could be used to address public sector training needs and how COL might assist. His visit followed a request from the Ministry of Economic Development, Industry and Tourism and initial consultations with the Ministry about the ways in which COL can help the Ministry to expand its public sector human resource development programme. A pilot programme aimed at improving the management skills of key officials in the public sector is one of the proposals in Dr. Cooke's report to the Government of Antigua & Barbuda.

Mrs. Jessie Kentish, of the Antigua State College, visited institutions in British Columbia, Canada, under the COL/BC Visiting Fellowships Programme, in September 1993.

Antigua & Barbuda is participating in the COL/Organisation of Eastern Caribbean States (OECS) Distance Education Pilot Project (see below).

### The Bahamas

Consultations have taken place with the Government of the Bahamas about the establishment of a Distance Education Network to link New Providence with the Family Islands. Agreement was reached in principle with the various institutions and agencies involved about the nature and scope of the project and final approval from the Government to implement the project is awaited.

Ms. Inez Peet, Director of the Continuing Education and Extension Services Division, The College of the Bahamas, was awarded a COL/BC Visiting Fellowship in 1992.

The College of the Bahamas is participating in the COL/CFTC Bursaries Scheme through which support is provided to distance education students.

### Barbados

COL's strategic approach to education development in the Commonwealth calls for improving the familiarity of Commonwealth educators with developing applications of technology, so that they may make more informed decisions on how to apply available resources to their educational priorities. COL therefore provides field demonstrations from time to time on the developments in educational technology. The first such demonstration took place at the October 1990 Commonwealth Conference of Education Ministers (held in Barbados) and included desk-top publishing, interactive video-disc technology, teleconferencing, database materials, computer assisted learning and computer communications. It was opened to Barbadian educators and attracted considerable interest.

The Chief Audio-Visual Aid Officer of the Ministry of Education and Culture, Mr. Michael Owen, participated in the 1990 COL Fellowship Programme and was attached to the Open Learning Agency of British Columbia and other institutions where he reviewed and assessed developments in the audio-visual field.

Ms. Thelma Brathwaite, Senior Education Officer, Barbados Ministry of Education, participated in a COL/Ontario Government/Caribbean Governments Fellowships Programme, visiting institutions in Ontario, Canada in March 1992.

### Belize

Mr. Stanley David Nicholas, Science Lecturer, Belize Teachers' College, participated in a COL/Ontario Government/Caribbean Governments Fellowships Programme, visiting institutions in Ontario, Canada in March 1992.

Ms. Cynthia Thompson, of the Belize Teachers' College, visited institutions in British Columbia, Canada, under the COL/BC Visiting Fellowships Programme, in September 1993.

A representative from Belize attended a two-week workshop conducted by COL in November 1993 in St. Lucia for participants from the Eastern Caribbean countries who were taking part in the COL/OECS Distance Education Pilot Project (see below).

Belize is to participate in the pilot off-shore scheme being organised by COL and the Open Learning Agency of British Columbia, Canada. (Please see Credit Transfer, Accreditation and Quality Assurance section for more details.)

### Dominica

In August 1991, four senior educators from Dominica were sponsored by COL on a study visit to Jamaica to review the operations of the COL-supported teacher upgrading project with a view to introducing a similar programme in Dominica. Subsequently in January 1993, a COL Senior Programme Officer, Ms. Susan Phillips, visited Dominica to have discussions with officials and to help reformulate a project for COL's assistance in teacher upgrading.

Mrs. Frances Harris, Principal, Dominica Teachers' College, participated in the September 1991 COL Visiting Fellowship Programme.

During March 1992, Mr. Robert W. Scales of the Open Learning Agency of British Columbia (Canada) visited Dominica under a COL/BC Fellowship to assess human resource development needs in the country that might be met using distance education techniques. Mr. Scales submitted a report which is being followed up with the Dominica Government.

COL has provided the Dominica Ministry of Education and the Clifton Dupigny Community College with distance learning materials in science, business, computer applications and selected technical/vocational subjects.

Dominica is participating in the COL/Organisation of Eastern Caribbean States (OECS) Distance Education Pilot Project (see below).

### Grenada

Mr. Dennis Bell, Curriculum Development Co-ordinator, Mathematics, Grenada Ministry of Education, Culture, Youth Affairs and Sport, participated in a COL/Ontario Government/Caribbean Governments Fellowships Programme, visiting institutions in Ontario, Canada, in March 1992.

Ms. Susan Phillips, COL Senior Programme Officer, visited Grenada in January 1993 to discuss with education officials there how COL might help in improving education delivery in Grenada and expanding access. Subsequently, COL has agreed to help the Grenada National College to improve the management of its student records with COL's newly developed *Student Record/Management System* (SRMS) computer software programme.

Mr. Desmond La Touche, of the Grenada National College, visited institutions in British Columbia, Canada, under the COL/BC Visiting Fellowships Programme, in September 1993.

Grenada is participating in the COL/Organisation of Eastern Caribbean States (OECS) Distance Education Pilot Project (see below).

### Guyana

The University of Guyana (UG), with endorsement by the Government of Guyana, requested COL's assistance in developing a distance education programme for more effective delivery of the pre-university courses offered by the University's Institute of Adult and Continuing Education (IACE). This assistance took the form of providing UG with a desk-top publishing centre, including the required training of staff; the development of learning materials; and the provision of financial, professional, and technical assistance in the installation of an audio-teleconferencing network between Georgetown and seven regional study centres. Equipment linking the first two study centres (at Linden and New Amsterdam) to Georgetown, was installed in 1993 under supervision by COL staff. UG/IACE has also been supplied with audio-teleconferencing equipment for five additional centres, one of which is now installed and operational. Installation of the other four units is expected to be completed shortly.

The official inauguration of the University of Guyana's distance education programme took place on November 7, 1992. A feature of the inauguration ceremony was the participation by HE Dr. Cheddi Jagan, newly elected President of the Republic of Guyana, in a teleconference exchange involving the two sites that had been installed at the time. The University's distance education programme commenced in 1993 with the teaching of pre-university English to some 200 students using locally produced materials. Pre-university mathematics materials have also been produced locally and COL provided advice on the acquisition of suitable science materials.

During 1991, in support of staff development associated with the establishment of the Guyana Distance Education Network, a staff member of IACE at Georgetown and one from the Ministry of Education benefited from COL-sponsored, short term study attachments to selected institutions in Canada. In 1989, Mr. S. Small, Director of IACE, conducted work on the projects, at COL headquarters and BC institutions, under the COL/BC Visiting Fellowships Programme. Also, in 1993, under the COL/BC Fellowships Programme, Ms. Pamela Galea, an Instructor in the Office Administration Department of Kwantlen College (Canada), was attached to IACE to assist with the further development of desk-top publishing and instructional design skills. Ms. Meighan Duke, Co-ordinator, Distance Education and Information Unit, Guyana Ministry of Education and Cultural Development, participated in a COL/Ontario Government/ Caribbean Governments Fellowships Programme, visiting institutions in Ontario, Canada, in March 1992.

In December 1990, COL organised a training workshop on course design and development for twenty-five participants, nominated by the Guyana government.

During 1992, with COL support, IACE at UG was provided with first-year university science and mathematics courses from the Open Learning Agency of British Columbia (Canada), and also with the full Indira Gandhi National Open University (India) diploma programme in distance education by distance.

Also in 1992, the Vice Chancellor of UG informed the President of COL of the University's decision to become a dual mode institution and COL responded to his request for assistance in this regard. Prof. M.B. Menon of the Indira Gandhi National Open University (India) was attached to the University of Guyana in June 1993, as a COL consultant, to advise on the development of a dual-mode delivery system at the University. The University's plans were to adopt this system from the 1994/95 academic year.

COL is also examining the implementation of educational broadcasting in collaboration with the Guyana Broadcasting Corporation.

UG is participating in the COL/CFTC Bursaries Scheme for distance education students. The University reported that it has provided support to 202 students (145 females) to date.

### Jamaica

The COL/Jamaican Ministry of Education Teacher Training Project was officially launched on July 10, 1991, as a pilot to upgrade 200 primary school teachers from a University of the West Indies (UWI) certificate to diploma qualification. Assessing the successes of the programme after its first year, the Ministry of Education issued an encouraging report. Of 205 teachers who had

started the programme in 1991, 195 had registered for 1992/93 and the unmoderated first-year examination results were good (the results have to be moderated by UWI). The first batch of students (145 in number) completed the Diploma in Education for Primary Teachers by distance in two years (in 1993); others will complete in three years (as against one year full-time). Another 150 students have since been enrolled out of a list of more than 300 applicants.

Technical advice and financial support have been provided by COL for the local development of course materials, and for the establishment of the necessary infrastructure and inter-institutional communication links. During 1991, COL provided the Ministry with two desk-top publishing units in order to facilitate the production of learning materials. COL also supplied the Ministry with a video series entitled *The Effective Teacher*, which is to be used as enhancement material. A one-week national workshop to train tutors was also convened in 1991 with COL support.

To assist the managers and tutors of the system in the exercise of their professional roles, COL has provided the Teachers' College, where the pilot is being implemented, with a collection of standard texts and reference materials in distance education (1992).

The Ministry is also considering the expansion of the project by developing a parallel programme for secondary teachers. Mrs. Judith Kamau, a consultant from the College of Education and External Studies at the University of Nairobi (Kenya), who was recommended by COL, has now completed the first phase of an assignment for the Jamaican Ministry of Education aimed at this goal. An important aspect is the development of materials for the training of school leaders by distance.

A team of educators from Dominica visited Jamaica in August 1991 to review the teacher training project.

In November 1991, COL organised a training workshop on course design and development for twenty-four tutors, nominated by the Jamaican government.

COL has assisted the National Training Agency (NTA) by arranging the transfer of a motor mechanics programme from Australia and implemented a pilot programme to illustrate that technical and vocational skills can be effectively and efficiently acquired outside the traditional training organisation, using alternative forms of delivery. Ten sites are currently participating in the COL/NTA *Manipulative Skills* auto-mechanics project, which is delivering training to young people utilising industry as the hosts. (Please see Technical/Vocational Education & Training section for more details.)

COL is also working with the Ministry and the Jamaican Broadcasting Corporation to develop an appropriate and effective role for educational broadcasting in Jamaica. In the first instance, an assessment of the facilities for educational broadcasting on the island was commissioned.

Ms. Nedris Ellis, Education Officer, Guidance & Counselling, Jamaica Ministry of Education, and Dr. Ethley London, Executive Director, University Council of Jamaica, participated in a COL/Ontario Government/Caribbean Governments Fellowships Programme, visiting institutions in Ontario, Canada, in March 1992.

The College of Arts, Science, and Technology (CAST) in Jamaica is participating in the COL/CFTC Bursaries Scheme through which support is provided to students studying at a distance. The College has reported assistance to fifteen female and eight male students. CAST has also been the recipient of distance learning material in computer applications and the Indira Gandhi National Open University (India) diploma in distance education by distance.

Ms. E. Christine Marrett, UWIDITE's Project Officer was the first COL Fellow to visit British Columbia under the COL/BC Fellowships Programme (1989).

In 1993, under a World Bank project, the Jamaica Ministry of Education embarked on the reform of secondary education, and distance education is featuring prominently in the teacher training/upgrading component of the project. In anticipation of this development, and at the request of the Ministry, COL provided support for a workshop at which twelve selected teachers were trained as course writers.

#### St. Kitts-Nevis

Ms. Vaple Burt, Education Officer, St. Kitts-Nevis Ministry of Education, Youth, and Community Affairs, participated in a COL/Ontario Government/Caribbean Governments Fellowships Programme, visiting institutions in Ontario, Canada, in March 1992.

The College of Further Education has received, through COL, distance learning materials in science, mathematics, business and computer applications.

Mrs. Veronica Fyfield, of the St. Kitts-Nevis Ministry of Education, Youth and Community Affairs, visited institutions in British Columbia, Canada, under the COL/BC Visiting Fellowships Programme, in September 1993.

St. Kitts-Nevis is participating in the COL/Organisation of Eastern Caribbean States (OECS) Distance Education Pilot Project (see below).

#### St. Lucia

With assistance from COL, Sir Arthur Lewis Community College (SALCC) in St. Lucia is developing a distance teaching capability. *A Learning Centre for the Southern Region of St. Lucia and other Distance Education/Open Learning Projects*, the report of the secondment of Dr. George Knox, a senior staff member of North Island College (British Columbia, Canada), was published by COL in August 1991. Dr. Knox's secondment to SALCC for the 1990/91 academic year was sponsored jointly by COL, North Island College, and the Commonwealth Fund for Technical Co-operation (CFTC) and was aimed at assisting the College to establish a distance education unit at its headquarters in Castries and a study centre at Vieux Fort. The report's recommendations were accepted by the Principal of SALCC, who requested further assistance from COL in implementing them.

As a second phase of the project to build distance education institutional capability at SALCC, also with assistance from CFTC and the co-operation of North Island College (NIC), COL supported the attachment of three tutors from NIC to SALCC for periods of one to two months

between May and July 1992. The tutors assisted with the modification of NIC learning materials (already acquired by COL on SALCC's behalf) to meet the specific local needs, worked with staff of SALCC in setting up office administration delivery systems, assisted in the development of registration and administration procedures, and helped staff of the study centre at Vieux Fort in planning and making provision for adequate learner support facilities.

In phase three, during early 1993, COL equipped the College and its Vieux Fort study centre each with computer, laser printer, and software, and also provided one graphics/text scanner to facilitate the production and reproduction of learning materials and their exchange between College and study centre, as necessary.

Also, in response to an request from the Principal of SALCC, COL provided one of its Senior Programme Officers to help conduct an eight-day workshop in August 1992, for fourteen St. Lucia school principals, in the use of computers in institutional management. The main goal of the workshop was to increase the "comfort level" of the principals with the use of computers through hands-on activities designed to demonstrate how computers can be used productively within the school environment.

Under COL's auspices, Ms. Penny Dubak of North Island College visited St. Lucia in November/December 1993. She worked with SALCC to provide further guidance and training for the Co-ordinator and Tutors of the distance education programme being implemented through the Southern Extension Services of SALCC at Vieux Fort. She also ran sessions and provided assistance during the two-week workshop for participants in the COL/OECS Distance Education Pilot Project and returned in 1994 under the auspices of the Project and the COL/BC Fellowships Programme.

The distance education programme at SALCC was launched in January 1993 and over 200 students were enrolled in a total of thirteen courses. The programme continues to benefit from an on-going link between SALCC and North Island College (British Columbia, Canada).

Ms. Claudia Francis, Government Services Education Officer, Adult Education, St. Lucia Ministry of Education and Culture, participated in a COL/Ontario Government/Caribbean Governments Fellowships Programme, visiting institutions in Ontario, Canada in March, 1992. In early 1993, Mr. Don Salter, Manager, Curriculum and Program Support, North Island College (Canada) worked with SALCC staff, providing expertise in desk-top publishing and instructional design, under the COL/BC Fellowships Programme. Mrs. Veronica Augustin, of SALCC, visited institutions in British Columbia, Canada, under the COL/BC Visiting Fellowships Programme, in September 1993.

Following consultations with the St. Lucia Ministry of Education in 1993, COL explored the possibility of installing an audio-teleconferencing network in St. Lucia. When the project is completed, there will be a total of six sites located in either Ministry or Sir Arthur Lewis Community College (SALCC) buildings in various education districts. In September 1994, COL installed a central conference "bridge" and equipped some of the sites. Use of the system has now begun. The network will be used for the delivery of courses as well as for administrative purposes.

St. Lucia is participating in the COL/Organisation of Eastern Caribbean States (OECS) Distance Education Pilot Project with SALCC serving as the lead institution (see below).

SALCC is also participating in the COL/CFTC Bursaries Scheme for distance education students.

#### St. Vincent & the Grenadines

Ms. Yvonne Gaynes, Curriculum Development Officer, St. Vincent & the Grenadines Ministry of Education, participated in a COL/Ontario Government/Caribbean Governments Fellowships Programme, visiting institutions in Ontario, Canada, in March 1992. Mr. Lennox Lewis, Education Officer (Primary), St. Vincent & the Grenadines Ministry of Education, visited institutions in British Columbia (Canada), under the COL/BC Visiting Fellowships Programme also in 1992.

COL has provided the Ministry of Education with distance learning materials in science, business and computer applications.

St. Vincent & the Grenadines is participating in the COL/Organisation of Eastern Caribbean States (OECS) Distance Education Pilot Project (see below).

#### Trinidad & Tobago

Through the provision of seed money to permit the exchange of visits and facilitate project conceptualisation and formulation, COL has been instrumental in enabling the Faculty of Agriculture at the University of the West Indies and Wye College in the UK to develop a co-operative project for delivery of a master's programme in agricultural development by distance. The project was submitted to the UK Overseas Development Administration for funding.

Mr. Hollis Knight, Acting Director, Educational Services, Trinidad & Tobago Ministry of Education, participated in a COL/Ontario Government/Caribbean Governments Fellowships Programme, visiting institutions in Ontario, Canada, in March 1992.

Mrs. Marcia Riley, of the Trinidad & Tobago Ministry of Education, visited institutions in British Columbia, Canada, under the COL/BC Visiting Fellowships Programme, in September 1993.

#### COL/OECS Distance Education Pilot Project

**Antigua & Barbuda, Dominica, Grenada, St. Kitts-Nevis, St. Lucia and St. Vincent & The Grenadines** are participating in the COL/Organisation of Eastern Caribbean States (OECS) Distance Education Pilot Project. This Project has been undertaken to test the feasibility of delivering courses by distance originating at one college in the region to students registered at their local colleges in other territories.

The Project had its beginnings in May 1992 when COL engaged a consultant to carry out a feasibility study on the development of a distance education network within the Eastern Caribbean sub-region. The consultancy report was subsequently discussed at a meeting on

distance education convened by COL for chief education officers and principals of tertiary colleges in the OECS.

Following site visits, a draft proposal for the Pilot Project was developed by COL in close consultation with the chief education officers and principals, as well as staff from the OECS Secretariat and Sir Arthur Lewis Community College (SALCC) in St. Lucia. It is intended that the pilot would demonstrate the practicality of offering print-based courses by distance to a number of different sites in the region, using SALCC as the Central Site for co-ordinating activities such as reporting on student completion, liaison functions and materials distribution. Initially, the pilot would involve offering North Island College (NIC, Canada) courses that have been adapted for use by SALCC.

At a meeting in May 1993, an Implementation Plan derived from the proposal, was approved in principle by the Chief Education Officers and others involved in the proposed Pilot. A phased approach in site development was adopted in light of the funding available.

Later that year, SALCC appointed a professional staff member as local co-ordinator for the Project. She has the responsibility for many of the administrative and liaison duties that are required in order to deliver the courses, such as overseeing the duplication of the learning materials, keeping track of the inventory and developing generic handbooks when feasible.

A two-week workshop was held in November 1993 in St. Lucia for participants from the Eastern Caribbean countries that are taking part in the COL/OECS Distance Education Pilot Project. The participants were those designated by their institutions or Ministries who will have the responsibility for carrying forward the Pilot in their home territories.

- The workshop had three main goals: (1) to acquaint and familiarise the participants with distance education; (2) to provide background information on the Pilot Project, and to discuss how it will be carried forward; and (3) to provide training and information on the use of telecommunications technologies and computers as these relate to the implementation of the Project.
- Financial support for the workshop was provided by the Canada Training Awards Programme (CTAP) and COL, with much assistance from SALCC staff in St. Lucia. COL staff were actively involved in the planning, organisation and delivery of the workshop, and an NIC staff member, Ms. Penny Dubak, under the auspices of the COL/BC Fellowships Programme, assisted in conducting the workshop.
- Evaluations completed by the workshop participants indicated that the three main goals of the workshop had been achieved, and that it had been a successful and worthwhile endeavour.

The Management Committee of the OECS Distance Education Pilot Project met in March 1994 and again, by audio-teleconference, in July 1994. The Project Management Committee comprises Chief Education Officers together with representatives from each of: SALCC, the OECS and COL. Defining responsibilities, scheduling activities, and developing external funding proposals were key agenda items.

The first local site of the Pilot Project is located in St. Kitts-Nevis. It became operational in March 1994 and three courses are currently being offered by distance at the site. The necessary texts, manuals and workbooks have been sent to two additional local sites, St. Vincent and The Grenadines and Grenada, and it is anticipated that these sites will be offering courses through the Pilot before the end of 1994.

A proposal has been developed in order to secure external funding support for the continuation and expansion of the Pilot Project. This proposal, if successful, will build on the resources established locally and on the training provided through the Pilot. It will involve the development of centres of specialisation located in each of the six territories which are currently part of the Pilot Project network, and is viewed as a means to assist the region in meeting its human resource development needs through increasing and improving access to education and training using distance education modalities and technologies.

### Regional

Consultant missions have been undertaken to The Bahamas, Barbados, Guyana (2), Jamaica (2), the OECS countries and Trinidad & Tobago.

Sample learning materials for review and reference purposes have been supplied to all the countries of the Eastern Caribbean, Guyana, Jamaica, and to the Universities of the West Indies and Guyana. The two universities were also supplied with the complete set of materials for the diploma in distance education by distance (from Indira Gandhi National Open University, India).

**Regional Co-ordinator:** In October 1991, Prof. the Hon. Leslie R.B. Robinson was appointed Co-ordinator of COL Programmes in the Caribbean, accommodated in office space kindly provided by the University of the West Indies at the Mona Campus (Jamaica). Prof. Robinson completed his three-year term in September 1994 and was replaced by Dr. Dennis H. Irvine. Dr. Irvine returned to his native Jamaica upon retirement as COL's Director of Caribbean Programmes and Materials Acquisition and Development, a headquarters position he had held for over five years (having joined COL in its early days). Offices for Dr. Irvine have been made available in Jamaica through the courtesy of UNESCO.

**Regional training workshops:** COL has co-ordinated and sponsored the following regional training workshops in order to enhance institutional capacity and distance education throughout the region:

- the use of the computer in distance education (OECS countries) — fourteen participants (St. Lucia, October 1990);
- the adaptation of distance learning course materials — twenty-five participants from thirteen countries (Barbados, October 1990);
- the planning and management of student support services — twenty-one participants from ten Caribbean countries (Jamaica, November 1991); and
- course design for interactive audio-teleconferencing for staff of the University of the West Indies and the University of Guyana (Port of Spain, Trinidad & Tobago; June 1992).

**Distance education conference:** COL and the University of the West Indies jointly convened a regional conference on distance education at the UWI Mona Campus (Kingston, Jamaica) in July of 1990 in which more than seventy persons participated. The report of the conference, *Experiences in Distance Education*, was published and circulated throughout the region.

**SFU/UWI collaboration:** Under the Out-Going COL/BC Fellowships Programme (1991), the Director of the Centre for Distance Education at Simon Fraser University (SFU; Burnaby, Canada), Dr. Colin Yerbury, was attached to the University of the West Indies (UWI) for three weeks to advise on the management of distance education and the instructional design of course materials. Dr. Yerbury met with UWI staff in several Caribbean countries. One outcome of the Fellowship was the attachment of the project director of the University of the West Indies Distance Teaching Experiment (UWIDITE) to SFU for two months to work on the current distance education courses at UWI. In return, SFU benefited from the UWIDITE project director's experience of establishing and maintaining a teleconferencing network. The SFU/UWI link was sponsored by both institutions.

**UWI Review/Caribbean Development Bank/UWIDITE:** (i) An appraisal of distance education at the University of the West Indies was carried out by COL. At the request of the University, COL convened a team of consultants — Mr. William Renwick (New Zealand), Dr. Douglas Shale (Canada), and Prof. Chandrasekhara Rao (India) — to conduct the review. The review process included a visit to the region in October/November 1991 when the consultants conducted an in-depth on-site assessment. The appraisal report was completed in June 1992 and submitted to the Vice Chancellor. The main recommendations of the report have been accepted and formed the basis on which an agreement was reached between the Caribbean Development Bank (CDB) and the University for the funding of a major expansion of distance education. (ii) In 1992, at the request of the CDB, COL provided a consultant who produced a technical review of University of the West Indies Distance Teaching Experiment (UWIDITE). The review was the pre-requisite for the Bank's consideration of a US\$10 million loan to upgrade the system technically and to expand distance education generally at the university. (iii) At the invitation of UWI, COL's Director of Communications Technologies and Information, Mr. Richard Simpson, attended meetings in February 1994 between the CDB and UWI. A major consideration of the meetings was a review of the technological options for the communications infrastructure required for the envisaged expansion of distance education at the University, following from the 1992 consultancy.

**OECS course materials development:** COL, UWI, and Lakehead University (Canada), with additional funding from the Canadian International Development Agency (CIDA), are co-operating in the development of a distance education course in education administration for school principals in the OECS countries. Field testing of the materials, entitled *School Management and Supervision for Head Teachers and Senior Personnel in the Eastern Caribbean States* began in 1994. The seven modules are expected to be ready in their final form by the end of the year.

**COL/Ontario/Caribbean Governments Fellowships Programme:** Ten key educators from nine Caribbean countries visited institutions involved in distance education in Ontario over a three-week period in March 1992 under a COL/Ontario (Canada) Government/Caribbean Governments Fellowships Programme. (Please see Fellowships Programmes for more details.)

**COL/BC Fellowships Programme:** In November 1993, under the auspices of the out-going COL/BC Fellowships Programme, Mr. Andrew Macauley, Dean, Information Technology and Learning Resources, Camosun College (Victoria, Canada), travelled to the OECS sub-region to carry out training on COL's *Student Record/Management System* (SRMS). Mr. Macauley conducted a session during the COL/OECS workshop (see above), and then visited three other countries in the region: Grenada, St. Kitts-Nevis and St. Vincent & the Grenadines. In June/July 1994, Ms. Penny Dubak, of North Island College (Canada), returned to the Eastern Caribbean (see St. Lucia above) and visited four territories in the sub-region, under the auspices of the COL/BC Fellowships Programme and the OECS Pilot Project (see above). Ms. Dubak conducted training workshops on distance education, and related sub-topics as appropriate and requested, in Grenada, St. Kitts-Nevis, St. Lucia and St. Vincent & the Grenadines.

**UWI Cave Hill Campus:** In 1992, COL provided the Office of University Services at the Cave Hill Campus of the University of the West Indies (Bridgetown, Barbados) with desk-top publishing equipment to facilitate the production of course materials for the University's first-year courses by distance.

**CARICOM Ministries of Education meetings:** COL was represented at the meeting of Caribbean Community (CARICOM) Ministers of Education, which was held in St. Kitts-Nevis in May 1992, by the President of COL, Prof. James Maraj, and the (then) Co-ordinator of COL Programmes in the Caribbean, Prof. the Hon. Leslie Robinson. Newly appointed COL Co-ordinator in the Caribbean, Dr. Dennis Irvine, attended the next CARICOM Education Ministers' meeting, which was held in Belize in September 1994. At the latter meeting, in preparation for the Commonwealth Education Ministers meeting later in the year, Caribbean Ministers adopted a resolution reaffirming their support for COL and urging that "all the countries of the Commonwealth continue to protect, preserve and develop The Commonwealth of Learning in the interest of the Commonwealth as a whole."

**CARCAE meeting:** COL was represented at the annual General Assembly of the Caribbean Council for Adult Education (CARCAE) by Prof. the Hon. Leslie Robinson, (then) Co-ordinator of COL Programmes in the Caribbean, and Ms. Christina Knowles, from the Department of Adult Education at the University of British Columbia (Canada), whose participation at the meeting as a resource person was funded by COL. The meeting was held in Aruba in April 1992.

**Technical/vocational teacher/instructor training:** COL is sponsoring a Caribbean technical/vocational teacher/instructor training and core curriculum project. (Please see Technical/Vocational Education & Training section for more details.)

**Research and evaluation:** A COL-sponsored study on the use of radio as an educational medium in the Caribbean was completed in 1992 and the report published and circulated. COL also sponsored a study on library resources in support of distance education in the Caribbean.

**Educational Broadcasting:** In response to a suggestion from COL, and with COL's financial assistance, the Caribbean Broadcasting Union (CBU) offered its training facilities to staff from Commonwealth Caribbean broadcasting stations and educational institutions. (Please see Communications Technologies and Information section for more details.)

**Association of Chief Education Officers in the Caribbean:** In December 1992, the Association of Chief Education Officers (CEOs) in the Caribbean held its inaugural meeting in Jamaica under COL sponsorship. The Association was established as a mechanism through which the CEOs might share information and experience, and put in place co-operative schemes of professional upgrading and training, and its formation was considered an important step in meeting the challenge for more innovative approaches to education in the region. In addition to financial support, COL provided significant professional inputs to the meeting. Dr. Dennis Irvine, (then) Director of Caribbean Programmes and Materials Acquisition and Development, and Prof. the Hon. Leslie Robinson, (then) Co-ordinator of COL Programmes in the Caribbean, represented COL at the meeting and presented a paper entitled *Review of Recent Reports/Surveys on Education in the Caribbean*. At COL's request, Mr. Steve Packer, of the Commonwealth Secretariat, also participated and shared the results of his work on small island states.

**Bursaries Scheme:** the Cave Hill Campus (Barbados), the Mona Campus (Jamaica) and the St. Augustine Campus (Trinidad & Tobago) of the University of the West Indies are all participating in the COL Bursaries Scheme, sponsored jointly by COL and CFTC, through which support is provided to students studying at a distance. UWI's Cave Hill Campus has received first- and second-tranche funding and has reported that thirty-one female and fourteen male students were supported. With second-tranche funding, seventeen students (equally split male/female) have been helped to date at the Mona Campus and forty-two (thirty-two females) at the St. Augustine Campus.

**Provision of Desk-top Publishing Stations:** Offers from COL to provide the five OECS territories of Antigua & Barbuda, Dominica, Grenada, St. Kitts-Nevis and St. Vincent & the Grenadines each with a desk-top publishing workstation were accepted in 1993. COL also provided training for the users of the systems, which have now been installed.

**Access to the Internet:** In 1994, COL established a low-cost Internet "hub" for use by educational institutions in the Caribbean. The system is currently operating on a trial basis with connections for St. Lucia. (Please see Communications Technologies and Information section for more details.)

## **Pacific Region**

Consultations have been undertaken by COL with the key institutions and officials in all the countries of the wider region, and projects have been established in several countries and sub-regional groups. In addition to adhering to COL's mandate, project activity has also been undertaken in cases where significant models can be expected to become established, and where there is a reasonable chance of establishing linkages with other parts of the Commonwealth, both intra-regionally and beyond.

### Australia

COL sponsored a meeting in Sydney, in June 1991, at which the heads of the eight Distance Education Centres (DECs) in Australian universities, the eight external studies units concerned with Technical and Further Education (TAFE), Australian Vice Chancellors' Committee, and the Australia and South Pacific External Studies Association (ASPESA) met with COL staff to develop the first stages of a COL/Australia network for developing distance education. One of the main issues considered was the movement of materials within the Commonwealth and guidelines were agreed upon for accessing materials more readily. COL agreed to operate through the seventeen-point Australian network to make Australian expertise available in the Commonwealth. Further work was undertaken, in association with Australian colleagues, to develop suitable electronic information systems. In further meetings, COL staff also discussed appropriate Commonwealth participation with representatives of twelve non-DEC educational institutions.

Dr. Robert Hunter, on sabbatical from the University of Southern Queensland, was located at COL as a Senior (Visiting) Fellow, from June to November 26, 1993.

### Kiribati

Phase II of a joint COL/Australian International Development Assistance Bureau (COL/AIDAB) Programme for the Southwest Pacific project, submitted by the University Centre in Tarawa, Kiribati, and approved for 1994/95 funding, has now been initiated. In Phase I, outer-island teleconference sites were established to allow the University Centre to tutor students enrolled in University of the South Pacific (USP) distance education courses. In this second phase, funding has been provided for a two-year period to allow the Centre to appoint a non-formal education co-ordinator, who will work with community groups to organise the development of a non-formal education system in scattered islands of the Gilberts group. The primary objective will be to assist community groups to make choices about continuing education already on offer by USP. In meeting this objective, community groups will be encouraged to use (and trained in the use of) the teleconference equipment that is now available.

### Nauru

The University of the South Pacific Nauru Centre Director, Ms. Makerita Va'ai participated in COL's 1991 regional training workshop (Sydney, 1991) and, in 1993, became the foundation

Secretary of the Pacific Islands Regional Association for Distance Education (PIRADE). (Please see Regional section below for more details)

### New Zealand

In May 1991, an agreement was signed at COL Headquarters between the Principals of the Open Polytechnic of New Zealand and the Open College of British Columbia (Canada), following COL-sponsored links between the two institutions. The institutions agreed to assist each other with course development, with a further view toward providing appropriate course materials and services to other Commonwealth countries.

In June 1991, COL convened a meeting at Massey University between COL representatives and the heads of the major distance education institutions in New Zealand. Discussions centred around the ways in which a New Zealand network for distance education can play a full part in appropriate COL activities.

### Papua New Guinea

A COL/AIDAB Programme for the Southwest Pacific country project aimed at assisting the two national distance education agencies — the College of Distance Education (CODE) and the University of Papua New Guinea (UPNG) — to develop their technical capacity for producing course materials was completed in 1992. In 1989, COL arranged for forty courses from the New Zealand Correspondence School to be made available to UPNG and to CODE. In 1991, the COL/AIDAB Programme provided funding for CODE to improve its communication and student support systems. UPNG and CODE staff also participated in COL-sponsored regional workshops in Vanuatu (1990) and Australia (1991).

UPNG's Extension Studies Department was identified as one of the communications centres in the COL South Pacific network during a consultancy visit in March 1991. Funding was provided through the COL/AIDAB Programme for several items of essential equipment that were necessary to improve the professional orientation of the University's distance education programmes.

The COL/AIDAB Programme funded a national training programme organised by the Papua New Guinea Association for Distance Education (PNGADE). In 1991, three workshops were held: two concerning course development and the third, the management and planning of distance education. In 1992, the COL/AIDAB Programme supported PNGADE in conducting a range of training workshops for distance education staff and, notably, a workshop (concluded in May 1992), conducted by an Australian consultant, which focussed on transforming practical materials from agriculture and technical areas into a distance education format. In 1993, the COL/AIDAB Programme supported a PNGADE national training workshop on the use of radio in distance education, which was anchored by Prof. Hal Markowitz of UPNG. Work has also continued on the development of linkages between distance education materials, curriculum, and assessment in technical/vocational training in PNG and related national trade standards. (Please see Technical/Vocational Education and Training section for more details.)

Funds were provided by the COL/AIDAB Programme to enable Papua New Guinea personnel to develop a national distance education directory.

Mrs. Josephine Maioni, a Curriculum Officer in the College of Distance Education visited British Columbia, Canada, in September 1991 under COL's Fellowship Programme. A specially tailored programme was prepared to enable her to study the distance education course development process.

UPNG is participating in the COL/CFTC Bursaries Scheme for distance education students and have reported that 147 students (eighty-six of them females) were supported. CODE also received second-tranche funding.

### Solomon Islands

Mr. Glynn Galo, Director of USP's Solomon Islands Extension Centre, participated in the 1989 COL/BC Visiting Fellowships Programme. The Centre also participated in the University Centre Directors' Workshop, Sydney, 1991.

COL has assisted the Government of the Solomon Islands with the installation of an audio-teleconferencing network between Honiara and provincial capitals in the outlying islands. The Solomon Islands Distance Education Network (SIDEN) was inaugurated in January 1993 and is now being used to provide students with access to the satellite network of the University of the South Pacific, and to tutorial support which had been previously limited to Honiara students. The new national teleconferencing network links seven outer island locations to the educational institutions in Honiara. The design and installation of the network were made possible through COL project funding and technical/professional assistance. An appropriate tariff structure was negotiated with Solomons Telekom for implementation after the initial COL-supported year. The network was also the first step in a process to link COL with the regional university and national institutions of higher education and training and to establish learning support services in the outer islands of Pacific countries.

The Solomon Islands College of Higher Education (SICHE) is using the system for the support of students enrolled in its new distance education programme, based on an Educational Services Centre at SICHE. The College has prepared a strategic plan for the development of distance education in the country.

The first courses to be offered to students in the seven provincial (outer island) towns through SICHE/SIDEN were developed, with funding arrangements under the joint COL/Australian International Development Assistance Bureau (COL/AIDAB) Programme for the Southwest Pacific and assistance from Charles Sturt University (Australia); a course in mathematics began in January 1993, and a course in English began in February. The courses are aimed at adult basic levels (as a part of SICHE's Adult Education Proficiency Award programme) and particularly at upgrading untrained teachers in provincial schools. Further course development (in technical/vocational education), under a Canadian International Development Agency (CIDA)/Association of Community Colleges of Canada (ACCC) funding arrangement, is under development and in November 1992, staff from SICHE visited COL as part of a visit to co-operating institutions in Canada. A continuing project links technical/vocational tutor training to The Open Polytechnic

of New Zealand (TOPNZ). A training and implementation programme for SICHE staff on the use of the educational network took place throughout 1992 and a writers workshop was conducted in May 1992.

SICHE was represented at COL's Hong Kong Conference on Technical and Vocational Education, and follow-up projects with Canada and New Zealand (CIDA/ACCC and TOPNZ), noted above, were subsequently established.

Under the COL/BC Fellowships Programme, Ms. Liz Hammond-Kaarremaa, Co-ordinator of Instructional Computing, Malaspina College, provided advice and instruction in desk-top publishing skills while attached to SICHE in June/July 1993.

### Tonga

A successful COL/AIDAB national workshop was held in Tonga in 1990. In a second phase, under a COL/AIDAB country project, the Community Development and Training Centre in Nuku'alofa established a distance education centre.

Mr. Tom Roulstone of Northern Lights College, a 1991 COL/BC Fellow, provided guidance and advice to personnel at the Ministry of Education regarding the development of a distance education programme.

Tonga participated in COL Regional Workshops in Vanuatu (1990) and Sydney (1991).

In 1992, Mr. Viliami Takau, Deputy Director of Education (Professional), Tonga Ministry of Education, participated in the COL/BC Fellowships Programme.

### Tuvalu

In 1992, Mr. Sootaga Paape, Senior Education Officer, Tuvalu Ministry of Health and Human Resource Development, participated in the COL/BC Fellowships Programme.

### Vanuatu

Vanuatu personnel participated in COL Regional Workshops in 1990 and 1991; and the 1990 Workshop was hosted by the University Centre complex in Port Vila.

In February 1992, Mr. Cliff Benson, Director of the University of the South Pacific's Institute of Education, undertook a COL/AIDAB consultancy to investigate the availability of appropriate teaching materials, from a variety of Australian sources, to assist Vanuatu organisations with English teaching programmes (a particular concern in Vanuatu as there are three national languages). Although centred on Vanuatu needs in particular, the results of the project were made available to other (particularly Melanesian) countries of the region. A small fund was established within the COL/AIDAB Programme to acquire sample materials.

In July 1993, at the invitation of the Vanuatu Minister of Education, COL's Director of Pacific Programmes and Continuing Professional Education, Mr. Peter McMechan, visited Port Vila for

discussions with the Policy and Planning Unit of the Ministry, other senior officials, and both the Minister himself and officials in the office of the Prime Minister. Vanuatu is concerned with developing aspects of distance education in its overall educational policies; a modest first stage was agreed to, which was funded through the COL/AIDAB Programme (see below) and is introducing officials to appropriate developments elsewhere in the region.

In 1992, Mr. Jesse Dick, Senior Education Officer (Planning), Vanuatu Ministry of Education, participated in the COL/BC Fellowships Programme.

#### Western Samoa

The Western Samoa Department of Education participated in the Hong Kong conference on Technical and Vocational Education.

Western Samoa personnel participated in COL Regional Workshops in 1990 and 1991.

Mrs. Margaret Ah Tune, of the Western Samoa Teachers' College, visited institutions in British Columbia, Canada, under the COL/BC Visiting Fellowships Programme, in September 1993.

#### COL/AIDAB Programme for the Southwest Pacific

Through the joint COL/Australian International Development Assistance Bureau (COL/AIDAB) Programme for the Southwest Pacific, both country-specific projects (many noted above) and regional initiatives have been developed and several training workshops were held.

**Regional Training Workshops:** The first of COL's Pacific Region Training Workshops was conducted by Dr. Bill Robertson, of the South Australia College of Advanced Education (Vanuatu, 1990). USP personnel were provided training in course development. The second regional training workshop was successfully undertaken in Sydney, Australia, in July 1991, under the direction of Dr. John Chick of the University of New England (Australia). University Centre Directors from all the USP regional countries and from the University of Papua New Guinea provincial centres undertook a personal development training course concerned with maximising their efficiency in operating the student support services of their country or province. COL provided the technical input to the workshop; the COL/AIDAB Programme provided funding for travel and subsistence for the regional participants.

**Pacific Islands Regional Association for Distance Education:** Following a recommendation made at the 1991 meeting of the COL/AIDAB Project Advisory Committee, Pacific Islands delegates to the 1991 conference of the Australia South Pacific External Studies Association (ASPESA) met informally to plan the establishment of a separate Pacific Islands' association to provide island countries with their own professional grouping. With support from the COL/AIDAB Programme, the Solomon Islands College of Higher Education undertook the preliminary organisation (with assistance from USP Extension Services). The Pacific Islands Regional Association for Distance Education (PIRADE) was formally inaugurated in March 1993. The new group will have close relationships with the Association for Distance Education in Papua New Guinea, ASPESA, and the Distance Education Association of New Zealand (DEANZ). The first regular meeting of the Association will be in 1995, in Port Vila, and will run

concurrently with the biennial Open and Distance Learning Association of Australia (ODLAA, formerly ASPESA) Forum, which will also be in Port Vila. PIRADE will also publish a regular newsletter. COL/AIDAB funding has also been provided to support PIRADE during the 1994/95 year, and funds have been set aside for training activities to be held in Papua New Guinea, under the auspices of that country's national association, Papua New Guinea Association for Distance Education (PNGADE). Valuable assistance for the development of PIRADE was also provided by the Australian professional association, ASPEA (at the time), and the Canadian Association for Distance Education (CADE); both provided guidance and funded the attendance by respective officials at a planning meeting.

**COL Regional Training Programme, 1993:** In order to maximise the impact of limited funding, and minimise the high costs of travel within the Pacific region, a number of separate, but related, activities were planned for the first two weeks of October 1993. Funding from the COL/AIDAB Programme covered travel costs, and the COL core budget provided for operating costs for the training workshops, attendance by two senior members of COL's staff, and subsistence costs for the forty participants. The University of Papua New Guinea (UPNG) made a generous contribution to the operating costs, and, in addition, met the costs for a week-long training session for the University's centre secretaries, for which COL provided tutorial and technical support. Valuable support was also accorded by the AIDAB Centre for Pacific Development and Training (ACPAC) in Sydney, Australia, in handling the regional travel bookings. Workshops were held for the University of the South Pacific (USP) and UPNG university centre directors as well as for PNG College of Distance Education (CODE) centre directors. (The role of CODE within Papua New Guinea is altering as the country has recently adopted a policy to provide free education. As a result, the College is now offering parents heavily subsidised placements and enrolments have grown rapidly, while the physical plant remains lacking. In 1993, enrolments topped 50,000 — up from about 30,000 in 1992.) In the week following the professional workshops, Ms. Liz Hammond-Kaarremaa from Malaspina College (British Columbia, Canada), ran a series of workshops for the support staff of UPNG provincial centres. The central part of the work was the introduction of the COL *Student Record/Management System* (SRMS) computer programme. UPNG is introducing the system in its regional and university centres. Inaugural and planning meetings for PIRADE were also held during this time period.

**Project Advisory Committee meeting, 1994:** In early July 1994, a meeting of the Project Advisory Committee (PAC) was held in Nuku'alofa, Tonga. Reports were received concerning activity funded by the COL/AIDAB Programme during the 1993/94 financial year; decisions were taken concerning the funding of project activity for 1994/95 (Papua New Guinea, Kiribati, Solomon Islands, Vanuatu, Tonga, regional projects), and projections were made for the following two years. It was decided to expand the size of the PAC to include all institutions/countries involved in project activity, but making central the representation of the presidents of the regional professional association (PIRADE), and the national professional association in Papua New Guinea (PNGADE). The COL Board member for the Pacific region will be the titular chair of the regional advisory group. In the meantime, AIDAB servicing for the region will be maintained from Canberra, Australia (United Nations and International Programmes Division, AIDAB).

**Pacific Small-Grants Scheme:** One of the new provisions funded for 1994/95 under the COL/AIDAB Programme will be a Pacific Small-Grants Scheme. Guidelines have been drafted (and agreed upon), and a simple application procedure has been developed. Under the scheme, Pacific institutions are encouraged to seek distance-education-related assistance from other regional institutions where such expertise is available (for example, assistance with instructional design tasks, editing, production, on-site consultancy, or basic training). Individual grants will normally be limited to less than Aus.\$5000 for each particular project.

### Regional

**Student Evaluation of USP Extension Studies Courses:** A regional project, commissioned by COL and undertaken by staff at the University of the South Pacific (USP) during 1990, analysed student responses to University course evaluation forms.

**University of the South Pacific (regional distance education)/USP Review/Restructuring the USP Distance Education Unit:** At the request of the University of the South Pacific, COL conducted an intense review of distance education offered by the regional university throughout the Pacific islands. The review team — comprised of team-leader Mr. William Renwick (New Zealand), Prof. St. Clair King (Trinidad & Tobago), Dr. Douglas Shale (Canada) and COL staff liaison member Mr. Peter McMechan — met a wide variety of university groups on campus and submitted its report, entitled *Distance Education at the University of the South Pacific*, to the University in August 1991. Following the submission of the report, and in conjunction with a separate review of general university administrative practices commissioned by the University Council with funding from the Commonwealth Fund for Technical Co-operation (CFTC), USP has examined the ways in which its distance teaching procedures could be improved. Most of the recommendations contained in the COL Review were accepted by the University and, based largely on the Review, restructuring decisions were taken by the University's Council in October 1992. One of the areas that USP specifically examined was the restructuring of the management systems for extension activities, which featured prominently in the COL Review recommendations. In January 1993, a contract was signed with the New Zealand Correspondence School (NZCS), in Wellington, for the School to provide the services of its training team to University Extension at USP for a short period. The Head of Distance Education (Deputy Director of Extension), Mr. Richard Wah and his staff are also in the process of implementing those recommendations which affect the organisation of the Distance Education Unit. As part of this activity, the NZCS contract provided training to upgrade the text-processing systems. The very positive reports from the University stressed the success of the training sessions. Meanwhile, the University has requested COL to put in motion another of the recommendations: a review of educational communication needs in the Pacific region and a parallel review of the options available to meet these needs. Previously, a COL consultant had completed a preliminary examination of the needs involved with upgrading the regional educational communications system. In responding to this request, COL commissioned a study that has far-reaching implications. (Please see Inter-Regional and Communications Technologies and Information (Asia/Pacific Telecommunications Study) sections for more details.)

**Instructional design at USP:** The 1990/1991 COL Fellowship Programme provided the opportunity for a BC educator, Mr. Keith Dunbar of the Centre for Curriculum and Professional Development, to apply his expertise in instructional design to Extension Services at USP.

**Bursaries Scheme:** USP is participating in the COL Bursaries Scheme, sponsored jointly by COL and CFTC, through which support is provided to students studying at a distance. The University reported that 204 students (equally split male/female) have been supported.

**Programme Development at USP:** Preliminary work was undertaken for the development of a proposal to assist the University of the South Pacific in including aspects of distance education in the proposed introduction of a law degree programme at the University; discussions were completed that initiated a regional research project which is considering the problems encountered by women in the Pacific in accessing education; agreement was reached with the relevant authorities to make resource material, prepared in the Pacific, concerning nutrition and primary health care available to other regions of the Commonwealth; and preliminary work was undertaken in an effort to develop a uniform means of connecting USP regional study centres to the University's satellite communications network.

**Law teaching:** (i) Through the initiative of Mr. Jack Huberman, Q.C., Executive Director of The Continuing Legal Education Society of B.C., a close association has been established between COL and The College of Law in England. The College has been active in developing distance education programmes to train solicitors in England and Wales. While COL's Continuing Professional Education programme will continue to work with the College on Commonwealth-wide matters, a first step has been taken in the Pacific region. The Law Faculty at the University of Papua New Guinea received review copies of College material to assist them in local developments. (ii) Organised by the University of the South Pacific (USP), and funded by a variety of agencies, a regional meeting was convened in Port Vila, Vanuatu (March 1992) to consider the question of law teaching in the Pacific countries. (Then) Senior Programme Officer, Mr. Patrick Guiton, attended the meeting to advise USP on a curriculum for its proposed LL.B. degree programme. COL also sponsored the participation of two additional resource people: Prof. Ian Townsend-Gault of the Faculty of Law, University of British Columbia (Canada), and Mr. Roger Earis, Director of Distance Education, The College of Law (England and Wales). The workshop participants, which included representatives of the governments and law societies from seven USP constituent countries, developed a set of recommendations for the University's consideration, covering both the undergraduate and the immediate post-degree elements of law training. COL had sponsored a previous meeting involving senior USP staff and representatives of the Law Schools of the University of British Columbia and Monash University at which participants examined alternative models of offering law training in the Pacific countries.

**Research on the barriers to access for women:** In 1992, a research team was assembled under the direction of Mr. Richard Wah and Ms. Cema Bolabola at the University of the South Pacific to investigate barriers faced by women in accessing distance education in the South Pacific. Research associates were identified in eight Pacific island countries. Funded jointly by USP and COL, the research project followed a UN regional meeting in the Cook Islands, which examined the status of women in Pacific states, and at which COL was represented. The project operation will provide a model for similar investigations in other parts of the Commonwealth. The study, and surveys, are still in progress. A second study in this framework has been planned to take place in India.

**Technical skills upgrading:** COL has sponsored the enrolment, in the Open Polytechnic of New Zealand, of seventeen technical staff, teaching at the Solomon Islands College of Higher

Education (SICHE) and the Western Samoa Polytechnic (WSP, formerly the Western Samoa Institute of Technology), in a programme to upgrade their technical skills. (Please see Technical/Vocational Education & Training section for more details.)

**Regional Training Workshop on Statistics and Indicators on Women in the South Pacific:**

The workshop, held in Rarotonga in early December 1992, was jointly sponsored by the United Nations International Research and Training Institute for the Advancement of Women (INSTRAW), the European Parliament, the Australian International Development Assistance Bureau (AIDAB), and three New Zealand Ministries (Women's Affairs, External Relations and Trade, and Statistics). The objective was to develop strategies for improving the use of gender statistics and data. COL's role was to design and sponsor the preparation of a learning resource package on the analysis of gender disaggregated data. This distance learning package was distributed to the workshop participants two months before their arrival in Rarotonga.

Participants agreed that the prior study was helpful, and it provided a realistic way of bringing together statisticians and users of statistics in a single, focussed project. An additional benefit is the ability to use the learning resources in further workshop activity, now augmented by the results of the Pacific endeavour. The Open Polytechnic of New Zealand carried out the COL contract for the preparation of the material, and represented COL at the workshop in order to evaluate the use of the materials. (Please see Women in Development section for more details.)

### **Southeast Asia Region**

Much of COL's work in the Southeast Asia region has concentrated on continuing professional education needs and intra-/inter-regional communications capabilities.

#### Brunei Darussalam

At the request of the Government of Brunei Darussalam, Dr. Glen Farrell, President of British Columbia's Open Learning Agency, undertook a COL-sponsored study of the distance education needs in Brunei and how they might be best addressed. Following his recommendations, COL established the COL/Brunei Centre for Professional and Continuing Education on the campus of the Universiti Brunei Darussalam.

The Centre was designed to facilitate professional and continuing education in the range of technical, professional, and vocational fields delivered via distance education methodologies from external institutions. In addition, the Centre will generally serve the varying needs of Brunei and the surrounding region, including in-service training for key personnel in Brunei. A Programme Co-ordinator, Mr. Omar Khalid, who was on a COL Fellowship to British Columbia in 1989, was appointed by the Brunei Government in 1991 and, in the same year, COL located a Senior Programme Officer in Brunei to assist in the establishment of the Centre and making it operational.

In November 1992, in conjunction with the meeting of the COL Board of Governors, held in Bandar Seri Begawan, the Rt. Hon. Lord Briggs of Lewes, (then) Chairman of the Board, presided over the official opening of the COL/Brunei Centre for Professional and Continuing Education, and Vice Chairman, Mr. Don Hamilton handed over to Dato Haji Abdul Razak, Permanent Secretary of Education for Brunei Darussalam (and a COL Board Member nominated by his government) a record of the establishment of the Centre. The Centre is equipped with compressed video-teleconferencing facilities (see Communications Technologies and Information section for more details), an audio-teleconferencing system, a computer training unit and text-processing capabilities. It is the first (and prototype) centre of the enhanced network postulated by COL's Asia/Pacific Telecommunications Study (see Inter-Regional section for more details). Arrangements have been made to link the Centre with relevant Australian institutions in the first instance, and directly with Canadian institutions when appropriate telecommunications channels are available. The Centre is also able to match high-level technology connections, as is appropriate to national concerns. Given the rate of telecommunications development in the region, it is expected that the Brunei Centre will establish regular electronic communication links with a wide variety of institutions in Southeast Asia.

The COL Senior Programme Officer responsible for the establishment of the Centre, Mr. John Tayless remained in Brunei for three months after the completion of the Centre fitments, in order to ensure an orderly transition to Brunei management.

Programme offerings have been identified and intensive discussions were undertaken with staff in the Universiti Brunei Darussalam, the Technical Institute, the Ministry of Education and other training establishments in the country. Parallel discussions have also been held with potential provider institutions in several Commonwealth countries.

In April 1993, Mr. Troy Welch, of the University College of the Cariboo (Canada), visited Brunei under the COL/BC Fellowships Programme. He presented a series of seminars on desk-top publishing for officials from various ministries. The seminars were conducted in the new Centre's computer education workshop.

In early 1994, the Brunei Ministry of Education formally transferred ownership of the Centre to Universiti Brunei Darussalam (UBD), and the UBD Centre for Educational Technology (CET) was designated to operate the Centre. In June 1994, Mr. Sam Meredith, of the University of New England (UNE; Armidale, Australia), visited Brunei under contract to COL to work through the technical considerations with CET staff. Mr. Meredith also visited the National University of Singapore, which has (this year) activated a video-teleconferencing facility. It is expected that UBD will be conferencing with Singapore in the near future, and will have link arrangements in place with UNE (Australia) before long. The first link courses will be initiated from Australia.

### Malaysia

In 1991, Mr. Abu Samah bin Mohd Amin, Principal Assistant Director, Malaysia Ministry of Education (Educational Technology Division), participated in the COL/BC Fellowships Programme.

Two senior members of COL staff attended a workshop organised by the Universiti Kebangsaan Malaysia (UKM) in 1991 to assist in formulating a proposal to develop a Masters programme in general medical practice, which would involve substantial distance education activity. Representatives of the University of Malaysia and the Ministry of Health also participated. UKM, the National University of Malaysia, was introducing a Masters course, using "telemedicine" techniques, in 1993 and COL provided continuing advice in defining the distance education components. In March 1992, an international teleconference focussed on the planning parameters of this important development; and in April 1992, Mr. John Tayless, (then) Senior Programme Officer, COL/Brunei Centre for Professional and Continuing Education, conducted a seminar for academic staff in the Kuala Lumpur medical schools. Mr. Peter McMechan, Director of Pacific/Southeast Asia Programmes and Continuing Professional Education, visited Kuala Lumpur, later in the month, for discussions with the Director-General of the Ministry of Health; the Minister of Education; Dr. Sharifah H. Shahabudin, Director of the Medical Education Centre, Universiti Kebangsaan Malaysia (who is co-ordinating the developments); and Dr. Sharifah's colleagues in the Faculty of Medicine. Of primary concern was the development of a system for post-graduate training in family medicine which is expected to be centred on regional hospitals and health centres, rather than in the metropolitan teaching hospitals.

In 1992, Dr. Chin Gek Liew, Co-ordinator of the Family Medicine Programme, Universiti Kebangsaan, Malaysia undertook a three-week, COL-sponsored study tour of Canadian university family medicine programmes which use distance education methods.

A series of COL-sponsored activities were completed in 1993 with the inauguration of the UKM (Faculty of Medicine)-supported Malaysian Health Network. The teleconferencing network, linking regional hospital-based learning centres, was formally opened in September. (Please see Continuing Professional Education and Communications Technologies and Information sections for more details.) Prior to that, a COL consultant engineer, worked with Malaysia Telekom and

UKM officials to establish the network infrastructure and earlier in the year, (then) Senior Programme Officer, Mr. Patrick Guiton, visited Kuala Lumpur to assist with the planning of academic staff development for graduate teaching, and with the various course production aspects of the endeavour. In August, Dr. Shahabudin visited COL Headquarters, where she reported on the project to senior staff and held discussions about future developments.

Coinciding with the opening ceremonies, a COL/BC Fellow, Mr. Chris Golding (Open Learning Agency of British Columbia, Canada), spent time at UKM providing substantial input to a course production and instructional design workshop organised for the medical faculty that is preparing modules for the teaching network. University staff have communicated that they greatly valued COL's technical assistance applied at various levels, and through different modalities, during the tight time-frame of the project.

In 1994, COL was invited to meet with representatives of the Higher Education Division of the Malaysian Ministry of Education for discussions concerning the expansion of distance education systems and the development of an open university system in Malaysia. In March, Mr. Peter McMechan, COL's Director of Pacific and Southeast Asian Programmes and Continuing Professional Education, and Dr. Ian Mugridge, COL's Senior Consultant, Higher Education (Open Learning Agency of British Columbia, Canada), visited Kuala Lumpur for this purpose. As part of the programme, they also conducted a seminar on technology and organisation in distance education for about 120 people from the Ministry and Malaysian higher education institutions.

Mr. McMechan and Dr. Mugridge also met with senior administrators of the new University of Malaysia Sarawak, which plans to develop multi-mode teaching as an integral part of its teaching strategy by the end of 1994. In addition, Mr. McMechan visited the University Sains Malaysia (Penang), which offered the first university distance education programme in Malaysia, and UKM, which plans to continue developments in distance education, expanding from the recently established medical programme.

Dr. Mogana Dhamotharan was appointed a COL Visiting Fellow, for the period of August 1994 to January 1995, while on sabbatical from the University of Malaya. Dr. Dhamotharan is working on matters associated with teacher training.

### Singapore

Staff at COL headquarters met, in an intensive series of meetings in October 1991, with Dr. Seet Ai Mee, who visited Vancouver whilst in the process of preparing the documentation and action plans for the establishment of a Singapore Open University in 1992. Dr. Seet, a former Singapore Minister of Education, was contracted by the Government of Singapore to lead the project to create the country's first distance education institution.

The visit to Vancouver in 1993 by Dr. Ban Kah Choon, of the National University of Singapore, under the COL/BC Fellowships Programme, allowed for an additional benefit. As Dr. Ban also co-ordinates language teaching for Singapore's Open University initiative, two seminars were arranged during his visit to British Columbia to provide him with access to information and

expertise available at COL and the Open Learning Agency of British Columbia, specifically with regard to this subject area.

COL's relationship with the Singapore Professional Centre was also established by the visit by a senior staff member to COL's Vancouver headquarters (1991).

### Regional

**SEAMEO:** (i) At a meeting of the Southeast Asian Ministers of Education Organisation (SEAMEO) in February 1992, the COL/Brunei Centre for Professional and Continuing Education mounted a display on distance education and the work of COL. (ii) In February 1993, COL's President attended the SEAMEO meeting in Singapore, at the invitation of the Brunei Darussalam Minister of Education, to explore collaboration between COL and the SEAMEO Secretariat. (iii) Following the President's attendance at the 1992 ministerial meeting in Singapore, discussions with the SEAMEO permanent office in Bangkok focussed on the development of a network of regional training centres — as a potential distance education framework to carry out some of the training now located in the national sites. In April 1993, Mr. John Tayless, (then) Senior Programme Officer, COL/Brunei Centre for Professional and Continuing Education, visited the Bangkok offices for discussions with staff officials and a senior programme officer from SEAMEO Secretariat spent time at COL headquarters. (iv) In February, Mr. Peter McMechan, COL's Director of Pacific/Southeast Asian Programmes and Continuing Professional Education, attended the Fourth SEAMEO *INNOTECH International Conference* in Manila. He presented a plenary paper on aspects of digital networking (and especially COL's work in the Asia/Pacific region), and had preliminary discussions with staff of the SEAMEO Centre for Innovation and Technology in Education (INNOTECH) concerning joint project activity.

**SEAMEO Regional English Language Centre:** While located at the COL/Brunei Centre for Professional and Continuing Education, (then) Senior Programme Officer, Mr. John Tayless, undertook two short periods of secondment in May and September 1992 to work with SEAMEO's Regional English Language Centre (RELC) in Singapore. RELC, which has an established reputation for in-service training of English teachers, required specialist distance education expertise. The project was funded by the Canadian International Development Agency (CIDA) and headed by York University (Ontario, Canada). Mr. Tayless also drafted a tutor manual for the Centre.

**Asian Development Bank:** Mr. McMechan also had discussions in February 1994 with a variety of Asian Development Bank (ADB) officials in order to explore possible COL participation, where relevant, in the Bank's work in the region, on the one hand, and in relation to the possibility of ADB support of COL's activities in the region, on the other.

## **Other**

### Canada

A meeting was held in Ottawa in May 1991 for Canadian non-governmental organisations (NGOs) active in international education and human resource development. The purposes of the meeting were to inform the representatives of the NGOs present of the objectives and operations of COL, and to inform COL personnel about the international activities in which the NGOs are involved. The meeting, chaired by the Hon. Flora MacDonald, (then) Special Adviser to the President, identified several areas in which COL and individual NGOs could collaborate.

In co-operation with Laurentian University, COL invited thirty Canadian educators to attend a two-day meeting in Sudbury in July 1991. The purposes of the meeting were to explain COL's mandate, apprise the participants of its activities and describe the projects in which it was involved. The participants, in turn, were asked to outline their organisations and activities, and comment on possible areas for collaboration with COL. Senior members of the Canadian Association for Distance Education (CADE) were in attendance.

A second COL/Canada consultation was held at COL Headquarters in May 1994. Taking advantage of the gathering of distance educators from across Canada who were in town to attend the 1994 CADE conference, COL invited senior representatives of educational institutions, governments, consulting groups, and non-governmental organisations to spend the day, preceding the conference meeting, with COL staff in order to follow-up on the recommendations reached at the first COL/Canada consultation in 1991 (Sudbury). A number of conclusions and recommendations were developed, all of which are useful to COL and will be followed-up.

The Hon. Mr. Justice Kenneth Lysyk, of the Supreme Court of British Columbia (Canada), while on sabbatical and attached to the University of British Columbia's Faculty of Law (1993/94 academic year), was concurrently appointed as a COL Visiting Fellow and spent a considerable amount of his sabbatical time working with COL on developments in continuing judicial education, with particular reference to alternative dispute resolution.

Dr. Douglas Shale, of the University of Calgary (Canada), joined COL as a Visiting Fellow in September 1994. Dr. Shale, Academic Analyst, Office of Institutional Studies at his University, is working with COL's Pacific Programmes and Continuing Professional Education Division during his sabbatical.

COL continues to interact with several Canadian bodies and their conferences, including CADE, the Association of Canadian Community Colleges (ACCC), the Association of Universities and Colleges of Canada (AUCC), the Canadian Bureau for International Education (CBIE), and the Canadian Organization for Development through Education (CODE).

### Cyprus

At the conclusion of the October 1993 Commonwealth Heads of Government Meeting (CHOGM), hosted by the Government of Cyprus, COL donated its display copies of its numerous publications to the Cyprus Ministry of Education and Culture.

### Malta

A symposium at the University of Malta in June 1989 was convened by COL to explore how distance education could be used in meeting the training needs identified by island and coastal states in the field of marine resources management.

Mr. Paul Galea, Education Assistant (Computer Studies), Malta Ministry of Education and Human Resources visited institutions in British Columbia (Canada) in September 1992 under the COL/BC Visiting Fellowships Programme.

The Centre for Distance Learning at the University of Malta received, through COL, a set of reference texts on distance education and sample distance learning materials in several subject areas.

### United Kingdom

In May 1991, a meeting was held in Oxford to consider ways in which COL could assist in the continuing education of professionals in surveying, valuation, land economy, planning and engineering, using distance education techniques.

In June 1992, Prof. James Maraj, President of COL, addressed more than thirty representatives of major UK distance learning agencies and institutions. The meeting was convened by the UK Overseas Development Administration in order to receive a briefing on the work of COL and collaborative opportunities that might be available.

The first *COL Commonwealth Open Lecture* was given on May 10 1994 by the Vice Chancellor of the University of Hull (UK), Prof. David Dilks, in honour of the Rt. Hon. Lord Briggs of Lewes, who was present to receive an Honorary Doctor of Letters. Prof. Dilks spoke on *Communications, the Commonwealth and the Future*. Dr. Ian Macdonald, who succeeded Lord Briggs as Chairman of COL's Board of Governors in January 1994, represented the organisation at the lecture.

Dr. Karen Evans, of the University of Surrey (UK), joined COL as a Visiting Fellow in September 1994. Dr. Evans, Director of Graduate Studies in Education, is also Associate Director of the Surrey University Centre for Commonwealth and European Education and Development (SUCCEED). Dr. Evans' work at COL is related to technical/vocational education and training (TVET), access barriers to women and Commonwealth/Europe collaboration.

## Inter-Regional

### Canada-New Zealand

A programme of extensive and continuing collaboration in course design, evaluation, and exchange of materials, resources, and expertise has developed between The Open Polytechnic of New Zealand and the Open College in British Columbia (Open Learning Agency of British Columbia, Canada). The quick progress of this relationship and the mutual and out-reach benefits are a direct result of initial collaboration engendered and supported by COL.

### Asia/Pacific Telecommunications Network Study

In May 1992, COL's Board directed that "consideration should be given to those aspects of COL's mandate which could be incorporated in a Commonwealth communications network," noting that "regional applications may need to be developed in the first instance" and "that a study be undertaken in the Asia/Pacific region to determine the possibilities of establishing a COL communications network there." Under the direction of the Communications Technologies and Information Division, COL engaged MPR Teltech, a telecommunications consultancy group based in Vancouver and Ottawa, to carry out the technical aspects of this feasibility study. In October and November 1992, consultant Mr. Bob Matyas (MPR Teltech, Ottawa) and Mr. Peter McMechan, Director of Pacific Programmes and Continuing Professional Education, visited key institutions, telecommunications companies, and agencies in the region, both to explain the project, and to gather data.

The resulting report, *Study of Educational Telecommunications Requirements for the South Pacific* is a comprehensive study of the technical and economic feasibility of establishing a COL communications network in the Asia/Pacific region. Based on extensive consultations with the educational and communications communities in the region, the findings and conclusions of the MPR study provide a thorough economic and technical rationale for the development and operation of a shared, multi-user regional telecommunications network for distance education and suggest a practical means of addressing the telecommunications needs of the educational community internationally.

In February 1993, Dr. Claire Matthewson (Director, University Extension, University of the South Pacific) spent a month at COL headquarters as a Visiting Fellow, during her leave from USP. Dr. Matthewson prepared and presented two draft documents: *A Commonwealth Asia/Pacific Distance Education Network — Development and Administration* and *A Commonwealth Asia/Pacific Distance Education Network — Protocols and Codes of Practice*. These documents will provide the basis for the development of a management and operations strategy for a possible network.

Following the presentation of the Matyas and Matthewson reports, discussions were held with a number of groups both to promote the concept and to prepare the ground for the implementation of the proposals. Senior staff of the three major universities in the Pacific islands (USP, UPNG, University of Technology), the Telecommunications Group at the Pacific Forum Secretariat, and staff in two of the World Bank's divisions have been extensively briefed, a paper outlining the concept was presented at the biennial Open and Distance Learning Association of Australia

(ODLAA) Forum, in Adelaide in July 1993, and Mr. Peter McMechan attended the Pacific Forum Telecommunications Seminar in Suva in September. At this latter event, Mr. Norm Nicholls of the World Bank, informed the associated ministerial meeting (Ministers of Communications throughout the region) that the Bank would support proposals such as those under preparation by COL.

In December 1993, COL hosted a group from Japan for discussions concerning joint approaches to educational telecommunications in the Asia/Pacific region. The group was organised by *APIC*, the Japanese government agency responsible for co-ordinating international aid development, and included representatives from the National Institute for Multimedia Education (NIME) and the Sasakawa Foundation.

In January 1994, Mr. Matyas and COL's Director of Communications Technologies and Information, Mr. Richard Simpson, presented papers outlining elements of the COL network plan at the *Pacific Telecommunications Conference* in Honolulu. Meetings were also held with several people representing many of the companies or institutions who have an interest in the COL proposal. The network plan has also been the subject of articles by Mr. Simpson that have appeared in the *Pacific Telecommunications Journal* and *Intermedia*, the journal of the International Institute for Communications (IIC).

#### Mexico Consultation

COL agreed to co-ordinate a planning mission to Mexico City on behalf of the (then) Canadian Department of Communications (DOC), under a bilateral agreement between Canada and Mexico. Mr. Peter McMechan, COL Director of Pacific Programmes and Continuing Professional Education (representing COL, especially as the project relates to the Asia/Pacific Network concept), was accompanied by Ms. Lucille Pacey (Vice-President, Open Learning Agency of British Columbia (Canada) and Director of OLA's educational television service, the Knowledge Network) on a visit to Mexico in June 1993. The consultants worked with officials of the Secretariat for Public Education and with the massive Telesecundaria organisation which provides distance education through television and text to a half-million Mexican children. A development plan, for the creation of a Canada/Mexico Project, was presented to the Technical Group, which met at COL Headquarters in September 1993 under the auspices of the Project's Steering Committee. The Technical Group Meeting was chaired by former COL Director, Mr. John Quigley, on behalf of Industry and Science Canada (the successor Ministry to some of DOC's operations). The planning mission was undertaken on a consultant/cost recovery basis.

#### Learning Centres and Data Networking

As well as developing programme expertise in video-teleconferencing, COL staff have worked in various ways to determine some of the parameters which would be involved in equipping efficient learning centres. In-house staff seminars have taken advantage of visiting colleagues from Australia, Malaysia, and New Zealand; and an October audio-teleconference with staff from the SatelLife organisation (a medical network using low-earth orbit satellites for a variety of programme activities, especially in Africa) explored common approaches to network delivery.

Africa/India Course Materials Exchange

Consultations were held in India with staff at Indira Gandhi National Open University (IGNOU) and the National Council of Educational Research and Training (NCERT) about a programme of exchange of course materials with selected African institutions. A two-way exchange of materials took place between India and Kenya. Through COL's assistance, IGNOU has received a complete set of B.Ed. course materials from the University of Nairobi, while Nairobi had previously received materials for the Diploma Course in Distance Education from IGNOU. There are good prospects for similar exchanges to be established between other selected Indian and African institutions.



## PAN-COMMONWEALTH PROGRAMMES

### Credit Transfer, Accreditation and Quality Assurance

“Establishing and maintaining procedures for the recognition of academic credit” is one of the eleven functions and objectives prescribed for COL in the Memorandum of Understanding. COL has begun to address this issue. Following the receipt of a consultant’s report in 1991, which examined the main issues and implications of a scheme for Commonwealth credit transfer and accreditation, a task force was convened in 1992.

#### Task Force on Credit Transfer and Accreditation

Pursuant to a resolution of the COL Board of Governors in early 1992, and under the guidance of Dr. Ian Mugridge, COL’s Senior Consultant, Higher Education (Open Learning Agency of British Columbia, Canada), a task force met at COL headquarters (Vancouver, October 1992) to discuss the question of credit transfer and accreditation within the Commonwealth. The report of the task force was submitted to the Board at its meeting in November 1992 and two actions have followed from this:

- the establishment of a system of credit transfer (subsequently, to include quality assurance) for the Asian region (see below); and
- the development of a scheme to deliver degree programmes at a distance to small states in the Commonwealth (also see below).

#### Credit Transfer and Quality Assurance — Asia

Discussions toward the establishment of a system of credit transfer in the Asian region began with the Indira Gandhi National Open University (IGNOU) in India. Talks with the other Indian open universities, the correspondence directorates in the conventional universities, and finally the conventional universities themselves followed.

In May 1993, Dr. Derek Pollard, Director, Open University Validation Service (UK), and Mr. Christopher Batten, Associate Registrar of the UK Open University, visited IGNOU in New Delhi to prepare a report on the feasibility of establishing such a system and to make recommendations for future actions. As a result of their recommendations, the terms of the project have been broadened somewhat to emphasise *quality assurance systems* as well as credit transfer.

In pursuit of this dual purpose, COL sponsored a three-member team, led by Prof. Prakash M. Deshpande, Executive Director, Distance Education Council (DEC), IGNOU, to visit and study selected institutions in Australia, Canada and the United Kingdom during November and December 1993. The other members of the study team were: Prof. P. Ramaiah, Director, Evaluation, Dr. B.R. Ambedkar Open University and Dr. M. Shunmugham, Director,

Correspondence Programme, University of Madras. The study tour was organised by Dr. Pollard, Prof. Jocelyn Calvert, Deakin University (Australia) and Dr. Ian Mugridge, COL's Senior Consultant, Higher Education (and (then) Vice President responsible for the Open University, Open Learning Agency of British Columbia, Canada).

The next stage of the project, a *Round Table on Quality Assurance*, jointly sponsored by COL, DEC, and the University Grants Commission (UGC) of India, was held in New Delhi, India, in June/July 1994, at the Indian International Centre. The round table meeting was attended by vice chancellors and other representatives from India's five open universities as well as from twelve conventional universities that operate correspondence institutes. The objective of the discussions was to produce action plans for the design and implementation of quality assurance policies and procedures in the participating institutions. The plans were developed through group discussions during the first two days of the round table and submitted to the vice chancellors on the final day at a session chaired by Prof. G. Ram Reddy, Chairman of the UGC and a member of COL's Board of Governors.

The keynote address was delivered on the opening day by Prof. K.B. Powar, Secretary-General of the Association of Indian Universities, whose agency had assisted with the organisation of the round table. COL was represented by Dr. Mugridge and Prof. Calvert.

The round table was marked by the release of a COL publication, *Perspectives on Distance Education: Quality Assurance in Higher Education*, edited by Prof. Deshpande and Dr. Mugridge. This included a commissioned literature review on quality assurance as well as series of articles written by experts in Australia, New Zealand and India. At the end of the round table, the publication was presented to Prof. V.C. Kulandai Swamy in honour of his retirement as vice chancellor of IGNOU.

#### Off-shore Distance Education for Small States

In 1993, following an invitation from Prof. James Maraj, President of COL, to the governments of Belize, The Gambia, Maldives and Seychelles to participate in a project providing off-shore distance education to Commonwealth small states, each was asked to identify its needs for distance education programmes. The countries have submitted the programme areas on which they wish to concentrate and preliminary proposals have been developed and sent to them for comment.

#### **Environment**

COL has been requested to give special attention to the environment. COL's action plan in this sector is directed towards promoting public awareness and understanding and influencing attitudes.

The objectives of the action plan are to help individuals and groups generally to acquire a better awareness of and sensitivity to the environment and its problems, and on what they can do to address them; to assist in fostering through the formal education system a healthy attitude to the

environment among children and youth; and to aid the professional development of persons with special responsibility for managing and protecting the environment.

#### Survey on Public Attitudes on the Environment

Having negotiated permission to use a questionnaire on public attitudes on the environment first utilised by a leading newspaper in British Columbia, COL arranged for the administration of modified questionnaires in Jamaica and Malaysia in the first instance. The surveys are now complete and reports have been drafted. A report, summarising the results in the two countries and providing a comparative analysis, will be published by COL.

#### Video on Sustainable Development

COL co-produced with the Canadian Broadcasting Corporation (CBC) a video on the environment entitled *Sustainable Development*. The video highlights how individuals and nations can assist in the process of environmental protection without sacrificing the development option, and draws on examples of innovative practices found in the Commonwealth.

#### Environmental Education — Teacher In-Service

In August 1990, COL received the report of its commissioned study *A Critique of the UNESCO Environmental Pre-Service and In-Service Teacher Training Modules*. The study was the first phase in the production of a generic distance learning course on environmental education for in-service teacher training. Research, design and development of a syllabus of information and prototype modules were completed in 1993. The process included reviews by independent experts. In the final phase, expected to be completed by October 1994, a core environmental education course is being developed for use with the materials. The core course will serve to assist curriculum developers in making the best use of the syllabus, modules and resource bibliography. A package of essential readings in environmental education is also being produced.

#### Professional Development

COL and UNESCO's Division of Engineering and Technology are co-operating in the development of multimedia postgraduate learning materials in environmental engineering. A consultative meeting of experts was held in Port of Spain, Trinidad, in June 1991 at which COL was represented. COL is also represented on the Advisory Board for the project. Structural texts and associated non-print material have now been prepared and assembled for two subject areas: *Environmental Management* and *Management of Solid Waste*. Similar materials are in an advanced stage of production for *Municipal Water* and *Waste Water Treatment and Air Pollution*. Materials for *Soil and Groundwater Pollution from Agricultural Activities* are also currently in preparation. An agreement was made with Engineering Education Australia Ltd. to improve the design of the Environmental Management module and to pilot test it during 1994, using students drawn from Australia, New Zealand, Papua New Guinea and Southeast Asia.

COL and the Foundation for International Training (FIT) co-operated in the production of a manual on *Decision Making and the Environment*. The manual is a revised and expanded version

of a manual of the same title produced earlier by FIT and the Open Learning Agency of British Columbia (Canada) and is accompanied by a video.

#### Marine Resources Management

As a follow-up to the Malta Symposium in 1989, COL and the International Centre for Ocean Development (ICOD) co-sponsored a meeting in Vancouver in September 1990 to identify practical projects for co-operative implementation between Canadian institutions and those from the Caribbean, South Pacific and Indian Ocean regions. The recommendations of the workshop were being followed up by COL and ICOD, individually and jointly, but with the disbandment of ICOD these initiatives were put on hold.

COL commissioned the Marine Affairs Programme at Dalhousie University (Halifax, Canada), in collaboration with ICOD, to produce a *Catalogue of Audio-Visual Materials in Ocean Development and Management*. The catalogue was published in 1992.

#### IGNOU Videos

COL supported the production by Indira Gandhi National Open University (India) of three complementary videos to serve as enhancement materials for their distance education course on human environment. As a condition of support, the materials (both print and video) are available for use by other institutions in India, as well as in Bangladesh, Pakistan and Sri Lanka.

#### Biodiversity Management

In January 1994, COL and the Commonwealth Science Council (CSC) jointly convened a meeting of experts in London to discuss the potential of distance education in the training of persons in the broad area of biodiversity management. Participants at the meeting recommended the development of multimedia learning materials targeted at trainers — but suitable for adaptation upwardly for policymakers and downwardly for schools — and proceeded to develop the syllabus on which the materials would be based. A project proposal for funding by donor agencies was also drafted.

#### Research on Environmental Education

COL commissioned the Department of Environmental Science at the University of Bradford (UK), Dr. W. Leal Filho, to produce the publication, *Environmental Education in Small Island Developing States*. The publication was on display at the UN's *First Global Conference on Sustainable Development of Small Island Developing States* (Barbados, April 1994) and has since been distributed widely. An earlier publication commissioned by COL and edited by Dr. Filho *Environmental Education in the Commonwealth*, was circulated by COL to Ministries of Education in the developing countries of the Commonwealth.

Women and Sustainable Development

*Women: Key Partners in Sustainable and Equitable Development. Resource Materials on Women and Sustainable Development* was published by COL in 1994. (Please see Women in Development section for more details.)

**Fellowships Programmes**

COL/British Columbia Government Visiting Fellowships Programme

In co-operation with the Government of British Columbia, COL sponsors a very successful Fellowships Programme. Under this Programme, senior educators working in the area of distance education, or earmarked for such positions, are brought to British Columbia to study the techniques and infrastructures used to deliver and administer distance education courses, with the idea that they will return to their home countries to implement what they have learned as appropriate. Eight to ten educators take part in the Programme each year. They are hosted in British Columbia during September, and visit the BC Ministry of Skills, Training and Labour (formerly, the Ministry of Advanced Education, Training and Technology), as well as several different institutions/agencies involved with open learning and/or distance education. They also spend time at COL's Vancouver headquarters, meeting with staff members and providing presentations on education in their home countries and the potential for distance learning and possible collaboration with British Columbia institutions. Fellows are selected through nominations by their local Ministries of Education.

In the Programme's inaugural year, 1989, COL awarded fellowships to education professionals in Brunei, Guyana, India, Jamaica, Mauritius, Solomon Islands, Sri Lanka, Swaziland, Tanzania and Zimbabwe. Building upon the success of the previous year, the 1990 Fellowships Programme involved individuals from Bangladesh, Barbados, Botswana, The Gambia, India, Malawi, Nigeria, Pakistan, Uganda and Zambia. For 1991, personnel from the following countries benefited from the programme: Dominica, Ghana, Kenya, Lesotho, Malaysia, Namibia, Pakistan, Papua New Guinea, Seychelles and Sierra Leone. The Bahamas, Malta, Maldives, St. Vincent & the Grenadines, Nigeria, Tonga, Tuvalu and Vanuatu participated in 1992. In 1993, the educators came from Antigua & Barbuda, Belize, Grenada, Singapore, St. Kitts-Nevis, St. Lucia, Tanzania, Trinidad & Tobago, and Western Samoa.

Over the past five years, under the auspices of the COL/BC Visiting Fellowships Programme, forty-nine educators have visited the province from forty-three developing or newly developed Commonwealth countries.

Out-Going COL/BC Fellowships Programme

In addition, also in co-operation with the British Columbia Government, COL awards Fellowships to BC educators, providing them with the opportunity to experience working in developing countries. Eight Fellowships have been awarded annually. The education professionals are sent to developing and newly developed countries throughout the

Commonwealth to provide advice and guidance on educational matters, with particular emphasis on distance education.

Each post-secondary educational institution in BC is invited to nominate candidates; recipients are selected by a panel comprising representative from COL and the Government of BC. The educators are selected for the Fellowships by matching their expertise to the articulated needs of the recipient developing countries. They provide expertise in needs analysis, training activities and consultations, all aimed at increasing the skills of those involved in distance education and to raise the awareness of the techniques used in, and the capabilities of, distance education.

COL/BC Fellowships have been awarded since 1990 to twenty-three individuals from the following sixteen provincial institutions: the British Columbia Institute of Technology, Capilano College, Camosun College, the College of New Caledonia, Kwantlen College, Malaspina College, North Island College, Northern Lights College, Northwest Community College, the Open Learning Agency of British Columbia, Simon Fraser University, the University of British Columbia, the University College of the Cariboo, the University College of the Okanagan, the University of Victoria and Vancouver Community College. Personnel from the BC Government department responsible for higher education have also participated in the programme (Ministry of Skills, Training and Labour).

The following twenty developing or newly developed Commonwealth countries have benefited from the expertise available through this programme: Antigua & Barbuda, Brunei Darussalam, Dominica, The Gambia, Guyana, India, Kenya, Malaysia, Mauritius, Pakistan, Seychelles, Sierra Leone, Solomon Islands, Sri Lanka, St. Lucia, Swaziland, Tonga, Uganda, Zambia and Zimbabwe. Other Fellows have worked with the University of the West Indies, with the University of the South Pacific, and through the Organisation of Eastern Caribbean States (OECS) which together directly serve over twenty Commonwealth countries and associated states.

It is hoped that through this aspect of the Fellowships Programme, linkages will be formed among Commonwealth institutions, and new projects will emerge that will enable worthwhile activities to be carried forward. In some cases, this has already occurred.

#### COL/Ontario Government/Caribbean Governments Fellowships Programme

In March 1992, COL and the Government of Ontario (Canada), in co-operation with a number of Caribbean Commonwealth members, sponsored a Study Fellowships Programme that involved ten educators from nine Caribbean countries travelling to the province of Ontario for three weeks. While in Ontario, the Fellows visited a number of colleges, universities, and other agencies that offer distance education courses in a wide variety of subjects and through a varied spectrum of means and media. They also visited several Contact North learning centres. Contact North is a network designed to deliver distance education courseware throughout the northern part of Ontario and its staff organised the programme of activities for the Fellows while they were visiting Ontario.

### Review of Fellowships Programmes

A review of the COL/BC Fellowships Programmes was completed in July 1992. The review, researched and written by Prof. Peter Evans of the University of Victoria (British Columbia, Canada), reported on both aspects of the Programmes (out-going and visiting). Dr. Evans conducted interviews and collected questionnaires in order to present a clear and concise “snapshot” of the Programmes. He highlighted the value and positive aspects, and also made pragmatic suggestions for further enhancements of the Programme, which are now being addressed. Both aspects of the Fellowships Programme will now have a stronger emphasis on the training of distance educators and facilitating on-going inter-institutional linkages.

### **Higher Education**

#### Meeting of Women Vice Chancellors

COL assembled women vice-chancellors from across the Commonwealth in New Delhi in May 1990 to examine the use of distance education in universities and address Women in Development issues.

#### Symposium on Reforms in Higher Education

Heads of University Grants Commissions and higher-education funding and policy bodies from around the Commonwealth were brought together for the first time by COL. They met in Delhi, India, in August 1992 to discuss reforms in higher education. The symposium, sponsored and hosted jointly by COL and the University Grants Commission of India (UGC), provided an opportunity for participants from various Commonwealth countries to discuss the feasibility of integrating distance education techniques more fully in the programmes offered by universities and how, in the process, resources might be shared. Ten case studies, commissioned by COL, were examined.

Significant in the outcome of the symposium was the endorsement of a “systems approach” to reforms in higher education which must incorporate the considerable benefits available through the application of distance education techniques. Participants and resource persons alike left the meeting with renewed enthusiasm for the potential of mixed-mode delivery and the acknowledgement that, over the course of the five days in India, a resource group of peers was developed.

Prof. James A. Maraj, President of COL, and Prof. G. Ram Reddy, Chairman of India’s UGC, chaired the deliberations.

Participants at the Delhi symposium and the President of COL agreed on the following proposals for action:

- COL will provide support mechanisms for participants and higher-education systems in Commonwealth member countries. These include acting as a catalyst for change, advocacy, research, information; assisting in the transfer of materials and expertise;

developing Commonwealth-wide standards for accreditation and credit transfer; and expanding the Bursaries Scheme for distance education students throughout the Commonwealth.

- COL will work through Commonwealth educational institutions and other international organisations, such as the Association of Commonwealth Universities (ACU) and the International Council for Distance Education (ICDE), to strengthen the capacity for distance education by applying methods that are specifically tailored for individual needs. (The (then) Chairman of ACU and the (then) President-elect of ICDE were present at the symposium.)
- COL will develop detailed guidelines that can be used by Commonwealth institutions to provide a starting point for increased integration of distance education methods. In addition, COL will provide the services of an international team of experts for any institution that would like assistance in the integration of distance education. The University of Guyana is the first Commonwealth institution to avail itself of this service.
- Symposium participants are committed to the advancement of a movement to include distance education techniques as a prominent feature in the provision of higher education and, as individuals with considerable influence, will undertake efforts toward this goal in their home countries.

COL's principal consultant for the symposium was Dr. Ian Mugridge, (then) Principal of the Open University (BC, Canada). Prof. John Chick (The University of New England, Australia), Ms. Marian Croft (Laurentian University, Canada), and COL Governor Mr. William Renwick (Stout Research Centre, Victoria University of Wellington, New Zealand) also attended as resource persons. Mr. Abhimanyu Singh, (then) India's representative on COL's Board of Governors, attended as a participant.

A complete report of the Delhi symposium on *Reforms in Higher Education — with particular reference to distance education*, which includes copies of the commissioned case studies, was published by COL: *Perspectives on Distance Education: Distance Education in Single and Dual Mode Universities* (Dr. I. Mugridge, ed.).

#### Development of Dual Mode Institutions

In addition to publishing the report of the New Delhi *Symposium* referred to above, COL is providing other support for the development of dual mode institutions. With the assistance of an advisory group, a document has been produced, drawing on key papers prepared for the *Symposium* and consisting of a series of propositions and guidelines for advisers assisting universities in integrating distance education techniques into conventional programmes.

#### Centres of Excellence for Distance Education

COL has designated India's Indira Gandhi National Open University (IGNOU) as its first *Centre of Excellence for Distance Education*. Prof. James Maraj, President of COL, conferred the designation at a commemorative ceremony held in Delhi in May 1993.

In describing COL's Centres of Excellence programme, Prof. Maraj noted that the Centres "would be called upon to actively participate in Commonwealth co-operative endeavours to identify, nurture and strengthen open learning institutions throughout the Commonwealth, particularly in the Third World, so that they too can provide increasing access to education and training of the highest quality, and thus also become centres of excellence with both national and international recognition."

At the ceremony, Prof. Maraj also announced that COL will be establishing a distance education audio-teleconferencing network which will immediately link IGNOU with its regional centres and other open universities in India. The network will later be expanded to embrace educational institutions in Bangladesh, Pakistan and Sri Lanka. He also announced COL's participation over the next three years in the establishment of an Institute for Training in Distance Education within IGNOU.

The COL announcements were made on the occasion of IGNOU's fourth convocation, which was presided over by HE Shri Ramaswamy Venkataraman, former President of India. Delivering the key-note convocation address, the Rt. Hon. Lord Briggs of Lewes, Chairman of COL's Board of Governors, referred to IGNOU as "the jewel in the crown" of Commonwealth open learning systems. He commended IGNOU in achieving far-reaching accessibility of its courses, quality in its instructional efforts and world-wide recognition and influence.

The selection of IGNOU followed a recommendation by Dr. Ian Mugridge, COL's Senior Consultant, Higher Education (Open Learning Agency of British Columbia, Canada) and Prof. John Chick (Director of Extramural Studies at the University of New England, Australia) who were assigned the responsibility by COL to evaluate the programmes and functions of IGNOU. Since the convocation announcement, and in connection with the University's *Centre of Excellence* status, COL has worked with IGNOU in the development of the university's distance education journal and development and re-development of distance education training materials. Consultants in both these areas will visit IGNOU in the near future.

## **Scholarship and Bursary Schemes**

### Bursaries Scheme for Distance Education

Recognising a need for support for students studying in alternative modes, COL, in co-operation with the Commonwealth Fund for Technical Co-operation (CFTC), launched a Bursaries Scheme for distance education students. Through the scheme, selected institutions in developing Commonwealth countries that offer courses by distance have been provided with modest funds to cover the fees of their distance education students and, in this way, assistance has been provided to a large number of students who may not otherwise have had the opportunity for further education. Most of these students are more mature people working at improving their qualifications and thereby their living standards. They make enormous sacrifices in order to pursue further studies but they are not normally eligible for scholarships or grants as these are confined to students studying in the traditional manner. The resources usually required to support a full-time student for three or four years at a university, if applied to distance education students, covers a much larger number of worthy individuals. The only conditions of the grant are, as far

as possible, that there should be an equal number of women and men receiving bursaries, and that funds are used to meet the course fee costs.

Among the institutions that received the first tranche of support (1991/92) were Allama Iqbal Open University (Pakistan), Dr. B.R. Ambedkar Open University (formerly Andhra Pradesh Open University, India), the College of Arts, Science, and Technology (Jamaica), Makerere University (Uganda), the Open University of Sri Lanka, the University of Guyana, the University of Nairobi (Kenya), the University of Papua New Guinea, the University of the South Pacific, the Cave Hill Campus (Barbados) and the Mona Campus (Jamaica) of the University of the West Indies, and the University of Zimbabwe. COL has requested and received from all twelve institutions, information regarding the disbursement of funds provided through the Bursaries Scheme for the 1991/92 period. During that period, more than 950 students received support and 58% of these students were women. A second tranche of similar funding, for the 1992/93 period was disbursed to these institutions and reports on the utilisation of these funds continue to be received.

Also for the 1992/93 year, an *additional* eleven institutions have received funds through the Bursaries Scheme: Abia State University (Nigeria), the College of Distance Education (Papua New Guinea), Indira Gandhi National Open University (India), Kota Open University (India), Sir Arthur Lewis Community College (St. Lucia), The College of the Bahamas, University of Abuja (Nigeria), University of Cape Coast (Ghana), the St. Augustine Campus (Trinidad & Tobago) of the University of the West Indies, the University of Zambia, and Yashwantrao Chavan Maharashtra Open University (YCMOU, India). COL is receiving reports from these additional institutions as well and information submitted to date indicates that the Scheme continues to be of considerable benefit to distance education students throughout the Commonwealth who, for financial restrictions, might not otherwise enrol in the courses.

COL is encouraging institutions participating in the Bursaries Scheme to explore obtaining matching funds from other sources, locally or otherwise, to further support students studying at a distance.

#### Rajiv Gandhi Fellowship Scheme

On April 18, 1994, at a ceremony in New Delhi, COL launched its latest initiative, the *Rajiv Gandhi Fellowship Scheme* — in association with Indira Gandhi National Open University (IGNOU) and with support from the Rajiv Gandhi Foundation. Mrs. Sonia Gandhi, wife of the late Prime Minister Rajiv Gandhi of India presided over the function. (Please see Asian Region section, under the India subsection for more details.) The Fellowship Scheme was first announced at the 1993 Commonwealth Heads of Government Meeting in Cyprus by President Robert Mugabe of Zimbabwe, on behalf of COL. President Mugabe paid tribute to the part played by the late Prime Minister both in the creation of COL and in the establishment of IGNOU. Those awarded the fellowships will be designated COL/Rajiv Gandhi Fellows.

The *Rajiv Gandhi Fellowship Scheme* will enable students from Commonwealth countries to register for post-graduate degree programmes and to pursue their studies at a distance, without having to leave their home countries. In the first phase of the Scheme, 100 Fellowships will be awarded to graduate students from fourteen Commonwealth developing countries/regions to

enable them to enrol in the two-year *Masters of Distance Education Programme* offered by IGNOU in India. The courses will be delivered *by distance* using a mix of media supported by locally recruited counsellors. COL has negotiated a favourable fee structure, and will meet these fees, for students selected for admission into the Programme.

The Masters Programme is comprised of two parts: *Post-Graduate Diploma in Distance Education* and *Masters of Distance Education*. Students must successfully complete the Diploma Programme to become eligible for admission to the Masters Programme. IGNOU will handle all aspects of the academic programme from the admission of students to the conduct of final examinations and the conferment of degrees/diplomas. COL will arrange for the provision of tutorial sessions locally.

The following Commonwealth countries/regions have been invited to participate in the first phase of the Scheme:

- Bangladesh;
- Barbados;
- Eastern Caribbean States;
- The Gambia;
- Ghana;
- Guyana;
- Maldives;
- Mauritius;
- Nigeria;
- Papua New Guinea;
- Solomon Islands;
- Tanzania;
- Tonga; and
- Zimbabwe

Applications for a Rajiv Gandhi Fellowship will be submitted through the Ministry of Education in the student's home country.

As additional resources become available, other universities and countries will be included in the Scheme and the subject fields widened. Ministries of Education will be alerted to any such new developments.

### **Technical/Vocational Education & Training**

Following the COL conference in Hong Kong on Technical and Vocational Education and Training (TVET) by Distance in November 1990, a number of initiatives were identified that

would ensure that this area of training and development receive due attention. The October 1991 appointment to COL staff of a Senior Programme Officer with particular responsibility for Technical/Vocational Education and Training was a significant step in ensuring that the recommendations from the Hong Kong conference would be duly considered and implemented as far as possible.

In November 1991, a TVET Reference Group was formed. The fourteen members represented both developed and developing countries and were selected on the basis of expertise and experience in the TVET and/or distance education fields. During the inaugural meeting (Vancouver, November 1991), the recommendations from the Hong Kong conference were addressed. A number of projects were identified as priorities and submitted to COL for further consideration. The meeting also finalised the objectives and framework for a TVET Workshop to be held in Pakistan in March 1992.

As this is the first body of its kind to be established, the Reference Group looked critically at the role it had to play in assisting COL to co-ordinate and deliver services to member states of the Commonwealth and offered guidelines for the development of a COL policy on technical/vocational education and training.

#### Technical/Vocational Workshop — Pakistan

COL's Technical/Vocational Workshop in Pakistan, which was hosted in Islamabad by the Allama Iqbal Open University, took place in April 1992. The recommendations that were developed by the participants in conjunction with the COL Resource Team, drawn from COL's TVET Reference Group, have far-reaching implications for Technical/Vocational Education in Pakistan. An Implementation Committee was established to ensure that the momentum of the workshop is not lost.

Recommendations covered the areas of:

- programme/course identification;
- evaluation and scope for adaptation of instructional materials;
- establishment of linkages with national and international organisations involved in Technical/Vocational training; and
- collaboration with industry.

The conference was organised by COL following a request from the Pakistan Minister of Education. Two COL staff members, along with experts from Australia, Bangladesh, Canada, Britain, India (by paper only), New Zealand, and Sri Lanka participated on COL's behalf as resource people. Two of COL's projects, Food Safe and Water Safe (see both below), have resulted directly from this workshop.

#### International Technical/Vocational Conference — Hyderabad, India

COL participated in an international conference of technical/vocational programmes through distance education held in Hyderabad, India, in August 1992, as part of the decennial observance

of the Dr. B.R. Ambedkar Open University. (Please see Asian Region, India sub-section, for more details.)

#### Computer Awareness Project — Sri Lanka/Zambia

The overall aim of the Computer Education Project in Zambia has been to provide the National Correspondence College (NCC, Luanshya, Zambia) with a capability to offer computer awareness training by other than traditional methods. The NCC is located in an area where the mining industry has a requirement for qualified computer-applications operators, and to a lesser extent, programmers. The establishment of a computer centre with facilities and expertise to offer training, using distance education and/or flexible delivery modes, was seen to be a viable strategy to support the development of a skilled work force. It would also offer a significant opportunity to train women to enter the information society on an equal basis to men. The NCC Computer Centre has been created by modification to an existing building, ensuring an appropriate power supply and security hardware. The Computer Centre is now fully operational. It is anticipated that by the end of 1994 this Centre and its staff will have reached a level of sustainability that will allow them to continue their operation with a minimum of external support. The Centre is scheduled to be officially opened on October 6, 1994.

Initial training and the development of the training materials has been the responsibility of the Open University of Sri Lanka (OUSL), which had offered their assistance in establishing the programme. As it will be implemented as a distance education initiative, students will study the related instruction in their respective homes and come in to the Centre for their practical work.

Extensive training for the staff was conducted over a four-week period in late 1993 by the National Institute for Public Administration (NIPA), Lusaka, and the results of this training indicate that there is a strong core of instructors who will make well-qualified trainers in this new field. It is expected that further training will also be conducted by NIPA to ensure that the trainers gain as high a level of proficiency as possible. Self-study training materials, produced by and acquired from the British Columbia Telephone Company (Canada, non-governmental), have also been provided by COL to support training in some computer applications.

Stage one involved a visit by two representatives from NCC to OUSL to assess the transferability of the course to Zambia (June 1992). Stage two was a visit by the Head of the OUSL Computer Centre to Zambia to evaluate the feasibility of incorporating the Sri Lanka system model into the existing Zambian distance education network (September 1992). These two activities have led to a strong alliance between the two institutions.

NCC graduated the first ten students from the *Computer Awareness* course (transferred from the OUSL), in 1994, offered through the new COL-sponsored Computer Centre. Seven of those who completed were women. Most of the students that are being attracted to the course are already employed and are seeking higher level skills to enable them to advance in their organisations. However, the course has attracted some school leavers who are hoping to gain employment in the field of computer applications. It is hoped that the Centre will be able to trace the progress of “graduates” to identify the impact that the distance education programme is having on the workforce. COL’s *Student Record/Management System* was recently provided to the Centre to enable the staff to more efficiently track the progress of their students.

The Australian International Development Assistance Bureau has agreed to provide funding for a third round of training. Once this has been completed, the NCC Computer Centre should be relatively self-sufficient; and monitoring and professional guidance should be all that would be required to enable them to maintain the Centre at its current level of activity.

#### Technical Teacher/Instructor Training — Western Samoa and Solomon Islands

COL has sponsored the enrolment, in the Open Polytechnic of New Zealand, of seventeen technical staff, teaching at the Solomon Islands College of Higher Education (SICHE) and the Western Samoa Polytechnic (WSP, formerly the Western Samoa Institute of Technology), in a programme to upgrade their trade skills.

Enrolment from SICHE includes instructors of amateur radio, business communications, desk-top publishing, plumbing and gas fitting, fuel injection engineering, plumbing, drain laying, and for the New Zealand Certificate of Science. WSP staff are enrolled in desk-top publishing, second assessment plumbing, trade certificate welding, trade certificate automotive, and second assessment fitting/machining.

Prior to COL's direct involvement with the programme, some SICHE staff were enrolled in a first year the programme. This activity was funded completely by New Zealand and its success generated the current extension. These developments in the Pacific Region have their origin in the TVET Conference which COL convened in Hong Kong in November 1990.

A project evaluation was conducted in 1993 which included an assessment of the reaction of those involved and the determination of strategies for its continuance, alternate sources of funding, and possible expansion.

The School of Industrial Development (SID) of the SICHE has also been supported by COL with the provision of basic training manuals and appropriate regulation documentation for licensed trades (plumbing). As the Solomon Islands operate on Australian standards in most areas of the construction trades, it was critical to access the regulations for use in training trades people. The supply of inexpensive trade training videos, to support construction trades and allow for a degree of self-paced learning, has been negotiated. Supply of these will assist in the opportunity to offer more flexible delivery of training.

#### Technical/Vocational Teacher/Instructor Training — Caribbean

Through COL's Technical/Vocational Teacher/Instructor Training project, a *Common Core Curriculum* has emerged as a regionally accepted document that will address the basic pedagogical skills of four levels of technical and vocational instructor/teachers in the Caribbean. Now in its third draft, the document is being distributed to the Regional Advisory Committee on Technical/Vocational Education and Training (TVET) and the recent Working Party that met in Trinidad in July. Once recommendations from this distribution have been addressed and incorporated, the document will be forwarded to the Caribbean Community (CARICOM) Secretariat to begin an accreditation process. Concurrently with this, a consultant has been identifying resources that will match the requirements of the curriculum so that implementation of a few selected modules can be trialed, possibly in early 1995. The document has been structured

and planned to be offered by distance education mechanisms and is formatted in competency terms.

The first stage this project was a COL-sponsored regional workshop which occurred in June 1992 in Nassau. This workshop was administered by the CARICOM Secretariat in conjunction with the National Training Agency, The Bahamas. The objective of the project is to provide current and potential instructors with training that will be acceptable across all countries of the Caribbean and articulate into existing programmes. The workshop resulted in an agreed strategy to develop a regional curriculum from common national competencies. Although the successful training of a trade instructor requires specific subject knowledge, practical experience, and pedagogical skills, it was agreed that this first stage should be directed towards the latter as it could be readily delivered by distance education methods.

Stage two was the identification of common competencies that participating countries wished to have included in the Regional Curriculum. A workshop, consisting of representatives from the region, currently offering a course of this nature on campus, was convened in January 1994 to confirm the content, establish the format, and address the accreditation and articulation processes. The resulting document was circulated to determine its applicability to other regions.

Stage three was the synthesising of this information into a draft curriculum. The draft curriculum is being perused by the Government of Papua New Guinea for possible use in its system. Solomon Islands College of Higher Education has also expressed interest.

#### Manipulative Skills Project — Jamaica

A pilot project to train students, who have been unable to gain access to high schools, is being implemented by the National Training Agency (NTA), Jamaica. This project involves close co-operation with industry as the trainees are placed with individual companies while training is controlled by the NTA using distance education methods.

Although the scheme was in place, it was evident that it could be enhanced by incorporating a quality, standardised training programme. COL, therefore, facilitated and sponsored the supply of a nationally accepted motor mechanics programme from Australia (Automotive Mechanics Modular Integrated Training System (AMMITS)) for NTA to use in Jamaica. The course, developed by the Victoria TAFE (Technical and Further Education) Off-Campus Network, is competency based and is seen as a step toward establishing national trade standards.

The first implementation stage of the pilot project took place in March 1993 with the training of ten nominated motor mechanics from local garages/workshops, to become acquainted with the philosophy and implementation strategies of the programme.

The programme requires some adaptation to operate in the Caribbean. Staff of the NTA and the Jamaican and German Automotive School (JAGAS) are involved in the pilot, as the programme operates in a tripartite relationship. The structure of the programme, adapted for Jamaica, utilises the strengths of the NTA as the overall co-ordinating authority and administrative controller. A senior instructor and member of staff from JAGAS functions as the Technical Supervisor and employers or their representatives have become the trainers. The School Leavers Programme of

the HEART Trust (National Training Agency), the TVET Resource Centre (also of the National Training Agency) and the automotive repair industry all contribute to this new training.

The programme offers the opportunity to take training out of the normal college-based environment and utilise the strengths of existing infrastructures to provide quality technical/vocational training for industry. It is providing an employable skill, while at the same time starting students on the path to a recognised qualification. Ten sites in Jamaica are currently participating in the programme. Trainees are now working in their third or fourth modules and feedback has been positive. The programme could take up to two years to complete.

A licensing agreement has now been signed with Australia for the modification and use of the AMMITS materials. The first five of twenty-four modules are currently in use at ten sites in Jamaica, but were not modified for this pilot programme. Although the actual subject content is very generic, the apprentice, instructor and supervisor *Guides* reflect the target audience they were designed for. This cultural bias will be removed during the modification, making the entire programme more generic. Masters of sixteen of the twenty-four modules are in-hand and modification has been negotiated.

#### National Trade Standards – Automotive — Jamaica

The curriculum that lies behind the AMMITS programme and the Victorian Technical and Further Education (TAFE, Australia) curriculum for motor mechanics was well received by other training organisations in Jamaica (see above). The Jamaica and German Automotive School (JAGAS) showed a keen interest in being involved in establishing national standards, an issue which arose at a COL-sponsored *Manipulative Skills* training workshop held in Jamaica in June 1992.

JAGAS staff are currently studying the curricula of both programmes and some of the supporting materials and it is anticipated that the National Training Agency (NTA), with support from COL, will initiate the acceptance of a National Automotive Mechanics Programme, based on the Australian curriculum.

Industry input will be used in determining the level of tradesperson required and the competencies needed within those levels. NTA will formally approve providers to offer particular levels of the course, depending on their capacity to do so. All levels will carry credit toward the ultimate Trade Certificate and articulate into successive levels of the course.

#### Food Safe — Pakistan

The *Food Safe* programme, developed by Vancouver Community College (VCC) and used extensively within Government organisations in British Columbia, has been modified to suit the training needs of the Women's Technical Training Centre (WTTC) in Quetta, Pakistan. Under COL sponsorship, Mr. Robert Lajoie, Director, Educational Telecommunications, VCC, worked with the staff of the Allama Iqbal Open University (AIU) to adapt the materials to suit the training requirements of local food handlers and preparers and to make them culturally acceptable. Translation into Urdu was also organised. The programme is now being trialed at the WTTC in their recently established canteen.

COL now holds masters of both the generic English and the Urdu versions, and has obtained a licensing agreement with VCC that allows the material to be reproduced in-country by those institutions of Commonwealth member countries interested in accessing them.

#### Water Safe — Pakistan

*Water Safe*, a basic course on water use, was designed and written on COL's behalf by the Okanagan University College (Canada) in conjunction with local authorities in Pakistan. The mini-course will educate persons involved in food handling in the importance of safe water. It includes identification of the causes of water pollution, the contribution persons make to this, and solutions to the problem that are within the scope of available resources and the trainees themselves. Local illustrations were commissioned from the Aurat Foundation of Lahore and have been incorporated into the document. The course has also been translated into Urdu.

The *Water Safe* coursebook was published in its own right in 1994 by COL, as a more generic version, and masters are now being developed that consist of hard copy text without illustrations, separate hard copy illustrations, and a disc copy of the text. This will allow institutions to modify the materials to their own particular country culture by commissioning and inserting illustrations, as well as having the opportunity to readily modify the text to suit the intended usage. The coursebook can be used as a stand-alone publication, or as the first module of the *Food Safe* programme. Sample copies of the coursebook, *Water Safe: An Introduction to Water Quality Issues*, were distributed by COL in September accompanied by letters explaining its availability to institutions in developing Commonwealth countries.

#### National Trade Standards — Papua New Guinea

The Employment and Training Division, of the PNG Department of Labour and Employment, is working toward the implementation of legislation relating to national trade standards, which were first introduced in 1986 under the revised Apprenticeship and Trade Testing Bill. The Bill proposed to open the way for the introduction and establishment of "Occupational Skill Standards and Trade Testing." However, due to lack of expertise and qualified personnel to formulate the supporting regulations, the Bill was not enacted at that time.

Regulations were finally completed in 1991 and the new Act and Regulations were proclaimed in January 1992. COL has supported this initiative by assisting in the development of National Trade Standards, National Test Banks, a Training Curriculum and a Trainees Record Book for selected trades. Standards for the first pilot trade, automotive mechanics, were completed in 1994. The curriculum document was written by consultants from the Outer Eastern College of Technical and Further Education (OEC of TAFE), Australia, and was presented in very precise, competency terms, which specified learning outcomes, conditions, learning activities that the instructor must cover, assessment criteria and the assessment method. The establishment of this standardised national model will allow training to be conducted in other than traditional institutions, while retaining a system of common competencies. The prescriptive nature of the curriculum document will also allow for the development of generic, self-study learning resources.

The initial National Trade Standards were funded by the Government of PNG, a local petroleum company sponsored the development of the test banks and COL was responsible for the curriculum document and the record book. Implementation of the automotive mechanics programme would be enhanced by the provision of standardised, self-study materials, and research is being undertaken to assist PNG to access these.

The entire model of development has been adopted for four other trades, and the OEC of TAFE won the contract for training the Ministry of Education's curriculum development staff (Technical Division) to write the balance of the documents in-country.

#### Land Surveying — Zimbabwe

The offering of a non-degree course, *Land Surveying*, through the newly established Distance Education Programme at the University of Zimbabwe, requires the collaborative efforts of the distance education centre, the faculty within the University offering *Land Surveying*, the polytechnics that currently offer the Diploma on campus, the Curriculum and Development Unit of the Zimbabwe Ministry of Higher Education, and COL. Representatives from these stakeholders formed a Planning Team in 1994 and discussed the validity of the sample materials that were forwarded from The Open Polytechnic of New Zealand (TOPNZ) through COL. Agreement was reached that the materials were highly suitable for the Zimbabwe context and a workshop was planned to address the required modification. Ms. Jenny Williams, an instructional designer at TOPNZ, facilitated this workshop in Harare in September 1994.

#### Support for Training in Distance Education

COL has supported the British Columbia Institute of Technology's production of the video, *Instructional Skills for Vocational/Technical Instructors*. The video was used as a component of the World Bank *Technical Teacher Training Project* in The Bahamas.

Two video programmes, *A Country Connection* and *Into the Nineties*, were acquired by COL and distributed in 1992/93 to the fifty-seven Commonwealth institutions that are recipients under Phase II of the COL/ODA Book Scheme. The videos were produced by the Adelaide College of TAFE (Australia) and illustrate some of the strategies that are being employed in Australia to overcome the problems of distance and the inability of students to access regular classes in a major college.

In July 1992, COL engaged a consultant, Mr. Jack Foks, Head of the Victoria TAFE Off-Campus Network (Australia), to carry out preliminary work on the development of a multimedia, multi-national "train the trainer" package. The ultimate aim of the project is to develop a set of learning resources to support the training of trainers in basic principles of education and instruction which are significant to technical/vocational education and training. The consultant has completed *An Outline for a Train the Trainer Package* as well as the first draft of a project proposal to cover the second phase of the project. Prototype introductory modules based on the first four sections of the package are being developed by Adelaide College of TAFE and the University of South Australia.

#### Data-Base of Technical/Vocational Institutions

COL has established a data-base of organisations within the Commonwealth that are involved with the provision of training in the technical/vocational field. To date, the listing encompasses over 300 organisations representing fifty Commonwealth countries. Although only basic information is currently included in the data-base, it is intended to expand it with details on courses offered and delivery mechanisms used. Commonwealth Permanent Secretaries of Education have been most helpful in supplying information for this data-base, which will serve as a resource for administrative communications and as a reference point for access to courses and materials.

#### Directory of Technical/Vocational Courses Available by Distance

In 1993, COL published its *Directory of Courses Available by Distance, Volume II – Technical/Vocational Education*.

#### **Women in Development**

COL has embarked on a programme for women in development which has the overall aim of improving the status of women through widening access to education. Distance education is envisaged as a means of enabling more women to improve the quality of their lives, to play a more active role in their communities, and make a greater contribution to their countries' development. Priority is given to improving access to relevant education for key groups such as those who, despite poor basic education, must acquire relevant skills in order to support families, or for those who wish to re-enter the workforce or assume community leadership roles.

In keeping with the global priorities enunciated in the *Nairobi Forward-Looking Strategies for the Advancement of Women*, and the *Commonwealth Plan of Action on Women and Development*, COL has emphasised the establishment of inter-agency and inter-institutional linkages, sharing of knowledge, expertise and resources, the co-operative development of educational and training resources and programmes. Given that women's educational needs and priorities are often neglected and thus far more wide-reaching than that of the population at large, attention has been focused on areas such as literacy, agriculture, marketing and small business, the law, the environment, health, teacher training, and gender and development.

In early 1991, COL designated a Senior Programme Officer with particular responsibility for Women in Development. However, since the expiry of this employment contract in July 1993, COL has not had the resources to re-appoint to this position.

COL was represented at and reported to the Meeting of Commonwealth Ministers Responsible for Women's Affairs held in Ottawa, Canada, in 1990 and again at the next meeting, held in Nicosia, Cyprus, in July 1993. As a cross-cutting priority for COL, Women in Development issues are considered in planning all of its regional and functional activities. This focus on COL's work is reviewed extensively in COL's *Progress Report* to the Fourth Meeting of Commonwealth Ministers Responsible for Women's Affairs (Cyprus, 1993).

#### Meeting of Women Vice Chancellors

In May 1990, COL convened a conference of women vice-chancellors in New Delhi. The delegates affirmed the important role distance education has in extending access to education to more women, recommended that COL play a central role in disseminating information on women's studies, and suggested that COL pay special attention to educating illiterate women.

#### Directory of Women's Studies Programmes in India

In early 1991, a directory of women's studies programmes in India was published jointly by COL and the Association of Indian Universities. Compilation of a follow-up directory of Women's Studies resources is currently underway.

#### Transfer of Course Materials

With COL support, the Law Faculty of the University of British Columbia (Canada) supplied to the University of Nairobi, course outlines and materials on *Women and the Law*, which enabled the University to introduce a *Women and the Law* component into their law courses in 1992.

COL has facilitated collaboration between the University of Abuja (Nigeria) and Mount Saint Vincent University (Canada) in order to obtain programme outlines and course materials for developing a programme in Women's Studies.

#### Women's Literacy Programmes

COL, in conjunction with one of the few Commonwealth universities offering literacy programmes for women through distance education, Allama Iqbal Open University (AIOU), co-sponsored a symposium on *Women's Literacy Programmes — The Role of Distance Education*. The symposium was hosted by AIOU in Islamabad, Pakistan, in September 1991. Participants — senior level personnel from various literacy programmes — came from ten countries within the Asian and Pacific regions: Australia, Bangladesh, India, the Maldives, New Zealand, Pakistan, the Solomon Islands, Sri Lanka and Tonga. Backgrounds included open universities, government ministries, a correspondence school, and UNICEF. A number of observers were also present, representing UNESCO, CIDA, and UNIFEM (United Nations Development Fund for Women).

With an overall objective of providing an orientation on women's issues, the symposium focussed specifically on:

- open learning systems;
- a survey of problems in rural areas;
- designing literacy projects;
- effective use of local resources; and
- the planning process for the implementation of a national programme.

Several recommendations were developed and put to COL. They include suggestions for research and evaluation, exchanges and training, materials and resources, student support services, and the dissemination of information (through COL's newsletter, *COMLEARN*).

In 1994, under COL's sponsorship, Prof. Razia Abbas, of the Bureau for University Extension and Special Programmes at Allama Iqbal Open University (Pakistan), undertook visits to three Commonwealth African countries — Ghana, Tanzania and Zimbabwe — to share her experiences in extension programmes in functional literacy designed for women.

### Women and Sustainable Development

Ms. Sherrill Whittington, (then) Senior Programme Officer with particular responsibility for women and development, represented COL at the United Nations Environment Program (UNEP)/WorldWIDE Network Inc. *Global Assembly on Women and the Environment* and the *World Women's Congress for a Healthy Planet* held in Miami in November 1991.

Also in Miami in November 1991, COL, in conjunction with the Foundation for International Training (FIT), held a *Consultation Meeting on Women and Sustainable Development*, which focused on the development of a strategy for enhancing women's capabilities for sustainable development. The meeting was attended by twenty participants from major international organisations with direct experience in development and environmental issues and education. COL was represented by COL Governor, Dame Jocelyn Barrow and Ms. Whittington. Recommendations were formed which include a proposed action plan for COL's involvement in the development of educational resource materials for use in programmes about women and the environment.

Following the formulation of these recommendations, COL examined ways that resources and training materials could be developed to address the complex issues of women and the environment. Subsequently, extensive research was undertaken by one of the participants and a resource document, entitled *Linking Women with Sustainable Development*, was published by COL. The report examines the interdependence from an historical and international dimension, including Agenda 21 from the 1992 Rio de Janeiro United Nations *Conference on Environment and Development*. Using both primary and secondary source materials, the document suggests ways in which the theme of Women and Sustainable Development can be incorporated into formal curriculum development, training and non-formal education.

Another outcome of the Miami consultation was the development of training/educational materials using Commonwealth case histories taken from the "success stories" presented at the *Global Assembly of Women and the Environment*. This was undertaken by COL in conjunction with WorldWIDE Network Inc. and in 1994, COL published: *Women: Key Partners in Sustainable and Equitable Development. Resource Materials on Women and Sustainable Development*. The report responds to Commonwealth mandates by producing training materials on women and sustainable development. It extrapolates, from (fifteen) selected "success stories," the *common lessons for learning and teaching* about the effective integration of environment and gender. The "success stories" demonstrate that women have developed new approaches to environmentally sound energy production in rural areas, improved conservation of energy in community settings, found ways to deal with waste economically and safely (whether by

recycling or responsible consumer behaviour) and re-introduced effective indigenous methods that are economically feasible and environmentally sustainable. These training materials are presented in a format that will make them adaptable for use by a variety of interested parties, from policymakers to practitioners, and in a variety of settings, from classroom instruction to radio broadcasts.

The following fields are covered: agriculture and fisheries; soil degradation/desertification; forestry; energy solutions (alternate/appropriate); education and training; health of people and the environment; water; organic waste; toxic/intractable wastes pollution; and non-governmental organisations (NGOs) and community-based organisations (CBOs).

The resource book was prepared by Ms. Waafas Ofosu-Amaah, of WorldWIDE Network, in conjunction with consultative working party, consisting of: Dr. Bonnie Kettel (York University, Canada), Ms. Ruth E. Lechte (World YWCA), Dr. Marilyn MacDonald (Simon Fraser University, Canada), Ms. Rosina Wiltshire (International Development Research Centre, Canada), Ms. Mavis Bird (COL staff) and Ms. Sherrill Whittington (COL staff).

#### Women/Gender in Development Resources

As a first step in the development of women in development (WID) distance education course modules for use throughout the Commonwealth, COL sponsored a workshop held in conjunction with the Summer Institute on Gender Development (SIGAD) at St. Mary's University in Halifax, Canada, in April 1992. Participants included Senior Programme Officer, Ms. Sherrill Whittington, and representatives from Dalhousie University (Nova Scotia, Canada), Murdoch University (Australia), St. Mary's University (Nova Scotia, Canada), the University of Lagos (Nigeria), the University of the South Pacific, the University of the West Indies, the University of Zimbabwe, and York University (Ontario, Canada). The United Nations International Research and Training Institute for the Advancement of Women (INSTRAW) and the International Women's Tribune Centre (IWTC) also took part.

The outcome of the workshop was a strategic plan to collaborate in development of core and optional modules in the area of women in development to form components of WID courses at undergraduate, Certificate, or Diploma level for non-governmental organisation (NGO) personnel, planners, policy-makers, and those working with women's organisations. The core would cover theory, research methodologies, strategies, and a comparative study of Commonwealth women, with optional modules encompassing such areas as power, the economy, work, technology and science, legal rights, social participation, communication, and culture.

A major project proposal was then formulated and forwarded to potential funders for the development of the first of the modules proposed, *Theory of Gender and Development*. Canada's International Development Research Centre (IDRC) agreed to provide the bulk of the funding (Cdn.\$75,000), with COL and the World Bank contributing the balance.

To commence the first phase of the project, a COL/University of the West Indies (UWI) meeting was held in Kingston, Jamaica, in February 1993 and attended by representatives of UWI Women and Development Studies, SIGAD, IWTC, the World Bank and COL. The outcome was a curriculum outline, project timetable, and collaborative/working arrangements.

The module on *Theory of Gender and Development* will cover four major areas: introduction to theory; historical development; theoretical perspectives on feminism and development; and implications of theory for practice. The Resource Module will be a valuable tool for instructors, trainers and students (at both formal and non-formal levels) and is designed to be both an instructional resource and a self-study package for those interested in gender and development theory and practice. It will be produced co-operatively, with IWTC undertaking co-ordination, final production and dissemination. Project management is the responsibility of COL.

Drafts have been reviewed and project meetings have been held throughout 1993 and 1994. The final draft was reviewed at a meeting in June 1994 and publication and distribution is planned for later in the year.

COL's work on this project follows a request, made at the International Council for Distance Education (ICDE) conference held in Caracas in November 1989, by a number of Commonwealth distance education institutions.

#### Gender Bias in Distance Education Materials and Resources

Acting on a suggestion from Dr. Rosalind Eyben, Principal Social Development Adviser, UK Overseas Development Administration (ODA), two planning committee meetings were held at COL's Vancouver headquarters to address the issue of the extent of gender bias in distance learning/teaching materials. Representatives of three local institutions — University of British Columbia, Simon Fraser University, and the Open Learning Agency of British Columbia — and COL concurred that a much-needed resource would be a practitioner's manual which would enable both conventional and distance course designers and writers to develop gender sensitive materials and resources that are both accessible and attractive to women and, therefore, of greater educational effectiveness.

In June 1993, COL convened in Vancouver a round table meeting for the project in order to widen the planning framework to include a group which would detail the production and assessment of such a resource. The participants, all women, were senior educators from a number of developed and developing countries. In response to the recommendations arising from the meeting, COL commissioned a consultant to produce the a manual. All participants in the round table have had the opportunity to provide inputs and make comments on the manual before it is finalised for publication.

COL has contracted with UK consultant (and former COL staff member), Ms. Janet Jenkins, to develop a manual. Participants at the round table included: Prof. Razia Abbas (Allama Iqbal Open University, Pakistan); Dr. Elsa Leo-Rhynie (University of the West Indies); Prof. Miranda Greenstreet (Institute of Adult Education, University of Ghana); Ms. Jennifer Glennie (the South African Institute for Distance Education); Ms. Ruby Va'ai (the University of the South Pacific); and Ms. Sherrill Whittington (COL staff).

#### Training Workshop — Statistics and Indicators on Women in the South Pacific Islands

The *Commonwealth Plan of Action on Women and Development*, which was reaffirmed by Commonwealth Heads of Government at their 1991 Meeting in Harare, recommends that

“member governments provide training on gender issues to senior policymakers and planners, and to make the development planning process sensitive to gender considerations.” One avenue endorsed by the *Plan of Action* is the disaggregation by sex of national statistics, covering a full range of specific economic and social indicators, and recognition of both formal and informal “employment.”

COL was approached by the Director of the United Nations International Research and Training Institute for the Advancement of Women (INSTRAW), Ms. Margaret Shields, a former New Zealand Minister of Women’s Affairs, regarding collaboration in a South Pacific training workshop to sensitise both users and producers on the issues and problems relating to statistics on women.

With support from COL, The Open Polytechnic of New Zealand (TOPNZ) worked in conjunction with INSTRAW and the New Zealand Ministries of Women’s Affairs and Statistics to develop a participant-centred, learning resource package, designed for completion by participants prior to the workshop. TOPNZ also represented COL at the workshop in order to evaluate the use of the materials.

The workshop, held in the Cook Islands in early December 1992, was jointly sponsored by INSTRAW, the European Parliament, the Australian International Development Assistance Bureau (AIDAB), and three New Zealand Ministries (Women’s Affairs, External Relations and Trade, and Statistics).

Both producers and users of statistics from the Cook Islands, Fiji, French Polynesia, Kiribati, New Caledonia, Papua New Guinea, Tonga, Tuvalu, Vanuatu, American and Western Samoa have been supplied with copies of the resource package. By working through the pre-workshop package, participants were able to ascertain what information needs are critical to programme issues or their country’s policies, identify currently available information and key indicators, present data in an accessible form, and determine gaps between what is needed and what is available. In conjunction with the workshop and with the help of the package, users and statisticians from each country worked together to prepare a case study “country report.”

Participants agreed that the prior study was helpful and provided a realistic way of bringing together statisticians and users of statistics in a single, focussed project. The multi-dimensional approach to this workshop — a distance education base used in conjunction with a regional workshop organised by a UN agency with intergovernmental and inter-institutional collaboration — provides a model that can be adapted and applied elsewhere in the Commonwealth and beyond.

#### Workshop on Legal Literacy for Women through Radio — Tonga

COL collaborated with the Commonwealth Secretariat’s Women and Development Programme in a workshop on *Legal Literacy for Women through Radio* which was held in Tonga in April/May 1992. The workshop brought together women radio producers and script writers from the Pacific, as well as legal experts, to produce innovative legal information radio programmes directed specifically at women. COL sponsored the participation of a legal expert from the region and a radio producer from the Communications Centre at the University of the South Pacific. A COL

staff member also participated in the last few days of the workshop. This non-formal legal literacy programme could be delivered by radio or audio cassette.

#### AIDS Education

Discussions have been held with the HIV/AIDS Policy Unit of the United Nations Development Programme (UNDP), and with Vancouver AIDS Leadership for International Development (VALID), a consultative arm of the Vancouver World AIDS Group, about potential linkages, co-operative undertakings, and the adaptation/development of AIDS educational resources/programmes in key Commonwealth countries. One of the major areas of focus would be the crucial issue of women and AIDS, which requires a very specialised educational programme designed to meet the unique requirements of women in developing countries.

#### Fourth World Conference on Women — Beijing '95

COL expects to participate in the United Nation's *Fourth World Conference on Women (Beijing '95)*. During February 1994, Ms. Lenore Rogers of Vancouver was engaged to undertake a consultancy to assist COL to identify potential programming areas suitable for highlighting at the conference.

## FUNCTIONAL PROGRAMME ACTIVITIES

### Communications Technologies and Information

The deployment of modern communications and information technologies can be a major instrument for widening access to learning and for transforming the prospects for social and economic betterment around the world. Since communications technology can be used both to facilitate the delivery of distance learning as well as to improve communication links between and among educational institutions, it plays two parallel and reinforcing roles within the field of distance learning. In the first instance, communications technology can widen the reach of distance education institutions and expand learners' access to their programmes and services. In the second case, technology serves to improve the quality of communications among distance educators themselves, leading to more effective institutional co-operation.

COL's focus on the strategic deployment of communications technology, training activities, and alliance-building represent a strategic orientation that is designed to extract maximum value from the sharing of resources, joint planning and institutional co-operation. Given the nature of modern information technologies, which involve massive investments in systems and development costs, single institutions with limited resources and organisational reach cannot on their own exploit the economies inherent in large-scale communications networks, nor can they individually absorb the enormous costs of the necessary applications trials and training associated with the adoption of new technology.

Through its technology programmes, COL can help educational organisations identify and adapt innovative communications and information technologies and, by facilitating co-operation and resource sharing, enable them to take advantage of the benefits that can derive from large-scale communications systems. The activities of the Communications Technologies and Information Division (formerly the Technologies and Telecommunications Division) are aimed specifically at using technology to enhance both the delivery of distance education as well as the quality of inter-institutional communications. Its work has focused in the areas of *telecommunications systems, computer networking and educational media*. As part of its ongoing operational responsibilities, the Division develops and implements technology applications, provides for training and undertakes planning and advisory functions. Divisional staff have also pursued several strategic initiatives aimed at promoting the role and utilisation of technology within the international distance education community.

#### Telecommunications Systems

In the application of technology to distance education, COL has placed emphasis on a "model building" approach to project development and implementation. As a result, its technology programme consists of a limited number of projects, strategically directed at innovative applications of communications technologies in distance learning, especially those applications which address the challenges facing human resource development in developing countries. Such

innovative applications can involve new and novel uses of fairly conventional technologies, or take advantage of more advanced “state of the art” technologies, depending on the needs and capabilities defining a given application. In either case, the successful implementation and utilisation of particular technologies can produce positive demonstration or “multiplier” effects, which can provide distance educators, communications suppliers and funding agencies alike with practical models for future, more comprehensive distance education projects.

**Audio-teleconferencing:** The application of voice-based teleconferencing technology has gained increasing prominence in modern distance education, especially as a complement to traditional print and postal-based methods. In contrast to more passive, static techniques of instruction, telecommunications-based technologies such as audio-teleconferencing allow for fully interactive communication between the students and the instructor/tutor. Audio-teleconference systems, which consist of special loud-speaking telephones interconnected by means of a conference “bridge,” enable multiple locations to be in simultaneous communication with each other, creating a *virtual* classroom. Recently, the addition of computers to such a network permits the transmission of simple pictures and diagrams in both directions over the same basic telephone circuits, thus creating an electronic “blackboard” that adds further realism to the “distributed classroom” concept. COL has instituted pilot audio-teleconference projects in the following countries to demonstrate the effectiveness of these techniques in education:

- Guyana — A project involving the University of Guyana’s Institute of Adult and Continuing Education (IACE) and three Distance Learning Centres began in 1990, for the main purpose of increasing the number of qualified applicants to the University in science in particular. Three sites, the IACE Georgetown location and two remote sites, have been connected by audio-teleconference equipment. Three other sites will be connected later this year. Another will be accessed by radio as the local telephone company cannot undertake the necessary route reconstruction.
- Kenya — Installation of the audio-graphics teleconferencing system, for distance education at the University of Nairobi for the Faculty of External Studies, was also completed in early 1994. Both the main and Kikuyu campuses as well as six extra-mural Study Centres in east and west Kenya have been connected. The system will improve the efficiency of course delivery in the Bachelor of Education degree programme which had been using a combination of correspondence and visiting lecturers.
- India — Installation of a teleconferencing system for distance education at the Indira Gandhi National Open University (IGNOU) was completed in late 1993. The system provides real-time interaction between IGNOU headquarters in Delhi, the five state open universities, and the sixteen Regional Centres of IGNOU; facilitates the exchange of important information; and organises expert counselling and guidance for students.
- Malaysia — The Ministry of Health, the Universiti Kebangsaan Malaysia (UKM) in Kuala Lumpur, and COL co-operated in a joint project to create a distance education network for health training. In July 1993, with technical assistance from COL, an audio-graphics teleconferencing system was installed at the UKM Faculty of Medicine with remote sites at Alor Star and Penang in the north, Kuantan in the east, Johor Baru in the south, and Kuching in Sarawak. The network is being used to provide the delivery of a training programme in family medicine, continuing medical education, post-basic nursing, health services education, community education services, and Ministry of Health

management. The system was officially inaugurated in September 1993, with the President of COL participating in an international teleconference connecting Malaysia, New Zealand and Canada.

- Mauritius — In concert with Laurentian University, COL has provided assistance to the University of Mauritius in establishing a division of extension studies. In September 1992, COL supplied a conference bridge and equipment for several audio-teleconference sites, which were installed by local personnel later in the year.
- Namibia — In 1992, COL commissioned a study to assess the feasibility of introducing teleconferencing systems for distance learning in Namibia. The consultants produced a number of recommendations with respect to the introduction of audio-teleconferencing, which are now being evaluated by Namibian authorities.
- Solomon Islands — This is a project with two major objectives: to extend the University of the South Pacific Extension Services courses beyond the capital, Honiara, to the Provincial Centres, and to improve the delivery of the country's College of Higher Education (SICHE) courses to the same Centres. The equipment was installed in the appropriate locations and Solomon Islands Telekom is maintaining the teleconference bridge equipment. The Solomon Islands Distance Education Network was inaugurated in early January 1993.
- St. Lucia — In consultation with the St. Lucia Ministry of Education, COL has finalised plans to provide an audio-teleconferencing network that would connect six sites, linking students at remote locations for tutorial sessions in literacy, numeracy and other basic skill-set areas. Arrangements were also made with the local telecommunications administration to provide access to the network from these areas and to provide technical support for the conference bridge. In July 1994, COL shipped teleconferencing equipment to St. Lucia and installation took place in September.

The recent completion of audio-teleconferencing projects in Kenya, India and St. Lucia (all during COL's 1993/94 programme/budget year), brings the total of COL-supplied teleconferencing systems in place to seven, and increases the number of sites in operation to more than fifty. Apart from their usefulness to the institutions served, these systems have become important models for the innovative use of affordable communications technologies for distance learning.

With respect to systems already in place, COL has been active in system support and enhancement. For example, COL has provided maintenance support for the conference bridge in Malaysia and spares support for the Solomon Islands and Guyana systems. In Guyana, where a three-site network is already in place, arrangements have been made to expand the network to connect additional sites in remote areas where there is a reasonable student population. The local telecommunications administration has again agreed to provide technical support for the conference bridge.

**Video-teleconferencing:** With technological advances, the emergence of international standards, and rapidly declining transmission costs, video-teleconferencing will become a major vehicle for communications in the 1990's. In addition to its employment for business consultations of all kinds, the use of video-teleconferencing for instructional purposes has begun to grow; initially, for industrial training purposes, and increasingly for distance learning purposes within formal

educational programmes. The work programme of the Communications Technologies and Information Division in the area of interactive video-teleconferencing has involved a series of activities over the short and long term:

- establishing connections with members of the international educational community who have access to video-teleconferencing capabilities compatible with our own, i.e., a “circuit testing” phase of operations;
- designing and trialling of innovative applications of video-teleconferencing in education, i.e., a “trials and applications” phase; and
- developing and implementing permanent programmes making use of video-teleconferencing facilities.

During 1993, there was a gradual evolution from an early concentration on “circuit testing” to more direct applications and eventually to programme development. In some cases, COL has established the first overseas video-teleconference link from North America to the institutions involved. Among the many video-teleconference sessions conducted at COL’s headquarters facilities were a series of events organised with the University of British Columbia (UBC) Faculty of Music linking UBC and Vancouver-area professional experts with their counterparts in Australia. Canada/Australia links were also established for sessions dealing with continuing judicial education.

**Video-teleconferencing — Caribbean continuing professional education:** In conjunction with the Faculty of Engineering at the University of the West Indies (UWI), COL has developed a proposal to provide narrowband (compressed) video-teleconferencing at the three main campus sites of the University in Trinidad, Barbados and Jamaica. These installations will provide support for the continuing professional education activities of UWI as well as support for the university in answering an increasing demand from outside groups, such as companies and organisations with operations spread throughout the Caribbean, for assistance in staff professional development. COL has liaised closely with Teleglobe Canada and the various telecommunications administrations in the Caribbean regarding their plans to provide switched digital telecommunications facilities which could be used for low-cost video-teleconferencing.

**Regional telecommunications networks:** The expansion and improvement of communication among distance education institutions represents a second important contribution of technology to the furthering of distance learning. In addition to their value in the exchange of material for the production, adaptation and delivery of distance education courses, communications systems provide the means for co-operation in a more general sense, on such matters of common interest as policy and planning activities, administrative techniques, and research. In this respect, technology can help to foster co-operation on a bilateral basis and to strengthen institutional infrastructure on a regional and trans-national basis, such as the distance education associations being formed in western and southern Africa.

- Asia/Pacific — At their meeting in Vancouver in April 1991, the COL Board of Governors directed “that a study be undertaken in the Asia/Pacific region to determine the possibilities of establishing a COL communications network there.” In response, COL undertook a comprehensive study of the technical and economic feasibility of establishing such a communications network in the Asia/Pacific region, utilising COL staff resources as well as those of the Vancouver telecommunications research and consulting firm, MPR Teltech.

Based on extensive consultations with the educational and communications communities in the region, the findings and conclusions of the MPR study provide a thorough economic and technical rationale for the development and operation of a shared, multi-user regional telecommunications network for distance education and suggest a practical means of addressing the telecommunications needs of the educational community internationally. The Asia/Pacific Network study has the potential to provide the model for regional networks for distance education throughout the Commonwealth.

- COL video-teleconferencing network — The acquisition of a video-teleconferencing capability for COL, starting with the headquarters facility in Vancouver and the one at the COL/Brunei Centre for Professional and Continuing Education, represents an invaluable instrument for improving inter-institutional communications and positions COL in the forefront of examining innovative applications of video-teleconferencing for remote learning. The installation of a Mitsubishi “codec” in late 1992 equipped the facility with a capability for “narrow-band” teleconferencing (using ordinary telephone lines), thus decreasing the cost of international link-ups. Installation of a video-teleconferencing facility took place at the COL/Brunei Centre at the Universiti Brunei Darussalam in October 1992, using Mitsubishi supplied terminal equipment and codec.

#### Computer Networking

**COL Internet access:** With a potential reach of millions of users in the education and research community, access to the *Internet* network could be a powerful resource for Commonwealth educational institutions which are otherwise isolated from other types of information networks. Currently, each member of COL’s staff has the capability to communicate directly via electronic mail with any other Internet user. In 1994, COL further enhanced the communications and computer configuration at its headquarters in Vancouver to provide a “hubbing” function into the Internet in order to provide sites, which are underserved by conventional means, the opportunity to link with the Internet through COL. This work has been carried forward in two regions, particularly in the island States of the Eastern Caribbean, and in conjunction with the LEO (Low-Earth Orbiting) satellite project, in West Africa. In later stages of its development, the network could enable educators to have ready access to electronic databases and other necessary information resources available by means of computer networking.

- Caribbean — In early 1994, COL began testing such a system in locations in the Caribbean, using COL as an Internet “hub” site to provide the educational community in countries such as St. Lucia with access to inexpensive electronic-mail. The traffic flows and utility of the St. Lucia site are now being monitored to determine whether similar systems should be established elsewhere in the eastern Caribbean. COL is also engaged in consultations with the Organization of American States (OAS), UNESCO and other organisations which are actively promoting computer networking in the region to determine the best overall strategy for encouraging future network development.
- LEO Satellites — Low-cost Internet access has been the primary goal of COL’s work, in co-operation with the SatelLife organisation (headquartered in Cambridge, Massachusetts) to establish an electronic-mail network based on inexpensive “packet” radio (computer-based radio communication) and low-earth orbiting (LEO) satellite technologies. This network can furnish basic electronic-mail connections to locations in

West Africa where the lack of available infrastructure makes conventional methods of computer/communications difficult. At the end of September 1993, COL staff installed a ground station in British Columbia, to serve both COL headquarters and the University of Northern British Columbia (Prince George, Canada). Through SatelLife, which already has licensed ground stations in Ghana and The Gambia for the purpose of sharing medical and health information on *HealthNet*, COL has established stations in those two countries. Training sessions for the network operators took place in June 1994, and the first test messages have been exchanged between British Columbia and the West African sites. Installation of the remaining parts of the network awaits licensing approvals.

**Electronic messaging networks:** The need for improvement of communication within the Commonwealth educational community through electronic mail or other computer-based messaging systems has often been noted in COL's strategic and operational plans. Although several networks are theoretically available world-wide through Internet, there is no dedicated network that provides ready access to computer-based communications to educators throughout the Commonwealth. A number of possible avenues were examined, aimed at the utilisation of existing network infrastructures to initiate a Commonwealth electronic network, including:

- VITASAT, VITANET, and HealthNet (SatelLife) focusing on African Commonwealth countries;
- the APFNET developed by the Asia-Pacific Foundation in Vancouver; and
- C-Link, a commercial service provided by COMSAT/Inmarsat and based on land mobile satellite technology.

**Information services/World Wide Web:** As part of its mandate, COL provides information on distance education to organisations and other institutions active in the field of human resource development. Toward this end, in June, COL established an electronic means of accessing COL-resident documents, project data, and general information, through *World Wide Web* (WWW or W3), a new system that facilitates information sharing across the Internet (or "information highway"). The site contains COL documents, news releases, *UPDATEs*, and also electronic links to various Commonwealth countries. The appeal of WWW rests on the ease with which users can search for and access the documents and materials on the database, and on its presentation of high quality graphic images and sound as well as textual information. It is based on "hypertext" software and operates on a "Windows" platform. The COL *World Wide Web* site can be accessed from personal computers equipped with *Mosaic* software through the Internet address: <http://www.col.org>.

### Educational Media

**Audio-visual programming:** Despite rapid advancements in electronic media (*audio, video, radio, and television*) — an important element in the delivery of distance education — many developing countries in the Commonwealth have been unable to exploit the full potential of these media because of capital costs of infrastructure and costs of production. Consequently COL has initiated a number of projects to enhance the use of audio-visual programmes in distance education. These initiatives include the development of mechanisms that facilitate the exchange of existing audio-visual programmes and also the production and acquisition of new material on selected subjects. Examples of such initiatives are:

- initiating the Commonwealth Educational Media Resources Programme (CEMREP) and the Commonwealth Educational Media Co-operative for Asia (CEMCA) to facilitate the sharing of such resources (see below);
- acquiring a licence to distribute science video programmes from Encyclopaedia Britannica;
- acquiring thirty video programmes from educational institutions in India for use by distance education institutions throughout the Commonwealth;
- commissioning Indira Gandhi National Open University (India) to produce a set of video programmes on Ecology;
- co-ordinating the acquisition and distribution of Canadian audio-visual material for use in the training of athletes and sports coaches within the developing Commonwealth (see below);
- taking advantage of the presence of a large number of experts in Distance Education at the ICDE 16th World Conference, held in Bangkok in November 1992, to record a series of video programmes on various aspects of distance education; and
- co-producing videos on *Sustainable Development* (with the Canadian Broadcasting Corporation), *Decision Making in the Environment* (with the Open Learning Agency of British Columbia, Canada), *Medicines from around the World* (with the British Columbia Institute of Technology, Science World, Canadian Tire), and *Technology in Open Learning and Distance Education: A Guide for Decision-Makers* (with the Open Learning Agency of British Columbia, Canada).

**Commonwealth Educational Media Resources Programme:** The report entitled *Regional Co-operation in Distance Education Media Resources*, which contains the key recommendations of an expert group convened by COL in May 1993 to examine ways and means for promoting regional co-operation in the use of electronic media in the Asian region, was widely circulated within the international distance education community. The publication, which contains country profiles on Bangladesh, Hong Kong, India, Malaysia, Pakistan, Singapore and Sri Lanka, was printed to support efforts to develop mechanisms for co-operation in the use of educational media by Commonwealth distance education institutions. The report was produced with support from the Asian Mass Communication Research and Information Centre (AMIC) in Singapore. The expert group also recommended the establishment of CEMCA (see below).

**Commonwealth Educational Media Co-operative for Asia:** The Commonwealth Educational Media Centre for Asia (CEMCA\*) was formally established on July 1, 1994 at the Indira Gandhi National Open University, in New Delhi, and Mr. K. Narayanan has been appointed interim Administrative Officer. CEMCA's purpose is to facilitate the distribution and exchange of educational programming among the participating institutions in the South Asia region. Job postings for the position of Director and for other staff were released in September 1994. A task force established by COL met at the Asia-Pacific Institute for Broadcasting Development (AIBD) in Kuala Lumpur in November 1993 to work out the operational details for CEMCA. The task force developed a detailed project proposal for setting up CEMCA and recommended that it should be located at a "host" institution which would provide a basic level of services and technical facilities. COL invited major distance education organisations in the region to make formal proposals expressing their interest in serving as such a "host" institution and both the

Open University of Sri Lanka and IGNOU made representations to this effect. After careful consideration, the offer from IGNOU was accepted. (\*CEMCA refers to either or both the *Co-operative* programme and/or the administrative *Centre*.)

**Maldives:** In response to a request for technical assistance from the Government of the Maldives, and a subsequent review of the needs of the Educational Media Services Unit (EMSU) of the Ministry of Education conducted by Dr. Abdul Khan, Senior Programme Officer, COL has concluded work, in 1994, in three specific areas: training in script writing and production of educational radio and television programmes; attachment of technical staff of EMSU to the Communication Division of IGNOU in New Delhi; and the supply of some basic post-production video equipment. In the latter case, COL staff designed and sourced a desk-top computer-based editing suite to meet the needs of the EMSU, and the system was installed in the Maldives in July 1994. The system's software and hardware capabilities include video editing, word processing, CD-ROM, desk-top publishing and graphics. Support for system testing was provided and project evaluation is now underway.

**Centre for Distance Learning, University of Abuja:** COL has provided technical assistance to the Media Production Unit of the Centre for Distance Learning, University of Abuja (Nigeria), to strengthen its capability to produce radio/audio programmes to supplement the printed material. A professional-grade radio recording unit, consisting of audio consoles, sound mixer, ultra-portable tape recorders and cassette tape recorders, is being supplied to the University. Training in script writing, planning, and radio programme production has also been planned.

**Caribbean Broadcasting Union:** COL has supplied to the Caribbean Broadcasting Union (CBU) the video series, *Science Essentials* for broadcast by all member organisations of Commonwealth Caribbean. The material, acquired by COL from Encyclopaedia Britannica Educational Corporation, will also be used in non-broadcast mode by educational institutions in the region. It is part of COL's effort to promote quality science education in the Caribbean.

**Commonwealth sports development and training:** In August 1994, in conjunction with the holding of the 1994 Commonwealth Games in Victoria, Canada, COL announced an agreement with the Commonwealth Games Association of Canada (CGAC) and the Coaching Association of Canada (CAC) providing for co-operation in the distribution of audio-visual material for use in the training of athletes and sports coaches within the Commonwealth. The CGAC and CAC will co-ordinate steps required to acquire the rights for the programmes from the various Canadian national sport associations. Through its links with Commonwealth ministries and educational agencies, COL will distribute the materials. These and other co-operative ventures form part of a longer term collaborative effort among the three organisations, consistent with the objectives of the Commonwealth Sport Development Programme (CSDP) of the CGAC, which receives funding from the Canadian International Development Agency (CIDA).

#### Other Information Technologies

**Desk-top publishing:** The application of technology to distance education does not diminish the need for large amounts of printed material essential for the effective delivery of distance education courses. It is recognised that distance learning courses require more effort in their planning and delivery than face-to-face teaching and the printed course material must be of the

highest quality in design and content. The use of desk-top publishing (DTP) enables course designers to improve quality, retain closer control over the course presentation, greatly improve efficiency, and often lower costs of production. COL has provided DTP units, and the appropriate training in their use, to several educational institutions in Commonwealth countries such as Botswana, The Gambia, Ghana, Guyana, India, Jamaica, Kenya, Malawi, Mauritius, Namibia, Nigeria, Pakistan and Sierra Leone.

**Facsimile machines:** COL has provided open universities throughout Asia, and institutions elsewhere, with facsimile machines to facilitate the delivery of courses and other communications between the universities and their study centres — and with COL.

### Training in Distance Education Technologies

As more technology is introduced throughout the educational community, the need grows for trained personnel to use and maintain distance education systems and services. Training in the use of telecommunications equipment in media production and computers has therefore begun to feature more prominently in COL's work, in response to increasing demands from the clientele.

Specific training projects have included: educational radio production skills for staff from both the Namibian Broadcasting Corporation and the Namibian Ministry of Education and Culture; assisting the CBU to provide training for staff from its member television systems in the Commonwealth Caribbean in the production of educational television programmes, as well as assisting the CBU in the holding of a workshop on educational programming for the programme managers and directors of these same systems; and providing training in the skills needed for field-based, functional literacy programme production in Ghana.

In telecommunications, a series of handbooks and training manuals have been produced, designed for instruction in the use and application of audio-teleconferencing. This material has been made available for use at locations equipped by COL with audio-teleconferencing equipment, as well as for general training purposes.

In co-operation with the Open Learning Agency of British Columbia (Canada), COL produced a set of distance education training materials for training distance educators. The learning package, entitled *Technology in Open Learning and Distance Education: A Guide for Decision-Makers* consists of a 30-minute video tape, three work books, and a decision chart for selecting appropriate technologies.

### Planning and Advisory Functions

COL has also been active in a planning and advisory capacity on matters relating to application of communications technology to distance education delivery:

**Bahamas:** The Ministry of Education in the Bahamas asked COL to advise on the use of technology to extend and improve educational opportunities for Bahamians living in the family islands. COL made proposals to the Ministry regarding the use of teleconferencing to deliver a trial teacher training distance education programme.

**Namibia:** In 1991, COL provided specialists to the Government of Namibia to assist in the planning and development of distance education of educational broadcasting and the establishment of Namibia's College of Distance Education. COL also assisted the Namibian Broadcasting Corporation in the planning of a training programme for its Educational Broadcasting Unit.

**UWIDITE:** At the request, and on behalf of the Caribbean Development Bank (CDB), COL contributed expert advice in respect to a proposal by the University of the West Indies to enhance their existing Distance Teaching Experiment (UWIDITE) facilities. As part of this US\$10 million project, COL undertook a study of the telecommunications requirements for the network and the infrastructure available within the region. Its findings were incorporated into the CDB appraisal report on *Continuing Studies and Distance Education Improvement/Expansion UWI — Regional*, which subsequently came before the Bank's loans Committee.

**Field demonstrations:** COL's strategic approach to education development in the Commonwealth calls for improving the familiarity of Commonwealth educators with developing applications of technology, so that they may make more informed decisions on how to apply available resources to their educational priorities. COL provides field demonstrations from time to time on the developments in educational technology. The first such demonstration took place at the 1990 Conference of Commonwealth Education Ministers in Barbados and included desk-top publishing, interactive video-disc technology, teleconferencing, database materials, computer assisted learning and computer communications. A second demonstration was mounted in Harare, Zimbabwe, in conjunction with the Commonwealth Heads of Government Meeting in October 1991.

**COL educational technology centre:** COL has established an educational technology centre at its headquarters in Vancouver. Training, evaluation, communication, and demonstration facilities offer a wide range of educational technology equipment and software, including computer applications, DTP systems, audio- and video-teleconferencing, and links to world-wide electronic messaging and research services. Numerous visitors to COL's offices have benefited from using the Centre.

#### Strategic Initiatives and Alliances

Consistent with its mandate to promote the use of information technologies for distance education, COL has concluded a series of strategic alliances with major players in the international community who have expressed interest in an active association with the technology-related initiatives sponsored by COL.

**Global Access Television (WETV):** Under the leadership of Canada's International Development Research Centre (IDRC), COL has partnered with a number of national and international agencies to examine the requirements for establishing a satellite-based global television service (WETV), designed to furnish an effective vehicle for North/South communications and for expressing and reflecting the cultural diversity of the world community as a whole. As part of its partnership in this enterprise, COL has explored the possibility of incorporating an educational programming component into the global television service, thus providing educators internationally with access to high-quality learning material, as well as

providing the public with informative, enlightened television programming. To carry out this purpose, COL convened a meeting of experts in education, media and development, in co-operation with the WETV Secretariat, which took place in Toronto, Canada, in April 1994. COL staff prepared a document entitled *Education and Global Access Television: A Concept Paper* for discussion purposes, and following the meeting circulated an official summary which records the general points and conclusions reached at the meeting. Apart from the specific follow-up activities relating to WETV, the meeting also gave COL the opportunity to compare notes with two other international organisations, the International Council for Adult Education and UNICEF (Canada), both of which expressed strong support for COL's goals in relation to WETV and other like initiatives.

**Telecommunications in education:** COL has assumed a major advocacy role on the international level, with respect to the importance of telecommunications networking for education and distance learning, and has taken steps to assist the process of communications between the educational and telecommunications communities on this question. In order to develop a common understanding of the issues and problems which surround the use of telecommunications in education, COL commissioned Mr. John Gilbert (J.A. Gilbert & Associates, Ottawa, Canada) to prepare an executive briefing document, *Telecommunications in Support of Education*, aimed at senior representatives of both the educational and communications communities. The report, which was completed in September 1993, explores the current role of telecommunications in distance education and open learning, and outlines many of the issues affecting this relationship now and in the future. It has been used to stimulate discussion within and between the two communities of interest, and was employed as a background document for the preparation of positions presented to organisations such as the International Telecommunications Union (ITU) (specifically at the ITU's General Conference on Telecommunications Development in March 1994) and UNESCO.

**International Telecommunication Union:** Since communications and information technologies have become an essential instrument for the spread of distance learning internationally, COL has played an active role in encouraging the deployment of telecommunications systems and services in support of education. In this respect, probably the most important accomplishment stemmed from COL's participation in the ITU's World Telecommunications Development Conference in Buenos Aires in March 1994. The Director of Communications Technologies and Information, Mr. Richard Simpson, represented COL at this conference, the first of its kind held by the ITU, which was designed to develop strategies for enlarging the contribution of telecommunications to development. As a product of background material and a draft resolution prepared by COL, the conference accorded official recognition to the need for formal collaboration between the communications representatives and organisations, such as COL, engaged in promoting the use of distance learning internationally.

**IIC/COMRED:** In September 1993, in association with Concertation mondiale des réseaux d'éducation à distance (COMRED), COL co-sponsored a meeting, held in conjunction with the annual conference of the International Institute for Communications (IIC) in Mexico City, which was designed to bring together the major international distance education organisations to formulate strategies for better communication with the telecommunications industry and funding agencies. The meeting involved the following organisations:

- The Commonwealth of Learning, represented by Mr. Richard Simpson, Director of Communications Technologies and Information;
- Concertation mondiale des réseaux d'éducation à distance (COMRED);
- Consortium international formation francophone à distance (CIFFAD), represented by Mr. Jean-Louis Beland;
- Consorcio-red educación a distancia (CREAD), represented by Ms. Theresa Miaja;
- Television Educativa Iberoamericana (Mexico), represented by Sr. Norberto Gallego;
- European Association of Users of Satellites in Training and Educational Programmes (EUROSTEP), represented by Mr. John Chaplin; and
- the National Technological University (USA), represented by Mr. Lionel Baldwin

The meeting served to emphasise the need for some careful preparatory work prior to any senior level meetings with representatives of the communications and funding communities. In particular, there was general agreement that some broad definition of educational needs, and requirements in terms of communications technologies, needed to be done to ensure positive results from discussions with telecommunications and broadcasting organisations. Each of the distance education organisation representatives present agreed to prepare a statement of distance education needs, and COL is tasked with the job of assembling these individual papers into a *General Statement of Telecommunications Needs for Education*. Furthermore, the meeting noted COL's participation at the ITU's General Conference on Telecommunications Development (aimed at taking stock of the Maitland Commission recommendations), in March 1994, would be a useful avenue for presenting a proposal to the world telecommunications community regarding the effective deployment of telecommunications networks and services in education.

**Asia-Pacific Institute for Broadcasting Development:** A *Memorandum of Understanding* was signed between The Commonwealth of Learning and the Asia-Pacific Institute for Broadcasting Development (AIBD) in Kuala Lumpur for co-operation and collaboration on Human Resource Development for Use of Media in Distance Education. A team, comprising two professional staff of AIBD (Mr. Hugh de Silva and Mr. D. Geoffrey) and two of COL's professional staff (Dr. Abdul Khan and Ms. Patricia McWilliams), prepared a comprehensive proposal on media training utilising distance education methodologies. The plan envisages a joint project with AIBD to develop distance education packages for different target groups to upgrade their knowledge and skill in the use of media for distance education. The proposal will be circulated to funding agencies and other potential partners to determine their level of support for such a venture.

**National Institute for Multimedia Education:** In pursuance of a *Memorandum of Understanding* signed between COL and the National Institute for Multimedia Education (NIME) in Japan, the Chairman of NIME's International Committee, Prof. Toshio Kobayashi, visited COL in March 1994 for the purposes of discussing joint research work on the use of educational technology for distance education. Three specific project ideas were identified for collaborative work:

- the use of ISDN links for language instruction particularly in functional areas;

- technical assistance in developing a database for the Commonwealth Educational Media Co-operative for Asia (CEMCA); and
- a field trial of educational technology for distance education.

During subsequent consultations, NIME agreed in principle to assist in familiarising CEMCA staff with the use of up-to-date technology in developing an audio-visual database for learning material. It has also agreed to launch a joint project using video-teleconferencing for graduate level seminars on Canadian and Japanese studies between Japan and Canada.

**Commonwealth Telecommunications Organisation:** In 1993, COL and the Commonwealth Telecommunications Organisation (CTO) conducted a field trial in which COL assisted in the adaptation of a CTO telecommunication training course to a distance education mode. One COL-adapted CTO package was used in the delivery of a course in January 1994, and its effectiveness has been evaluated with a view to its improvement and use in other training exercises.

**Asian Mass Communication Research and Information Centre:** In June 1993, COL signed a *Memorandum of Agreement* with the Asian Mass Communication Research and Information Centre (AMIC), Singapore, to promote the use of electronic media and telecommunication technology in distance education.

## Continuing Professional Education

### Law and Law-Related/Continuing Judicial Education

*A Directory of Continuing Legal Education* in four Commonwealth countries (Canada, Australia, New Zealand and Britain) was completed in 1992 and circulated as a source book of education and training resources for those responsible for continuing legal education in all Commonwealth jurisdictions. As stated in the preface, one of the major purposes of the Directory is to encourage organisations involved in continuing legal education to forward information to COL for inclusion in more comprehensive further editions. Nevertheless the activity described in this representative first edition already runs to more than 500 pages. The need for such a directory was determined through discussions with the Commonwealth Law Association and the Commonwealth Legal Education Association.

In March 1992, COL sponsored a workshop, held at its Vancouver headquarters, which culminated weeks of work investigating the provision of judicial education throughout the Commonwealth. A substantial background paper was prepared in-house, based in part on prior consultancy work undertaken by the Society for the Reform of Criminal Law (a Vancouver-based International Organisation), and served as the working document of the workshop. Participants included chief justices, judges, and directors of continuing judicial education programmes. A Vancouver judge, The Hon. Mr. Justice Kenneth Lysyk, of the British Columbia Supreme Court (and a member of the Society), chaired the discussions. The workshop reviewed judicial education activity in the Commonwealth, surveyed national and common needs, constructed a series of recommendations which COL will evaluate and activate over the next work-plan period, and made links with the advanced systems of judicial training which have been developed in the USA. The initial area of follow-up will be the education of newly appointed judges. The workshop provided Commonwealth judicial administrators with their first opportunity to discuss

possibilities for collaboration in training programmes for judges. *Continuing Judicial Education: A Review of Practice and Potential in the Commonwealth* was published by COL as the record of the workshop. This comprehensive review of current activity and possibilities for future development in the field of continuing judicial education was circulated to chief justices, law societies, law schools, and other opinion leaders in the profession. An edited version of the continuing judicial education report was published in the Journal of the American Law Institute–American Bar Association (ALI-ABA) Committee on Continuing Professional Education.

Prior to the continuing judicial education workshop, two consultancies were completed for COL by the Society for the Reform of Criminal Law to establish parameters for the development of a Commonwealth programme in judicial education based on distance education techniques.

Following wide circulation of the two publications (*Directory of Continuing Legal Education* and *Continuing Judicial Education: A Review of Practice and Potential in the Commonwealth*), several proposals and comments have been received, many of which will be of importance in planning further activities.

Mr. Patrick Guiton, (then) Senior Programme Officer, represented COL at the Tenth Commonwealth Law Conference (Nicosia, Cyprus, May 1993) where he co-presented a paper describing current COL project activities in law and public administration. Considerable interest was shown in some of the ideas developed at the March 1992, COL-sponsored workshop on continuing judicial education to foster both bilateral and multilateral Commonwealth co-operation.

In December 1993, COL collaborated with the Commonwealth Magistrates' and Judges' Association in facilitating an international video-teleconference involving Judges in Australia and British Columbia in a discussion focused on judicial ethics. The session was chaired by the Association's President, Her Honour Judge Sandra Oxner, of Canada and an edited record of the discussion is expected to be made available to the Association's members on videotape.

In August 1993, Mr. Guiton and Mr. David Walker (Communications Technologies and Information Division) visited Michigan State University and the Michigan Judicial Institute to review potential for collaboration with the Judicial Education Reference, Information and Technical Transfer project (JERITT) database, housed there, and to hold discussions on other aspects of judicial education development, including the possibility of pilot projects in some Commonwealth jurisdictions which currently lack any such provision.

Considerable work has been applied in developing the framework for two major pilot projects in continuing judicial education, based upon the use of distance education and modern communications. Initial work concentrated on articulating COL's priorities with the funding programme of a particular international foundation. While this strategy did not have a successful outcome, work has continued on the premise that various funding sources may be available, and interested, in a thoroughly researched proposal. COL has been assisted in this activity by The Hon. Mr. Justice Kenneth Lysyk, of the Supreme Court of British Columbia (Canada), who has given a considerable amount of his sabbatical leave from the court to COL (in tandem with work at the University of British Columbia, Faculty of Law) and Dr. Dennis Catlin, Director of the Judicial Education Institute of the Michigan Supreme Court.

In association with COL staff, the consultants have been engaged in:

- the preparation of a concept paper, following from the discussions and recommendations of the 1992 COL judicial education symposium;
- testing the concept paper against the regional needs in the Eastern Caribbean. — the Chief Justices of Barbados, Trinidad & Tobago and St. Lucia (base of the regional court), together with the Law Faculty of the University of the West Indies (at all three campuses) have been the centre points of a wide consultation; and
- working on a similar exercise in Southern Africa, beginning with Botswana.

The composite documentation, expected to be completed shortly, will provide a comprehensive basis for seeking international financing for a significant project.

### Public Administration

COL is working in collaboration with the Commonwealth Secretariat Legal Division, and other Commonwealth organisations and national agencies, to develop a course of training by distance education for legislative drafters located in their own jurisdictions throughout the Commonwealth. Phase one of the project, funded by COL, was completed in April 1992. This phase established a Project Advisory Group (PAG), comprising eminent trainers in the field, defined a curriculum for a graduate Certificate, and secured the endorsement of the project by senior officials of Commonwealth Law Ministries at their meeting in Singapore.

Phase two of the project, the design and development of the course based on the curriculum established by the PAG in 1992, was jointly funded by COL and the Commonwealth Fund for Technical Co-operation (CFTC) through agreement reached with the Commonwealth Secretariat's Legal Division. Legal content is being provided by Prof. Keith Patchett who has extensive experience in training draftspersons in several parts of the Commonwealth and at the Royal Institute for Public Administration (RIPA) in London. After a competitive tendering process, the contract for instructional design was awarded to the TDA Consulting Group Limited of Kew, England (Mr. John Hookway).

A pilot module, covering about one-fifth of the course content, was successfully field tested in Barbados in July 1993. Evaluation of the pilot module resulted in some modification to the original draft curriculum and a course structure, providing for five modules, was endorsed by the international PAG in September 1993.

Mr. Guiton also attended a General Meeting of the Commonwealth Association of Legislative Counsel, held in conjunction with the Commonwealth Law Conference in Cyprus in May 1993. This provided a valuable opportunity to brief a representative group of counsel on progress with the distance training course but also, and most importantly, to receive the expert comment and advice of senior field practitioners in legislative drafting.

During 1994, work has also been carried out to identify a central delivery agency to supervise the teaching of the legislative drafting training programme. Tenders from key institutions have been received and evaluated. In addition, the selection process for two regional delivery agencies is

underway. The course is scheduled to be available for student enrolment at the beginning of 1995.

The development of this project resulted from COL's participation at an international meeting of organisations involved in legislative drafting training programmes, which was held in 1991.

### Health Sciences

In November 1990, COL hosted a meeting of people with experience in delivering health science education by distance technologies in various parts of the Commonwealth. The reference groups assisted in formulating objectives for COL activity in this important area, and in defining possible project initiatives.

In 1991, COL funded the production of a primary health care resource book by the East Africa network of co-operating medical schools. A COL-sponsored meeting of associated institutions also examined ways in which COL's assistance could be applied to health science education in eastern and southern Africa.

### Nursing

In July 1991, COL commissioned a consultant, Nik Safiah Nik Ismail, of the Medical Education Centre, Universiti Kebangsaan Malaysia (UKM), Kuala Lumpur, to undertake a survey of nursing education in the Commonwealth. With an emphasis placed on training at the post-basic level, one of the objects of the survey is to form the basis for co-operative associations with World Health Organisation (WHO) activity in this field. Nik Safiah spent two months at COL headquarters and held discussions in New Zealand, England, and at the Geneva offices of WHO (March – May 1992). At the conclusion of her work period she had completed the drafts of two substantial reports on the state of nursing education throughout the Commonwealth, with particular reference to distance education developments and COL's possible role. In addition, she had completed the preliminary work of documenting the many and varied training programmes already in place.

### Pharmacy

COL responded to a request from the Commonwealth Pharmaceutical Association (CPA) by agreeing to fund phase one of a project to develop a distance education course for those people, with or without formal pharmaceutical training, who are responsible for the management of essential drug supplies in Commonwealth countries. A Project Advisory Group, comprising professional and academic expertise, was convened by COL and met to consider curriculum issues including alternative means of course delivery such as utilising distance education methods. The meeting was held in London (November 1992) and chaired by Mr. Murtada Sesay, Vice President of the CPA. The Group, which includes representation from the pharmaceutical manufacturing sector and WHO, as well as practising pharmacists and educators, established a distance training curriculum for such a course and encouraged the CPA to seek funding from a range of sources for what was seen as a very high priority task.

Commitments of funding obtained from COL and, enthusiastically, from the pharmaceutical industry enabled the CPA to proceed with course development. The print- and audio-based course is being developed at Robert Gordon University in Aberdeen, Scotland, where such training is already provided on campus. The WHO maintains a watching brief through its Essential Drug Programme whilst COL continues to advise the CPA on distance education methodology.

A pilot module was field tested in Zimbabwe in February 1994 and results are being examined by the PAG and course designers.

### Medicine

On September 29, 1993, Malaysian Minister of Education, Dato Amar Dr. Haji Sulaiman Daud, formally inaugurated the Master of Medicine (Family Medicine) programme of the Universiti Kebangsaan Malaysia (UKM) in an audio-teleconference which linked the University with all five participating regional hospitals, as well as the University of Otago (New Zealand) and COL headquarters in Vancouver. This ceremony, in which COL was represented by its President, Prof. James Maraj, was the culmination of months of preparatory work, involving the preparation of teaching/learning materials and the commissioning of an audio-teleconferencing network, in which a number of COL professional staff and consultants were directly involved. (Please see also Southeast Asia Region and Communications Technologies and Information sections.)

### Journalism

In 1991, COL provided funds to the Commonwealth Association for Education in Journalism to enable it to compile a register of training courses available in Commonwealth countries.

### Resource Management

In May 1991, COL convened a meeting in Oxford, England of key representatives from Commonwealth associations concerned with continuing professional education and training in surveying, land economy, land valuation, planning, engineering and related occupations. This initial reference group provided a wealth of primary material for evaluation, towards the formulation of an action plan for COL's activity in this field.

### Teleconferencing

The ability to apply educational technology developments (and particularly teleconferencing in all its varied forms) is an essential ingredient in COL's work in continuing professional education. COL's Continuing Professional Education Division has been working closely with COL's Communications Technologies and Information Division to shape how educational and training needs will be addressed by the new technologies.

### **Information and Consultancy Services**

COL plays an important role in the provision of information and consultancy services on any aspect of distance education including selection of appropriate technology.

The principal information database is being developed at the International Centre for Distance Learning (ICDL), located at the UK Open University. ICDL functions under bilateral arrangements between the Britain and the UK Open University. The database now contains detailed descriptions of over 20,000 courses and programmes offered by institutions, more than 300 institutional descriptions and in excess of 3,000 entries relating to distance education literature, research and study.

To assist with information needs in specific areas, COL has developed several directories. Volumes on teacher education and distance education design resources were published in 1991 and continuing legal education (CLE) and technical/vocational education and training (TVET) directories were produced in 1992 and 1993. Updated, second and/or third editions of the 1991 directories were produced in 1992 and 1993. COL has also co-published directories with other institutions.

During 1991, COL provided several consultancy services including the secondment of Vice President Prof. G. Ram Reddy to serve as the team leader for a feasibility study on the establishment of an open university in Bangladesh, a distance education assessment and ongoing advice to the Government of Namibia, a programme review for the University of the South Pacific, an extensive project implementation study for the Government of St. Lucia, and a comprehensive programme establishing distance education in Mauritius.

Consultancy services provided by COL in 1992, 1993 and 1994 included an appraisal of distance education at the University of the West Indies, the Asia/Pacific telecommunications network study and the secondment of Prof. Peter Kinyanjui, Head, African Programmes and Training, to participate in a joint UNESCO/COL consultancy mission to draw up an implementation plan for the establishment of the Open University of Tanzania and to join an international team of eight people appointed to carry out an extensive review and assessment of distance education in South Africa on behalf of the African National Congress (ANC).

### **Institutional Development**

All of COL's key functions contribute to institutional development in one way or another. However, specific activities directed towards this objective have also been undertaken. Senior experienced consultants have been attached to institutions in several parts of the Commonwealth, for varying periods, to work out with local personnel how best to reinforce their efforts in distance education. Countries where such activity has been initiated include Brunei Darussalam, Ghana, Guyana, Jamaica, Malawi, Mauritius, Namibia, St. Lucia, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe. The assistance being given to Brunei Darussalam and St. Lucia is particularly noteworthy. In the case of the former, in February 1991, COL located a member of staff there to assist in setting up a professional centre, while in the case of the latter, a staff member from North Island College (NIC), Canada, spent the 1990/91 academic year under the joint sponsorship of COL, the Commonwealth Fund for Technical Co-operation, and NIC helping

to establish an outreach programme at Sir Arthur Lewis Community College. Specific contributions to institutional development include:

- the establishment of delivery and communication networks: The audio-teleconference networks in Guyana, India, Kenya, Malaysia, Mauritius, the Solomon Islands and St. Lucia typify this approach. The Professional Development Centre set up in Brunei with COL's financial and technical assistance is an higher-end extension of this approach.
- the establishment of distance education units or centres: With COL's help, such units/centres are now in operation at Sir Arthur Lewis Community College (St. Lucia), which also has an associated study centre at the southern tip of the island, and in Tonga, at the Community Development and Training Centre, which federalises several of the Kingdom's higher education activities. The establishment of similar centres are in progress in other Organisation of Eastern Caribbean States (OECS) countries, Ghana, Namibia and Zimbabwe.
- fundamental professional inputs: An example concerns the proposal by the Bangladesh government to set up an Open University (now a reality). The Vice President of COL was released to serve as Team Leader on an Asian Development Bank supported study in this connection. In much the same vein COL undertook on behalf of the University of the South Pacific and the University of the West Indies a review/appraisal of their respective distance education activities. The main recommendation of these appraisals were accepted by the Universities concerned, and in the case of UWI was the basis on which an agreement was reached between the Caribbean Development Bank and the University for the funding of a major expansion of distance education.
- co-operation among institutions, nationally and regionally: Under joint COL/AIDAB programmes this is occurring in Southern Africa and the South Pacific, and the Distance Education Association of Southern Africa is a well-established mechanism for co-operation in distance education. COL has now also helped to establish the Pacific Islands Regional Association for Distance Education (PIRADE), the West African Distance Education Association (WADEA), and national associations concerned with distance education in Zambia and Zimbabwe.
- training activities: COL's training programmes for distance educators have contributed to the professional, administrative, and programmatic development of educational institutions and Ministries of Education throughout the Commonwealth.

The development of distance education at the University of Mauritius is a unique example of a comprehensive programme of institutional development, implemented under the umbrella of a wide-ranging agreement between COL and the Mauritius Ministry of Education. Under the programme the University of Mauritius has been helped to establish an external/extension studies unit, provided with equipment, training, and external course materials to adapt, produce and deliver courses by distance, and equipped with an audio-teleconference network linking a number of learning centres throughout the island.

Sometimes the inputs are more modest, but no less effective in relation to the circumstances. Thus to enhance communication between the respective state Open Universities and regional

centres, COL has provided fax machines to Allama Iqbal Open University (Pakistan), Indira Gandhi National Open University (India), and the Open University of Sri Lanka for this purpose.

In quite a different role, that of facilitator, COL has helped the Open Polytechnic of New Zealand to benefit from the instructional design expertise of the Open University in British Columbia, Canada. The two institutions have now developed a strong co-operative link and have begun to produce some courses jointly.

### Student Record/Management System

COL has received a number of requests for assistance with the management of student records in an open learning/distance education environment. After some research, it was discovered that although there are a number of computerised packages for student record management, there was none that would specifically operate on a microcomputer and facilitate the management of students in an institution offering courses by distance. Therefore, COL undertook the development of a programme to meet that need. A computerised database system, the *Student Record/Management System* (SRMS) was completed in 1993 and has been supplied, in response to specific requests, to more than fifty institutions. It is installed and operating at several of them. Notably, the University of the South Pacific (USP) has decided to implement the System in ten of its extension centres. COL has also provided USP with the SRMS "source codes" in order that they may modify the software to better suit their needs.

The System was developed in co-operation with the Systems Management Group at Camosun College (British Columbia, Canada). Brochures and letters were sent to all Education Ministries in the developing Commonwealth countries providing them with information about the System, its functions and capabilities, and how institutions may receive copies of the software and appropriate manuals. SRMS is available free-of-charge to institutions in developing Commonwealth countries. In the case of institutions in developed Commonwealth countries, COL charges only a nominal fee to cover manual and diskette duplication.

An agreement with Camosun College to develop an updated (second) version of SRMS was signed in 1994. Improvements in the new version include using the "Windows" platform and having a LAN (local area network) option. The revised version will also allow data from a number of sites to be merged in order that global reports can be produced, as well as other modifications suggested by users. The revision process is jointly sponsored by the Health Division of Grant MacEwan Community College (Edmonton, Canada) and COL. The College is providing funds (jointly with COL) for its enhancement and will be developing a new user manual. It is currently using the System, having originally tested it and created and written the first user manual.

### **Materials Acquisition and Development**

COL assists Commonwealth institutions with the acquisition and development of distance education materials and, more generally, facilitating access to them. There exists throughout the Commonwealth a range of distance teaching materials in different media and covering a broad spectrum of needs. The shared use of these materials can create greatly increased learning

opportunities in a cost-effective manner, and this is an objective to which COL accords high priority. The ability to provide reliable information about the existence of teaching/learning materials and their availability is crucial to COL's mandate. The kind of information needed is that which will enable users of materials to make informed judgements about their usefulness, suitability and affordability, and should ideally contain details such as availability, cost, copyright considerations, educational level, whether credit or non-credit, prerequisites if any, *inter alia*.

#### Information Databases

One of the instruments developed for addressing the issue of information on courses is the database at the International Centre for Distance Learning (ICDL). This database contains over 20,000 course entries from over 300 institutions and organisations. This information is however rudimentary. Direct access to the database is by CD-ROM or on-line (telephone), but how well it has been used and what effect the form of access has had on usage is the subject of a special study currently underway.

However, during the first two years of COL's operation, 1989 and 1990, several hundreds of requests for information on courses and/or for provision of course materials for inspection and review were received and addressed. The widespread interest shown in courses in particular subject areas gave rise to the idea of publishing specialised directories of courses available at a distance, as a means of stimulating and facilitating the exchange and transfer of course materials.

Two directories of this kind have been produced, drawing on information from a wide variety of sources including the ICDL database. Those on teacher education and selected technical/vocational subject areas are now both in their second editions. These directories have been circulated widely to Ministries of Education and selected institutions free of charge, and the feedback is that they are achieving their objectives.

In the case of continuing professional education, there is a dearth of packaged information about courses and course materials as well as the associated institutions. Responding to this need, COL has produced a Directory of Continuing Legal Education in four Commonwealth countries (Canada, Australia, New Zealand and Britain) and circulated it for use as a source book to those responsible for continuing legal and judicial education in all Commonwealth jurisdictions. A directory of Commonwealth activity in nursing education is now nearing completion.

#### Transfer of Materials

Using information on course materials as the point of departure, COL has essentially performed two roles relating to assisting the acquisition and delivery of distance education materials. The first role may be described as COL's "library role." In this role COL has acted as a broker in securing on behalf of clients sample teaching/learning materials for inspection/review purposes to serve as library holdings, or for use as reference. Several hundred transactions of this kind have been undertaken and nearly all Commonwealth countries have benefited to some extent. Work is in train to computerise the transactions, both for record keeping purposes but more importantly to enable COL to carry out a user survey.

### Licensing Arrangements

The other COL role in relation to acquisition of materials is in respect of materials for use, and here the role COL has played is that of "licensor." In this role, COL negotiates and finances a collective agreement on behalf of several countries/institutions with provider institutions in respect of copyright clearance and licence to reproduce course materials.

Licence agreements have been successfully concluded with the Open Learning Agency of British Columbia, Canada (seventeen first year science, mathematics and business courses, tourism supervisory development courses); British Columbia Telephone Company, Canada (non-governmental) (twenty-four computer application courses); Canadore College, Canada (four certificate programmes in its tourism management); Confederation College, Canada (in-service teacher training programme); Indira Gandhi National Open University, India (the full Diploma in Distance Education and several Management courses); Yashwantrao Chavan Maharashtra Open University, India (Diploma in Applied Electronics); the University of Victoria, Canada (business computer course); the Chartered Association of Certified Accountants, UK (ACCA, accountancy); Scitech Educational Ltd., UK (laboratory technician training and a complete programme on primary science); Encyclopaedia Britannica Educational Corporation, USA (seventy videos on science for primary/junior secondary level); and the Universities Staff Development and Training Unit, UK (USDTU) (professional development programme for university teachers).

The acquisition of these licences has been communicated to Ministries of Education and relevant educational institutions. Responses to the materials have justified the acquisition. (Almost forty institutions have taken advantage of the availability of the OLA material.) The ACCA material was specifically for a B.Com. by distance programme at Makerere University (Uganda) and has served its purpose well. A demand for the Encyclopaedia Britannica videos has been signalled by several countries to which the licence applies.

COL has also entered into an agreement with Canterbury Christ Church College (UK) in respect of the College's *Diploma in Managing Primary Science*. Under this agreement, COL will hold joint copyright of the materials, for a nominal sum of £1, with the understanding that COL will give the College first option on any consultancy that might arise in respect of the use of the materials.

Encouraged by the approach to acquisition of materials for use through collective licensing agreements, COL's Board of Governors established a Learning Materials Fund which has so far benefited from a commitment of Cdn.\$500,000 from the Canadian Government's Department of Communications for the acquisition of Canadian learning materials, including print and non-print material. Guidelines for the fund have been established. COL also made a contribution to the fund from its core budget to facilitate the transfer of materials among developing country institutions.

### Adaptation and Development of Materials

Acquisition of materials developed elsewhere for use by requesting institutions is, from COL's standpoint, only one part of the process of increasing the availability of materials to them. The

ultimate aim is to help institutions as far as possible to develop their own. To date, COL has contributed to institutional capability in course materials production through the provision of training, consultant advice and help, and desk-top publishing facilities where necessary.

Requests for consultant advice and help in adaptation of externally acquired course materials to which COL has responded positively include: Sir Arthur Lewis Community College, St. Lucia (adaptation of North Island College B.C. materials); University of Mauritius (Laurentian University courses); Women's Technical Training Centre (WTTC), Pakistan (Food Safe course materials from Magic Lantern Ltd., Canada); Makerere University, Uganda (B.Ed. materials from the University of Nairobi); Zambia Correspondence School (Computer awareness course from the Open University of Sri Lanka); and National Training Agency, Jamaica (automotive mechanics materials from Australia).

Additionally, COL has provided significant assistance to a few places where distance teaching/learning materials are being developed and produced locally. Examples are the teacher education materials in Jamaica; pre-university courses in English, science and mathematics in Guyana, science and health care materials at the Correspondence and Open Studies Institute (COSIT), University of Lagos, Nigeria; and B.Com. materials at Makerere University, Uganda.

From early on, the organisation had taken the decision that its involvement in the development of original materials would be limited, and largely confined to sectors such as the environment, women in development, training of distance educators, continuing professional education, and certain areas of technical/vocational education and training. These sectors were accorded high priority in COL's mandate, and also those where the existence of gaps in course materials was shown to be greatest. Further information on materials development is detailed in the sections under these titles.

Furthermore, for the most part COL was to (i) perform the role of facilitator and promote the co-operative development of materials among institutions, (ii) give particular emphasis to co-operation with international inter-governmental and non-governmental agencies in developing materials of mutual interest, and (iii) support preferentially development of materials having Commonwealth-wide applicability.

COL's involvement in materials development in the environment and women in development sectors is reported under these headings. Other activities in which the organisation has been engaged include (i) the production of a distance learning programme in educational administration for school principals in the Eastern Caribbean in co-operation with Lakehead University, the University of the West Indies, and CIDA, (ii) development of a course of training by distance for legislative drafters in co-operation with the Legal Division of the Commonwealth Secretariat, (iii) the development of a course of training by distance for pharmacists and others responsible for the management of essential drug supplies, in collaboration with the Commonwealth Pharmaceutical Association, and (iv) the development of a train-the-trainer package for distance educators.

COL is also sponsoring the co-operative development of an innovative distance learning programme at postgraduate level in leadership and management. The co-operating institutions are IGNOU, Massey University (New Zealand), The University of Nairobi (Kenya), and the University of Victoria (British Columbia, Canada).

### Book Scheme

COL, in co-operation with the Overseas Development Administration (UK) working through the British Council, has provided eighteen books on distance education, published in the United Kingdom, to sixty-five "traditional" universities in developing Commonwealth countries. An additional four Commonwealth Secretariat publications were sent to the same institutions, courtesy of the Secretariat. Ten titles originating from other countries are also being provided directly to the same universities with funding from COL.

The purpose of the Scheme is to establish a basic collection of books on distance education in the libraries of the respective universities, and in this way to stimulate and increase, in both staff and students, an awareness of various aspects of distance education.

Fifty-seven Commonwealth institutions, primarily technical and/or vocational institutions, were selected as beneficiaries for Phase II of the Book Scheme. To each, twenty-three books on distance education were provided jointly by COL and the UK Overseas Development Administration (ODA). The Commonwealth Secretariat provided three additional publications for inclusion in the Phase II shipment.

### Copyright Issues

One of COL's key functions is to assist in the acquisition, interchange and adaptation of learning resources by educational institutions throughout the Commonwealth, but one of the obstacles encountered has been the issues connected with international copyright or lack thereof. A 1992 consultant's report had confirmed that these activities may be restricted by the provisions of copyright laws, which tend to reflect national rather than international perspectives. In March 1992, COL convened an international audio-teleconference that brought together distance education practitioners representing eighteen Commonwealth countries, in nine international time-zones, to share their experiences on the question of whether the apparent insularity of national copyright law posed them practical rather than only theoretical problems in undertaking international exchanges of course materials. Outcomes from this conference proved valuable in determining a possible role for COL in addressing this important issue.

In February 1994, COL convened, at its Vancouver headquarters, a panel of experts for in-depth discussion of copyright issues pertaining to distance education and Commonwealth co-operation. The group included people with expertise in distance education course development, publishing and distribution in the print and electronic media and educational administration. It also included the Australian lawyer, Mr. Peter Banki (Phillips Fox, Solicitors), who had carried out COL's 1992 consultancy report on copyright. Participants were asked to advise COL on what role, if any, it might play in this complex area, more particularly in relation to the exchange of distance education materials between Commonwealth countries. The recommendations of the meeting are now being addressed.

## Research and Evaluation

COL has made contributions in the area of research and evaluation and has sponsored or co-sponsored a number of specific studies including:

- An extensive review of the distance education activities of the University of the South Pacific (1991);
- a similar review for the University of the West Indies (1992);
- an analysis of students' perceptions about distance education courses at the University of the South Pacific (1991);
- the use of radio as an education medium in the Caribbean, investigated on a country-by-country basis (1992);
- a study on library resources in support of distance education in the Caribbean (1992);
- the barriers faced by women in accessing distance education in the South Pacific (1992);
- an examination of the ways that resources and training materials could be developed to address the complex issues of women and the environment (*Linking Women with Sustainable Development*) (1993);
- research on the scope and breadth of distance education activities in the college sector in Canada (*Colleges Reaching Out: Report on the Status of Distance Education in Canadian Colleges and Technical Institutes*) (1994); and
- a compilation of "success stories" for application as resource/training materials on women and sustainable development (*Women: Key Partners in Sustainable and Equitable Development*) (1994).

### COL/ICDE Research Agreement

At the 16th World Conference of the International Council for Distance Education (ICDE), held in Bangkok in November 1992, COL and ICDE formally concluded an agreement to jointly foster research in distance education. An advisory committee, consisting of three nominees from each organisation, was established. In consultation with this group, COL has developed the following programmes:

- The funding of open universities — Following the annual conference of the Asian Association of Open Universities in Hong Kong in November, COL (and ICDE) sponsored a symposium on the funding of open universities. This was attended by seventeen invited representatives of Commonwealth and non-Commonwealth agencies including the chief executive officers of Indira Gandhi National Open University, the British Open University, the Netherlands Open University, Sukhothai Thammathirat Open University (Bangkok) and the Open Learning Institute of Hong Kong. Based on papers commissioned for the symposium, a collection of case studies, *Perspectives on Distance Education: The Funding of Open Universities* (edited by Dr. Ian Mugridge), was published by COL in May 1994. To follow up discussions based on this publication, a research group on funding and costing of distance education is being established.

- Additional research groups are being established to pursue other initiatives begun at the Hong Kong meeting and at a New Delhi symposium on research into teaching and quality assurance. (Please see Credit Transfer, Accreditation and Quality Assurance section for more details on the New Delhi symposium.)
- Research bulletin board — The establishment of a COL/ICDE-sponsored computer “bulletin board” for the exchange of information about planned and current research projects has been completed and announced in a number of distance education journals in various countries. Researchers can now access a mail distribution list and learn about other research being conducted in their fields. It is expected that use of the bulletin board will result in greater co-ordination of and advance in research efforts. There are now almost 200 subscribers to the electronic service. To subscribe to the distribution list, contact [colicde-request@unixg.ubc.ca](mailto:colicde-request@unixg.ubc.ca). Further information can be obtained from the list moderator, COL’s Senior Consultant, Higher Education (and North American Vice President of ICDE), Dr. Ian Mugridge at [imugridge@col.org](mailto:imugridge@col.org) or by mail to COL Headquarters in Vancouver.

### **Teacher Education**

Almost without exception, developing countries of the Commonwealth rank teacher education as one of their highest priorities. Their needs have to do with increasing the output of trained teachers at all levels, improving the quality of teacher education, and establishing a framework and systems of continuing professional development. Understandably, therefore, teacher education assumes due prominence in COL’s work programme, and various ways are being explored via pilot projects in different countries as to how distance education might contribute to a resolution of the above needs.

Distance education has proved effective in training underqualified and unqualified teachers, and can cater for large numbers. Aware of these strengths, several countries have sought COL’s assistance for educating teachers. A programme for training primary teachers in Jamaica was launched in 1991; in The Gambia, Ghana, Nigeria and Sierra Leone, COL is supporting the collaborative development of teacher education, in co-operation with the National Teachers Institute (NTI) in Nigeria; COL facilitated the establishment of a B.Ed. programme at Makerere University (Uganda) based on course materials from the University of Nairobi (Kenya); and in Zimbabwe, COL is contributing to the preparation of a plan for the in-service teacher training programme by distance for secondary school teachers.

On the advice of COL, and with its support, Indira Gandhi National Open University (India), in concert with India’s University Grants Commission, is taking steps to improve the quality of B.Ed programmes offered at a distance in India, by systematising collaboration between India’s five open universities and those institutions offering B.Ed degrees by correspondence.

### Case Studies

COL also collaborated with the Commonwealth Secretariat in producing a collection of case studies where distance education is being applied in teacher training and upgrading programmes.

*Distance Education for Teacher Training* (Hilary Perraton, ed.) was published by Routledge in 1993.

#### Round Table on Teacher Education

In June 1992, COL sponsored and hosted a *Round Table on Teacher Education* that brought together an expert group of teacher educators from around the Commonwealth to discuss and advise COL on some critical aspects of the subject. Round Table discussions focused on science, mathematics, and technical/vocational teacher training and considered various issues, including regional trends, prospects and problems, training, media, materials and methods, quality, computing, and international co-operation.

A complete report of the Round Table, including selected papers, was published by COL in 1993: *Perspectives on Teacher Education: Teacher Education in Science, Mathematics and Technical/Vocational Subjects*.

#### Directory of Teacher Education Courses Available by Distance

In October 1992, COL published the revised and updated second edition of its *Directory of Courses Available by Distance, Volume I – Teacher Education*.

#### **Training for Distance Educators**

Undertaking and supporting staff training in the techniques and management of distance education is another functional priority for COL.

The staff of distance teaching institutions and divisions often come from other sectors of education and require training to develop the particular skills needed for implementing and managing distance education programmes.

#### Round Table on Training

In April 1990, COL convened a Round Table of experts from institutions throughout the Commonwealth, as well as senior staff representing the Commonwealth regions, to discuss training needs, priorities, and strategies and to consider the role that COL might usefully and uniquely play in this regard. COL published a report of the workshop and the recommendations developed from it, which became the first title in the *Perspectives on Distance Education* series.

Most of the suggestions from the Round Table were subsequently incorporated in COL's 1990 – 1993 Strategic and Work Plans as the objectives of COL's training function, and almost all of those targets have now been met.

### 1993 – 1996 Strategic Plan for Training

In October 1992, a group of consultants commissioned by COL to advise on the formulation of the strategic plan for training beyond 1993, met at COL headquarters and had extensive discussions with Directors and professional staff as a group. The meetings evaluated COL's training policies and programmes to date, and out of it emerged suggestions about the direction that training programmes should take in the future, what should be the priorities, and what alternative strategies might be adopted.

Formulation of the new plan included the following attributes:

- rationalisation of COL training activities;
- effective integration of COL training activities into regional and local contexts;
- assistance with the development of regional and local training plans;
- integration of the principles of equity, access and collaborative partnership; and
- initial action plans for specific 1993 – 1996 training activities.

### Training Distance Educators in the Commonwealth: A Distance Education Framework

In April 1994, Ms. Anne Forster, a consultant located in Ottawa, Canada, was engaged by COL to examine how the techniques of distance education and open learning can be applied in the training and development of those responsible for implementing distance education and open learning systems. The research also explored the following issues:

- determining the scope of demand for training materials and priority training in topical areas;
- clarifying and assessing the applicability of "generic" training materials; and
- developing frames of reference for the design and production of training materials.

It is intended that the study will assist in the development of a COL strategic plan in the area of training.

### Training Workshops

Since 1990 there have been over twenty regional workshops and over thirty national ones involving more than 1,000 participants. These workshops have all been organised in association with local institutions, and have, to date, involved participants from thirty-five Commonwealth countries. In addition, several persons have benefited from training attachments. The areas of training covered in workshops and attachments have included, *inter alia*, course writing and editing, radio and video script writing and production, instructional design and course development, tutor orientation training, management of student support services, course design for audio-teleconferencing, desk-top publishing and the use of the computer as a management tool in distance education. The African, Asian, Caribbean and Pacific regions all benefited from these training activities to about the same extent in terms of numbers of persons trained.

### Mobile Training Team — India

COL is also encouraging the establishment and strengthening of regional and national facilities for training distance educators. In India, for example, a mobile training unit was formed, as a precursor to a specialised staff college for distance educators, and training activities are being organised, also with COL support, for those using distance education in training middle level and senior public servants.

COL sponsored the establishment of a Mobile Training Team for India, based on a model from Australia. (Please see Asian Region, India sub-section, for more details.)

### Asia Regional Workshop on Training in Distance Education

A four-day workshop, jointly sponsored by COL and the Staff Training and Research Institute of Distance Education at the Indira Gandhi National Open University (STRIDE/IGNOU, India) was convened in Delhi at the India International Centre in July 1994. Participants included representatives from Bangladesh, India (open universities, directorates/correspondence schools, All India Council for Technical Education (AICTE)), Maldives, Pakistan, Sri Lanka, and observers from Bhutan and Nepal.

Meeting participants considered the training needs and priorities of the various institutions and countries within the region and, based on this information, developed a five-year regional training plan in distance education. A report on the proceedings and outcomes is under preparation.

### Directory of Courses and Materials for Training in Distance Education

*A Directory of Courses and Materials for Training in Distance Education* was first produced by COL in 1991, and subsequently updated in 1992 and 1993 with the addition of several more entries in almost all of the six categories into which the *Directory* is divided. Thirty-eight institutions contributed information regarding their courses and materials for inclusion in the directory. Ms. Jennifer O'Rourke compiled the information on behalf of COL. The *Directory* has revealed that there are notable gaps in respect of training materials in certain areas. The most significant areas are Library Resources, Evaluation and Research, and the Use of Appropriate Technology.

To enhance the value of the *Directory*, and in particular to enable COL to advise client institutions as well as resource persons (whom the organisation might contract for training purposes) as to the materials most appropriate for use in a particular training setting, a consultant was contracted to establish a framework for appraisal of the materials in the *Directory* with a view to their eventual appraisal. The appraisal is not about which course is better than which, or the best, but rather about suitability, appropriateness, and relevance to needs and circumstances. The document is currently for in-house use only.

### Roles and Competencies in Distance Education

Ms. Jennifer O'Rourke was also engaged to produce a second COL publication entitled *Roles and Competencies in Distance Education*. This report is designed to be used by planners, policymakers and others who are instrumental in setting up and/or managing a distance education system including staffing and training.

### Training Materials in Instructional Design Skills in Distance Education

COL is examining ways in which the improvement of instructional design skills for distance education could be addressed. A consultation meeting was held in Vancouver with Canadian instructional designers in April which developed a content outline for an instructional design course. A further meeting was convened in June to develop a design for the delivery of such a course by using distance education methodologies. Ms. Anne Forster was engaged to facilitate this meeting and prepare an implementation plan.

### Distance Education Training by Distance

COL and the Open Learning Agency of British Columbia (Canada) have jointly produced a multimedia, distance education learning package entitled *Technology in Open Learning and Distance Education: A Guide for Decision-Makers*. This package consists of a 30-minute video tape and print material covering an introduction to open and distance learning, technology applications in distance education, and selecting appropriate technologies. Copies were distributed to Ministries of Education in all developing Commonwealth countries.

COL is also developing train-the-trainer course materials for use by distance educators.

### Round Table on Student Support Services

A Round Table on student support services was held at COL headquarters in Vancouver in April 1991. The Round Table was attended by twelve delegates from distance education institutions throughout the Commonwealth. The published report is being widely used in developing support services for distance education students.

Stemming from the recommendations of the Round Table, COL convened a symposium in Delhi, India, in June 1992, on Models of Student Support Systems in Distance Education. This symposium was attended by representatives from Indira Gandhi National Open University, Dr. B.R. Ambedkar Open University, Kota Open University, and Yashwantrao Chavan Maharashtra Open University, all from India; the Bangladesh Institute of Distance Education; the Open University of Sri Lanka; Sukhothai Thammathirat Open University (Thailand); and Universitas Terbuka (Indonesia). The report of the symposium, *Perspectives on Distance Education: Student Support Services: Toward More Responsive Systems*, containing case studies and a review of the literature on student support services, was published by COL in 1993.

## COMMUNICATIONS

### Publications

COL's numerous publications have been distributed free-of-charge both through initial distribution and by request. In 1993, COL instituted a policy of charging nominal shipping and handling costs on publications orders from institutions in *developed* and *non-Commonwealth* countries. COL has published consultants reports, directories, reports of meetings and research, a strategic and work plan, specific and detailed reporting documents, brochures/leaflets, and annual reports (see Reports and Publications section below).

COL's 1992 *Annual Report* ("*Moving Ahead*") won a "Best in the West" Communications Achievement Award from the (North America) Western Conference of Association Executives. COL's entry was selected as first-place winner in the "annual report" category, for associations with budgets in excess of US\$500,000.

*COMLEARN*, COL's news publication, is distributed to over 4,000 addresses.

### Reports to Heads of Governments and Ministerial Meetings

COL has officially reported on its activities at the following Commonwealth meetings and has had encouraging responses:

- Commonwealth Heads of Government Meeting (CHOGM), Kuala Lumpur (1989), Harare (1991) and Cyprus (1993);
- 11th Commonwealth Conference of Education Ministers, Barbados (1990); and
- Third and Fourth Meeting of Commonwealth Ministers Responsible for Women's Affairs, Ottawa (1990) and Cyprus (1993).

COL will also report at the 12th Commonwealth Conference of Education in November 1994 (Islamabad, Pakistan).

### Poster

With the objective to enhance awareness of COL, and the importance of its work, by those associated with and attending the CHOGM, COL produced a commemorative poster which states: *Learning is for Life — Only the educated are truly free.* The meeting was a critical one for COL as the organisation was asking the (then) fifty member countries to acknowledge its five-year progress, re-affirm its mandate and provide it with more solid financial backing. As an attractive memento of the occasion, carrying with it a powerful message and underlying reminder of COL and its work, the poster will have a continuing impact as it hangs on office walls throughout the world. The poster represents the mandate of the organisation with both words and pictures.

### **Distributions to Permanent Secretaries**

COL has a modest programme in place through which selected publications, which are believed would be of assistance, are brought to the attention of Ministries of Education in the developing Commonwealth countries. In support of this programme, in 1994, the Education Development Centre's *Learning Technologies for Basic Education* project ("LearnTech") has generously agreed to supply complimentary copies of a series of about twenty short case studies relating to the use of radio and other learning technologies around the world. The Education Development Centre is in Washington, DC.

Two publications were distributed during 1992. In March, with the co-operation of the Education Network for Environment and Development at the University of Sussex (Britain), COL made available copies of an occasional paper entitled: *Environmental Education and Teacher Education — Preparing for Change and Participation?* In April, COL distributed *Administrative Structures for Distance Education*, which was published jointly by COL and the Commonwealth Secretariat. The purpose of this book is to help anyone considering the use of distance education and trying to decide how it should be organised. The contents emphasise the feasibility and benefits of augmenting existing face-to-face instruction with distance education modules. Permanent Secretaries were invited to request additional copies of both publications from COL.

Previously, COL distributed a 28-volume series on Environmental Education, made available through UNESCO, and a two-volume series, providing a background in distance education, published by the Asian Development Bank.

### **COL/UNESCO Co-operative Agreement**

As officially authorised at the 144th working session of its Executive Board in March 1994, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and COL entered into a formal co-operation agreement. Recognising common aims and objectives, the agreement calls for regular consultation between the bodies, participation at respective meetings, exchange of information and documents, and future co-operative endeavours. The agreement formalises a working relationship that has been developed over the past few years.

### **UNESCO — *Education for All***

Prof. James A. Maraj, President of The Commonwealth of Learning, represented COL in an observer capacity at the *Education for All* (EFA) Summit of the Nine High Population Developing Countries: Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan (where, collectively, three out of four illiterate adults live). The Summit was hosted by the Government of India in New Delhi, in December 1993, and sponsored through the co-operative efforts of UNESCO, UNICEF, UNFPA and other international agencies. Prof. Maraj met with the nine leaders and made a strong case for distance education within the context of Education for All. COL will be involved in following up the *Delhi Declaration on Education For All* and *Framework for Action* which emerged from the meeting, and already collaborative arrangements between COL and UNESCO are in train.

Following the Delhi meeting, a consultative group was assembled by UNESCO in Manila during February. Mr. Peter McMechan, COL's Director of Pacific Programmes and Continuing Professional Education, represented COL. The meeting brought together country representatives from most of the nine participating countries (the so-called high population group), representatives from several professional and technical agencies, and from the participating UN agencies. Over three intensive days, a draft plan was formulated, which (after discussion, modification and adoption by both the funding agencies and the directing governments) will introduce a number of distance education initiatives in the nine countries. COL expects to play a part in the implementation, particularly in India, Pakistan, Bangladesh and Nigeria — the Commonwealth countries represented in the group of nine.

A document containing a series of case studies on open schooling, as it relates to Education for All, will be published by COL later this year.

### **International Council for Distance Education**

COL was an active and visible participant at the 16th World Conference of the International Council for Distance Education (ICDE), held in Bangkok in November 1992. Mr. Don Hamilton, Vice Chairman of COL's Board of Governors, and COL staff were active in both professional and administrative roles. COL sponsored an information reception and a "crackerbarrel" session and signed a co-operation agreement with ICDE. COL also co-sponsored a pre-ICDE workshop with the Open Learning Institute in Hong Kong.

COL and ICDE signed a co-operative agreement at this meeting which has resulted in several research activities (see Research and Evaluation section) and a call for nominations for the COL/ICDE Awards of Excellence, to honour two individuals and one institution at the next ICDE conference (Birmingham, 1995).

### **SUCCEED meeting**

A conference entitled *Partners for Development: Spanning the Distance* was held at the University of Surrey (UK) in July 1993. The Conference was organised by SUCCEED, a University of Surrey Centre concentrating on the provision of educational programmes in the United Kingdom and overseas, and focused on linkages with Europe. COL assisted SUCCEED in the endeavour through the sponsorship of delegates to the Conference.

Prof. James Maraj, President of COL, delivered the keynote address entitled *Promoting Distance Education Internationally: the Experience of The Commonwealth of Learning*. A major point he made was that there is little known outside of Europe about the various organisations and networks that have been established to promote distance education and its use. In light of that, and as an attempt to fill this gap, a handbook on distance education in Europe has been commissioned by COL and has now been published.

Two members of COL's Board of Governors were also involved in the Conference. Dr. A. Christodoulou (Association of Commonwealth Universities) gave an opening address, *Setting the Scene* and Dr. Roger Iredale delivered a keynote on behalf of the Minister responsible for the

Overseas Development Administration (UK) entitled *Distance Education: the Role of the Aid Agencies*.

### **Meetings with Distance Educators**

COL has convened and conducted information exchange meetings with distance educators in Australia, Canada, New Zealand and the UK. (Please see country sections for more details.)

### **Non-Governmental Organisations Meeting — Canada**

In May 1991, COL held a meeting, held in Ottawa, for Canadian non-governmental organisations (NGOs) active in international education and human resource development.

### **CASTME 91 Conference**

COL was co-sponsor of the CASTME 91 Conference which was held in Vancouver in April 1991. The theme of the conference was “Quality in Science, Technology and Mathematics Education” and distance education featured prominently in the presentations and discussions.

### **Commonwealth Environmental Management Seminar**

COL, in co-operation with Simon Fraser University (Canada) and the Commonwealth Human Ecology Council (CHEC), organised a seminar on Human Ecology and Environmental Management at COL Headquarters in July 1991.

### **Canadian Bureau for International Education**

At the invitation of the Canadian Bureau for International Education (CBIE), COL organised and presented a panel discussion on *New Patterns in Education* at CBIE’s Annual Conference (October 1992, Saskatoon, Canada). The conference was attended by more than 200 educators from over 100 Canadian institutions as well as by representatives from international agencies, developing countries and the European Community. The panel was chaired by Mr. Art Wright, Vice President, Multilateral Programmes Branch, Canadian International Development Agency. Other members of the panel were Prof. V.C. Kulandai Swamy, President & Vice Chancellor of the Indira Gandhi National Open University (New Delhi); Prof. Peter Kinyanjui, Assistant Director of African Programmes, Teacher Education, Research and Evaluation (COL); and Mr. John Quigley, (then) Assistant Deputy Minister (Policy Management), Department of Communications, Government of Canada and former Director of Telecommunications and Technology (COL).

At the Annual Meeting of the Bureau, the Hon. Flora MacDonald, Chair of Canada’s International Development Research Centre (IDRC) and former COL Special Adviser to the President; Mr. Lewis Perinbam, current Special Adviser to the President of COL; and Dr. Lydia

Makhubu, Vice Chancellor of the University of Swaziland, were appointed to CBIE's Board of Directors as Advisory Members.

COL staff members are also participating as panelists, moderators, and session organisers at CBIE's 1994 conference in Vancouver and the 47th International Conference on Educational Exchange, sponsored by the (United States) Council on International Educational Exchange (CIEE), which are being held in conjunction with each other (November, 1994).

### **Role of the Media/Gemini News Service Round Table**

On October 6, 1992, COL hosted a *Round Table on Commonwealth Co-operation*. The meeting was held at COL headquarters in Vancouver, in association with Gemini News Service (London). Selected Commonwealth journalists, who were in Canada attending a conference jointly sponsored by Gemini and the University of Regina School of Journalism, formed the core group that participated at the Round Table. Mr. Derek Ingram (Gemini News Service) and Mr. Lewis Perinbam chaired the sessions, which were entitled: *Future Prospects for the Commonwealth: What Role for the Media?; The Media and the Environment: Observer, Informer, Educator?; and The Role of the Media in Developing Human Resources of the Commonwealth*.

### **COL Calendar 1993**

Working with Dr. Kenneth Hardy, of the Mathematics Department of Carleton University, COL published a *1993 Calendar*. Using a "mathematics and mathematics education" theme, the wall calendar offers a novel and informal approach to the meaning and history of this ancient discipline which forms the basis of our science, technology and society. In addition to monthly topics, the calendar features projects and recommendations for further reading. Also indicated are special days of importance to the Commonwealth and its organisations, as well as birthdays of famous mathematicians mentioned in the calendar.

COL's *1993 Calendar* was distributed to 800 people throughout the Commonwealth and was very well received. In agreement with COL, Dr. Hardy produced a similar calendar for 1994 and entered into a commercial distribution arrangement.

### **International Commission on Education for the 21st Century (Delors Commission)**

Prof. James A. Maraj, President of COL, was invited to participate in the North American Working Group on the *Process of Education*, which was held in Vancouver, in April 1994. Prof. Maraj attended on April 11 and addressed the Working Group on the subjects of distance education, the special educational challenges faced by small states and international co-operation in education.

**Commonwealth Open Lecture: *Communications, The Commonwealth and the Future***

The first COL *Commonwealth Open Lecture* was given on May 10 by the Vice Chancellor of the University of Hull (UK), Prof. David Dilks, in honour of the Rt. Hon. Lord Briggs of Lewes, who was present to receive an Honorary Doctor of Letters. Prof. Dilks spoke on *Communications, the Commonwealth and the Future*. Dr. Ian Macdonald, who succeeded Lord Briggs as Chairman of COL's Board of Governors in January 1994, represented the organisation at the lecture.

**XV Commonwealth Games — Victoria, British Columbia, Canada**

COL's Chairman, Dr. Ian Macdonald, represented COL at the opening ceremonies and other official functions at the XV Commonwealth Games held in Victoria in August 1994. In conjunction with the Games, COL announced a programme to distribute Canadian sports training and coaching videos to developing Commonwealth countries. (Please see Communications Technologies and Information section, Educational Media sub-section, for more details.)

On behalf of the President of COL, Mr. Peter McMechan, Director of Pacific Programmes and Continuing Professional Education, hosted a dinner for delegates attending a Commonwealth Museum and Archivists Association meeting, which was held in conjunction with the *Commonwealth Games Arts & Cultural Festival* at the University of Victoria in June. The Association's meeting drew participation from many Commonwealth countries. The COL dinner preceded the keynote lecture. COL has agreed to assist the Association in distributing the published version of the lecture.

**COL World Wide Web Site**

The newly established COL *World Wide Web* site can be accessed from personal computers equipped with *Mosaic* software through the Internet address: <http://www.col.org>. With the use of the Internet becoming more extensive within the educational, business and international communities, using such a system enables COL to make its reservoir of information more widely available. (Please see Communications Technologies and Information section, Information Networking sub-section, for more details.)

**Commonwealth Features**

Mr. Asif Khan, Feature Writer at the Commonwealth Secretariat Information Division, was released for a short period in 1992 to COL. He researched and wrote a series of eleven *Commonwealth Features* on the work of The Commonwealth of Learning. These were distributed to some seventy countries and printed in a network of newspapers throughout the Commonwealth. Mr. Yusuff Ali, also of the Commonwealth Secretariat Information Division, also produced and distributed some features on COL's work for broadcast media.

### **Vancouver Sun Feature Article**

COL and President, Prof. James Maraj, were the subjects of a feature article that appeared in *The Vancouver Sun* newspaper on August 5, 1992. The Sun is the leading newspaper in COL's headquarters city and its international affairs specialist, Ms. Moira Farrow, prepared the feature.

### **Other Public Appearances, Speeches and Representations**

**Association of African Universities:** Dr. Alex Kwapong, (then) Director of African Programmes, Teacher Education, Research and Evaluation, represented COL at a UNESCO-sponsored Association of African Universities meeting on *Management of Higher Education in Africa* which was held in Accra, Ghana in November 1991. The meeting was attended by senior officials and Vice Chancellors from throughout Africa and included a video-teleconference with COL staff in Vancouver. From Vancouver, COL President, Prof. James Maraj; (then) Director of Caribbean Programmes and Materials Acquisition and Development, Dr. Dennis Irvine; and (then) African Programmes Senior Programme Officer, Prof. Peter Kinyanjui, provided a briefing on COL and its operations and responded to questions posed by participants in Accra.

**Voluntary agencies in India:** Mr. Lewis Perinbam, Special Adviser to the President, was the keynote speaker and a leader in a workshop on Voluntary Agencies — Their Training through Distance Education which was convened by the Ministry of Education and Human Resource Development in conjunction with IGNOU and NGOs from various parts of the country (1992).

**Standing Committee on Student Mobility:** Prof. James Maraj, President of COL, serves as a member of the Standing Committee on Student Mobility (Commonwealth Secretariat).

**International Extension College:** Prof. Maraj gave the keynote speech at the 21st Birthday Conference of the International Extension College (IEC, Cambridge, UK): *World Education Crisis: Roles for Distance Education* (September 1992). Prof. Maraj's remarks were entitled, "Finding a path, blazing a trail." Prof. Peter Kinyanjui, (then) Assistant Director of African Programmes, Teacher Education, Research and Evaluation (and former Director of IEC) also participated at the conference.

**Canadian Executive Service Overseas:** Special Adviser to the President of COL, Mr. Lewis Perinbam, gave the keynote address at the annual conference of the Canadian Executive Service Overseas at Geneva Park, Ontario (Canada) in June 1992.

**Canadian Association for Distance Education:** Several COL staff members are active participants at, and planning for, functions of the Canadian Association for Distance Education (CADE) and COL has supported some of its activities, including the publication of selected papers from CADE's 1992 biannual conference and active involvement with the organisation's 1994 conference in Vancouver.

**International Association of Universities:** Dr. Alexander Kwapong, (then) Director of African Programmes, Teacher Education, Research and Evaluation, represented COL at the Third Mid-Term Conference of Heads of Universities of the International Association of Universities (IAU), which was held in Alexandria, Egypt in October 1992. He delivered a keynote address on *The*

*International Dimension and Requirements in Adapting University Management Structures and Strategies.*

**UNESCO NGO consultation:** Dr. Kwapong also represented COL at the Third UNESCO Non-Governmental Organisation (NGO) Consultation Conference, which was held in Paris in December 1992.

**Association of African Universities:** Dr. Kwapong attended the Eighth General Conference, and 25th Anniversary celebrations, of the Association of African Universities (AAU) in Accra, Ghana, in January 1993.

**SEAMEO, 1993:** As an invited participant, Prof. James Maraj, President of COL, attended the 28th Conference of the Southeast Asian Ministers of Education Organisation (SEAMEO), which was held in Singapore (February 1993).

**Honours:** (i) In March 1993, Prof. James Maraj, President of COL, delivered the convocation address at the Annual Convocation of The Open University of Sri Lanka at which he was also conferred an Honorary Doctor of Letters. (ii) In July 1993, Prof. Maraj was awarded an Honorary Doctor of Laws by the University of Hull (UK). (iii) Prof. Maraj was a guest of honour and gave the keynote address at the official launching of the University of Zimbabwe Distance Education Programme, held in Harare on August 28, 1993. (iv) Prof. Maraj delivered the convocation address at the fifth convocation of the Indira Gandhi National Open University. He was also awarded an Honorary Doctor of Letters during the ceremony, which was held in New Delhi, India, in April 1994.

**North American higher education:** COL participated in an international symposium, *Higher Education and Strategic Partnerships: The Challenge of Global Competitiveness from a North American Perspective*, which was hosted by the Canadian Ministry of External Affairs and International Trade at the University of British Columbia (September 1993). Delegates from Canada, Mexico and the United States, representing government, business and education, attended. The objective of the symposium was to promote enhanced North American collaboration in higher education, research and training. Prof. James Maraj was a member of the symposium Planning Committee and COL (then) Director of Caribbean Programmes and Materials Acquisition and Development, Dr. Dennis Irvine, participated in the meetings.

**Canadian foreign policy review:** As senior Canadian staff members, Mr. Lewis Perinbam, Special Adviser, and Mr. Richard Simpson, Director of Communications Technologies and Information, delivered presentations on behalf of COL before the Special Joint Parliamentary Committee reviewing Canadian Foreign Policy (Vancouver, May 1994). In response to the presentations and the questions fielded, both Senators (the Hon.) Patricia Carney and Raymond Perrault made very complimentary remarks about COL's work and about its unique status as a Commonwealth institution located in and supported by Canada.



**ROUND TABLES, REFERENCE GROUPS, ETC.**

The following meetings of Commonwealth experts have greatly assisted COL's Board of Governors and staff in formulating objectives for COL's activities and in defining substantial lists of possible project initiatives for further evaluation: (in chronological order)

<b>Functional Area</b>	<b>meeting/reference group description</b>	<b>date/location</b>
training	Round Table on Training for Distance Educators	Vancouver, April 1990
women in development/ higher education	Meeting of Commonwealth women vice chancellors	New Delhi, May 1990
all aspects	Meeting of Executive Heads of key Commonwealth distance education universities and colleges	Vancouver, July 1990
all aspects	Meeting to consider COL's Role in the Commonwealth of the Future	Vancouver, July 1990
technical/vocational education & training (TVET)	Meeting of key people from developed and developing Commonwealth countries to consider COL's role in the TVET field and as an effort to improve access to TVET existing courses and materials	Hong Kong, November 1990
continuing professional education	Health Sciences Reference Group — people with experience in delivering health science education by distance technologies	Vancouver, November 1990
student support services	Round Table on Student Support Services	Vancouver, April 1991
continuing professional education	Resource Management Reference Group — key representatives from Commonwealth associations concerned with continuing professional education and training in surveying, land economy, land valuation, planning, engineering and related occupations	Oxford, May 1991

continued . . .

Functional Area	meeting/reference group description	date/location
women in development	Women's Literacy Programmes — The Role of Distance Education	Islamabad, AIOU, Pakistan, September 1991
technical/vocational education & training (TVET)	TVET Reference Group (follow-up from Hong Kong meeting)	Vancouver, November 1991
women in development	Consultation Meeting on Women and Sustainable Development (sponsored in conjunction with FIT)	Miami, November 1991
continuing professional education	Continuing Judicial Education Workshop	Vancouver, March 1992
teacher training (& technical/vocational education & training)	Round Table on Teacher Education in Science, Mathematics and Technical/Vocational Subjects	Vancouver, June 1992
higher education	Reforms in Higher Education — with particular reference to distance education, attended by heads of University Grants Commissions and higher-education funding and policy bodies	New Delhi, August 1992
credit transfer and accreditation	Task Force on Credit Transfer and Accreditation	Vancouver, October 1992
training	Consultation with key training consultants	Vancouver, October 1992
materials	Meeting of experts in the field of international copyright — pertaining to distance education material and Commonwealth co-operation	Vancouver, February 1994
credit transfer, accreditation and quality assurance	Round Table on Quality Assurance, Asian region: vice chancellors and representatives of open and conventional universities and correspondence institutes in India	New Delhi, June/July 1994

## REPORTS AND PUBLICATIONS

The following documents have been published by COL and are available upon request. COL has a policy of charging nominal shipping and handling costs on publications orders from institutions in *developed* and *non-Commonwealth* countries.

### 1. COL Administration Documents

- 1.4 *Strategic Planning Document 1990 - 1993*: The Commonwealth of Learning. August 1991.
  - 1.4.1 *Strategic Plan 1990 - 1993 – An Executive Summary*: The Commonwealth of Learning. August 1991.
- 1.5 *Memorandum of Understanding on The Commonwealth of Learning as agreed by Commonwealth Governments*. September 1988.
- 1.6 *Strategic Outlook, 1994*.

### 2. Consultants' Reports

- 2.1 *Distance Education for Human Resources Development in Mauritius: The Way Forward*: Dr. John Daniel, Former President, Laurentian University, Sudbury, Canada. July 1989.
- 2.2 *Distance Education for the University of Swaziland*: Dr. Glen Farrell, President, Open Learning Agency, Vancouver, Canada. August 1989.
- 2.3 *Distance Education in Guyana: Report of a Project Identification Consultancy*: John Turner, Manchester University, United Kingdom. September 1989.
- 2.4 *Distance Education and Educational Reform in Jamaica: The Clock is Ticking*: Prof. James W. Greig, University of Toronto, Canada. October 1989.
- 2.5 *The Role of Media Technology within the Proposed Open University of Tanzania*: Alan K. Cutting, Head, Educational Technology Centre, City Polytechnic of Hong Kong. December 1989.
- 2.6 *Building for the Future: The Development of Distance Education Programmes at Makerere University, Uganda*: Prof. John Chick, Director of Extramural Studies, University of New England, Australia. February 1990.
- 2.7 *Distance Education at the University of Malawi*: Dr. Tom Prebble, Associate Prof. and Director of the Centre for Extramural Studies, Massey University, New Zealand. April-May 1990.
- 2.10 *International Co-operation in Teacher Education Between Developing and Developed Nations*: Dr. Geoffrey Potter, University of Victoria, Canada. October 1990.
- 2.12 *Report of the Training Consultancy in Distance Education Course Development for the Pacific Region*: William S. Robertson & Dale L. Mattock, Suva and Port Vila, Vanuatu. November 1990.
- 2.13 *Distance Education in Guyana: A Report of a Consultation Undertaken on Behalf of The Commonwealth of Learning*: Jennifer O'Rourke, University of Waterloo, Canada. December 1990.

- 2.15 *Development of Student Support Services: IGNOU's Experience:* S.N. Chaturvedi, Indira Gandhi National Open University, India. 1990.
- 2.16 *Student Evaluation of USP Extension Studies Courses: Report of An Analysis of Course Evaluation Forms:* Extension Services, The University of the South Pacific. January 1991.
- 2.17 *Teacher Training by Distance in Jamaica:* Sally Haag and Jennifer O'Rourke, University of Waterloo, Canada. February 1991.
- 2.18 *Opportunities for Distance Education in the Commonwealth African Countries:* INTELECON Research and Consultancy Ltd., Canada. March 1991.
- 2.20 *Distance Education in Zambia:* Ormond Tate, Director, The Correspondence School, New Zealand. 1991.
- 2.22 *A Learning Centre for the Southern Region of St. Lucia and Other Distance Education/Open Learning Projects: A Report of a Project Implementation Consultancy:* Dr. George Knox, North Island College, Canada. August 1991.
- 2.23 *Distance Education at the University of the South Pacific:* William Renwick, St. Clair King and Douglas Shale, The Commonwealth of Learning. August 1991.
- 2.25 *Administrative Structures for Distance Education:* Hilary Perraton, Commonwealth Secretariat, England and The Commonwealth of Learning. 1991.
- 2.26 *Radio as an Educational Medium in the Commonwealth Caribbean:* Rovin Deodat, Simon Fraser University, Canada. June 1992.
- 2.27 *Study Fellowships Programmes: Progress Report, July 1992:* Dr. Peter O. Evans, The Commonwealth of Learning. 1992.
- 2.28 *The Commonwealth of Learning Copyright Consultancy Report:* Phillips Fox, Solicitors and Attorneys, Sydney, Australia. 1992.
- 2.29 *Mathematics for All - Phase I: Search and Planning:* Dr. Kenneth Hardy, Carleton University, Canada. June 1992.
- 2.30 *Distance Education at the University of the West Indies:* William Renwick, Doug Shale, Chandrasekhara Rao, The Commonwealth of Learning. 1992.
- 2.31 *Development of a Distance Education Network in the OECS Feasibility Study: Filling a Gap in a Way that Makes Sense:* Judy Roberts, Roberts & Associates/Associés, The Commonwealth of Learning. June 1992.
- 2.32 *Course Designs for Interactive Audio Conferencing: Report of a Workshop conducted for The Commonwealth of Learning, Port of Spain, Trinidad & Tobago (22-26 June 1992):* Elizabeth J. Burge. The Commonwealth of Learning. September 1992.
- 2.33 *Library Services to Distance Learners: A Report.* Elizabeth Watson, Learning Resource Centre, University of the West Indies, Barbados. The Commonwealth of Learning, 1992.
- 2.34 *Study of Educational Telecommunications Requirements for the South Pacific:* R. Matyas, MPR Teltech Ltd. The Commonwealth of Learning. May 1993.
- 2.35 *A Study of Integrated Functional Education for Females in Rural Areas of Pakistan:* Prof. Mrs. Razia Abbas, Allama Iqbal Open University. The Commonwealth of Learning. June 1993.
- 2.36 *Roles and Competencies in Distance Education:* Jennifer O'Rourke. The Commonwealth of Learning. May 1993.

- 2.37 *Telecommunications in Support of Education - An Agenda for Telecommunications Companies and Educators:* J.A. Gilbert & Associates. The Commonwealth of Learning. September 1993.
- 2.38 *Women: Key Partners in Sustainable and Equitable Development. Resource Materials on Women and Sustainable Development:* Waafas Ofosu-Amaah. The Commonwealth of Learning. 1994
- 2.39 *European Distance Education: A handbook of current European programmes and networks:* Janet Jenkins. The Commonwealth of Learning. 1994.

### **3. Reports to Government Groups, Meetings, etc.**

- 3.1 *Report to Commonwealth Heads of Government:* The Commonwealth of Learning, Kuala Lumpur, Malaysia. October 1989.
- 3.1.1 Extract from the Communiqué, Commonwealth Heads of Government Meeting: Kuala Lumpur, Malaysia. October 1989.
- 3.2 *Report to the Commonwealth Ministers of Education:* The Commonwealth of Learning, Bridgetown, Barbados. October 1990.
- 3.2.1 Extract from the Communiqué, 11th Conference of Commonwealth Education Ministers: Bridgetown, Barbados. October 1990.
- 3.3 *Progress Report to the Third Meeting of Commonwealth Ministers Responsible for Women's Affairs:* The Commonwealth of Learning, Ottawa, Canada. October 1990.
- 3.3.1 Extract from the Communiqué, Third Meeting of Commonwealth Ministers Responsible for Women's Affairs: Ottawa, Canada. October 1990
- 3.4 *Submission to the Commonwealth High Level Appraisal Group:* The Commonwealth of Learning. July 1990.
- 3.5 *Distance Education in Namibia: A Concept Document (At the Request of the Ministry of Education and Culture, Namibia):* The Commonwealth of Learning. July 1991.
- 3.6 *Report to Commonwealth Heads of Government:* The Commonwealth of Learning, Harare, Zimbabwe. October 1991.
- 3.6.1 Extract from the Communiqué, Commonwealth Heads of Government Meeting: Harare, Zimbabwe. October 1991.
- 3.7 *Evaluation of the Distance Education Unit, Department of Non-Formal Education, Republic of Botswana:* Dr. J. Colin Yerbury, Simon Fraser University, Canada; Ms. Mary Dingalo and Mr. Obonye Mphinyane, Ministry of Education, Botswana: The Commonwealth of Learning. 1991.
- 3.8 *Survey on Distance Education in Ghana: A Report for the Deputy Secretary (Higher Education Division), Ministry of Education of the Republic of Ghana:* Mr. R.A. Aggor, University of Ghana; Dr. P.E. Kinyanjui, The Commonwealth of Learning; Mr. N.K. Pecku, University of Cape Coast, Ghana; Dr. J.C. Yerbury, Simon Fraser University: The Commonwealth of Learning, Canada. 1992.
- 3.9 *Distance Learning in Zimbabwe: An Implementation Report on the Establishment of External Degree Courses for Secondary School Teachers and of a Programme on Educational Management Training and Supervision:* Prepared for The Minister for Education and Culture, Government of the Republic of Zimbabwe: The Commonwealth of Learning, Canada. 1992.
- 3.10 *Linking Women with Sustainable Development:* Dr. Krishna Ahooja-Patel. November 1992.

- 3.11 *Progress Report to the Fourth Meeting of Commonwealth Ministers Responsible for Women's Affairs: The Commonwealth of Learning, Nicosia, Cyprus. July 1993.*
- 3.12 *Report to Commonwealth Heads of Government: The Commonwealth of Learning, Cyprus. October 1993.*
  - 3.6.1 Extract from the Communiqué, Commonwealth Heads of Government Meeting: Cyprus. October 1993.
- 3.13 *Report to the 12th Conference of Commonwealth Education Ministers: The Commonwealth of Learning, Pakistan. November 1994.*

#### **4. Reports of Meetings, Symposia, Workshops, etc.**

- 4.1 *Report of Workshop on Distance Education: Windhoek, Namibia, 4 - 15 September 1989: Prof. Peter E. Kinyanjui, Senior Programme Officer, The Commonwealth of Learning. September 1989.*
- 4.2 *Perspectives on Distance Education: Report of a Round Table on Training Distance Educators (COL Headquarters, Canada, 2 - 6 April 1990): The Commonwealth of Learning. October 1990.*
  - 4.2.1 *Perspectives on Distance Education: Distance Education in India: Abhimanyu Singh, Director, Department of Education, Ministry of Human Resource Development, India: The Commonwealth of Learning. 1992.*
  - 4.2.2 *Perspectives on Distance Education: Distance Education in Single and Dual Mode Universities: Papers presented to a Symposium on Reforms in Higher Education (New Delhi, August 1992). Ian Mugridge, ed. The Commonwealth of Learning. 1992.*
  - 4.2.3 *Perspectives on Distance Education: Student Support Services: Towards More Responsive Systems: Report of a Symposium on Student Support Services in Distance Education (New Delhi, June 1992). Robert Sweet, ed. The Commonwealth of Learning. 1993.*
  - 4.2.4 *Perspectives on Distance Education: The Funding of Open Universities: Papers presented to a Symposium on the Funding of Open Universities and the Economics of Distance Education (Hong Kong, November 1993). Ian Mugridge, ed. The Commonwealth of Learning. 1994.*
  - 4.2.5 *Perspectives on Distance Education: Quality Assurance in Higher Education: Papers presented to a Symposium on Quality Assurance (New Delhi, July 1994). Prakash Deshpande and Ian Mugridge, eds. The Commonwealth of Learning. 1994.*
- 4.3 *Conference of Women Vice Chancellors of Commonwealth Universities (Report of a Conference sponsored by The Commonwealth of Learning, New Delhi, India, 14 - 17 May 1990): The Commonwealth of Learning. 1990.*
- 4.4 *Distance Education and Marine Resources Development: Potential and Prospects: Report of a Symposium on Distance Education and Marine Resources Development Convened by the Commonwealth of Learning (University of Malta, 7 - 10 June 1990): The Commonwealth of Learning. 1990.*
- 4.6 *Experiences in Distance Education: Report of a Conference sponsored jointly by The Commonwealth of Learning and The University of the West Indies (Kingston, Jamaica, 14 - 16 July 1990): The Commonwealth of Learning. 1991.*
- 4.7 *West African Consultation Meetings (July 1990): The Commonwealth of Learning. 1990.*

## THE COMMONWEALTH of LEARNING A COMPENDIUM OF ACTIVITIES September 1994

- 4.8 *Needs Assessment for Marine Resources Management Training in the Caribbean, Indian Ocean and South Pacific Regions: Report of a Workshop convened jointly by The Commonwealth of Learning and the International Centre for Ocean Development (Vancouver, Canada, 17 - 19 September 1990):* The Commonwealth of Learning. 1990.
- 4.9 *Study Fellowships Programme 1990:* Visiting Fellows and COL Staff. October 1990.
- 4.10 *Technical and Vocational Education and Training by Distance: Report of an International Conference convened by The Commonwealth of Learning (Hong Kong, 19 - 23 November 1990) – Part I: Proceedings – Part II: Keynote Papers:* The Commonwealth of Learning. 1991.
- 4.11 *Report to COL on a Workshop on Distance Education held in Trivandrum, Kerala (India), 28 January - 2 February 1991:* Prof. John Chick, Director of Extramural Studies, University of New England, Australia. February 1991.
- 4.12 *Canadian Distance Educators' Meeting: Report of Meeting convened jointly by Laurentian University and The Commonwealth of Learning (Sudbury, Canada, 8 -9 July 1991):* The Commonwealth of Learning. August 1991.
- 4.13 *Report on Round Table on Student Support Services (Vancouver, April 29 - May 3, 1991):* The Commonwealth of Learning. 1991.
- 4.15 *Study Fellowships Programme 1991:* Visiting Fellows and COL Staff. 1991.
- 4.16 *Report of the Workshop on Postgraduate Level Programme in Management and Leadership (Nairobi, Kenya, 6 - 10 May 1991):* The Commonwealth of Learning. 1991.
- 4.17 *Study Fellowships Programme (COL/Ontario Government Visiting Fellowship, March 1992):* Visiting Fellows and COL Staff. 1992.
- 4.18 *Continuing Judicial Education: A Review of Practice and Potential in the Commonwealth:* The Commonwealth of Learning. 1992.
- 4.19 *Report of a workshop on Technical/Vocational Teacher Training (Nassau, The Bahamas, June 9-11, 1992):* The Commonwealth of Learning. 1992.
- 4.20 *Visiting Fellowships Programme (Papers Presented by the 1992 Visiting Fellows, October 1992):* The Commonwealth of Learning. 1993.
- 4.21 *International Workshop on Technical and Vocational Education and Training:* Hosted by Allama Iqbal Open University, Pakistan, April 1992. The Commonwealth of Learning. 1993.
- 4.21.1 *International Workshop on Technical and Vocational Education and Training: Country Papers:* Pakistan, April 1992. The Commonwealth of Learning. 1993.
- 4.22 *Perspectives on Teacher Education: Teacher Education in Science, Mathematics and Technical/Vocational Subjects (Report of a Round Table on Teacher Education convened by The Commonwealth of Learning in Vancouver, June 1992):* The Commonwealth of Learning. 1993.
- 4.23 *Sharing Knowledge: South and North: The Summer Institute on Gender and Development.* St. Mary's and Dalhousie Universities, Halifax. November 1992.
- 4.24 *Manipulative Skills Project, Jamaica: Report on Stage One of the implementation of the Motor Mechanics integrated Training System (March, 1993).* The Commonwealth of Learning, 1993.
- 4.25 *Handbook in Record Keeping for Records Officers in Distance Education:* Report from a Distance Education Association of Southern Africa (DEASA) workshop. 1992.

- 4.26 *Selected readings from the presentations at the 8th Annual Conference of the Canadian Association for Distance Education / Lectures choisies parmi les communications prononcées au 8<sup>e</sup> Congrès annuel de l'Association canadienne de l'éducation à distance.* The Commonwealth of Learning. 1993.
- 4.27 *Symposium Papers: Women's Literacy and Distance Learning.* The Commonwealth of Learning. 1993.
- 4.28 *Environmental Education in the Commonwealth.* Edited by Dr. Walter Leal Filho, University of Bradford, UK. The Commonwealth of Learning. 1993 (distributed exclusively in the UK by Waterstone Booksellers).
- 4.29 *Regional Co-operation in Distance Education Media Resources.* The Commonwealth of Learning. 1994.
- 4.30 *Visiting Fellowships Programme (Papers Presented by the 1993 Visiting Fellows, October 1993).* The Commonwealth of Learning. 1994.

## 5. Directories

- 5.1 *Directory of Women's Studies in India:* Association of Indian Universities and COL, India/COL Headquarters. 1991.
- 5.2 *Directory of Distance Education Institutions – Part I: India:* Association of Indian Universities and COL, India/COL Headquarters. 1991.
- 5.2.1 *Directory of Distance Education Institutions – Part II: Pakistan & Sri Lanka:* Association of Indian Universities and COL, India/COL Headquarters. 1991.
- 5.3 *Directory of Courses and Materials for Training in Distance Education (Third Edition):* Jennifer O'Rourke, University of Waterloo, Canada. November 1993.
- 5.4 *Directory of Courses Available by Distance:*
- 5.4.2 *Volume II – Technical/Vocational Education:* The Commonwealth of Learning. August 1992.
- 5.4.3 *Volume I – Teacher Education, 2nd Edition (Part I – pages 1 - 338; Part II – pages 339 - 719):* The Commonwealth of Learning. October 1992.
- 5.5 *Catalogue of Audio-Visual Materials in Ocean Development and Management:* International Centre for Ocean Development, Marine Affairs Program (Dalhousie University) and The Commonwealth of Learning. 1992.
- 5.6 *Directory of Continuing Legal Education:* The Commonwealth of Learning. 1992.
- 5.7 *Colleges Reaching Out: Report on the Status of Distance Education in Canadian Colleges and Technical Institutes.* The Commonwealth of Learning. 1994.

## 6. Documents Reporting on COL Activities

- 6.1 The Commonwealth of Learning *Annual Reports:*
- 6.1.1 *The Commonwealth of Learning Annual Report 1989 – A Year of Contact and Exploration:* The Commonwealth of Learning. 1990.
- 6.1.2 *The Commonwealth of Learning Annual Report 1990 – A Year of Consolidation:* The Commonwealth of Learning. 1991.

- 6.1.3 *The Commonwealth of Learning Annual Report 1991 – A Year of Action:* The Commonwealth of Learning. 1992.
- 6.1.4 *The Commonwealth of Learning Annual Report 1992 – Moving Ahead:* The Commonwealth of Learning. 1993.
- 6.1.5 *The Commonwealth of Learning Annual Report 1993* The Commonwealth of Learning. 1994.
- 6.2 *COMLEARN:* News publication of The Commonwealth of Learning:
  - 6.2.1 *COMLEARN (Vol. 1, No. 1):* The Commonwealth of Learning. July 1990.
  - 6.2.2 *COMLEARN (Vol. 1, No. 2):* The Commonwealth of Learning. September 1990.
  - 6.2.3 *COMLEARN (Vol. 2, No. 1):* The Commonwealth of Learning. June 1991.
  - 6.2.4 *COMLEARN (Vol. 3, No. 1):* The Commonwealth of Learning. April 1992.
  - 6.2.5 *COMLEARN (Vol. 3, No. 2):* The Commonwealth of Learning. November 1992.
  - 6.2.6 *COMLEARN (Vol. 4, No. 1):* The Commonwealth of Learning. October 1993.
  - 6.2.7 *COMLEARN (Vol. 5, No. 1):* The Commonwealth of Learning. November 1994.
- 6.3 *A Compendium of Activities, September 1994:* The Commonwealth of Learning. 1994.

## 7. Brochures and Leaflets

- 7.1 *The Commonwealth of Learning* (an overview). (1989)
- 7.2 *COL & Teacher Education* (1991)
- 7.3 *COL & Women in Development* (1991)
- 7.4 *COL & the Environment* (1991)
- 7.5 *COL & Higher Education* (1992)
- 7.6 *COL & ICDE* (1992)
- 7.7 *COL Student Record/Management System (SRMS)* (1993)
- 7.8 *COL & the Training of Distance Educators* (1994)
- 7.9 *Rajiv Gandhi Fellowship Scheme* (1994)

## 8. Updates

*Updates on the activities of The Commonwealth of Learning* provide a comprehensive record of COL programmes, with an emphasis on what has been done rather than what is planned. They are distributed to members of COL's Board of Directors and other individuals who are interested in COL's day-to-day operations. Altogether, the distribution list totals over 400 individuals, including current and former Board members; senior staff at the Commonwealth Secretariat and other Commonwealth, educational, professional, and intergovernmental organisations; key vice-chancellors, education administrators, and distance education managers throughout the Commonwealth; representatives of CIDA, ODA and AIDAB; Commonwealth Permanent Secretaries of Education and senior Ministry staff; COL "Fellows;" High Commissioners located in London and Ottawa; and Consulates located in Vancouver.

- January – April 1989

- April – July 1989
- November 1989 – January 1990
- February – April 1990
- May – August 1990
- November 1990 – January 1991
- February – May 1991
- June – November 1991
- December 1991 – April 1992
- May – September 1992
- October 1992 – February 1993
- March – September 1993
- October 1993 – February 1994
- March – August 1994

## 9. Manuals

- 9.1 *User Manual: Student Record Management System: The Commonwealth of Learning.* 1993.
  - 9.1.1 *Reference Manual: Student Record Management System: The Commonwealth of Learning.* 1993.
- 9.2 *Training System for Educational Audio-Teleconferencing in Distance Education: Module 1 – Using the AGS System: Module 2 – Using the Teleconference Bridge: Module 3 – audio and audio-graphic teaching: Module 4 – a computer-assisted learning package.* The Commonwealth of Learning. 1992, 1993, and 1994.

## 10. Calendar

- *Calendar 1993* (Mathematics Theme).

## 11. Coursebooks

- *Water Safe: An Introduction to Water Quality Issues.* The Commonwealth of Learning. 1994.

**GLOSSARY OF ABBREVIATIONS AND ACRONYMS**

AAOU	Association of Asian Open Universities
AAU	Association of African Universities
ACCA	Chartered Association of Certified Accountants, UK
ACCC	Association of Canadian Community Colleges
ACPAC	AIDAB Centre for Pacific Development and Training, Australia
ACU	Association of Commonwealth Universities
ADB	Asian Development Bank
AIBD	Asia-Pacific Institute for Broadcasting Development
AIDAB	Australian International Development Assistance Bureau
AIOU	Allama Iqbal Open University, Pakistan
AMIC	Asian Mass Communication Research and Information Centre, Singapore
AMMITS	Automotive Mechanics Modular Integrated Training System
AMREF	African Medical and Research Foundation
ANC	African National Congress
ASPESA	Australia and South Pacific External Studies Association
AUCC	Association of Universities and Colleges of Canada
Aus.\$	Australian dollars
BC	British Columbia, Canada
BC Tel	British Columbia Telephone Company, Canada (non-governmental)
BOU	Bangladesh Open University
BRAOU	Dr. B.R. Ambedkar Open University, India
BTED	Bangladesh Technical Education Board
CAC	Coaching Association of Canada
CADE	Canadian Association for Distance Education
CARCAE	Caribbean Council for Adult Education
CARICOM	Caribbean Community (Secretariat)
CAST	College of Arts, Science, and Technology; Jamaica
CASTME	Commonwealth Association of Science, Technology and Mathematics Educators

CBC	Canadian Broadcasting Corporation
CBIE	Canadian Bureau for International Education
CBU	Caribbean Broadcasting Union
CD-ROM	compact disc, read-only memory
CDB	Caribbean Development Bank
Cdn.\$	Canadian dollars
CEMCA	Commonwealth Educational Media Co-operative/Centre for Asia
CEMREP	Commonwealth Educational Media Resources Programme
CEO	Chief Education Officer <b>OR</b> Chief Executive Officer
CFTC	Commonwealth Fund for Technical Co-operation
CGAC	Commonwealth Games Association of Canada
CHEC	Commonwealth Human Ecology Council
CHOGM	Commonwealth Heads of Government Meeting
CIDA	Canadian International Development Agency
CIFFAD	Consortium international formation francophone à distance
CODE	College of Distance Education, Papua New Guinea <b>OR</b> Canadian Organization for Development through Education
COL	The Commonwealth of Learning
COMRED	Concertation mondiale des réseaux d'éducation à distance
COSIT	Correspondence and Open Studies Institute, University of Lagos, Nigeria
CPA	Commonwealth Pharmaceutical Association
CREAD	Consortio-red educación a distancia
CSC	Commonwealth Science Council
CSDP	Commonwealth Sport Development Programme
CTAP	Canada Training Awards Programme
CTO	Commonwealth Telecommunications Organisation
DEAG	Distance Education Action Group, Uganda
DEANZ	Distance Education Association of New Zealand
DEASA	Distance Education Association of Southern Africa
DEC	Distance Education Council, India
DECs	Distance Education Centres, Australia
DESESA	Distance Education Studies in Eastern and Southern Africa (project)

DNFE	Department of Non-Formal Education, Ministry of Education, Botswana
DOC	(former) Department of Communications, Canada
DTP	desk-top publishing
EAOI	East Asia Open Institute
EFA	Education for All
EMSU	Educational Media Services Unit, Ministry of Education, Maldives
FIT	Foundation for International Training
IACE	Institute of Adult and Continuing Education, University of Guyana
IAU	International Association of Universities
ICDE	International Council for Distance Education
ICDL	International Centre for Distance Learning
ICOD	International Centre for Ocean Development
IDRC	International Development Research Centre, Canada
IEC	International Extension College, Cambridge, United Kingdom
IGNOU	Indira Gandhi National Open University, India
IIC	International Institute for Communications
IMAGE	International Multi-Channel Action Group for Education
INSTRAW	United Nations International Research and Training Institute for the Advancement of Women
ISDN	Integrated Services Digital Network
ITU	International Telecommunication Union
IVTB	Industrial and Vocational Training Board, Mauritius
IWTC	International Women's Tribune Centre
LEO	Low-earth orbiting (satellites)
NBC	Namibian Broadcasting Corporation
NCC	National Correspondence College, Zambia
NCERT	National Council of Educational Research and Training, India
NGO	non-governmental organisation
NIC	North Island College, Canada
NIME	National Institute for Multimedia Education, Japan
NIPA	National Institute for Public Administration, Zambia
NOS	National Open School, India
NTA	National Training Agency, Jamaica

NTI	National Teachers Institute, Nigeria
NZCS	New Zealand Correspondence School
OAS	Organization of American States
ODA	Overseas Development Administration, UK
ODLAA	Open and Distance Learning Association of Australia
OECS	Organisation of Eastern Caribbean States
OLA	Open Learning Agency of British Columbia, Canada
OUSL	Open University of Sri Lanka
OUT	Open University of Tanzania
PAC	Project Advisory Committee
PAG	Project Advisory Group
PIRADE	Pacific Islands Regional Association for Distance Education
PNG	Papua New Guinea
PNGADE	Papua New Guinea Association for Distance Education
RELC	(SEAMEO's) Regional English Language Centre, Singapore
RIPA	Royal Institute for Public Administration, London
SAARC	South Asian Association for Regional Co-operation
SAIDE	South African Institute of Distance Education
SALCC	Sir Arthur Lewis Community College, St. Lucia
SEAMEO	Southeast Asian Ministers of Education Organisation
SFU	Simon Fraser University, British Columbia, Canada
SICHE	Solomon Islands College of Higher Education
SIDEN	Solomon Islands Distance Education Network
SIGAD	Summer Institute on Gender Development, St. Mary's University in Halifax, Canada
SRMS	<i>Student Record/Management System</i>
STRIDE	Staff Training and Research Institute of Distance Education, IGNOU, India
SUCCEED	Surrey University Centre for Commonwealth and European Education and Development, UK
TAFE	Technical and Further Education (Australian distance education network)
TOPNZ	The Open Polytechnic of New Zealand
TVET	technical/vocational education and training
UBC	University of British Columbia, Canada

UBD	Universiti Brunei Darussalam
UG	University of Guyana
UGC	University Grants Commission
UK	United Kingdom
UKM	Universiti Kebangsaan Malaysia (the National University of Malaysia)
UKOU	The Open University, United Kingdom
UM	University of Mauritius
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNIFEM	United Nations Development Fund for Women
UNISA	University of South Africa
UPNG	University of Papua New Guinea
USA	United States of America
USDTU	Universities Staff Development and Training Unit, UK
USP	University of the South Pacific
UVic	University of Victoria, British Columbia, Canada
UWI	University of the West Indies
UWIDITE	University of the West Indies Distance Teaching Experiment
VCC	Vancouver Community College, Canada
VITA	Volunteers in Technical Assistance
WADEA	West African Distance Education Association
WHO	World Health Organisation
WID	Women in Development
WSP	Western Samoa Polytechnic (formerly Western Samoa Institute of Technology)
WTTC	Women's Technical Training Centre, Pakistan
YCMOU	Yashwantrao Chavan Maharashtra Open University, India
ZADE	Zambian Association for Distance Education

**SENIOR STAFF**

September 1994

**Prof. James A. Maraj**, *President and Chief Executive Officer*

**J. Peter McMechan**, *Director, Pacific Programmes and Continuing Professional Education*

**Lewis Perinbam**, *Special Adviser to the President*

**Prof. R.V.R. Chandrasekhara Rao**, *Director, Asian Programmes, Materials and Education for All*

**Richard J. Simpson**, *Director, Communications Technologies and Information*

**Prof. Peter E. Kinyanjui**, *Head, African Programmes and Training*

**John W. Steward**, *Head, Administration and Finance*

**Mavis Bird**, *Senior Programme Officer (Technical/Vocational Education and Training)*

**Dr. Abdul W. Khan**, *Senior Programme Officer (Communications Technologies and Information)*

**Susan E. Phillips**, *Senior Programme Officer (Materials and Education for All)*

**Doris B. McEachern**, *Accounting Officer*

**Patricia E. McWilliams**, *Programme Officer (Training)*

**Alfred W. Trask**, *Programme Officer (Engineering Services)*

**David H. Walker**, *Programme Officer (Technical Services)*

**David R. Wilson**, *Public Affairs Officer*

**Regional Co-ordinators**

**Dr. Dennis H. Irvine**, *Caribbean*

**Naran Kala**, *East and Southern Africa*

**BOARD OF GOVERNORS**

September 1994

**Chairman**

*Dr. H. Ian Macdonald*  
President Emeritus, York University,  
Toronto, Canada

**Government Nominees**

**Australia**

*Prof. C.D. Blake*  
Vice-Chancellor, Charles Sturt University,  
Bathurst, New South Wales

**Britain**

*Ms. Myra Harrison*  
Chief Education Adviser, Overseas Development  
Administration, London

**Brunei Darussalam**

*Dato Paduka Haji Ali Hashim bin Haji Daud*  
Permanent Secretary, Ministry of Education,  
Bandar Seri Begawan

**Canada**

*Mr. Don Hamilton (Vice Chairman)*  
President, General Communications Corporation Ltd.,  
Vancouver, British Columbia

**India**

*Prof. G. Ram Reddy*  
Chairman, University Grants Commission,  
New Delhi

**Jamaica**

*The Hon. Sir Alister McIntyre*  
Vice-Chancellor, The University of the West Indies,  
Kingston

**Nigeria**

*Dr. M.M. Bunza*  
Director, National Teachers' Institute,  
Kaduna

**Tonga**

*The Hon. Dr. S. Langi Kavaliku*  
Deputy Prime Minister and  
Minister of Education, Works and Civil Aviation,  
Nuku'alofa

**Uganda**

*Prof. Julius N. Odurkene*  
Head, Distance Education Department,  
Institute of Adult and Continuing Education,  
Makerere University, Kampala

**Other Members**

*H.E. Chief Emeka Anyaoku*  
Commonwealth Secretary-General, London

*Prof. Walter J. Kamba (Vice Chairman)*  
Dean, Faculty of Law, University of Namibia  
President, International Association of Universities,  
former Vice-Chancellor of the University of Zimbabwe and  
former Chairman of the Council of the United Nations  
University

*Dr. Lydia Makhubu*  
Vice-Chancellor, University of Swaziland,  
Kwaluseni, Swaziland

*Mr. William L. Renwick*  
Hon. Senior Research Fellow, Stout Research Centre,  
Victoria University of Wellington, New Zealand

*Mr. Shell Harvey*  
Asst. Deputy Minister, Post Secondary Education Division  
Ministry of Skills, Training & Labour, Victoria, Canada

**Ex-Officio**

*Prof. James A. Maraj*  
President, The Commonwealth of Learning,  
Vancouver, Canada