Foreword

Three-year Plan, 2000–2003

At its 16th Meeting in May 2000, the Board of Governors of The Commonwealth of Learning considered a report from the President, which provided a reflection on the agency's first ten years of work (1989–1999). We were impressed by the significant impact that this small Commonwealth organisation has had on the education and training landscape of the Commonwealth.

Through advocacy, advisories, training, information provision, institutional strengthening, model building, consultation, conferences, professional development, policy support, partnership brokering and networking, COL has been instrumental in promoting, supporting, advancing and enriching the practice of distance and open learning throughout the Commonwealth. Its influence and impact is evident in a variety of ways including the migration of the practice from the periphery of educational delivery to the centre. More importantly, COL has been instrumental in reshaping thinking. As a consequence, Commonwealth Governments and international agencies better appreciate the value of open and distance learning, including the use of learning technologies, not just the tertiary sector but also in basic education, open schooling, teacher training, technical/vocational education and training, continuing professional education, literacy and values education, as well as in a variety of non-formal situations.

The Commonwealth of Learning has been able to achieve so much with so little because it has succeeded in doing what a Commonwealth agency should do — tapping the Commonwealth's rich talent-pool to assist the Commonwealth.

In 1997, when Commonwealth Ministers of Education met in Botswana, we had the privilege of presenting to them a Three-year Plan for 1997–2000, which was warmly endorsed and received pledges of support. We now take even greater pleasure in noting that a major portion of the core projects set for implementation was carried out. Over 150 projects in total, were completed and 78% of the core-funding targets were realised. These projects were undertaken with cash and in-kind contributions to COL of approximately CDN$ 29.9 million.

These results justify Commonwealth Government’s conviction that the agency gives sufficient value to merit their continued support.

During the three years, 35 countries made untied cash contributions and they, as well as others, also provided in-kind contributions in a variety of ways. Many development agencies also provided direct support for specific projects.

Encouraged by this support, along with the potential growth and application of open and distance learning in the technologically rich environment of the new decade, we are presenting a new and modestly ambitious plan for the next three years (2000–2003). It shifts the agency’s focus a little and in so doing positions it to exploit the assets of the knowledge era to add value to the Commonwealth’s aspirations to develop its human capital.

The Plan’s strategic focus is on four core roles for COL:

- as a catalyst for collaborative action;
- as a resource for training;
- as a capacity builder; and
- as an information and knowledge provider.

Each of these themes is based upon and builds on COL’s work over the last ten years. At the same time, each responds to new global challenges. Planned initiatives over the next three years will also position the agency to become an even greater Commonwealth asset for the decades ahead.

As in the past, this Three-year Plan was developed with the support of Commonwealth colleagues over a period of 18 months. We have consulted governments, non-governmental organisations, education institutions and individuals.

In keeping with what Heads of Government endorsed during their meeting in Durban last year, we now present to Commonwealth Ministers of Education, for their approval and support, a Plan that will require a collective commitment from member Governments of CDN$ 9 million per year for the next three years. That Heads of Government have already concurred with this figure makes us confident that the target will be met. That, along with the ongoing collaboration of Ministry staff and educational institutions, makes us equally confident that we can deliver on all aspects of the Plan in the service of the Commonwealth.

On behalf of the Board of Governors of The Commonwealth of Learning,

Dr. H. Ian Macdonald, O.C.
Chairman, Board of Governors

Dato' Professor Gajaraj Dhanarajan
President & Chief Executive Officer
While the *Education and Training for All* challenge has remained largely the same over the ten years of COL’s existence, there have been dramatic changes in the delivery mechanisms available to address that challenge. New technologies and pedagogies are offering solutions for closing the gap between the demand for, and supply of, this vital social service. Global discussions – the Education for All meeting (Dakar, 2000), the international conference on Higher Education (Paris, 1999), Technical and Vocational Education (Seoul, 1999), the Global Knowledge II Forum (Kuala Lumpur, March 2000) and others – have all reaffirmed the promise afforded by learning technologies and distance and open learning strategies.

The Three-year Plan presented here is guided by Commonwealth Heads of Government who, at their meeting in Durban, South Africa, spotlighted the human dimension of globalisation. Their *Fouchart Commonwealth Declaration on Globalisation and People-centred Development* recognised that the revolution in communications technologies is providing new opportunities for the transfer of knowledge and the development of skills-based industries. It also reaffirmed the vital role the Commonwealth must play in providing practical assistance to promote people-centred development.

This three-year blueprint benefits from COL’s decade of experience and builds upon it. During this period, COL intensified its work with Commonwealth governments and institutions in areas such as literacy, basic education, technical/vocational education, teacher training, and continuing and professional education. In partnership with national governments and international and bilateral agencies, COL supported conferences, meetings, seminars, workshops and other training endeavours in distance and open learning. COL’s interventions added value to national efforts, contributing knowledge and providing information on distance and open learning.

This Plan outlines four roles for COL: a catalyst for collaboration, a resource for training (in distance education), a capacity builder (for human development), and an information/knowledge provider. While the four roles are inter-related, each is characterised by a particular set of objectives.

The first role, that of a *catalyst for collaboration*, seeks to marshal the wealth of experience, talent, and resources available for the Commonwealth’s benefit. It pervades all of COL’s actions. Collaboration is secured through COL’s participation in forums, such as Global Knowledge, which engage key representatives of governments, intergovernmental organisations, business, non-governmental organisations and professional bodies. As a catalyst for collaboration, COL will:

- utilise such forums to build bridges amongst those sharing a common purpose;
- create its own collaborative forums like the meeting of Pacific Education Ministers that agreed upon technical/vocational education and credit recognition initiatives; and
- support the creation of networks, such as the Federation of Commonwealth Open and Distance Learning Associations, to reinforce Commonwealth capabilities in open and distance learning.

The second role, that of a *resource for training*, focuses on developing national capabilities in distance and open learning. As a trainer, COL will:

- employ both conventional and non-conventional methods;
- add web-based training; and
- include sessional institutes in the Commonwealth’s arsenal of programmes.

< photo credit: UNESCO photobank>
The third role, that of a capacity builder, is designed to assist countries to capitalise on distance and open learning to develop capacity in other areas. COL will undertake initiatives to demonstrate how the methodologies, techniques and practices of open and distance learning can be exploited to provide training, re-skilling and professional upgrading by:

- focusing on human resource development including teacher training and upgrading;
- supporting human development in governance, human rights, health and management;
- assisting in the design of programmes to improve capabilities in the use of information and communications technologies; and
- creating mechanisms for environmental and agricultural training.

Through its fourth role, that of an information/knowledge provider, COL will:

- strengthen its Information Resource Centre;
- expand its programme of publishing print materials;
- take advantage of new Internet communications tools;
- enrich the Commonwealth Electronic Network for Schools and Education (CENSE);
- support seminars and conferences including the First Commonwealth Forum on Open Learning to be held in South Africa in 2002; and
- develop COLINKS, a Commonwealth-wide network of knowledge providers in distance and open learning.

The crosscutting issues of gender and information and communications technologies inform all four roles. COL's projects and programmes are designed and implemented to be gender sensitive. COL has also designed specific initiatives to explore the application of different technologies to the delivery of education and training. COL will help governments develop community-based broadcasting systems, enhance the use of the Internet and the World Wide Web to enrich school curriculum, support just-in-time training using technology platforms, etc. The Commonwealth Educational Media Centre for Asia, located in New Delhi, ensures greater responsiveness to the needs of the Asian region in respect of educational media.

The Plan is based on expectations that member governments will, as endorsed by Heads of Government, pledge sufficient amounts so the Commonwealth can benefit from a minimum investment of $9 million annually for these purposes. It is proposed that member government contributions be based on the three-tier arrangement agreed by the Conference of Commonwealth Education Ministers (CCEM) in Botswana in 1997. This level of contribution will restore the organisation's revenue to that agreed by the CCEM in Islamabad, Pakistan, in 1994.

Virtually all increased revenue will support project work. COL envisions minor changes in staffing: the number of education specialists will largely be held steady while a few mid-career individuals may be hired for their subject expertise in particular areas of capacity building. The Plan outlines COL's efforts to diversify funding sources and increase the leveraging of core funding. COL International will play a major role in this strategy as it secures contracts to which it can bring the same level of professionalism and engagement as COL has traditionally brought to non-contractual work.

Ministers of Education are invited to endorse these directions so that COL's next decade of service to the Commonwealth will be even more effective than its first, permitting it to enable the Commonwealth to draw on the opportunities afforded by distance, open and technology-mediated learning to extend access to quality education, even to the remotest regions and the most disadvantaged populations (girls and women, marginalised males and those at the bottom of the social-economic ladder). The Plan's implementation will position the Commonwealth to embrace flexible learning options to address formal educational needs as well as the expanding needs for non-formal education in areas such as literacy, numeracy, public health and hygiene, HIV/AIDS, life-long learning and labour market training, as well as the particular plight of children at risk: orphans, refugees and those living in the streets.
Mission statement

Recognising knowledge as key to cultural, social and economic development, The Commonwealth of Learning is committed to assisting Commonwealth member governments to take full advantage of open, distance and technology-mediated learning strategies to provide increased and equitable access to education and training for all their citizens.

Strategic visions

When Commonwealth Ministers of Education met in Pakistan in November 1994, they approved a Strategic Outlook for The Commonwealth of Learning that included four “strategic goals or objectives”:

- to promote the utilisation of communications and information technologies for the purpose of distance learning;
- to facilitate access to affordable, high quality learning materials and resources in support of formal and informal education;
- to provide access to training in the adoption and use of distance learning techniques and technologies; and
- to supply information and advice about distance learning systems, programmes and technologies, both to practitioners and developers alike.

In pursuing these objectives, COL has sought to:

- identify and exploit opportunities to demonstrate the use of open and distance learning to develop human capacity in the Commonwealth;
- work in partnership with and through institutions and agencies of the Commonwealth as well as others;
- encourage and build on best practice in open and distance learning;
- exploit new technologies;
- assist member governments in the development of policies and operating procedures to ensure the best application of open and distance learning systems; and
- secure and develop the necessary resources and staff to operate efficiently and effectively.
Over one billion people will begin the new millennium lacking the literacy necessary to sign their name or to read a book. Among them will be over one hundred million children who will not have access to primary education. A large proportion of those denied education will be girls and women. Their plight is emphasised in the 1995 UN Human Development Report which stated that of the 1.3 billion people living in poverty, women still constitute 70%; moreover, they also make-up two-thirds of the world’s illiterates.

Of the children with access to primary education in the poorest countries of the world, a large percentage will be in crowded classrooms in very bad states of repair. Others will be in situations where there may be no classroom at all. Many will be taught by untrained or poorly trained teachers, located in ill-equipped schools with no learning materials, laboratories, libraries or connections to the outside world. A good proportion will not complete primary school education.

Most of these un- or under-provided learners will be living in Commonwealth member states located in Sub-Saharan Africa and South Asia. These countries will also suffer educational deprivation at other levels on the educational ladder.

These young people, and the billion adults who never received nor benefited from education when they were young, will find themselves attempting to function in a global environment where:

- Long-term job success necessitates continuous learning regardless of profession, geographic location or age;
- Developing a strong human resource base is essential for economic and social development: training and the upgrading of skills and knowledge are prerequisites for improving the productive capacity of the labour force and economic growth;
- Relevant education and training is essential to address key issues such as environmental degradation, high population and domestic violence; and
- The impact of technology on governance issues is being recognised, assessed and appreciated.

We all know the questions: “How can technology assist developing democracies in their transition? How can it be employed by development agencies as a tool for economic, social and political development? How can one capitalise on the potential of technology to reshape civil society and its role within, and as part of, the larger context of governance?” Below we suggest some of the answers.

These circumstances have led rich and poor nations alike to reconsider the design and delivery of education. A consensus is emerging that opportunities for and provisions of life-long learning will require rethinking the ways in which the educational environment is constructed, organised, structured, governed and financed. There is an increasing acknowledgement of a shift in instructional paradigms where the instructor or teacher can no longer be the sole source of knowledge but must instead act as a facilitator, supporting student learning.
We re-affirm the vision of the World Declaration on Education for All (Jomtien, 1990), supported by the Universal Declaration of Human Rights and the Convention on the Rights of the Child, that every child, youth and adult has the human rights to benefit from an education that will meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each person’s talents and potential, and developing learners’ personalities, so that they can improve their lives and transform their societies.

FROM THE DAKAR FRAMEWORK FOR ACTION ON EDUCATION FOR ALL, “MEETING OUR COLLECTIVE COMMITMENTS”, ADOPTED BY 181 COUNTRIES REPRESENTED AT THE WORLD EDUCATION FORUM, DAKAR, SENEGAL, 26-28 APRIL 2000

Distance education is also being incorporated into mainstream education and training efforts: it is reshaping the educational landscape, including to whom and how education is delivered. Educational designs are being developed in response to rapid increases in technology that continue to collapse spatial boundaries. Commonwealth countries lead the world in the imaginative ways in which they have applied distance and open learning. That capability, however, is neither distributed equally amongst all Commonwealth countries nor in all sectors of education, even in those countries where open and distance learning has found success in one form or another.

Over a period of eleven years of work in and for the Commonwealth, The Commonwealth of Learning has not only brought attention to the opportunities presented by open and distance learning but also trained people, built partnerships, developed models and built modest capabilities among member nations in the application of open and distance learning.

Much remains to be done, especially with new technologies reshaping the ways in which the world operates. COL’s strategy for the second decade seeks to be regionally sensitive, sectorally relevant, and strategically opportunist so that it can add maximum value to Commonwealth education. Its view of Commonwealth needs, and the service it can provide in response, has been shaped by the many consultations COL has had over the last two years. The results of those consultations are reflected below.

Pan-Commonwealth

In all regions of the Commonwealth, there is a recognised need to sensitize stakeholders to the variety of new learning technologies applicable to the delivery of quality education. There is also increasing demand for the use of open and distance learning methodologies to address a number of capacity building issues. These range from supporting literacy and numeracy skills among millions of adults through the use of radio, television and telematics; helping rural women develop entrepreneurial skills; assisting agricultural extension workers to improve their capacity to educate farm workers; training legislators in legislative drafting; increasing the speed of in service training of un- or under-trained teachers; delivering continuous professional development programmes for health workers, managers and administrators; and dealing with the human, social and economic consequences of HIV/AIDS.

The last five years has seen a phenomenal increase in the application of new technologies to the learning environment. This development is removing the distinction between conventional and distance learning. It is also eroding political and geographical barriers to the movement of knowledge. Many view this as a good thing while others fear a new form of imperialism underlying these developments. This imperialism has the potential to undermine a nation’s intellectual and cultural assets in the longer term. While very little can be done to arrest these developments, a lot can be done to increase the national capability to exploit the new technologies, to increase local competitiveness, and to enhance local capacities to create and deliver learning and cultural products to their own people.

To achieve this, skills have to be developed to use the technologies in the learning environment, content has to be produced in sufficient quantity and quality, information technology connectivity has to be improved, appliances have to be made available at affordable costs, appropriate uses for the technologies have to be identified, and policy frameworks need to be established to support these ventures. The Commonwealth experience in all of these areas can be put to use for the Commonwealth. COL is well placed to do this.

Africa

Over the last ten years the Sub-Saharan Commonwealth’s capacity to deliver distance education has increased substantially. More than any other development agency, COL has been instrumental in drawing the attention of member governments and their institutions to the application of distance and open learning to enhance access. There is today a cadre of knowledgeable persons who have the knowledge, expertise and skills to conceptualise, design, develop and manage these systems. Compared to the task that has to be addressed, though, the number of such persons is woefully inadequate. The practice also remains handicapped by a similar inadequacy of resources of other kinds in a number of countries. The lack of financial and policy support in most Commonwealth Africa is especially impeding progress in a variety of ways. The range of courses offered is limited, the quality of learning materials could be improved, the support systems provided for learners is less than adequate, the training of tutors cursory, the monitoring of quality occasional, the use of modern ICTs for material production, administration and distribution low and policy directions appear unclear or unsupportive.
review

Some policy makers, despite COL's efforts and evidence to the contrary, remain reluctant to deviate from what they see as the quality benchmarks of conventional western education. They remain to be convinced of the opportunities afforded by open and distance learning. The situation is complicated by the need to develop the necessary regulatory and policy frameworks along with the skills to incorporate learning technologies effectively. Distance education must grow in Africa if the continent is to meet its education objectives. This applies from the basic to the tertiary education sector. As "Learning: the treasure within: Report to UNESCO of the International Commission on Education for the Twenty-first century" states: Very few African countries have attained primary education for all. At secondary level, the record is even worse, with many African countries able to provide secondary education to only 4 to 5 per cent of the age group. Most African countries can boast of less than 1 per cent of the relevant age group attaining any form of tertiary education compared to between 25 per cent and 75 per cent in industrialised countries. And those who attain tertiary education are unlikely to specialise in science or technology. [Source: Learning: the treasure within: Report to UNESCO of the International Commission on Education for the Twenty-first century. Paris: UNESCO, 1996. p. 75]

This situation is further aggravated by the devastating toll the HIV/AIDS pandemic is now taking and anticipated to take as it explodes still further in Africa. It is striking at the heart of educational institutions as its impact begins to be felt in the decimation of the ranks of qualified teachers and professors. Concomitantly, the number of orphans requiring particular attention swells. Open and distance learning can play a pivotal role in meeting these challenges, from providing an effective facility to upgrade teaching qualifications to developing non-formal programmes designed to address the needs of orphans. COL is of the view that open and distance learning, coupled with the application of appropriate technologies, can play a central role in addressing these needs.

Every institution engaged in the development of the human being must be enabled to use distance and open learning. It may be the only means whereby education and training can be delivered either for initial or replacement purposes, speedily, economically and effectively for large numbers of people.

On a brighter note, the Commonwealth can take some pride that the five countries of Sub-Saharan Africa that have eliminated the relative disadvantage for girls in terms of secondary education enrolment are all Commonwealth countries (Source: Progress of the World's Women 2000, UNIFEM Biennial Report). Clearly though there is a role for COL to play in helping the remaining Commonwealth Sub-Saharan countries to achieve similar success.

continued on page 10
**key methods**

ENGAGE policy makers and those responsible for achieving “Education for All” targets in dialogues on the application of mass media and other appropriate information technologies for this purpose.

WORK in partnership and collaboration with and through institutions and agencies of the Commonwealth, as well as other international agencies.

DRAW the attention of all those engaged in distance education and open learning to international standards, benchmarking and advancement in quality and good practice.

IDENTIFY and demonstrate the use of open and distance learning, new technologies and new operating practice to develop human capacity in the Commonwealth.

DEVELOP and implement regionally focussed activities working in all sectors, including basic and post-basic education, higher education, open schooling, teacher training and retraining, technical/vocational education and training, continuing professional education, and literacy and values education.

INCREASE use of the Internet, World Wide Web and other new and innovative forms of communication.

INCORPORATE sensitivity and responsiveness to Commonwealth priorities such as good governance, gender equity and environmental conservation.

SECURE and develop the necessary funding, resources and staff to operate efficiently and effectively in response to needs expressed by Commonwealth member governments.

**principal targets**

ENLARGING COL’s outreach to include all human resource development-related ministries or departments of member states.

PROVIDING a major focus on Sub-Saharan Africa and South Asia and increasing COL’s engagement with public institutions and the NGO community.

INCREASING the frequency of engagement with open and distance learning institutions through workshops and seminars, especially in Sub-Saharan Africa, the small island states and South Asia.

INCREASING opportunities for collaborative work especially among small states in areas such as teacher training, basic education and continuing professional education.

IMPROVING activities already in progress in all regions of the Commonwealth.

The world’s population has grown rapidly (to over six billion), and half of it is currently under the age of 24... Even thirty years ago, in 1970, when the world population was well under four billion and the number of children under the age of 15 in the world was some 400 million lower than now (currently 1.79 billion), education for all would have been a very different enterprise.

Source: Achieving Education for All: Demographic Challenges - produced for UN/UNDP
The Caribbean, South Pacific and Mediterranean

These three regions, far apart geographically, share similar challenges as a consequence of being comprised of small island nations, frequently possessing limited resources to sustain a large education and training infrastructure.

In the Commonwealth South Pacific, the University of the South Pacific, the key provider of off-campus learning throughout the region, has been successful in the tertiary sector. However, challenges remain in the use of distance and flexible learning to enhance people’s capacity to increase economic production in all countries of the region and improve literacy levels in some. The training of distance education workers and the development of good learning materials require special attention. A further need to be met is to increase local capability in the application of ITCs in developing and distributing training programmes. Many of the activities related to these may have to be done by encouraging and establishing partnerships among institutions of the region. To this end, COL met with Pacific Ministers of Education in March 2000, to arrive at an action plan for using open and distance learning to upgrade the skills required to strengthen local economies. This will form a centrepiece of COL’s activities in the Pacific, complemented by a pilot project on credit recognition designed to enhance the mobility of workers amongst the island states. Benefits from the lessons learned are expected to extend to other small states of the Commonwealth.

The Caribbean has a long tradition of delivering off-campus education via the facilities of the University of the West Indies. The region possesses both knowledge and a variety of skills. COL’s intervention can principally be that of a facilitator identifying opportunities to add quality and variety to the ways open and distance learning is delivered. COL will continue to demonstrate how distance education and educational media can be employed to develop capacity in local industries such as agriculture, fishing and tourism. COL will also strive to work with Caribbean countries to address the “reverse gender gap” where boys rather than girls are failing to complete a secondary education.

COL has had limited engagement in the Mediterranean, i.e. Cyprus and Malta. COL facilitated the open and distance learning perspective of discussions in the technology-mediated meeting in Malta in 1997 initiated by the Commonwealth Secretariat. COL has also collaborated with the University of Malta on media-based learning issues. With the Commonwealth Secretariat initiative COMNET-IT based in Malta and with the well-developed nation-wide IT plan by the government of Malta, COL could see working with relevant organisations to implement and transfer models of success from these two nations to other small island states in the Caribbean and the South Pacific.

Asia

In South Asia, apart from quality issues, meeting the Dakar Education for All targets for universal basic education will be the major concern. All five Commonwealth countries of the region confront limited resources of one kind or another. Yet four of the five Commonwealth countries in South Asia have well-developed facilities for distance education. For example: Between 1982 and 1997 a total of nine open universities were established in India. Indira Gandhi National Open University, which was established in 1985, has a student body enrolment of 516,580. [Source: Tenth Convocation, 14 March 1999: VC Report] and the Bangladesh Open University, the only open university in the country, was established in 1992. Total enrolment in the same year was 5,125, it swelled over 42,325 in 1995. [Source: The Bangladeshi Open University/Greville Rumble. Higher Education through Distance Education, 1999]

There is however a need to transfer the knowledge, skills and capabilities developed in the higher education sector to other sectors such as literacy, elementary and secondary education, teacher training and re-training as well as the continuous professional development of workers in all fields of human endeavour. The demand in all of these sectors is so enormous that a reliance on mass education and training strategies must be considered inevitable. In order to achieve this, efforts must be made to increase the numbers of those with a knowledge of, and ability to use, distance and open learning techniques. Other sectors engaged in human development, besides ministries of education, will need to be sensitized to the potential use of distance education, the value of building partnerships and the importance of supporting the use of ICTs. In some countries, policymakers have yet to accept the use of distance and open learning as a legitimate vehicle to deliver education and training. COL’s intervention must also centre on bringing attention to and facilitating the achievement of international quality benchmarks. This region has all the potential to become a major global supplier of distance education expertise.

In Southeast Asia, Brunei Darussalam and Singapore use distance education minimally and both possess the resources necessary to manage without outside intervention. Malaysia continues to develop significantly in distance education capacity and seems confident in managing that development without COL’s assistance. COL could nonetheless help it share its expertise with its Commonwealth siblings.
The Plan for 2000–2003

In order to assist the Commonwealth to address the challenges depicted, COL will build on the work and experience of the past 11 years, by focusing on four key roles. These are:

- a **Catalyst for Collaboration**, in recognition that significant dividends accrue when parties work together in a complementary and synergistic manner, and that needs far exceed the resources, talents and capabilities of any one organisation;

- a **Resource for Training**, in recognition that considerable work remains to be done to develop and/or strengthen national capabilities with respect to open and distance learning;

- adding value to human **Capacity Building**, by creating programs and models incorporating different technologies and learning media and demonstrating the ways in which they can be applied to build capacity wherever there is a need; and

- a **Source of Knowledge and Information**, in recognition of the centrality of up-to-date and comprehensive information and knowledge to any successful endeavour, especially one in a state of rapid and continuous change.
COL as a catalyst for collaboration

Since its inception, COL has worked at linking institutions, individuals, government departments and development agencies on matters related to open and distance learning. Partnerships and alliances are essential to any strategy aspiring to lead to enduring successes. They afford the opportunity to enrich initiatives, both financially and intellectually. Equally important, partners – especially local ones – frequently sustain and indeed extend projects to other centres. Moreover, their appreciation of local realities is often critical to the realisation of practical initiatives resulting in tangible benefits.

In the field of education there are plentiful opportunities for fruitful alliances, essentially amongst four types of partnerships: intergovernmental, interagency, inter-institutional, and with professional associations and NGOs. One of COL’s more recent activities led to an agreement with the Education Ministers of the Commonwealth South Pacific to develop a technical/vocational programme to support local economies and to facilitate mobility through greater credit recognition.

True collaboration involves more than joint funding: it extends also to joint planning, management, and execution, such as that afforded by Canada’s Department of Foreign Affairs and International Trade on whose behalf COL is piloting an innovation to the Commonwealth Scholarship and Fellowship Program. The pilot, known as the Canada-Caribbean Distance Education Scholarship Programme (CCDESP), explores the feasibility and benefits to be accrued through scholarships offered by distance and technology-mediated education.

COL will continue to participate in forums that bring together agencies – governmental, intergovernmental, or non-governmental – that have similar or complementary objectives. For example, COL will continue its participation in the Global Knowledge Partnership; work with UNESCO, UNICEF and other development agencies in a range of areas including initiatives supporting the EFA agenda, secondary school reform, health education, and the maintenance of a web-based gender training resources collection (www.col.org/GenderResources) and the development of a similar collection on training materials for HIV/AIDS; build African capacity in distance education through its membership on the executive committee of the ADEA (Association for the Development of Education in Africa) Working Group on Distance Education; support humanitarian agencies in their educational and training activities (UNICEF, UNCHR, OXFAM); and participate on the WETV Foundation Board.

COL will strengthen and empower regional and national distance education professional associations throughout the Commonwealth. It will complete the task of establishing a Federation of Commonwealth Open and Distance Learning Associations (FOCODLA). It will cooperate with Commonwealth professional associations to help them incorporate the use of open and distance learning in continuing professional education. It expects also to organise a round table of NGOs working in areas of literacy and basic education to identify effective ways to follow up on the expectations of the Education for All conference in Dakar.

COL will develop a formal relationship with the South Asian Association for Regional Cooperation’s (SAARC) distance education facilities. As part of its role as a catalyst for collaboration, COL will explore ways to partner with the Indian educational television, Gyan Darshan, and the Indira Gandhi National Open University (IGNOU), to include educational programming useful to Commonwealth countries covered by the satellite’s footprint: East Africa through the Pacific and South Asia. In addition, it will explore the potential for the creation of an Eastern African facility for distance education development as well as the feasibility of establishing a facility for research and training in distance education in the Pacific. In co-operation with the Commonwealth Secretariat, and the engagement of the ADEA Working Groups on Teacher Training and Distance Education, COL will organise a sub-Saharan Africa policy dialogue on teacher training through open and distance learning. It expects also to partner with CARICOM policy makers in order to strengthen the agriculture sector through the employment of distance learning methods to improve training.

Resources of approximately $3 million will be required to support the role of collaboration over the period of the Three-year Plan.
objectives

TO MARSHAL the available wealth of experience, talent and resources — regardless of where they might exist — for the Commonwealth’s benefit.

TO DEVELOP partnerships and alliances with, among and between international, inter-governmental, non-governmental agencies and institutions.

key methods

PARTICIPATE IN, OR CREATE, forums designed to elicit partnerships with international development agencies, the Commonwealth Secretariat, its agencies, and others, e.g. Pacific Ministers of Education Meeting, Global Knowledge Partnership, ADEA Working Group on Distance Education.

DEVELOP MOU’s and Work Plans with other agencies, e.g. COI/UNESCO work plan.

SEIZE opportunities to act as an executing agency for programmes designed to build partnerships and strengthen the use of distance education for development purposes, e.g. CCDESP.

UTILISE opportunities afforded by regional and sub-regional consortia.

SUPPORT the networking of Commonwealth open and distance learning associations, Commonwealth agencies and other NGOs.

targets

Regional consortia.

NGOs, the private sector and foundations.

Commonwealth and UN agencies.

Donor agencies.

ODL and other relevant associations and institutions.

Ministries of Education.

International financial institutions.
COL as a resource for training in open, distance and technology-mediated learning

Heads of Government, recognising the potential offered by distance education and open learning, created COL to assist countries to develop their capabilities in this area. Consequently, throughout its first decade, training has constituted a critical element of COL's efforts to create a cadre of trained professionals throughout the Commonwealth.

The rapidly changing environment of education and the incorporation of educational technologies will continue to demand an enlargement of the required skill sets. These skills will range from desktop publishing to web-based delivery. To meet this challenge, COL will incorporate a variety of approaches: it will organise seminars and workshops, support professional development through study visits and interchanges, create web tools, develop and support enrolment in formal training programmes, and produce print materials for use by trainers of trainers.

As a new departure, COL will also introduce sessional institutes. The first of these, on academic leadership and the management of change, will engage Vice Chancellors and other senior officials of Commonwealth African universities. To this will be added one for principals of open schools around the Commonwealth as well as managers of Commonwealth Teacher Training facilities.

COL will also enable those in one part of the developing Commonwealth to draw on the expertise and formal training available at a distance from other parts of the developing Commonwealth. It will do so through support of programmes such as the Rajiv Gandhi Fellowship Programme that provides formal training leading to postgraduate certification in open, distance and technology-mediated education.

COL will also encourage the development of a Commonwealth Masters Degree in Distance Education to be offered around the Commonwealth. In addition, it will seek opportunities for executive interchanges of ministerial and other senior officials with COL. These will be mutually enriching: COL benefiting from the regional and subject expertise of the individual while the individual develops greater knowledge of particular aspects of open and distance learning to the benefit of his or her home institution.

Resources of approximately $6 million will be required to support the role of training over the period of the Three-year Plan.
Objectives

TO DEVELOP national and institutional capabilities in distance, open and technology-mediated learning.

Key Methods

ORGANISE workshops and seminars on various aspects of ODL, including orientation to ODL, its management and policy implications, instructional design and course development, the use of multi-media, student support systems and quality assurance.

PRODUCE print materials like the "tool kits" to support trainers of trainers.

MOUNT sessional institutes focussing in depth on particular facets of open and distance learning.

DEVELOP a Commonwealth Masters of Distance Education Programme.

UTILISE CD-ROMs for those with computer access but with unreliable or costly access to online training.

DEVELOP Internet and Web-based training in different aspects of distance education, supported by web-based discussion groups.

SUPPORT training-the-trainers initiatives especially among NGOs, etc.

Targets

Practitioners and aspiring professionals in the field of open and distance learning.

Instructors, tutors and media centre staff.

Staff members responsible for curriculum content, instructional design, desktop publishing, graphics and content.

Heads and staffs of ODL institutions.

Professionals entering the field.

NGOs desirous of developing well-designed materials to educate their clientele either formally or informally.

Ministries of Education and other government officials.
COL as a capacity builder

Being home to a third of humanity, the Commonwealth’s need for trained, skilled and knowledgeable human resources is self-evident. This challenge begins with the desperately urgent need to increase literacy and numeracy, and carries through to all levels of education, including the provision of skills for development. Less self-evident is the magnitude of the responsibility to keep human resources current, relevant to their changing environment. Teachers, educational administrators, legal and health workers, business managers, information technologists and others constantly require re-skilling, refreshing and retraining.

This Three-year Plan therefore gives a heightened, more intense and more focussed attention to capacity building. COL will facilitate the development of content and delivery strategies for training through open and distance learning. It will also undertake initiatives to upgrade infrastructure facilities so that local institutions can deliver training. In addition it will assess the need for, and assist in the establishment of, multi-media and information technology facilities. It will also assist in the creation of systems to facilitate the design and production of learning materials. It will create and implement strategies for the development of learner support systems, including designing and experimenting with tele-kiosks or community-based learning centres.

COL will similarly facilitate strategic alliances among content and programme developers by creating a network of post-experience training facilities in areas such as agriculture, health, environment, values education and technology, and by designing academic and training programmes leading to certification in management, administration, education and law.

It will improve the environment for partnerships to take place by conceptualising and designing instruments for partnership development. Similarly it will help develop strategies for academic credit mobility while pursuing the creation of an academic credit bank facility. It will also encourage the redesign of scholarship and fellowship programmes so that they can draw on the benefits of open and distance learning.

COL’s contribution to capacity building will focus on four areas. These are:

- **Management of the environment and enhancement of food security:** There is a continuing need to refresh the knowledge of workers in the environmental and agricultural sectors. Farmers’ education, the training of extension workers in new techniques and technology, the management of agricultural research, updating environmental workers on management, impact and policy studies all require new ways of delivering the message. The large numbers of people engaged in these sectors can benefit from the use of media and interactive technologies that allow mass, fast, effective and just-in-time training methods to be applied.

- **Education and training:** A large proportion of the roughly 50 million teachers currently employed in the education and training sectors are found in the Commonwealth. Many are untrained and all need retraining and refreshing. One needs to add to that the training of literacy workers to deliver basic education to 130 million children out-of-school and a billion illiterate adults. To achieve the EFA targets, teacher training is essential. Innovations in the delivery of training and retraining to teachers, directors of teacher training and other managers of education must be designed and developed. Existing training institutions must encourage to collaborate so that their pool of academic teachers can more effectively package the training. The HIV/AIDS pandemic adds urgency to the challenge. Training packages must also focus on the role of developing the skills required for economic production and be available in flexible ways. The technical/vocational sector is a target in this category.

- **Governance and government reform:** The Harare decision and all subsequent Commonwealth Heads of Government Meetings (CHOGMs) were emphatic in their desire to see reform and good governance become integral to Commonwealth culture. Reform and governance require a scrupulous, knowledge of, and skills in conceptualising, designing, and shaping legislation, policies and practices in areas as diverse as human rights and gender issues, administration of trade management, etc. Given the enormous size of the civil service in some countries and the smallness of it in others, conventional forms of delivering training are unlikely to meet all needs. Innovation is possible, and by working with existing training institutions, COL can help improve the delivery of such professional development.

- **Professional development of health workers:** The HIV/AIDS pandemic alone will present enormous demands on training numbers of health workers. But other parts of the health sector will also require regular and continuing professional development for individuals in service. Distance education methodologies are proving to be effective in such re-training and re-skilling in the Commonwealth countries. There is an opportunity here to build our present experience and knowledge to benefit other Commonwealth nations.

COL will not only deliver education and training in these and other areas. Rather, it will work through partners and associates. It will also help construct virtual delivery platforms, organise support the creation of learning materials in print, audio, video, multimedia, etc. and bring together groups to design curricula having a pan-Commonwealth appeal. COL will undertake feasibility studies, train trainers in the use of new technologies – including web-based materials – to enhance the capabilities of workforces, consider responding to quality assessment and accreditation. Confident of the role it can play, thanks to the experience gained in the:

- development of the Commonwealth Executive Masters of Business Administration and Masters of Public Administration (CEMBA/MPA);
- the STAMP 2000+ teacher upgrading project involving Southern African governments;
- proposed professional development of Parliamentarians and other parliamentary servants;
- training of legislative drafters;
- proposed certificate course in disaster management; and
- creation of flexible learning materials for technical and vocational education in the South Pacific.
objectives

TO KEEP human resources current and relevant to the changing nature of their environment.

TO FACILITATE the development of content and delivery strategies for training through open and distance learning.

TO UPGRADE infrastructure facilities to enable local institutions to deliver training.

TO ASSESS the need for, and facilitate the establishment of, multi-media and information technology facilities.

key methods:

HELP develop support systems to facilitate material design and production activities.

CREATE AND IMPLEMENT strategies for the development of learner support systems.

DESIGN AND EXPERIMENT with tele-kiosks or community-based learning centres.

FACILITATE strategic alliances among content and programme developers by developing a network of post experience training facilities.

HELP develop strategies for academic credit mobility and pursue the creation of an academic credit bank facility.

BUILD capacity for human resource development, especially in key professions such as teaching.

STIMULATE regional cooperation in the development of learning materials.

UNDERTAKE initiatives like the Commonwealth Executive Masters of Business Administration and Masters of Public Administration (CEMBA/MPA).

PROVIDE initial and in-service teacher training.

DEVELOP technological capacity, including the development of delivery models using ICTs that are self-sustaining, owned and managed by local stakeholders.

FACILITATE good governance and human rights by implementing programmes to address major health issues like HIV/AIDS, upgrading support for delivering education and training to rural communities, improving the care and education of at-risk children and improving working conditions for people.

resources of approximately $12 million will be required to support the role of capacity building over the period of the Three-year Plan.

targets

Member governments.

The private sector and NGOs.

Education and training institutions.

Intergovernmental and donor agencies.

Professionals and para-professionals.

Vice-chancellors, headmasters and ODL practitioners.
COL as an information and knowledge provider

Information and communications technologies have revolutionised the world's capacity to accumulate, store, retrieve, and transmit information. The ease of gathering, digitalising and transferring information; the impressive increase in the amount of data that can be stored on ever smaller media; and the computing capacity to index material, all serve to make information and knowledge management possible on a scale hitherto unthinkable. These developments can work to the advantage of the whole of the Commonwealth to the degree member states position COL to exercise more effectively and comprehensively its information and knowledge provision responsibilities. There is an explosion of information available on a worldwide basis: COL can be pivotal in harnessing it to respond to the Commonwealth's increasing thirst for information.

COL will develop and co-ordinate a Commonwealth Open Learning Interactive Network for Knowledge Sharing (COLINKS). The Network, anchored by COL's Information Resource Centre (IRC), will provide an up-to-date and thorough inventory of distance education information resources (www.col.org/irc). It will promote the use of on-line catalogue access – ensuring a quality level of service/delivery mechanism. It will improve and expand electronic communication with stakeholders so that COL becomes a dialogue centre for the development and sharing of knowledge. COL will also collaborate with international and regional information providers, especially Internet-based, in order to enrich the quantity and quality of knowledge and information available to its Commonwealth clientele. Furthermore, it will promote information management skills development while also working to strengthen regional capacity to collect, use and contribute information resources.

COL will improve the functionality of its website (www.col.org) and enrich the content of the Commonwealth Electronic Network for Schools and Education (www.col.org/cense), while ensuring that they remain accessible to those possessing less-advanced technologies. It will expand its electronic publishing programme and explore ways to serve its clientele on a 24-hour/seven-day basis through electronic means. It is currently constructing a global distance education knowledge network (DistEdNet) in association with the World Bank and partners in six locations.

COL will combine these newer instrumentilities with the more conventional infrastructure for the transference of information and knowledge. It will continue to publish COL newsletters, including Connections and EdTech News, as well as produce monographs, gui and research studies. It will publish the annual World Review Distance Education and Open Learning series. COL will also organise pan-Commonwealth and regional fora to share expertise, knowledge and new developments. COL will support South Africa the organisation of the second Pan-Commonwealth Forum on Open Learning to take place in 2002.

COL seeks the support of member governments for the creation of a fund to support the purchase of copyright and distribution rights to quality distance education materials. A fundamental role for the creation of COL was to facilitate the transfer of transferable and lessons learned. There is tremendous goods amongst Commonwealth educational institutions. Nonetheless, as knowledge is treated as a commodity to be traded, greater emphasis has been placed on the protection of intellectual property rights. This in turn has worked contrary to the goals of sharing opportunity and increasing access. Many institutions are prepared to waive intellectual property rights with respect to their distance education materials, but they are not in a position to waive rights to excerpts their materials contain from other publications otherwise known as third-party copyrights. Member governments can help overcome this barrier by contributing to a fund to purchase intellectual property rights for self-instructional distance education material useful elsewhere in the Commonwealth. Contributing countries could restrict the use of all or part of their contribution to the purchasing of distribution and intellectual property rights directly related to materials produced in their country.

Resources of approximately $3 million will be required to support the role of information and knowledge resource over the period of the Three-year Plan.
objectives

TO HARNESS the information and knowledge available on open and distance learning and make it accessible to stakeholders throughout the Commonwealth.

key methods

DEVELOP a Commonwealth Open Learning Interactive Network for Knowledge Sharing (COLINKS).

IMPROVE COL’s web site, provide service electronically on a 24-hour basis, and expand COL’s electronic publishing. (www.col.org)

PUBLISH COL newsletters, Connections and EdTech News, produce monographs, guides and research studies, and support the World Review of Distance Education and Open Learning series.

EXPAND COL’s Information Resource Centre collection. (www.col.org/irc)

ORGANISE pan-Commonwealth and regional fora to share expertise, knowledge and new developments.

CREATE a fund to purchase copyright and distribution rights to distance education materials in order to facilitate the transfer of materials.

MAINTAIN and enliven the Commonwealth Electronic Network for Schools and Education (CENSE). (www.col.org/cense)

targets

Member governments.

Open and distance learning institutions.

Professionals.

Intergovernmental and donor agencies, foundations and NGOs.

Professional associations, consultants and policy-makers.

Students of open and distance learning.

Members of the private sector.
Member government contributions

The Three-year Plan is a working document, always in transition, however it projects a strategic vision informed by the priorities and objectives Commonwealth governments and their institutions have identified. As an agency of the Commonwealth funded on a voluntary basis, COL can respond to these priorities in the measure that these same governments provide the necessary funding for it to do so. Hence member governments ultimately decide the degree to which the vision can be transformed to reality.

The Plan sets out a path for the responsible growth of programmes aimed at human development across the Commonwealth and estimates the resources required.

To fully implement Commonwealth programmes designed to achieve the agreed objectives, core funding will need to remain fairly constant over the three years of the planning period to average CDN$9 million per year.

This figure was endorsed by Heads of Government as the minimum needed for the Commonwealth to invest in education and training through COL over each of the next three years. It is significantly less than the $20 million envisaged by Lord Briggs in his report leading to the establishment of COL and is only $1 million a year more than that budgeted in the 91/92 and 92/93 fiscal years. Indeed, it would simply restore the organisation’s funding level to that agreed to by the Commonwealth Education Ministers Meeting in Islamabad in 1994.

To achieve sufficient levels of core funding, Commonwealth countries should continue to work within the three-tier framework endorsed by Education Ministers in 1997. The targets set for each tier over the 2000-2003 funding cycle are as follows:

<table>
<thead>
<tr>
<th>Countries</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>$18.75 million</td>
</tr>
<tr>
<td>Tier 2</td>
<td>$ 4.50 million</td>
</tr>
<tr>
<td>Tier 3</td>
<td>$ 3.75 million</td>
</tr>
</tbody>
</table>

(See Annex for country listing)
Other sources

COL will continue to provide fee-for-service consultancies when they accord with the purposes for which COL was established. It will also promote its wholly owned affiliate, COL International, created to enable the Agency to provide services under contract with any excess revenues being reinvested in the Commonwealth through COL. Revenues from investments and all net profits received from external project funding along with other incomes will be available to help meet core costs.

COL recognises the need to be entrepreneurial in seeking funds from other sources in addition to the core financing from governments. COL will build on expertise already developed in-house to continue to pursue and receive funding from other sources.

COL will also explore other options to increase the funds available to serve Commonwealth priorities without placing added pressures on national treasuries. Realistically, however, these are long-term goals, and for the immediate future COL will continue to rely principally on core funding from member Commonwealth governments.

In addition to providing for programme planning, implementation and evaluation, core funding will be used for headquarters’ operations, ensuring it has the necessary infrastructure to undertake the Plan.

COL will continue to operate within the guidelines of its existing organisational structure made up of a small dedicated and specialised body of personnel. COL expects to be able to operate its programmes with about 7-10 full-time distance education specialists to be complemented by additional shorter and/or longer term staffing positions directly related to the subject areas on which capacity-building efforts would focus. These will cover areas such as basic education, literacy, skills development and HIV/AIDS. It might be possible to identify some whose home institution would see the period of assignment in COL as one of professional enrichment. In such COL may be able to explore more favourable funding arrangements whereby the home institution, whether academic or governmental, might be prepared to share some of the costs. COL’s workforce — made up of highly qualified individuals with a vast combined knowledge in open and distance learning and supported by a competent team of assistants — should be seen as one of the Commonwealth’s principal assets.

An approximate 20% increase in office space will be required for COL to house its operations for the next three years as well as to provide the enhanced knowledge based services envisaged in the Plan. These premises will accommodate leading edge information systems and infrastructure essential to the efficient delivery of programmes and services to the Commonwealth.

As the Agency expands its programmes to meet demands placed upon it, it will endeavour to maintain its administration-related costs within 1997-2000 ranges as demonstrated below:

Total expenditures vs. administration expenditures

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL EXPENDITURES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADMINISTRATION EXPENDITURES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTES: 1. COL continues to maintain expenditures related to administration at a minimum level — these costs averaged 14% of total expenditures over the three years and represented 9.5% of total expenditures in 1999/00
2. Administration costs do not include governance-related costs
3. Total expenditures do not reflect services provided through in-kind contributions
Three-tier funding targets for 2000–2003:

ANNEX

TIER 1:
Countries would contribute, as a group, a total of CDN$18.75 million (CDN$6.25 million annually) for the next three years.

Included are: Australia, Canada (Province of British Columbia and Federal Government), India, New Zealand, United Kingdom.

TIER 2:
Countries would contribute, as a group, a total of CDN$4.5 million (CDN$1.5 million annually) for the next three years.

Included are: Brunei Darussalam, Malaysia, Nigeria, Singapore and South Africa.

TIER 3:
Countries would contribute, as a group, a total of CDN$3.75 million (CDN$1.25 million annually) for the next three years.

Included are: Antigua & Barbuda, Bahamas, Bangladesh, Barbados, Belize, Botswana, Cameroon, Cyprus, Dominica, Fiji, Gambia, Ghana, Grenada, Guyana, Jamaica, Kenya, Kiribati, Lesotho, Malawi, Maldives, Malta, Mauritius, Mozambique, Namibia, Nauru, Pakistan, Papua New Guinea, Saint Kitts & Nevis, Saint Lucia, Saint Vincent & the Grenadines, Samoa, Seychelles, Sierra Leone, Solomon Islands, Sri Lanka, Swaziland, Tanzania, Tonga, Trinidad & Tobago, Tuvalu, Uganda, Vanuatu, Zambia and Zimbabwe.

Summary

COL will seek to marshal additional funds from a variety of sources. Nonetheless, the most important source will continue to be the funding committed by governments with Tier 1 as the major contributor group.

The following table and chart demonstrate the total contributions generated for the previous Three-year Plan (1997–2000) and includes the leveraging effect of the core funding provided by member Governments through in-kind services:

Total contributions 1997–2000

<table>
<thead>
<tr>
<th>Cash</th>
<th>Non-cash</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member governments – core funding</td>
<td>$13,357,000</td>
</tr>
<tr>
<td>Non-core funding</td>
<td>4,975,000</td>
</tr>
<tr>
<td>Investment income</td>
<td>595,000</td>
</tr>
<tr>
<td></td>
<td>$18,927,000</td>
</tr>
<tr>
<td>Total non-cash</td>
<td></td>
</tr>
<tr>
<td>In-kind services (estimated)</td>
<td>$11,000,000</td>
</tr>
<tr>
<td>Total contributions</td>
<td>$29,927,000</td>
</tr>
</tbody>
</table>

The capacity of the Agency to function as an effective instrument of the Commonwealth will be proportionate to the funds available to be utilised freely for activities in any part of the Commonwealth. Heads of Government recognised this fact when they agreed to level of $9 million annually.
## Core funding from member governments

For the years ended June 30, 1998 to June 30, 2000

<table>
<thead>
<tr>
<th>Country</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antigua &amp; Barbuda</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td>$379,202</td>
<td>$371,880</td>
<td>$371,577</td>
<td>$1,122,669</td>
</tr>
<tr>
<td>The Bahamas</td>
<td>14,614</td>
<td>37,075</td>
<td>36,772</td>
<td>88,461</td>
</tr>
<tr>
<td>Bangladesh</td>
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<td></td>
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<tr>
<td>Barbados</td>
<td></td>
<td></td>
<td>18,658</td>
<td>18,658</td>
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<td>Belize</td>
<td></td>
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<td></td>
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<tr>
<td>Botswana</td>
<td>12,656</td>
<td></td>
<td>11,028</td>
<td>23,684</td>
</tr>
<tr>
<td>Brunei Darussalam</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cameroon</td>
<td>12,500</td>
<td></td>
<td></td>
<td>12,500</td>
</tr>
<tr>
<td>Canada</td>
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<td></td>
</tr>
<tr>
<td>CIADA</td>
<td>1,100,000</td>
<td>1,100,000</td>
<td>1,100,000</td>
<td>3,300,000</td>
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<td>1,000,000</td>
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<tr>
<td>Province of New Brunswick</td>
<td>20,000</td>
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<td>20,000</td>
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<tr>
<td>Cyprus</td>
<td>2,784</td>
<td>4,636</td>
<td>4,206</td>
<td>11,626</td>
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<tr>
<td>Dominica</td>
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<td>24,053</td>
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<td>Fiji</td>
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<td>The Gambia</td>
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<tr>
<td>Ghana</td>
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<td>419,403</td>
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<td>43,803</td>
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<td>69,370</td>
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<td>50,000</td>
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<tr>
<td>Papua New Guinea</td>
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<td></td>
<td>9,879</td>
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<tr>
<td>St. Kitts &amp; Nevis</td>
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<td>11,818</td>
<td>11,818</td>
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<td>St. Lucia</td>
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</tr>
<tr>
<td>St. Vincent &amp; The Grenadines</td>
<td>5,000</td>
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<td>Solomon Islands</td>
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<td>South Africa</td>
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</tr>
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<td>United Kingdom</td>
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<td>Vanuatu</td>
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Board of Governors
The Commonwealth of Learning (October 2000)

Chairman

Dr. H. Ian Macdonald, O.C., President Emeritus, York University (Canada)

Members

Commonwealth Secretary-General: His Excellency, the Rt. Hon. Donald C. McKinnon

APPOINTMENTS BY MAJOR DONORS

Government of Australia: Professor C.D. Blake, AM, Vice-Chancellor, Charles Sturt University
Government of British Columbia: Ms. Robin Ciceri, Assistant Deputy Minister, Post Secondary Education Division, Ministry of Advanced Education, Training and Technology
Government of Canada: Ms. Tina Sarotto, Registrar and Director of Student Affairs, Cambrian College, Ontario
Government of India: Mr. M.K. Kaw, Education Secretary, Department of Education, Ministry of Human Resource Development
Government of New Zealand: Ms. Shona Butterfield, Chief Executive, The Open Polytechnic of New Zealand
Government of the United Kingdom: Ms. Myra Harrison, Chief Education Adviser, Department for International Development

REGIONAL APPOINTMENTS ON THE ADVICE OF COMMONWEALTH MINISTERS OF EDUCATION

Africa: Dr. Iehon L. Rensburg, Deputy Director General, Department of Education, South Africa
Asia: Pehin Dato Abu Bakar Apong, Permanent Secretary (Professional and Higher Education), Ministry of Education, Brunei Darussalam
Caribbean: Dr. Marlene Hamilton, Pro-Vice-Chancellor, Administration & Special Initiatives, University of the West Indies, Jamaica
Pacific: The Honourable Fiamé Naomi Mata’afa, Minister of Education, Samoa

APPOINTMENT BY THE COMMONWEALTH SECRETARY GENERAL

Mrs. Esi Sutherland-Addy, Research Fellow, Institute of African Studies, University of Ghana, Ghana
President (Ex-Officio): Dato' Professor Gajaraj Dharanarajan, President and Chief Executive Officer, The Commonwealth of Learning

ADVISERS

Professor Michael Gibbons, Secretary General, Association of Commonwealth Universities
Y.B. Tan Sri Dato' Dr. Johari Bin Mat, Secretary General, Ministry of Education, Government of Malaysia
Mr. John Samuel, Adviser to the Minister of Education, National Ministry of Education, South Africa

Senior staff (October 2000)

Dato' Professor Gajaraj Dharanarajan, President and Chief Executive Officer
Mr. Brian Long, Vice President
Dr. Abdul Khan, Director, Development and Training