

Executive Summary

When Heads of Government created The Commonwealth of Learning (COL) at their meeting in Vancouver in 1987, they heralded a new phase in the Commonwealth's approach to human resource development, recognising the provision of education and training to all as key.

Against this background, COL was created in a bold, innovative and visionary move to stem the tide of ignorance and to build the foundations of educational opportunity designed to equip men and women with the training and skills to meet the needs of rapidly changing societies. COL's response to this challenge is set out in the accompanying description of its first ten years of existence.

This report seeks to capture the significance of COL on the eve of the new millennium. We see COL as an apt and agile agent of the Commonwealth. Not only is its focus on the determining characteristics of the day – knowledge and technology – but its attributes as an organisation epitomise those of bodies designed for the information and technological age. Modern, innovative organisations reserve for themselves the roles of strategists and designers, drawing on the vast productive and distributive capacities existing elsewhere to achieve their goals in the most effective, efficient and economical manner possible. COL possesses the talent and the knowledge, both of the challenges confronting the Commonwealth and the capacities available to meet them, to function in just such a fashion. Moreover, through such a *modus operandi* COL builds precisely the kinds of alliances and allegiances that help ensure its continued responsiveness to changing Commonwealth needs.

Leaders from all walks of life, the world over, recognise that all citizens must have access to education and training if they are to be equipped to shape their own destiny and meet the social, economic, and personal challenges of the global knowledge-based economy. To achieve this objective, governments will need to look beyond the conventional model for providing education. They will need to draw on the opportunities afforded by distance and open learning, which in turn must capitalise on the potential offered by the information and communications technologies. These instruments can economically extend access to quality education, even to the remotest regions. They also provide flexible learning options capable of addressing not only the formal educational needs but also the expanding needs for non-formal education in areas such as literacy, numeracy, public health and hygiene, as

well as labour-market training and lifelong learning – not to mention special human challenges like refugee education.

Distance education and flexible and open learning, which focus on taking education and training to the learner at a time and place suitable to his or her needs, offer a more promising alternative route to the same end. Moreover, the rapid and dramatic improvements in information and communication technologies (ICTs) afford hitherto unavailable opportunities both for increasing access and improving quality. Unlike the conventional educational paradigm where investments in education infrastructure are almost exclusively useful only to education, in the distance education paradigm, investments in the complementary ICT infrastructure can provide a platform for the wider economy.

COL is located at the point of convergence between the demands of a global knowledge-based economy, the pertinence of open and distance learning, and the opportunities afforded by ICTs. The Board considers that COL's record of achievement is such that you, as leaders, can confidently reaffirm your faith in COL as an effective instrument of public policy by endorsing a more ambitious *Three-year Plan, 2000-2003*.

That *Three-year Plan* will be submitted to Commonwealth Education Ministers when they meet in Halifax, Canada, in November 2000. At that time we shall seek pledges sufficient to support a core budget of CDN\$9 million. While significantly less than the CDN\$20 million envisaged by Lord Briggs in his report leading to the establishment of COL, it would enable COL to fulfill in greater measure the mandate accorded it by Heads of Government. COL would thereby be positioned to play a pivotal role in human-centred development — the theme of this Meeting.

COL's future focus:

The *Three-year Plan* now in preparation envisages having COL focus on four roles:

- being a **catalyst for collaborative action**,
- being a **capacity builder**,
- being a **Commonwealth resource for training**, and
- being an **information/knowledge provider**.

Our report sketches the dimensions of these different roles, emphasising that they are interrelated and each must be informed by the rapid developments with respect to ICTs. As we indicate therein, we are also sensitive to issues of gender, good governance, human rights and civil society.

We are grateful to member governments for largely adhering to the pledges made during the Conference of Commonwealth Education Ministers (CCEM) in Botswana in 1997, and for approving the *Three-year Plan, 1997-2000*. We are especially appreciative of those governments, notably Britain and Canada, which have provided additional funds for special projects. Many governments and institutions also made contributions, direct and in kind, to specific projects in which they were directly engaged.

The creation of COL International, a not-for-profit corporation, gives us an instrument to bring the experience and expertise of COL to contract work funded by international

financial institutions and development agencies. We hope to implement other revenue-generating activities designed to reinforce COL's capacity to address Commonwealth needs.

Recommendations:

The Board of Governors therefore requests Commonwealth Heads of Government to:

1. Note The Commonwealth of Learning's progress and its contribution to pan-Commonwealth development in distance and open education, over the past decade, and
 - Urge The Commonwealth of Learning to apply its knowledge as well as garner Commonwealth talent, skills and resources to broaden the application of open and distance education to promote *lifelong learning* covering all aspects of human, social, and economic development where training and knowledge are deemed critical.
 - Reaffirm their expectation that The Commonwealth of Learning will use, and assist member countries to use, all existing and emerging technologies for the purpose of human development through *Education and Training for All*;
 - Encourage The Commonwealth of Learning to develop partnerships and synergistic relationships with other national, regional and international agencies *to pursue the full breadth of the goals and mission envisaged for COL and outlined in the Report.*
2. Recommend strongly that their Ministers of Education provide The Commonwealth of Learning the necessary resources to implement its more ambitious *Three-year Plan, 2000-2003*.
3. Encourage all other Ministries and Ministers in other portfolios concerned with human development, to exploit The Commonwealth of Learning's capacities in the realisation of their objectives, furnishing the necessary resources to enable COL to provide such specifically identified services.

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Globalisation

The Commonwealth of Learning & People-Centred Development

The past as prologue

This year, The Commonwealth of Learning (COL) celebrated its 10th birthday. It has been a salutary period of reflection and anticipation. As with most milestones, it enticed us to take a Janus view: looking back to the challenges and achievements of the past decade and looking ahead to the demands and expectations for the next. This report, while addressing past accomplishments, puts before Heads of Government outlines for COL's future work, and seeks your endorsement.

Commonwealth leads the world

Commonwealth Heads of Government demonstrated tremendous foresight when they focused on education, training, and the new technologies during their meeting in Vancouver in 1987. That focus led them to agree to the creation of The Commonwealth of Learning despite the prevailing climate of severe fiscal restraint. The Commonwealth is now alone in the world in possessing an instrument to increase access to education and training, employing distance education and open learning methodologies enriched by the new information and communications technologies.

Since that Commonwealth meeting, education and training have appeared on the agenda of virtually every other multilateral summit, from APEC through to the Summit of the Americas and even as recently as the G-8 meeting in Cologne. Indeed, in Cologne, the spotlight was placed on distance education, COL's particular *raison d'être*. Leaders the world over and in every sphere have identified the new millennium as one in which knowledge, and therefore education and training, will be the defining characteristic and the prime determinant of success. They recognise that countries' comparative advantage will increasingly reside in the quality and talents of their human resources.

As our Chairman, Dr. H. Ian MacDonald has said, *"The whole commonwealth has experienced the continuing historic shift from natural resource exploitation, to manufacturing, to financial and capital flows, and now to human resource development and the empowerment of people. Although we will not readily reverse the undesirable consequences of so-called globalisation, at least we can strive to serve the best interests of the developing world and the self-determination of its peoples. Happily, the means of doing so is available to us through global knowledge – and the available techniques of distance education can now deliver quality products at lower costs, while reaching many more people much more quickly."*

This reality was unquestionably the motivation behind UNESCO's decision to spearhead the vision of Education For All where governments have committed themselves to the goal of ensuring every person has access to education by 2015. Oxfam has underlined the bitter fact that the annual financial resources necessary to achieve this goal could be found through reallocation of a mere four days worth of the world's arms expenditures. International financial institutions have also begun to recognise the critical role of education and training in the context of knowledge economies. The World Bank, under the

The one most powerful and highly needed tool is an all-pervasive means of communication that is within the reach of all. First and foremost we can use new communication technologies in our battle to conquer poverty. What is required is that [citizens] should be provided with suitable education and acquire useful skills in all sectors of the economy. The traditional model of giving education in the classroom using conventional training aids has proved to be costly and time consuming... We must employ modern technology to reinforce and reorient the traditional school system.

NELSON MANDELA, PRESIDENT OF THE REPUBLIC OF SOUTH AFRICA (1994-1999)

enlightened stewardship of James D. Wolfensohn, has launched, with the early help of Canada, the Global Knowledge Partnership. It is noteworthy, but not surprising, that Commonwealth countries will have hosted the first two major meetings of this Partnership: Canada in 1998 and Malaysia in 2000.

COL, a member of the Partnership from the outset, looks forward to contributing to the success of the 2nd Global Knowledge Conference (GKII) in Malaysia. With this in mind, COL chose Kuala Lumpur as the site for a meeting of South Pacific Island education ministers to be held on the margins of GKII. Its purpose will be to agree on a strategy for technical/vocational education and for credit recognition in the region.

Humanising globalisation

The theme of this Commonwealth Heads of Government meeting highlights leaders' desire to radically change the perception of the process of globalisation, which to this point has often been attributed the following characteristics:

- a period that has seen the strengthening of multinational corporations to the detriment of local industry;
- the implementation of multilateral agreements on trade and commerce that empower the corporate sector at the expense of national sovereignty;
- an increase in the ease of capital flows resulting in declining independence in local monetary and taxation policies;
- an homogenisation or "Disneyfication" of world culture threatening the vibrancy of local cultures; and
- the dominance of English over other languages, endangering the survival of native tongues.

In short, many people the world over have seen globalisation as the further empowerment of the well-to-do and the already powerful, while marginalising and threatening the survival of the weakest and least powerful. People increasingly fear they are valued for what they can contribute to the economy and the enrichment of the few rather than for their intrinsic value as human beings. Commonwealth leaders have declared their determination to correct this picture by reaffirming their commitment to make the quality of human life, and hence human development, the centrepiece of their deliberations.

Ironically, the new information and communications technologies (ICTs), widely accepted to have been the instruments of globalisation, have also been the impetus behind the global focus on knowledge, education and training. Governments are wisely exploring how to marshal these instruments to the advantage of the global citizenry. The Commonwealth is unique in having at its disposition a body already specifically charged with this objective: The Commonwealth of Learning. With 10 years experience; with a knowledge of the challenges particular to the different regions and countries of the Commonwealth; with an awareness of the substantive changes in technological capabilities, hardware, software and learnware; and with a fine knowledge of distance education and open learning methodologies, COL is ideally placed to assist Commonwealth leaders in discharging their individual and collective responsibilities.

The way ahead

The challenge for the Commonwealth is a daunting one. As Professor Gajaraj Dhanarajan, the President of COL, recently noted: *"The Commonwealth is home to the world's largest source of illiteracy, under-education and under-provision for learning. Fewer than one in 10 persons in the Commonwealth have*

What we need is a bridgehead into the new information age. Over time such a bridgehead would enable us to influence the new information age by reinforcing those attributes that make the Commonwealth a force for good...I submit that we already have such a bridgehead in COL.

H.E. CHIEF EMERA ANYAOKU, COMMONWEALTH SECRETARY-GENERAL

the basic tools to function in the knowledge economy of today. If the Commonwealth, as a whole or as individual nations, wishes to catch up with the developed economies of the OECD, then there is no choice but to apply the valuable lessons of distance and open learning. This may be the only solution to reduce this awful education and training deprivation of our peoples and the gap between them and the rest of the world."

COL intends to help apply this solution by focussing on the following four roles:

- being a **catalyst for collaborative action**
- being a **capacity builder**
- being a **Commonwealth resource for training**
- being an **information/knowledge provider**

The impact of technology

Clearly, these roles, which will constitute the themes of the next *Three-year Plan, 2000-2003* must be interwoven, as none stands completely apart. Similarly, each must be informed by constant changes in the nature and role of different information and communications technologies. For example, the ease and speed of modern communications through telephone, fax and e-mail facilitate efforts at collaborative action: meetings are as likely to take place electronically as in person and agreements arrived at through e-mail and electronic discussion groups. Likewise, these technologies have a keen role to play in building capacity. They can be used to streamline student record management, thus freeing resources for other important work. They can be used to produce, modify, duplicate, and transmit teaching materials of all sorts. Equally they can improve student support systems, so critical to increasing the completion rates of distance education learners. The rapidly changing technological environment both necessitates and facilitates training across the full spectrum of distance education and open learning. Finally, the role of ITCs in accumulating, manipulating and transmitting data and information is clearly evident, and this provides a timely opportunity for COL to act as an information and knowledge provider on all matters related to distance education and open learning.

The relevance to gender

As with technology, COL appreciates that special attention must be paid to gender issues in carrying out every aspect of its mandate. This responsibility, is heightened simply because we are mindful of the particular utility of distance education and open learning methodologies to the challenges confronting women. There is considerable evidence to support the contention that development is furthered more by educating women than men. The argument is based on the finding that women are far more likely than men to transfer their learning to other members of the family and to support their children in their own educational development. In addition, there is a strong correlation between an increase in the population of educated girls and a decline in the birth rate.

Yet the reality is that girl children are frequently the first victims of limited access to education. Families still place greater emphasis on the education of their boy children than girl children, in recognition that males are generally still expected to be the providers for their families. Consequently, if space is limited in classrooms, girls are the first to suffer. Even when there is space, the classroom is often a considerable distance physically from the girls' homes. Parents can understandably be reluctant to have their daughters walk many miles, outside daylight hours, to reach the classroom or return home. In many instances, schools can lack adequate washroom facilities for adolescent girls. Another deterrent is the

The challenges facing women in Africa, whether these challenges are in the lack of educational and economic opportunities, or whether they emanate from a contravention of basic human rights, require to be addressed, and open learning systems widen the opportunities for such a dialogue.

FAY CHUNG, DIRECTOR, UNESCO INTERNATIONAL CAPACITY BUILDING INSTITUTE FOR AFRICA

social expectation that girls have a responsibility to support the needs of the household. Therefore girls can be expected to stay at home to tend to the needs of siblings, to help a sick parent, or to assist with farm chores. Finally, teachers at the secondary level are most often men, which can lead to discrimination against girls as well as other negative influences and behaviours.

Distance education delivers education and training to the learner. It also makes the education and training available at times suitable to the particular needs of the student. Consequently it overcomes many of the obstacles faced by women when confronting the inflexibility of traditional systems.

COL attempts to be gender sensitive in every aspect of its work. In addition it has initiated discrete projects to address particular gender issues. For example, COL is running a series of workshops on gender and technology. These recognise that women appear naturally less comfortable with the new technologies than is the case with men. These workshops will try to identify the obstacles and ways to address them so that women are able to participate with as much ease as men in the technology-driven economy.

Catalyst

COL as a catalyst for collaborative action

With a relatively small resource base but with an imposing mandate, COL has a record of working in collaboration with others. These have included governments, such as the Government of India with respect to the creation of the Commonwealth Educational Media Centre for Asia (CEMCA) and the Government of Zimbabwe, which has agreed to host a similar centre for Southern and Eastern Africa. It has also co-operated with other multilateral organisations such as UNESCO with which it has agreed upon a joint Work Plan. It has similarly worked with the World Bank and others as a member of the Global Knowledge Partnership. It has also collaborated with, and indeed has helped establish, Commonwealth professional associations in the field of distance education and open learning. These associations recently decided to form a Federation of Commonwealth Open and Distance Learning Associations (FOCODLA), which will take responsibility for the second Pan-Commonwealth Forum on Open Learning in 2002.

COL will continue aggressively to pursue opportunities for collaboration with similar national, regional, multilateral, and professional bodies. But it also wishes to focus on achieving a greater collaborative role with the full range of government ministries in the Commonwealth. You, the Heads of Government, whose responsibilities cut across the breadth and depth of government, established The Commonwealth of Learning. As such, we believe COL should look to ways to facilitate the full range of your objectives, while maintaining a sharp focus on its particular responsibilities towards the education ministries. With your agreement therefore, we intend to participate in future meetings of Commonwealth Ministers, not simply by providing a report of past activities but by indicating particular ways in which COL might be able to collaborate with those Ministers in the realisation of their objectives. Any plans put forward will be accompanied by an indication of required resources so that participating Ministers can be aware of the cost implications of their decisions.

Education is the key to creating a society, which is dynamic and productive, offering opportunity and fairness to all. Learning can unlock the treasure that lies within us all. A good education provides access to [a] country's rich and diverse culture, and to an understanding of its place in the world. It offers opportunities to gain insight into the best that has been thought and said and done.

THE HONOURABLE KADRESS R. CHEDUMBARUM PILLAY, MINISTER OF EDUCATION AND SCIENTIFIC RESEARCH, MAURITIUS

We would hope, therefore, that you would encourage your ministerial colleagues, regardless of their portfolio, to draw on the knowledge, skills and talents of COL to identify ways in which distance education and open learning might best facilitate the achievement of their aims. For example, ministers responsible for labour and economic development are aware that the link between training and the economic productivity of both individuals and the work place is well documented. The more productive countries are those that have invested more in training the labour force. Realistically, many countries, limited by their scarce human and financial resources, cannot possibly increase access to training on the scale required, and within an acceptable time frame, if they restrict themselves to conventional methods. While not a panacea, distance education and open learning afford much greater hope in this respect.

COL could also play a role in developing training materials on ways to develop and use e-commerce. Indeed, given that business people often have inflexible schedules, distance education, which allows learners to study at the time and place of their choice, is probably the most effective vehicle to reach them. COL would be delighted to work on this and similar initiatives with the Commonwealth Business Council. Similarly, should Commonwealth Justice Ministers focus on the advancement of human rights, COL could support their efforts by developing self-instructional materials on all aspects of human rights, from the rights of women through to the rights of the child. This is, in fact, a pressing issue if there is to be any hope of a significant improvement in the human rights picture. People cannot claim rights they do not realise they have. Since most teachers in the developing countries of the Commonwealth were never educated in human rights, yet will be in the classroom for the next 20-30 years, whole generations can be written off unless we provide a facility for teachers to learn about this subject. Again, distance education, with its flexible approach, is an ideal vehicle for reaching this generation of teachers.

Builder

COL as capacity builder

Through COL International

By setting up COL International, a COL affiliate established as a not-for-profit corporation, we have provided additional wherewithal for COL to engage in collaborative activity with international financial institutions and Commonwealth development agencies. We can now bring COL's expertise, experience and knowledge to a full range of contractual services designed to improve the educational capacity of Commonwealth countries. Moreover, to the extent COL International is successful in exploiting the opportunities presented, we will be able to strengthen COL's capacity to serve member states without placing added burdens on your treasuries. The Board is especially grateful to Industry Canada for its support of this initiative.

Through Community Learning Centres

The principal rationale behind collaboration must be to increase the capacity of member states to deliver the education and training services countries and individuals so desperately need. Capacity building is more than simply duplicating or replicating what has gone before. Indeed an exclusive focus on old models and procedures is almost certainly doomed to failure. COL, with the generous assistance of the

Freedom is the freedom to learn. When we build societies that are stable and fair, we give opportunities to all, regardless of gender, race, ethnicity or religion. Producing the best pedagogy is the responsibility of educators. Producing the best societies is a responsibility that falls upon all of us.

NOAH SAMARA, CHAIRMAN & C.E.O., WORLDSPACE CORPORATION

United Kingdom, has therefore been exploring ways to increase literacy through community learning centres possessing the latest telecommunications facilities. Using funding provided by the British Department for International Development (DfID), three pilot projects are currently taking place in Bangladesh, India and Zambia involving 20 Community Learning Centres (CLCs) and reaching out to about 500 000 people in the poorest of the poor rural communities. CLCs, or as they are sometimes called, technokiosks, offer the hope of bringing a better quality education to remote communities. At the same time, they educate people to appreciate how to use technology for their own betterment. COL has been fortunate to have the experience of the Acacia Project of the Canadian International Development Research Centre (IDRC) to draw on. COL is also contemplating engaging with UNESCO in its Learning Resource Centres initiative.

Through community radio and video

Similarly, COL has explored the use of new but cost effective technologies to expand learning at the community level, particularly in areas of non-formal education such as literacy, numeracy, basic hygiene, water safety and so forth. To this end, it has set up community FM radio stations operating with transmitters which fit in a suitcase and can transmit over a range of 50 kilometres, sufficient to cover the whole community. These radio stations permit community leaders to develop programmes in local languages and of particular relevance to local needs. In some instances, national broadcasters have rebroadcast the programmes.

In other circumstances, for example with agricultural extension workers in Jamaica, COL has utilised video and computer-based video editing units to enable the extension workers to take the training to the farmers using footage obtained locally. COL has also helped the Technical Education and Vocational Entrepreneurship Training Authority (TEVETA) in Lusaka to capitalise upon a computer-based non-linear audio/video production system to create educational programming for national radio and television.

Through strategic alliances with member states

Member Commonwealth countries have also called upon COL to assist in drawing up strategies for developing capacity in distance education and open learning. COL has enjoyed a close working relationship with Mozambique in this respect. Similarly, it has worked with Caribbean countries to expand their capacity to deliver technical and vocational education. COL has developed in concert with the countries of Southern Africa two major schemes to address requirements for distance education. These include the development of self-instructional materials at the secondary school level in the areas of science, mathematics and English, and STAMP 2000+ supporting the development of self-instructional materials designed to upgrade teachers in the subjects of science, math, technology and general education. Both projects benefit from the close collaboration and generous support of eight southern African countries.

Through virtual delivery

The notion of virtual education has become such a pervasive one that COL has taken the initiative to undertake a study of the development of it on a global basis. This study was made possible through the contribution Britain made during the last Commonwealth Heads of Government meeting in Edinburgh.

The resulting report, *The Development of Virtual Education: A Global Perspective* can be found on the COL web site. Printed copies were also distributed. The Report contains a number of observations,

Every country in the world is now aware of the importance of literacy and its positive implications for democracy, sustainable development, the alleviation of poverty, the empowerment of women and the inclusion of the excluded.

FEDERICO MAYOR, DIRECTOR-GENERAL, UNESCO

constituting a snapshot of the state of virtual education at a given point in time. Of the full list, which can be found in the Highlights section (see page 30), we would draw your attention to the following:

- While there are still few examples of virtual institutions in the purest sense, the amount of development activity in all types and levels of educational organisations, both public and private, is considerable in all parts of the world.
- There are some remarkable examples of the transformation that can take place when a vision for an educational system is developed and its implementation championed by decision-makers.
- The application of information and communication technologies to the provision of education is impacting on the marketing of education by institutions. There is an unprecedented degree of competition nationally and internationally with technologies crossing the political and geographical boundaries.

Against such observations, the study team made a number of recommendations that we endorse and will form part of our plan for the next triennium. These include:

- facilitating the development of virtual education delivery and organisation models, collecting data on such issues as costs and benefits re the use, appropriateness and sustainability of information and communications technologies, and on the quality of the learning experience,
- identifying strategies to develop and ensure access to new programmes and credentials deemed important on a pan-Commonwealth basis, and
- ensuring the availability of a suite of support services which would include the provision of programme advice, assessment of learners' current skills and knowledge, assistance in the development of programme learning plans, maintenance of records of learning and participation in the issuance of programme awards.

Some of these recommendations resonate similar sentiments stongly advanced during the first Pan-Commonwealth Forum held in Brunei Darussalam.

"Indigenous people must generate open and distance learning and not remain dependent on donors" was a clear and consistent message of the first Pan-Commonwealth Forum on Open Learning, whose theme of "empowerment" is echoed by the theme of this Commonwealth Heads of Government Meeting. Commonwealth Secretary-General, H.E. Chief Emeka Anyaoku, in his opening address signalled the *"desperate need to create linkages between [the] universal culture and national/local cultures in various societies."* He followed with *"a plea for cultural pluralism which would have its expression in an emerging world culture, in which people everywhere would make a contribution and feel a part."*

He rhetorically asked: *"So what does this imply for the COL agenda in the future?"* His answer was clear, and it is one to which COL fervently subscribes. The Secretary-General elaborated as follows: *"For one thing it does not mean simply more of the same. In addition to the excellent technical interventions, it is important for COL to take on the challenges inherent in the contentions I have listed earlier. This means for instance that when dealing with innovative projects like "virtual universities", COL should not stop at the efficient transmission of the best programmes from the developed countries to the developing countries. It should also ensure that academics in the developing countries have a major input into their own programmes, as well as making appropriate inputs into programmes of developed countries. This is the way of the Commonwealth: Sharing and ensuring participation by all."*

Developing countries must be proactive participants in the global information exchange. They must not remain passive consumers of imported information and Web content; instead becoming active contributors to the global resources and thus strive to garner a larger share in content production and creation.

THE HONOURABLE MAURICE STRONG, SPECIAL ADVISER TO THE UN SECRETARY-GENERAL & CHAIRMAN, EARTH COUNCIL

While a clear and simple request, this is nonetheless an onerous responsibility, but one which COL is determined to discharge. To achieve success, though, COL will require the full co-operation of governments and institutions in all regions of the Commonwealth. The production of sophisticated on-line courses capitalising on multi-media is not cheap. Even in the richer countries, institutions and others have found it desirable to combine resources when developing educational programmes dependent on a variety of media. The regional co-operation that has been a hallmark of other Commonwealth educational initiatives will also be essential to this task. Donor institutions and development agencies will have to be as generous in supporting locally produced programmes as they have been in supporting the availability of programmes from the developed countries.

As it is unlikely that many countries will be able to develop a full suite of educational programming available on-line, it may prove necessary for different countries to take responsibility for different elements. This is not a new model. Indeed it characterises the approach of STAMP 2000+. But for the output to be recognised as quality education, and to facilitate the recognition of the credits learners obtain from different on-line courses, it may now be the time for COL to look seriously at providing credit recognition itself.

While prescient in taking their decision in 1987 to found COL, Commonwealth Heads of Government were also appropriately conservative. As President Dhanarajan has pointed out, though, *“during the decade of the agency’s life the environment has changed very drastically. Multi-media, reduced communication costs, the Internet and the World Wide Web are all making it possible for courses and training to travel across national jurisdictions fast and without difficulty. At a recent count, some 17,000 individual courses were found on the Web. This can only grow. Under these circumstances, we need to ask whether or not the conservative vision that was prescribed for COL a decade ago is still applicable.”*

As the President recognised, *“some will ask if international agencies like COL should engage in delivering courses. Just consider one example: The World Bank Learning Network (WBLN), which was put together in 1997. This network uses the facilities of the offices of the World Bank throughout the world as learning centres through which courses considered of benefit to the Bank’s operation are designed in Washington and piped through (synchronous) video and audio conferencing channels, as well as (asynchronously) through facsimile, Internet and Web conduits. Still in its infancy, the Bank is expected to rapidly build this capacity in the next few years.*

“The World Bank is not the first organisation to enter this field. Business and industrial houses are most active in this area both for their needs as well as to profit from their investments. Since most of the money for these efforts is coming from a handful of developed countries, most of the training will go towards servicing their immediate needs. This is not a solution to reducing the gap that is already existing between those who have and those who do not. It is a recipe to perpetuate the current inequalities well beyond the end of this decade and into the next millennium unless those of us with the knowledge, know-how and concern are prepared to do something about it.”

With the encouragement of Commonwealth Heads of Government, COL is prepared to act.

Through innovative modifications to existing scholarship programmes

Canada has pointed the way to capitalise on existing Commonwealth education programmes to build educational capacity in other countries. It has done so by providing COL the means to conduct a pilot distance education programme involving four Caribbean countries, the University of the West Indies, and

...how do we meet the challenge of providing education for all?...open learning and distance education has the perfect dynamics in order to meet that equation.

THE HONOURABLE MIA AMOR MOTLEY, MINISTER OF EDUCATION, YOUTH AFFAIRS & CULTURE, BARBADOS

three Canadian institutions. The pilot forms part of the Canadian Commonwealth Scholarship and Fellowship Programme. It not only provides education and training at significantly lower per-student costs than the conventional Commonwealth Scholarship and Fellowship Plan, but it also provides education and training more immediately responsive to the national development priorities of the receiving country. It builds lasting linkages amongst educational institutions, educates students in the environment where they will be working, permits students to pursue their education without having to quit their daily employment, and reduces considerably the risk of brain-drain that has too frequently characterised the conventional programme. While the pilot will not be completed for another few years, we are sufficiently confident in the results to date to suggest that not only Canada, but other contributing countries to the Commonwealth Scholarship and Fellowship Plan, might wish to expand the use of this model.

Through the transfer of materials

A fundamental rationale for the creation of COL was to facilitate the transfer of materials and lessons learned so that others need not reinvent the wheel or make costly mistakes that could have been avoided. There is tremendous goodwill amongst Commonwealth educational institutions. Nonetheless, as knowledge has become viewed as a commodity to be traded, greater emphasis has been placed on the protection of intellectual property rights, which in turn has worked contrary to the goals of sharing opportunity and increasing access. Even though many institutions are prepared to waive their intellectual property rights with respect to distance education materials they produce, they are not in a position to waive the rights pertaining to excerpts their materials may contain from other publications, which constitute third-party copyrights. To help overcome this barrier, COL would like member governments to contribute to a fund to purchase the necessary intellectual property rights for self-instructional distance education material deemed applicable elsewhere in the Commonwealth. Contributing countries could restrict the use of all or part of their contribution to the purchasing of copyright related directly to materials produced in their country.

The Commonwealth of Learning has focussed extensively on training, often using workshops to train local trainers so that there would be a significant multiplier effect. One innovative development in this respect is the creation

of a number of toolkits to facilitate those offering distance education training workshops throughout the Commonwealth. Toolkits comprise several elements such as (1) a detailed trainer's guide including training strategies, exercises and activities, (2) master overhead transparencies, (3) recommended reading lists, and (4) case studies of best practices. There are seven toolkits covering a range of subjects from the design of open and distance learning materials, through the planning and management of open and distance learning to quality assurance and learner support.

The new technologies themselves necessitate another form of training. Educational content and pedagogy has to be created to meet the exigencies of and to capitalise fully upon the unique capabilities of these technologies. It is not simply a matter of replicating in the technological environment what was created for a conventional classroom. Changes in technologies are outpacing our capacity to adjust the

Trainer

COL as a Commonwealth resource for training

... We must never forget that education is not a one-off event for the under 18s. The new consensus must be based on wide access to higher education and continual opportunities for all adults to learn throughout life.

THE RIGHT HONOURABLE TONY BLAIR, PRIME MINISTER OF THE U.K.

educational paradigms. COL therefore has a job to do in terms of identifying new approaches, experimenting and researching the applicability, and communicating the findings to stakeholders around the Commonwealth.

As a developer of education and training programmes

COL's experience in the development and delivery of other education and training programmes leads us to believe that COL should perhaps be bolder in its approach with respect to training. It has pioneered the development of a CEMBA/MPA (Commonwealth Executive Master of Business Administration/Master of Public Administration) distance education programme to extend affordable access to such degrees. Similarly, it has developed a programme in legislative drafting that is offered at a distance, reducing by over one-half the per-student costs to the Commonwealth for training in this area. While the foregoing programmes focus on tertiary education and professional development or upgrading of professional skills, COL has also produced course materials designed to upgrade the pedagogical and teaching skills of technical/vocational educators. At its request, COL has presented a proposal to the United Nations High Commission for Refugees (UNHCR), based on full cost recovery, for the development and delivery of a training programme in effective writing for their field staff.

As a facilitator of student mobility through credit recognition and accreditation

In the above instances, COL has responded to agreed-upon need, overseen the development of the educational content and instructional design, exercised quality control, and secured partners for the delivery of the programmes. In one case, it has been proposed that COL offer jointly the qualification to be obtained on completion of the programme. This is a new departure, but one which has been seen as attractive by the institution undertaking the delivery since it suggests a recognition of the work beyond the region covered by the institution itself. Given the increased importance of mobility of students and workers, we propose to develop further this aspect of COL's work in co-operation with Commonwealth educational institutions.

We are also conscious of particular training needs in a variety of non-formal areas such as literacy and agriculture. We intend to address these along with other global and humanitarian needs such as the training of refugees and displaced persons. Substantially what we have in mind is to create a seamless canvas with respect to training: providing services, developing courses and programmes, training teachers, supporting and encouraging policy development, facilitating accreditation and credit transfer. The latter considerations of accreditation and credit transfer can have a significant impact on the ease of student mobility as well as the ease of movement into the labour force. As President Dhanarajan pointed out during the Pan-Commonwealth Forum on Open Learning in Brunei Darussalam: *"As market-driven distance education courses begin to proliferate in their various forms including the many digital classrooms that are sprouting all over North America and Western Europe, students seeking to exchange their credits for a qualification are going to need a service that will enable them to do such conversions. The nations of the Commonwealth with their large populations are potential targets for such business and their people can be beneficiaries of a credit bank or some similar arrangement that will facilitate such conversions. By co-operating with each other, Commonwealth institutions can develop an academic credit bank to help them be internationally competitive and to help students maximise the benefits of their learning experiences."*

Today, a passport and a ticket allow people to travel anywhere in the world. In the future, the passport to mobility will be education and lifelong learning. This passport to mobility must be offered to everyone.

COLOGNE CHARTER

Information and communications technologies have revolutionised the world's capacity to accumulate, store, retrieve, and transmit information.

The ease of digitalisation of information, the impressive increase in the amount of data that can be stored on ever smaller media, and the computing capacity to index material, make information and knowledge management possible on a scale hitherto unthinkable. These developments challenge COL to exercise its information and knowledge provision responsibilities in a much more effective and comprehensive manner. COL is already working in partnership with the World Bank to develop the Global Distance Education Net (DistEdNet), a knowledge guide to distance education designed to help those interested in using distance education for human development. The Network consists of a core site located at the World Bank and regional sites in all parts of the world, with COL having accepted to develop and operate the site designed to cover small island states. The World Bank's *InfoDev* has agreed to provide the start-up funds.

Sharing experiences, know-how, talents, and information has always been a defining characteristic of the Commonwealth family of nations. It has equally constituted a major tactic in the strategy COL has employed to discharge its mandate. The rapid evolution in the capacity of technologies and their availability throughout the Commonwealth, provide an avenue to do even more in this respect. It is for this reason that we have identified COL's role as an information/knowledge provider as one of the key themes of our next *Three-year Plan*. This theme will be further developed at a Round Table of experts to take place after this report is written but before Heads of Government meet. We look forward to being in a position to elucidate upon the conclusions of that Round Table when we make our presentation at CHOGM.

Technological change, however, does not yet represent a panacea for the transference of information and knowledge. This is especially so in the Commonwealth where the poorest of our members, as well as some of the remote regions of our richer members, remain without the basic infrastructure necessary to support an effective technology-based system. For this reason, COL intends to continue to contribute to the information needs of the Commonwealth through more traditional and conventional means. These will include newsletters, monographs and guides, as well as *The World Review of Distance Education and Open Learning* series that COL initiated and produces in partnership with the International Research Foundation for Open Learning (IRFOL), and Routledge press.

COL will also continue to facilitate the sharing of expertise and knowledge through professional distance education associations and will support the presentation of best practices, new research, and other developments in regional and pan-Commonwealth fora. One such example is TEL-isphere 99, to take place in Barbados immediately following the Commonwealth Heads of Government Meeting, and which will focus on the use of technology-enhanced learning in the Caribbean. This is a collaborative venture between the Caribbean Broadcasting Union and COL, with the co-operation of the Government of Barbados and the University of the West Indies, and funding support from the Caribbean Development Bank, *InfoDev*, and the British Department for International Development office in the Caribbean.

Provider

COL as an information/
knowledge provider

Fifty years ago, the Universal Declaration of Human Rights asserted that education is a basic human right. Today, we are saying it is the immediate pre-requisite for sustainable human development. At the advanced levels, education is the access to fulfilment. At the most basic levels it is the key to break the poverty trap.

ARMOOGUM PARSURAMEN, DIRECTOR, UNESCO

Funding

The Commonwealth of Learning is extremely grateful for the confidence Commonwealth Governments have shown in its work through their generous support for the *Three-year Plan, 1997-2000*.

We are delighted that Governments largely adhered to their pledges and commitments with respect to annual funding for the core budget. Canada, through the combined generosity of the province of British Columbia and the federal government, continues to be a leading contributor along with Britain. Both these countries, moreover, have made further contributions for specific initiatives that would otherwise have been beyond the scope of the core budget. In Canada's case, the extra-budgetary funding has enabled COL to explore new dimensions to the Commonwealth Scholarship and Fellowship Programme and to ensure wider representation at the Pan-Commonwealth Forum on Open Learning held earlier this year in Brunei Darussalam. In Britain's case, extra-budgetary funding has been provided on a number of occasions, most notable amongst them being the two initiatives Prime Minister Blair announced during the Edinburgh Heads of Government Meeting, namely for literacy and for the study on virtual universities.

The Board also wishes to signal the impressive contribution of New Zealand which is not only one of the larger in absolute terms but even more outstanding in relative terms. Its support, along with that of Australia, has enabled COL to reach out to communities in the Pacific as well as in Africa and other parts of Asia.

The Board is especially appreciative of the substantive and constant support provided by India, along with a number of other developing Commonwealth countries. In fact, 33 of the 54 Commonwealth countries have contributed to core funding of the *Three-year Plan, 1997-2000*. The Board remains mindful that, without the early generosity of Brunei Darussalam, host of the first Pan-Commonwealth Forum on Open Learning, COL may not have existed. This partnership between the developed and developing members of the Commonwealth demonstrates unequivocally that COL is a shared endeavour, clearly distinguishing it from the more conventional donor-recipient models of co-operation.

This reality is further demonstrated when one factors in the tremendous direct and indirect local support provided by Governments and institutions hosting workshops, training sessions and other activities spear-headed by COL. These contributions never register in the accounts of COL but they remain, nonetheless, critical to the realisation of project objectives. Moreover, they provide incontestable evidence of the priority host Governments attach to this work.

Indeed, this is a central consideration in any project or program that COL decides to undertake, namely the degree of commitment demonstrated by the country(ies) or institution(s) involved. This commitment is often most readily demonstrated by governments' or institutions' willingness to invest their own resources — either through cash or in-kind — in the endeavour. In the case of governmental contributions, such investments also provide evidence that the project is responding to a need or priority as identified by national authorities. Other considerations COL bears in mind when reviewing project proposals are the degree to which the lessons learned or the products produced could be transferable elsewhere in the Commonwealth, and the degree to which the projects are sustainable beyond the period of COL's direct investment. This is not simply a consideration for project approval, but equally of project design: we wish to ensure that sustainability is built into the project by seeing that the necessary infrastructure and training are put into place to ensure that benefits accrue beyond the period of COL's direct financial involvement. COL also favours those initiatives that will enhance local capacities in the sense of developing skills or competencies capable of being used

The information gap, already large, threatens to become permanently insurmountable. The need to bring information — cheaply, quickly, and effectively — to the developing world is more important than ever before. Through co-operation, we can succeed in creating affordable information technology for people in developing countries. Let us not fixate on price. Ours, together, is a roadmap for universal access to information. What better patrimony can we bequeath to our progeny? What is the price, the value of that! Together we have a great vision worth every measure of our lives. Let us come together and make information affluence through open learning available to all.

NOAH SAMARA, CHAIRMAN & C.E.O., WORLDSPACE CORPORATION

beyond the confines of any particular project. Another key consideration is the multiplier effect of any initiative. At the simplest form, this can mean that in the case of training we would focus on training those who could subsequently undertake the training in their own country, i.e. “training the trainers”.

We are delighted to be able to confirm that COL successfully leveraged the core funding provided such that it was able to generate significantly more project and programme activity than Governments’ direct investments of under CDN\$5.5 million per annum would otherwise have permitted.

For example, COL was able to secure over half the costs of the Pan-Commonwealth Forum in Brunei Darussalam from sources outside its core budget. COL estimates conservatively that \$2-\$3 worth of programming is generated for every dollar Governments contribute to its core budget. In a number of cases, the leveraging goes well beyond that. One such case is the feasibility study on the use of broadcasting in the Caribbean for open and distance learning. The study itself will consume some \$217,000 while COL will invest resources of \$28,000 – a leveraging effect of almost \$8 for each dollar of expenditure incurred by COL.

We are confident that our decision to create COL International as a COL affiliate capable of undertaking contractual work funded by international financial institutions and/or national development agencies will, over time, generate additional revenues for COL and, as such, decrease funding pressures on Governments’ national treasuries. We are prepared to explore other options such as the creation of a foundation with similar ends in mind, namely to increase our capacity to serve Commonwealth priorities, while decreasing our relative dependence on Government funding. Realistically, however, these are long-term goals, and for the immediate future COL will continue to rely principally on the core funding from member countries of the Commonwealth.

Above we have attempted to sketch an outline of the current environment, which is clearly far from static given the rapidly changing technological landscape stimulating equally rapid changes in the economic and social challenges facing member countries. These technological advances, combined with the efficacy of distance education and open learning methodologies, afford Commonwealth Governments new and creative means to address the immense human challenges facing us all. Commonwealth Governments can lead the world in a new phase of development focussing on human empowerment by providing the education and training necessary for our peoples to influence, shape, mould and fully participate in this exciting new knowledge-based world in which we will all share. The boldness of Commonwealth Heads of Government in 1987 provided the Commonwealth an instrument to meet that goal: The Commonwealth of Learning. Given the theme of this meeting, we are confident that Commonwealth leaders will be equally bold in their support of COL in its appropriately more ambitious *Three-year Plan* designed to position the Commonwealth at the vanguard of the new millennium.

The original Report of the Expert Group under the chairmanship of the Rt. Hon. Lord Briggs of Lewes, which led to the creation of COL, envisaged funding in the order of CDN\$20 million per annum by the end of four years. We remain more modest in our assessment, in part because the primary strength of COL’s small secretariat is its ability to tap into the enormous resources of the Commonwealth. COL’s efficacy is reflected in its proven capacity to leverage resources. Its relatively small size allows it to act and react with agility, unlike significantly larger and more bureaucratically moribund organisations. These attributes lead us to believe that an increase in core funding to CDN\$9 million per annum will enable COL to carry out the new *Three-year Plan, 2000-2003*.

Countries will invest (in education and training) when they understand the link between human capital and economic growth and overall well-being. One thing is clear: Education matters more and more — for all people around the globe, in developing and industrialized countries alike.

DONALD J. JOHNSTON, SECRETARY-GENERAL, OECD

Recommendations

The Board of Governors requests
Commonwealth Heads of Government to:

1. Note The Commonwealth of Learning's progress and its contribution to pan-Commonwealth development in distance and open education, over the past decade, and
 - Urge COL to apply its knowledge as well as garner Commonwealth talent, skills and resources to broaden the application of open and distance education to promote *life long learning* covering all aspects of human, social, and economic development where training and knowledge are deemed critical.
 - Re-affirm their expectation that COL will use, and assist member countries to use, all existing and emerging technologies for the purpose of human development through *Education and Training for All*,
 - Encourage COL to develop partnerships and synergistic relationships with other national, regional and international agencies *to pursue the full breadth of the goals and mission envisaged for COL and outlined in this Report.*
2. Recommend strongly that their Ministers of Education provide The Commonwealth of Learning the necessary resources to implement its more ambitious *Three-year Plan, 2000 - 2003.*
3. Encourage Ministers and Ministries in other portfolios concerned with human development, to exploit The Commonwealth of Learning's capacities in the realisation of their objectives, furnishing the necessary resources to enable COL to provide such specifically-identified services.

We see the Internet not only as a rapidly expanding market for business, but, above all, as a means for people — people everywhere — to achieve their individual dreams and potential through education and training. That is what The Commonwealth of Learning is all about.

THE RIGHT HONOURABLE JEAN CHRÉTIEN, PRIME MINISTER OF CANADA

Highlights of Achievements – 1998 and 1999

Programmes

OBJECTIVES

With priorities identified through consultations throughout the Commonwealth, COL has focused its activities on five central objectives:

- facilitating access to affordable, high-quality *learning materials and resources* in support of formal and non-formal education;
- promoting the use of appropriate *communications and information technologies* for the purpose of open and distance learning;
- providing *academic and professional services* (including credit assessment and accumulation; quality assurance; research, evaluation and review; and access to training);
- supplying *information and advice* on distance learning systems, programmes and technologies, both to practitioners and developers alike; and
- *advocating* the use of distance education and open learning as an effective means of improving access to education at all levels.

SECTORS

In working towards achieving these objectives, COL has also been putting greater emphasis on other sectors in addition to tertiary education:

- open schooling, especially to improve access to education for girls and women;
- technical/vocational education and training;
- non-formal education and training;
- continuing and professional education; and
- teacher education.

GENDER AND DEVELOPMENT

COL is continuing its efforts to ensure gender-balanced programmes and to work towards improving access to education and training for girls and women,

especially where imbalances have been identified. This approach complements the efforts of other Commonwealth agencies, governments and non-governmental organisations in implementing the *Commonwealth Plan of Action on Gender and Development*.

THREE-YEAR PLAN 1997–2000

Significant progress has been made in implementing the over 150 projects outlined in COL's current *Three-year Plan*. The objectives, as noted above, have been rigorously adhered to.

LEARNING MATERIALS AND RESOURCES

COL has supported activities to provide information about, and facilitate access to, affordable, high-quality open and distance learning materials and resources.

Following extensive international consultation, COL published a manual on *The Facilitation of the Transfer of Learning Materials* in 1999. The manual provides practical advice to producers and users in selling, transferring, purchasing and acquiring materials. It is designed to facilitate the inter-institutional negotiation processes between producers and users and to identify the roles that COL may play in specific transfer and accreditation situations. Issues addressed include types of transfer arrangements; copyright and intellectual property; adaptation and translation; costs, pricing, and remuneration; quality; and accreditation.

In October 1998, The Open University of Sri Lanka (OUSL) launched a new Advanced Certificate programme for laboratory technicians in Sri Lanka's university system. The programme uses materials that COL provided and modified for the local audience during a workshop it sponsored with the Commonwealth Secretariat. The OUSL is now planning to

Let us renew our effort to realise one of the highest human aspirations: create a truly democratic learning society, setting the premise for a peaceful civilised world where everyone belongs.

FEDERICO MAYOR, DIRECTOR-GENERAL, UNESCO

develop a diploma programme and has asked for COL's assistance in this regard.

The same materials have been adapted for the local context during workshops in Africa attended by participants from Kenya, Tanzania, Uganda and Zambia and sponsored by COL and the Commonwealth Secretariat, in collaboration with the Commonwealth Association of Polytechnics in Africa. The resulting programme is currently being piloted by the Kenya Polytechnic, and the programme was officially launched by the Permanent Secretary, Ministry of Science, Technology and Higher Education, Tanzania, in August 1999.

The joint COL/Commonwealth Secretariat Distance Training Programme for Legislative Drafters issued its first completion certificates in 1998 to legislative drafters in Cyprus, Falkland Islands, India, Malaysia and Singapore. The programme has also been adopted by the University of the South Pacific and Vista University in South Africa and has become a revenue generator, having been sold for use outside of the Commonwealth.

With partners in the Caribbean, New Zealand, Australia, Canada and Bangladesh, the drafting of the Technical and Vocational Teacher Training Programme was completed in 1999. The programme is currently being implemented in the Caribbean region with all member countries participating and The University of Technology, Jamaica acting as the co-ordinating institution for the region. The programme was designed to provide support for an expanding technical/vocational education system, which resulted in the employment of technically competent staff that lacked teaching skills. Other Commonwealth countries and regions could also use the programme.

Progress is being made towards organising the joint-delivery of a Commonwealth Executive Master of Business Administration/Master of Public Administration programme. This programme will be developed and piloted by a consortium of open universities in South Asia before being offered on a pan-Commonwealth basis. The Commonwealth Fund for Technical Co-operation (CFTC) has provided some funding assistance.

In 1998, COL completed a survey of teacher education materials and programmes in the Commonwealth Caribbean on behalf of the region's Chief Education Officers and in partnership with the University of the West Indies Distance Education Centre (UWIDEC) and UNESCO.

COMMUNICATIONS AND INFORMATION TECHNOLOGIES

COL provides advice and conducts regional workshops on the application of appropriate technologies in distance education, non-formal education and development communications.

Organised by The Commonwealth of Learning and The Caribbean Broadcasting Union, with financial support from the Caribbean Development Bank, the World Bank's *InfoDev* programme, and the British Department for International Development, *TELEsphere 99, The Caribbean and Technology-Enhanced Learning* will be held in Barbados 24-27 November 1999. Leading educators and technology professionals will meet to identify methods in which technology and technology partnerships can enhance education and training in the Caribbean. The conference will be co-hosted by the UWIDEC and the Ministry of Education, Barbados.

The Commonwealth Education Media Centre for Asia (CEMCA), established by COL at Indira Gandhi National Open University (IGNOU) in India, continues to provide a valuable service to the Asia region. Over 10,000 educational radio and television programmes are now included in the CEMCA database — contributed from 150 organisations, covering 65 subjects, in 10 languages, and across six countries. The Centre has also conducted several media training workshops in the region. Building on this success, COL is establishing a Commonwealth Education Media Centre for Southern and Eastern Africa, which will be located in Harare.

ICTs need to be adapted and made culturally and cross-culturally appropriate so that in the encounter of western knowledge with indigenous knowledge, knowledge is not expropriated and turned into partial truths. We have to ensure that non-western concepts, when taken out of their indigenous context, that something crucial is not lost in the translation; indeed, we must ensure that non-western knowledge remains just that — that indigenous cultures are not stripped, or dispossessed of their knowledge.

THE HONOURABLE MAURICE STRONG, SPECIAL ADVISER TO THE UN SECRETARY-GENERAL & CHAIRMAN, EARTH COUNCIL

COL has installed and provided training on digital video production systems and portable “briefcase” community broadcasting stations in several locations, most recently in Southern Africa, Zambia, and Jamaica.

COL is the lead agency, working with the Commonwealth Secretariat and COMNET-IT, for the Commonwealth Electronic Network for Schools and Education (CENSE), an initiative to design a framework to knit together Commonwealth school electronic networks. COL hosted the founding meeting for CENSE in March 1998 in Vancouver.

ACADEMIC AND PROFESSIONAL SERVICES

Sixty of the original 100 enrolments in COL's Rajiv Gandhi Fellowship Scheme graduated in 1998. The Fellowships were awarded in 1996 to enable students from 15 Commonwealth developing countries to follow a Master of Distance Education programme offered through IGNOU. An external evaluation recommended that the programme continue. COL is supporting the revision and update of the course materials and will support a second presentation starting in 2000.

In 1998, COL designed and launched a new internship programme to enhance the professional growth of distance educators from developing Commonwealth countries through exchanges, attachments and sharing of experiences. With financial assistance from COL, opportunities are available for both early and mid-career practitioners, while retired professionals can volunteer their expertise and technical advice.

The Commonwealth Youth Programme and COL collaborated on the design of a substantially revised programme, available by distance education, to support the Commonwealth Secretariat's *Commonwealth Certificate in Youth in Development Work*. It is currently being implemented throughout South and Southeast Asia, the Caribbean and the Pacific.

Training “tool-kits” in seven topic areas, designed to provide comprehensive manuals for training distance educators, were completed this year. The kits were produced in collaboration with the International Extension College (UK) and are the direct result of successful completion in early 1998 of a contract with the Asian Development Bank (*Training for Capacity Building in Distance Education for Primary Teacher Training*).

COL has developed, with funding from the UK Department for International Development (DfID), a proposal for a Commonwealth academic credit bank. Following a recommendation from COL's Board of Governors, the concept will be piloted in the South Pacific region to further assess its feasibility and value.

The British DfID also provided funding for COL to research current trends in “virtual” delivery of higher education. COL formed an international expert group to undertake a co-ordinated study on the state of practice and to recommend future directions for COL. The study was completed in 1999 and published in its entirety on COL's web site. Response to the study has been very positive. COL intends to keep the information up-to-date interactively through its web site.

INFORMATION AND SUPPORT

COL provides information concerning open and distance education through special collections, Internet applications and by the distribution of publications. COL's World Wide Web site (www.col.org) is rapidly expanding and now includes several hundred documents and links to related organisations. It has also facilitated several “virtual conferences” and is helping to improve networking among people involved in technical/vocational education and training. COL's Information Resource Centre (IRC) became fully on-line in 1998 (accessed through the World Wide Web) and continues to respond to increasing number of requests for information and documents. COL's quarterly newsletter, *Connections*, is distributed

We need to harness the great potential of communication and information technologies in order to meet these fundamental needs of society and the individual, as well as to maximize the “marketable” skills and knowledge which education provides.

FEDERICO MAYOR, DIRECTOR-GENERAL, UNESCO

to over 7,500 government officials and education leaders. An educational technology supplement to *Connections, EdTech News*, was initiated during 1998.

In response to requests from the governments of two of the Commonwealth's newest members, Cameroon and Mozambique, COL commissioned studies in 1998 of national education systems and the potential for integrating distance and open learning. Both reports contain several recommendations for action, many of which involve central roles for COL. A proposal to provide the Ministry of Education in Mozambique with expert advice in formulating and instituting a National Policy on Distance Education was strongly and positively endorsed by the Minister of Education. COL responded by organising a national forum, held in September 1998, to start the process. A similar study, focusing on teacher training, was also undertaken for the Government of Seychelles in 1998. In addition, Ministry of Education staff were provided with training on delivering distance education for purposes of early childhood education. Another study was conducted in Swaziland in 1999.

COL continues to advocate and support the development of open and distance learning professional associations across the Commonwealth and has helped to create national and regional forums to promote distance education. It is currently working with 14 national and regional associations, facilitating the establishment of a Federation of Commonwealth Open and Distance Learning Associations (FOCODLA) that will provide a structure for on-going pan-Commonwealth collaboration for these professional groups.

In association with *Routledge*, COL launched a *World review of distance education and open learning*. The first title in the series, *Higher Education through Open and Distance Learning*, was published in March 1999.

ADVOCACY

COL is active in advocating and educating various audiences about the potential of distance education and open learning, as well as technology in education. Through presentations to diverse groups and consultations with educators, development organisations and governments, COL helps to bring distance education to the fore of the education and training agenda. Many of the presentations and speeches by staff and board members are available through COL's web site.

Following Nigeria's return to full membership status in the Commonwealth earlier this year, COL's Chairman and President recently visited that country to meet with the Minister of Education and educational officials. They discussed how COL can be of service in advancing distance and open learning and in fostering regional co-operation, and also how the Commonwealth can benefit from Nigerian experience and expertise.

COL is participating in consortia such as the World Bank's Global Knowledge initiative and its *Global Knowledge II* conference in Kuala Lumpur, March 2000.

In March 1999, in co-operation with Government of Brunei Darussalam, COL held its first *Pan-Commonwealth Forum on Open Learning*. The Forum and the pre-Forum virtual conferences brought together all those interested in and able to contribute to the growth of open and distance learning in the Commonwealth. While the theme of the Forum was *Empowerment through Knowledge and Technology*, the need to enhance practitioner empowerment through staff development was repeatedly identified by delegates.

In marking its tenth anniversary, COL conferred its first *Excellence in Distance Education Programme Awards*.

I am entirely certain that twenty years from now we will look back at education as it is practised in most schools today and wonder that we could have tolerated anything so primitive.

PROFESSOR JOHN W. GARDNER, STANFORD UNIVERSITY AND FORMER U.S. SECRETARY OF HEALTH AND EDUCATION

FOCUSING ON MARGINALISED GROUPS

COL's Board of Governors is committed to supporting basic education through appropriate distance education especially addressing marginalised groups. Programmes to improve conditions for women and children have received priority. Efforts in this area have focused on open schooling, non-formal education and teacher education.

COL is encouraging the development of open schooling systems. During 1996–1999, in collaboration with UNESCO, UNICEF and local institutions, COL convened several regional workshops in Asia, Africa and the Caribbean. Their purpose was to develop improved frameworks for using open schooling to increase access to basic education for girls and women.

Teacher education is an integral component of the focus on basic education. COL is working with eight Southern African countries to upgrade teachers of upper primary and junior secondary science, mathematics and technology and general education using distance education.

Also in Southern Africa, COL is co-ordinating a materials development and training initiative to provide a suite of high-quality learning materials comprising the core curriculum at the junior secondary level common to the nine countries involved.

In conjunction with Domasi College and the Malawi Ministry of Education, COL is developing materials to professionally upgrade 3,500 teachers currently teaching without the requisite training.

COL is collaborating with international and national agricultural research institutions, extension partners and non-governmental organisations. Working with the Bangladesh Open University, COL is developing a pilot programme that will increase the business skills of rural women and encourage them to become self-employed. It has also launched an initial project that will develop an agricultural training programme for rural youth in India, focusing on good practices in the production of vegetables and fruit seedlings.

Help from COL is enabling the Women's International Network (WIN) to publish a book on how women can use technologies for open and distance learning. The book, with a long and impressive list of international authors, is expected to make a significant contribution to the literature.

COL carried out an environmental scan on the literature and information available on the barriers encountered by women in accessing the new communications and information technologies. That scan identified problematic issues on a regional basis. In collaboration with the British Council in New Delhi, COL convened a regional meeting to develop strategies to address those issues. Plans are in place to convene similar meetings in the other regions of the developing Commonwealth. The Caribbean regional meeting will take place in Barbados in November 1999.

In addition to core funding, Britain has also provided UK£500,000 for a pilot project involving the application of ICTs in literacy development programmes in selected Commonwealth countries – initially, Bangladesh, India and Zambia. The goal of the COL Literacy Project is to demonstrate and evaluate the effectiveness of technology-based community learning centres through which literacy workers can provide training programmes in reading, numeracy and in the use and operation of information and communication tools. Work began in 1998 and implementation is starting this year.

Teaching networks

COL's efforts towards its central objectives are brought together in several regional teaching networks in a variety of educational sectors. A major initiative in this direction was established in 1998.

Under a grant agreement with the Canadian Department of Foreign Affairs and International Trade, COL is carrying out an innovative five-year pilot programme which provides undergraduate scholarships

Health and education services are a bedrock of social and economic development.

STATEMENT TO THE UN INTER-SESSIONAL CONSULTATION OF THE PREPARATORY COMMITTEE FOR THE "COPENHAGEN +5" SPECIAL SESSION ON IMPLEMENTATION OF THE WORLD SUMMIT FOR SOCIAL DEVELOPMENT

for Caribbean students to study “at a distance” through Canadian post-secondary institutions. The new Canada Caribbean Distance Education Scholarship Programme (CCDESP) continues to respect the academic strengths and ideals of the long-standing Commonwealth Scholarship and Fellowship Programme (CSFP), while providing an exciting new dimension by launching scholarships onto the “information highway”. Upon the advice of Caribbean partners the scholarships apply to those vocational areas in which there are identified skill shortages.

With the assistance of The University of the West Indies, the programme is being delivered in four countries by three Canadian Universities. Alberta's Athabasca University is providing information technology programmes in Jamaica, Memorial University of Newfoundland is developing teacher education in Dominica and St. Vincent & the Grenadines and Mount Saint Vincent University in Nova Scotia is offering tourism management in St. Lucia and St. Vincent & the Grenadines.

The first group of students commenced studies in September 1998.

Alliances and partnerships

COL has formed partnership arrangements with a number of regional and international development agencies to further its mission and mandate. Some examples include:

- The World Bank, in information sharing, teacher training, the Global Knowledge partnership and the Global Distance Education Net;
- UNESCO, in basic education, technical and vocational education (UNEVOC network), literacy and staff development;
- The Commonwealth Secretariat, in management training, youth and health programmes and tech/voc programmes (training for laboratory technicians by distance) as well as education;

- UNICEF, to collaborate on gender-related and women's issues;
- The Caribbean Development Bank in the feasibility study on the use of public broadcasting as an effective means of addressing educational and training priorities in the Caribbean and the *TELEsphere 99* conference in Barbados;
- The Netherlands Organisation for International Co-operation in Higher Education (NUFFIC), to advance developing world capacities in the use of technologies in education;
- The Asian Development Bank, in teacher training and distance education system building;
- The Economic Development Institute of the World Bank and Global Knowledge, in building greater sensitivity to and use of knowledge systems especially in developing economies;
- WorldSpace Foundation, in the use of satellite-based, digital radio for non-formal education; and
- The International Literacy Institute (University of Pennsylvania), in the development of literacy programmes.

Consulting and professional services

COL International was incorporated in 1999, registered as a not-for-profit corporation. COL International is now helping The Commonwealth of Learning to market and execute fee-for-service consultative services to external agencies and institutions. As the only intergovernmental organisation concerned exclusively with the promotion and development of open and distance learning, COL and COL International offer clients the benefits of contacts, resources, and knowledge generated through the direct management of hundreds of varied programmes world-wide. The range of services include the creation and management of open learning and distance education programmes, the application of appropriate technologies

Without education, development will not occur. Only educated people can command the skills necessary for sustainable growth and for a better quality of life... Greater investment in education can... be expected to yield broad economic benefits – including higher income and lower fertility.

to such programmes, materials development, and the training of administrative and course development staff.

Governance and management

At its September 1998 meeting, the Board of Governors of COL acclaimed Dr. H. Ian Macdonald, O.C., as Chairman for a special third term, running from 1 January 2000 to 31 December 2002, and unanimously approved a further extension of the term of office for its President and Chief Executive Officer, Dato' Professor Gajaraj Dhanarajan. Brian Long also joined COL in 1998 as Director.

- Dr. Macdonald has had a distinguished career in academia and government. He served the Canadian Province of Ontario as Deputy Minister of Treasury, Economics, and Intergovernmental Affairs. Later he became President of York University, a position he held for more than ten years. He was then Director of York International for another ten years. He is now President Emeritus and Professor of Economics and Public Policy at York University and Director of the Master of Public Administration Program. He has chaired the COL Board of Governors since January 1994.
- Professor Dhanarajan has an international reputation as an expert on and advocate for open and distance learning and the application of appropriate educational technologies. Early in his career, he helped to develop distance education programmes at the University of Science in Malaysia and other South Asian institutions. In 1989, he joined the newly established Open Learning Institute of Hong Kong (now the Open University of Hong Kong) as Associate Director (Academic), and served as Director from 1991 to 1995. He became President of COL in September 1995.
- With the Canadian Department of Foreign Affairs and International Trade for over 20 years, Mr. Long is now responsible for COL programme

and staff management, resource allocation, and representation to the wider community.

With a minimum number of key professional staff employed on a full-time capacity, an established network of professional associates throughout the Commonwealth allows COL to assemble expert teams on an international basis.

Gender equity goals, both in staffing and consultancy assignments, are observed in accordance with a standing *Policy on Equal Opportunities* that has been developed by COL's Board of Governors.

Strengthening COL's regional structure

In partnership with institutions in the regions, distinguished associates have taken on roles as Regional Advisers to the President of COL. In addition to collecting information from their respective regions, they may also be asked to monitor a project, provide briefings or representations for COL or assist with arrangements for a workshop, government consultation or other events. A COL staff member is assigned responsibility for each region and works with the Adviser to ensure information flows and co-ordination.

Publications (1998/1999)

COMMUNICATIONS DOCUMENTS

NEWSLETTERS

Connections (February 1998, May 1998, September 1998, January 1999, May 1999, September 1999)

EdTech News (February 1998, May 1998, September 1998, January 1999, September 1999)

Excellence in Distance Education Programme Awards (May 1999)

[The three priorities] for government would be education, education and education.

THE RIGHT HONOURABLE TONY BLAIR, PRIME MINISTER OF THE U.K.

EDUCOM-ASIA (Commonwealth Educational Media Centre for Asia, September 1996, September 1997, July 1998 and May 1999)

DETAILED REPORTING

Ten Years of The Commonwealth of Learning – A celebration of achievement (Summary Report 1996–1998)

REPORTS TO GOVERNMENTS

Three-year Plan, 1997–2000
Report to the Commonwealth Heads of Government Meeting (November 1999)

ELECTRONIC

World Wide Web information service on the Internet at: www.col.org

CD-ROM: *Ten Years of The Commonwealth of Learning – A celebration of achievement*

VIDEO: *Ten Years of The Commonwealth of Learning – A celebration of achievement*

RESEARCH DOCUMENTS

Training and Professional Development of Distance Educators: A resource book of articles (1998)

Inventory and report on teacher education materials and programmes in the Commonwealth Caribbean (1998)

Technical and vocational teacher training core curriculum (2nd edition, 1998)

Papers and presentations delivered at the Pan-Commonwealth Forum on Open Learning (Brunei, 1999).

The Facilitation of the Transfer of Learning Materials (1999)

Higher Education through Open and Distance Learning. COL/Routledge (1999)

The Development of Virtual Education: A global perspective. (1999, with funding from the British Department for International Development)

PAPERS AND PRESENTATIONS

Keynote and case study presentations: Pan-Commonwealth Forum on Open Learning, Brunei Darussalam, March 1-5, 1999.

The Commonwealth of Learning, March (1999)
on-line at: www.col.org/forum

Improving systems providing education and training throughout life. John Bartram, UNESCO Second World Congress for Technical and Vocational Education, Seoul, April 1999.

Presentation to Ministers and Heads of Delegation at the UNESCO World Conference on Higher Education. Patrick Guiton, Paris, October 1998.

Other speeches and papers: www.col.org/speeches

Update on Special Projects

COL LITERACY PROJECT

BACKGROUND: The need to increase literacy levels remains the primordial educational challenge facing developing countries in the Commonwealth.

In response to this need, the Commonwealth of Learning requested support from the British DfID to undertake a pilot project in selected Commonwealth countries which would explore ways in which literacy programmes might be enhanced through the use of ICTs. In 1998, DfID granted a total of UK£500,000 to support the project now underway in Bangladesh, India and Zambia.

PROJECT FOCUS: Creating access to various technologies through technology-based community learning centres (CLCs) will be at the core of the implementation of the project in each of the three countries. The general goal is to demonstrate and evaluate the appropriateness and effectiveness of technology-based CLCs through which literacy workers can provide training programmes that develop learner

Literate people find it hard to grasp the full impact of illiteracy. In a world operating on written laws, rules and instructions, being illiterate is a severe handicap...It is tantamount to disability affecting every aspect of living. It confines job opportunities to the most menial and low paid tasks. It means being unable to read instructions on a packet of seed, a tin of powdered milk, or an oral contraceptive. It means being unable to read newspapers, street signs, warning signs. It means the inability to check legal rights...And it means being exposed to fraud and expropriation.

REPORT OF THE INDEPENDENT COMMISSION ON POPULATION AND QUALITY OF LIFE, OXFORD UNIVERSITY PRESS, UK

competencies in reading, numeracy and in the use of information and communication appliances.

More specifically, the project will focus on the following outcomes:

- enhanced knowledge of what constitutes appropriate and sustainable use of ICT in literacy education;
- a cadre of tutors who are knowledgeable in terms of using ICTs in literacy education and are aware of media-based instructional resources on a global basis;
- significantly improved knowledge and skills in reading, numeracy and the use of ICT appliances for learners participating in the Project;
- objective data regarding the role of ICT-based CLCs in the education delivery model for the country;
- a set of materials for training literacy workers; and
- a set of literacy materials.

PROJECT IMPLEMENTATION AND MANAGEMENT:

The on-site implementation and management of the Project has been arranged with a partner organisation in each of the three pilot countries. In Bangladesh the partner is the Bangladesh Open University; in India, IGNOU; and in Zambia, the University of Zambia. Each of these partners will have a primary role in determining the project site(s), programme focus, tutor selection, choice of appropriate technologies, marketing and management of the CLCs.

Dr. Glen Farrell acts as Project Manager reporting to COL's President. There is an Advisory Committee comprised of representatives from the partner organisations and of individuals with international expertise in literacy education.

It is expected that implementation of the Project in each pilot country will vary to accommodate the different realities, needs and current literacy programme content existing in that country.

Project partners will be encouraged to add resources to the Project in their respective countries, where doing so would add value and remain consistent with the Project goals.

CURRENT STATUS: Each partner institution has appointed a Project Director who is working closely with COL and with local organisations and appropriate government ministries. They have developed Implementation Plans to guide the Project over the next three years and have begun training of various project staff.

In **Bangladesh**, 12 community learning centres are planned and the Bangladesh Open University will be taking a very direct leadership role in the development of literacy curricula, the development of technology-based materials and in the direct delivery of programmes.

In **India**, focus will be on the development of literacy materials to be used for direct delivery in the sub-centres through various collaborating organisations. Two State Resource Centres are selected on the basis that they provide the best opportunity to add value to current activities.

In **Zambia**, the project will focus on the development of literacy materials, but will also have a major focus on the training of community development workers. Two hundred Community Development Assistants are expected to be trained and 200,000 people are expected to be involved in the literacy programmes that are provided. Three centres are selected for running this project.

Agreements are now in place between COL and the partners, which enable funding to be provided on the basis of agreed upon priorities. COL and its in-country partners share the view that the CLCs should be established on a sustainable basis with suitable and adequate facilities, equipment, network and staff maintenance. Apart from facilities, resources and personnel management, training is another key element to ensure the sustainability of the CLCs. The in-country partners have identified the following areas of training as deserving immediate attention:

If we have to build lots of new teacher training colleges and all the institutions of bricks and mortar we wouldn't be able to get the expansion [to meet the needs of "education for all"] in time...the facilities offered by The Commonwealth of Learning and the capacity [of] modern communications technology to get training to people who otherwise couldn't be reached will really create an instrument that means we can speed up the advance in the world in spreading educational opportunity.

THE RIGHT HONOURABLE CLARE SHORT, SECRETARY OF STATE FOR INTERNATIONAL DEVELOPMENT, U.K.

- development of computer-based learning materials;
- tutors with skills to utilise computer-based learning materials; and
- literacy workers with skills to use literacy information in a creative way and to operate the various technologies available at the CLCs.

COL has identified an independent and experienced external evaluator to provide monitoring and objective evaluation of the literacy project as it progresses along its initial pilot phase. The latter point is important to emphasise. It is expected that many needs will surface which cannot be addressed within the context of the pilot project.

VIRTUAL INSTITUTION STUDY

Through funding provided by the British DfID, COL carried out a global study on the development of virtual education. This was in response to a perception that this approach to the delivery of education is rapidly becoming the predominant means of providing access. The study began in September 1998 and was completed in March 1999 with the publishing of a report entitled *The Development of Virtual Education: A global perspective*.

Nine correspondents covering different regions of the world were commissioned to prepare papers on the state of virtual education development in their region. Study Team members, led by Dr. Glen Farrell of Canada, then met to discuss the global perspective. The information was synthesised in terms of issues such as :

- impact on current distance education practices
- information and communication technology infrastructure needs
- financial and human resource requirements
- protocols and other administrative arrangements to accredit and award credits
- emergent organisational structures and other issues

The entire report is now posted on the COL web site (<http://www.col.org/virtualed>) for public viewing and comment.

OBSERVATIONS BY STUDY TEAM:

- The label *virtualis* widely and indiscriminately used around the world and frequently used interchangeably with other labels such as *open and distance learning, distributed learning, networked learning, Web-based learning, and computer learning*.
- There are very few examples of institutions using information and communication technologies to carry out ALL the functions included in the Study Team's definition of a virtual institution.
- While there are still few examples of virtual institutions in the purest sense, the amount of development activity in all types and levels of educational organisations, both public and private, is considerable in all parts of the world.
- The development of virtual institutions is still experimental, rather unfocused, and not necessarily matched to clientele learning needs.
- There are some remarkable examples of the transformation that can take place when a vision for an educational system is developed and its implementation championed by decision-makers.
- The emergence of virtual institutions is directly linked to the development of, and access to, information and communication technology infrastructure. However, major socio-economic and geographical disparities exist in such access.
- The application of information and communication technologies to the provision of education is impacting on the marketing of education by institutions. First the market is being fragmented by the emphasis on responding to niche learning needs. Second there is an unprecedented degree of competition nationally and internationally with technologies crossing the political and geographical boundaries.

... We are all beginning another great journey. We aren't sure where this one will lead us either, but again I am certain this revolution will touch even more lives and take us all further.

BILL GATES, PRESIDENT & C.E.O., MICROSOFT CORPORATION

- The belief that a small number of international education providers will dominate the educational market through vast distribution networks and strategic partnerships is more rhetorical than real at this stage.
 - The emergence of virtual institutions appears to be coming from four separate sources:
 1. Institutions that have historically been involved in open and distance education on a single or dual mode basis.
 2. Traditional institutions, from schools to universities, that have never been involved in distance education.
 3. The corporate sector.
 4. Individuals.
 - Cost reduction, though frequently cited as an objective to be served through the introduction of information and communication technologies within educational institutions, cannot be substantiated in the absence of valid and reliable data.
 - There is rapid emergence of new forms of virtual organisations that do not act as direct providers of educational programmes but as functional providers of designated activities such as, development and distribution of learning materials, tuition, assessment, registration and record-keeping, award-granting, learner support, and general administration.
2. COL should, as one of its strategic priorities, establish a focus on facilitating the development of virtual education delivery and organisation models. Such a strategic priority would involve helping institutions with activities such as teacher/faculty training, changing organisational processes such as learner support, strategic planning re the use of ICTs and the development of instructional materials.
 3. In support of these recommendations, and to position itself strategically in an international environment that will be increasingly marked by virtual education activity, COL should focus on collecting data on such issues as costs and benefits re the use, appropriateness and sustainability of ICTs, and on the quality of the learning experience. Strategies could include the use of web sites, commissioned research, symposia, etc.
 4. COL should develop strategies that will enable it to develop and ensure access to new programmes and credentials deemed important on a pan-Commonwealth basis. It should also ensure the availability of a suite of support services which would include the provision of programme advice, assessment of learners' current skills and knowledge, assistance in the development of programme learning plans, maintenance of records of learning and participation in the issuance of programme awards.

DETAILED RECOMMENDATIONS BY THE STUDY TEAM:

1. COL should ensure that the currency of the Report is maintained by publishing it on the COL web site and encourage readers to provide comments and up-dates on a continuing basis. These inputs should be reviewed quarterly by a COL staff member and updates made to the Report as appropriate.
5. COL should consider the establishment of a "web portal" for education. This would enable COL to provide a variety of services such as information sharing, listing of conferences, web sites, credit banking services, and credit transfer arrangements. As virtual education activities increase so will the demand for "one-stop shopping" for such information. It could therefore be an important strategy for COL in carrying out its mission.

Member Governments Cumulative Funding Received

(CANADIAN \$ IN THOUSANDS)

FOR THE YEARS ENDED JUNE 30

	1999	1998	1997	1996	1995	1994	1993	1992	1991	1990	1989	TOTAL
AUSTRALIA	\$372	\$379	\$431	\$431	\$77	\$57	\$51	\$53	\$65	\$54	\$ -	\$1,970
BAHAMAS	37	15	2	-	-	-	6	11	6	15	-	92
BANGLADESH	-	-	-	8	-	8	10	-	10	11	-	47
BARBADOS	19	-	5	5	6	5	11	-	5	9	-	65
BELIZE	-	-	-	5	-	-	-	-	-	-	-	5
BOTSWANA	-	13	27	-	35	20	19	21	20	18	-	173
BRUNEI DARUSSALAM	-	-	-	-	-	-	-	-	-	-	6,814	6,814
CAMEROON	-	12	-	-	-	-	-	-	-	-	-	12
CANADA												
CANADIAN INTERNATIONAL DEVELOPMENT AGENCY	1,100	1,100	1,100	1,100	1,100	1,150	2,275	300	1,400	700	325	11,650
DEPARTMENT OF COMMUNICATIONS AND HERITAGE	-	-	-	-	223	177	100	200	1,050	750	-	2,500
DEPARTMENT OF FOREIGN AFFAIRS AND INTERNATIONAL TRADE	350	500	-	-	-	-	-	-	-	-	-	850
PROVINCE OF BRITISH COLUMBIA	1,000	490	1,500	1,000	1,000	1,000	1,000	995	488	1,268	1,250	10,991
PROVINCE OF NEW BRUNSWICK	-	20	-	-	-	-	-	-	-	-	-	20
CYPRUS	5	3	-	-	-	-	-	5	3	2	7	25
DOMINICA	24	-	11	-	-	9	-	8	7	-	-	59
THE GAMBIA	-	-	-	-	22	-	-	-	-	-	-	22
GHANA	-	14	-	13	-	-	-	11	-	-	-	38
GUYANA	15	-	28	13	-	28	-	11	-	13	-	108
INDIA	419	433	324	382	433	-	-	118	655	941	128	3,833
JAMAICA	15	43	10	8	9	13	5	5	4	-	-	112
KENYA	-	18	50	47	-	-	-	-	-	-	-	115
MALAYSIA	69	93	67	-	-	-	-	-	-	-	-	229
MALDIVES	8	7	-	-	-	6	-	10	-	9	-	40
MALTA	19	-	18	2	2	-	4	2	2	2	-	51
MAURITIUS	50	50	-	-	29	-	-	-	23	-	-	152
MOZAMBIQUE	10	5	-	-	-	-	-	-	-	-	-	15
NAMIBIA	38	36	-	34	-	21	-	-	-	-	-	129
NEW ZEALAND	212	241	238	90	42	33	32	33	36	38	79	1,074
NIGERIA	-	-	-	-	-	-	-	-	-	593	617	1,210
PAKISTAN	-	-	-	-	21	-	-	-	-	-	-	21
PAPUA NEW GUINEA	-	10	-	-	-	-	-	-	-	-	-	10
ST. LUCIA	-	-	5	10	-	5	-	-	-	-	-	20
ST. VINCENT & THE GRENADINES	5	-	2	-	-	-	-	-	-	-	-	7
SAMOA	38	-	-	-	-	-	-	-	-	-	-	38
SEYCHELLES	-	19	-	-	-	-	-	-	-	-	-	19
SOUTH AFRICA	71	114	-	-	-	-	-	-	-	-	-	185
SRI LANKA	-	14	13	-	14	13	12	-	11	-	-	77
SWAZILAND	27	-	-	-	-	-	-	-	-	-	-	27
TANZANIA	-	7	-	-	-	-	-	-	-	-	-	7
TONGA	14	-	16	-	8	6	6	-	6	-	-	56
TRINIDAD & TOBAGO	54	52	48	21	22	40	-	39	-	-	-	276
UGANDA	-	15	-	-	-	-	-	-	-	-	-	15
UNITED KINGDOM	845	2,002	371	376	1,228	495	115	114	101	-	-	5,647
VANUATU	-	-	-	-	-	-	-	2	-	-	-	4
ZIMBABWE	-	88	-	153	-	-	-	-	157	-	-	398
	\$4,816	\$5,793	\$4,266	\$3,698	\$4,271	\$3,086	\$3,646	\$1,938	\$4,051	\$4,423	\$9,220	\$49,208