



1997 – 2000

THE COMMONWEALTH *of* LEARNING

Founded in 1987, The Commonwealth of Learning was inspired by the vision that the peoples of the Commonwealth must and can have access to knowledge, regardless of where they live and whether they are rich or poor.

Member Governments have given COL a mandate to encourage the development and sharing of open learning/distance education materials, expertise and technologies and other resources. Working with and providing services to hundreds of institutions throughout the Commonwealth, COL is helping to increase the capacities of developing nations to meet the demands for improved access to quality education and training.

Three Year Plan

EXECUTIVE SUMMARY

Established at the Commonwealth Heads of Government Meeting (CHOGM) in Vancouver (1987) and operational from early 1989, The Commonwealth of Learning (COL) is an international agency with a mandate determined by a Memorandum of Understanding with all Commonwealth governments:

The purpose of the Agency is to create and widen access to opportunities for learning, by promoting co-operation between universities, colleges and other educational institutions throughout the Commonwealth, making use of the potential offered by distance education and by the application of communication technologies to education. The Agency's activities aim to strengthen member countries' capacities to develop the human resources required for their economic and social development, and give priority to those developmental needs to which Commonwealth co-operation can be applied.

A strategic planning document was adopted by the COL Board for the period 1990–93, and the initial five years work was favourably reviewed by an international team which reported to the Cyprus CHOGM in 1993. After two consequential review studies (governance, organisation and management), during which interim funding allowed a limited continuation of the work, the 1995 Auckland CHOGM set in motion a three-year planning framework which begins with the triennial meeting of the Conference of Commonwealth Education Ministers scheduled for July 1997.

The Agency was restructured in 1996 into three professional groups:

- President's Group (overall management and administration, liaison with governments, programme planning to achieve gender balance, consultancy group);
- Programmes Group (materials acquisition and development, communication and information technologies, academic and professional services); and
- Regions Group (maintaining regional networks for programme delivery, information services, and support for professional associations, together with the development of teaching/learning networks).

President's Group

(Organisational Management: Governance, Executive Office, Operations, International Consultancy Network)

- This cost centre oversees the general management, and the President is responsible for maintaining the financial and political viability of the Agency over the three years of the Plan.
- The cost centre also monitors the integration of the *Commonwealth Plan of Action on Gender and Development (A Commonwealth Vision for Women Towards the Year 2000)* to ensure that gender concerns are incorporated into all policies, programmes and activities.
- The *Three-year Plan* envisages the setting up of an International Consultancy Network which will maintain and undertake projects on a contractual basis.

Programmes Group

COL's Programmes provide professional expertise to the national, regional and pan-Commonwealth activities of the agency. There are four major sub-sections:

Materials Acquisition and Development:

- support activities designed to provide information about and facilitate access to affordable, high quality open and distance learning materials and resources through assistance in acquiring, transferring, adapting, developing and delivering such materials.

Communication and Information Technologies:

- seek low-cost and appropriate technology solutions; develop and implement training and research in technology applications.
- experiment with innovative application of technologies
- enhance access to educational media resources and technologies.
- facilitate communications networks.
- provide information and advisory services to Commonwealth institutions in the selection and use of communication and information technologies (CIT) in open and distance education; promote and advocate the value of CIT in open and distance education.

Academic and Professional Services

- *Credit Assessment and Accumulation*: implement a Commonwealth credit assessment and transfer system.
- *Quality Assurance (QA)*: provide a service to, and support for, Commonwealth distance teaching universities developing and implementing QA policies and procedures.
- *Research, Evaluation and Review*: encourage, conduct and disseminate research in open and distance learning.
- *Training*: continue to expand COL's activities in training distance education professionals.

EXECUTIVE SUMMARY

Sectoral Services

- *Continuing Professional Education:* provide services to institutions and agencies responsible for continuing (post-basic) education and for professional development programmes, concentrating on health sciences, legal services and public administration, resource management professions, and all public service professions.
- *Teacher Education:* to find and apply new methods of teacher education and training to increase the output of trained teachers at all levels, to improve the quality of teacher education and to establish and maintain systems of continuing professional development.
- *Technical-Vocational Education and Training:* to apply distance education methods to education and training to develop technical skills and vocational qualifications.
- *University and College Integrated Distance Education Development:* to assist tertiary institutions to integrate distance education efficiently and effectively into their systems.
- *Non-formal Education:* to develop the human resources and appropriate methodologies for implementation of non-formal distance education; experiment with the development and use of low-cost materials and technologies for non-formal distance education.
- *Open Schooling:* to increase awareness of open schooling; provide information about methods, techniques and best practices in open schooling; and demonstrate effectiveness.

Regions Group

The Plan divides the Commonwealth into nine regions in which COL seeks to have a strong, distinctive, regional presence. Each region is defined in a manner consistent with the current state of distance, open and flexible learning in the particular region. The regional programmes aim first to provide institutional support on a regional basis. As such, the programmes:

- assist the movement of good course materials between institutions to improve practice, and speed delivery;
- strengthen institutional capacities for local design, through adaptation of proven resources;
- maintain an on-demand service for systems evaluation, and technical support for the acquisition of appropriate technology in support of distance learning;
- assist regional countries to make appropriate use of available and appropriate technologies for distance learning;
- provide a continuing service which maximises the transfer of quality information in support of the rapid evolution of distance education and assists in project definition;
- accumulate a modular bank of training materials available on request to institutions or associations; and
- where specifically requested and funded, undertake the management of specific training activities.

To support the President in the above programmes, nine (honorary) regional advisers to the President have been appointed.

The Plan also envisages maintaining close and strong relationships with professional associations for distance education in developing regions to the point where they can become self-sustaining, and plans to establish new associations for distance education where these are needed. In addition, the COL programme seeks to develop appropriate interaction between the various Commonwealth professional associations that promote distance education in order to increase their effectiveness.

COL seeks to establish teaching networks which carry courses to students in their own countries rather than have them travel overseas:

- A network designed to provide training for senior public administration training presently offers intensive training for lawyers employed to draft legislation, and this network will be extended through the Plan period.
- A network in the Caribbean region allows non-university institutions to share expensive course development activities for mutual benefit.
- The feasibility studies have been completed for the establishment, in the Plan period, of a learning-centre network in the Asia/Pacific region if suitable project funding can be attracted to meet the start-up costs.
- A network for training technical/vocational teachers has been established in the Caribbean region, and aid funding is expected in the Plan period for a similar network to be established in the Pacific region.

Resourcing the Work Plans

The Work Plans for the three-year period (1997–2000) are based upon the recommendations of the Progress Review Committee, and encouraged by Commonwealth Heads of Government when they met in Auckland in 1995. The overall Plan requires core funding (in total for the three year period) of \$ Cdn. 16,950,000 (\$ Cdn. 5 million a year, adjusted for inflation).

INTRODUCTION

Conceived by Commonwealth Heads of Government in 1987 — perhaps well ahead of its time — The Commonwealth of Learning (COL) was created as a specialist development agency concerned with distance education and the communications technologies that support it. One measure of how far ahead Commonwealth leaders were in their thinking is the increasing attention, in the 1990s, from other parts of the international community to the related problems:

- access to education;
- the application of better pedagogical techniques to improve quality and cost-efficiency;
- harnessing the innovative use of communications technologies for social purposes.

Distance education is now a part of the mainstream of education and training, as clearly indicated by a variety of reports: the OECD Secretariat (1994), the World Bank (1995), and the UNESCO Delors Commission (1996).

Working in the English-language medium, the agency is concerned with maximising the transfer of information, ideas, innovations, and resources to support the rapid evolution of distance education, the application of communications technologies to education and training, and in the emerging congruence between these two factors. The ultimate aim of the agency's work is to increase access to quality education, especially in marginalised, remote, and isolated communities

It is in this environment of increased global awareness of the potential and benefits of distance or resource-based learning that this *Three-Year Plan, 1997–2000* has been prepared. It draws upon the strength built over the last

seven years of successful operation and looks ahead to the next three with the many opportunities that are emerging globally. Three particular areas continue to have special concern:

- programmes for women and girls;
- good governance;
- environment.

Programmes for Women and Girls

The work of COL is concentrated upon assisting

- governments (and their appropriate agencies) to plan alternative means of delivering education and training; and
- institutions to implement the development of distance education and/or the improvement of its efficiency.

As such, the agency responds to the priorities of governments and institutions. Where it is appropriate, COL orients the work plans that develop from its consultations actively to promote the targeting of programmes aimed at women and girls.

Examples of such targeted approaches from work carried out since 1989 are:

- small-grant scholarship provisions to enable distance education institutions to pay all or part of the course fees for local students, provided that provisions for women equal or better those for men;
- a major programme in the Pacific Islands (in conjunction with the appropriate UN agency and the Open Polytechnic of New Zealand) to train women in the production of disaggregated statistics;

- considerable work in the promotion of the concept of open schooling, particularly in Asia, where the development of distance education at this level actively aids girls;
- a commissioned study (and a readily-available guide) to assist Commonwealth institutions in the preparation of gender-sensitive learning materials in all aspects of course development;
- the production of a core module for institutions wishing to institute Women's Studies in higher education, with concurrent funding from Canada's International Development Research Centre;
- in conjunction with the University of the South Pacific, a major research programme (producing a substantial publication and, more important, a generic research tool which can be used in other Commonwealth areas) measuring the extent of the barriers to access to distance education throughout the Pacific region;
- substantial programmes aimed at increasing literacy, particularly among women in Western Africa, using radio broadcast methods, and on only a different level of the same process, introducing women broadcasters into methods of making women aware of their legal rights against male violence in the family.

As well as specific targeting to increase women's access to education, implementing institutions with which COL works are encouraged increasingly to apply Commonwealth standards which aim at empowering women. Specific examples include:

- substantial work has been accomplished to create a regional programme for training technical and vocational instructors in the Caribbean, using distance education methods. The four national institutions engaged in the pilot project have been encouraged to concentrate on the trades and industries in which women already have a significant presence (particularly the tourism sector) in order to begin righting the gender balance in this vital sector;
- in conjunction with the Indira Gandhi National Open University, COL is currently offering postgraduate study to people involved in the management of distance education. This programme is of particular benefit to women, who already form the majority of this group, although rarely at the senior management levels.

INTRODUCTION

Good Governance

In a similar manner, COL is concerned with constructing a framework which assists general Commonwealth endeavours to encourage better governmental structures and processes. The starting point for this is the creation of good legislation, and:

- COL, in conjunction with the Commonwealth Secretariat Legal and Constitutional Affairs Division, has created a substantial training programme for graduate lawyers. This is training that has traditionally been done overseas – expensively. When fully operational, this Commonwealth-wide training programme will provide a means for Commonwealth countries economically to provide their own customised training in-country.

Environment

While COL, as a technical and professional agency concerned with developing appropriate systems of distance education cannot expressly target environmental concerns *per se*, it continues to encourage member countries to use distance education techniques in appropriate ways to support growing global concerns about the environment. In particular:

- COL has been involved over a number of years in a substantial programme that provides resources for distance education delivery of environmental engineering. This programme has been carried out in conjunction with UNESCO.

Access to Education and Training: Improving Quality Efficiently

The *Three-Year Plan* which follows is embedded in a firm belief that the majority of the nations of the Commonwealth expect to continue to receive tangible benefits from COL, with its constant emphasis on improving access to education and training for all peoples of the Commonwealth. For its technical and professional activities the agency expects a core budget provided collectively by Commonwealth governments in the order of about \$Cdn. 5.5 million per annum. The organisation will continue to employ a small staff, limiting expenditures on administration and overhead, and maximising activities and projects which increase access to education while improving the quality.

Enormous advances in the appropriate technologies available will improve the cost-efficiency of providing appropriate education and training:

- in small Commonwealth states, and particularly in the small-island nations, which together make up over half of the Commonwealth membership;
- in the various regions of the Commonwealth;
- in all of the major sectors of education – primary, secondary, technical, vocational, university, and non-formal.

In addition to the work funded by the core budget, COL expects to generate another additional \$Cdn. 3 to 5 million for work, precisely contracted for specific developmental tasks within COL's mandate, by funding agencies and other sources.

Chronology of Major Events 1987 to 1996

- 1987** Education Ministers (Nairobi) receive the Briggs Report: *Towards a Commonwealth of Learning*. Commonwealth Heads of Government (Vancouver) create an agency: The Commonwealth of Learning. Voluntarily funded.
- 1988** Committee chaired by **John Daniel**, Canada (later Sir John, Vice Chancellor UKOU) reports on initial organisational arrangements for the Agency. Initial establishment, formation of the **Board of Governors** under chairmanship of the Right Honourable Lord Briggs of Lewes. **Presidential search**; first meeting of the Board; appointment of Professor James A. Maraj as founding President.
- 1989** **President takes office**; agency established in Vancouver. **Appointment of staff**; initial, exploratory, programme activity in all regions of the Commonwealth.
- 1990** Board adopts a **Three-year Plan, 1990–93**, based on four regional programmes: Africa, Caribbean, Asia/Pacific, South Asia, and establishes a separate division for Telecommunications and Technology. **Programme and project activity carried out according to Three-year Plan.**
- 1993** Commonwealth Secretary-General establishes an international **Review Committee** under the Chairmanship of Dr. H. Ian Macdonald (Canada). Review Committee reports (*see next page*). CHOGM (Cyprus) considers the **Review Committee Report**, sets in motion further studies:
- 1994** - **Governance Review**: report produced by Mr. Alan Barry (Canada).
- **Organisation and Management Review**: report produced by group led by Sir William Taylor (Britain).
Recommendations of the Governance and O & M Reviews followed through by staff:
- **new Board** established as from January 1996, under continuing chairmanship of Dr. H. Ian Macdonald (chair since January 1994).
- work programme re-cast into a programme-based, **cost centre budget**.
- 1995** **Dato' Professor Gajaraj Dhanarajan** takes office as the second President. CHOGM (Auckland) accepts recommended procedure for three-year planning, and pledging at triennial meetings of **Commonwealth Education Ministers**, beginning July 1997, at Gaborone, Botswana.
- 1996** Board accepts President's proposals for **re-structuring** the Agency:
President's Group (Overall management and administration, liaison with governments, programme planning to achieve gender balance, consultancy group).
Programmes Group (Materials Acquisition and Development, Communication and Information Technologies, Academic and Professional Services).
Regions Group (Maintaining regional networks for programme delivery, information services, and support for professional associations. Development of teaching/learning networks).

EXTRACTS FROM THE REPORT OF THE PROGRESS REVIEW COMMITTEE (AUGUST 1993)

We the members of the Progress Review Committee¹ are pleased to submit our report on the Commonwealth of Learning. We are convinced of the need for this institution and of its importance in meeting the broad and varied needs of Commonwealth countries for human resource development.

[Letter to Commonwealth Secretary-General, from Progress Review Committee:

H. Ian Macdonald (Chair), Sheila Browne (Britain), Jeff Gawthorne (Australia), Yahaya Hamza (Nigeria), Iftikhar Hassan (Pakistan), V.C. Kulandai Swamy (India), Leton Thomas (St. Lucia).]

“Distance education” and “open learning” provide the greatest prospect of success

The creation of the Commonwealth of Learning represents both an inspired vision and a highly ambitious project by the Commonwealth Heads of Government. It serves directly the higher purposes of the Commonwealth: improved communication, enhanced understanding, and broadened educational opportunities in the interest of human resource development; it is dedicated both to learning and to development. In meeting such objectives, “distance education” and “open learning” provide the greatest prospect of success. Not only do they make it possible for education to exist where otherwise it would be unavailable for reasons of cost or scale, but such education can be provided at a qualitative level fully comparable with more traditional forms.

[Introduction to the Report of the Progress Review Committee.]

A recognised specialised agency

The Committee reports that COL has succeeded in establishing itself as a recognised specialised agency, and in delivering services which are making a valuable contribution to distance education and human resource development in Commonwealth countries. COL has become progressively capable of meeting expectations from these countries and should be encouraged to do so.

[Summary.]

Network of associates and colleagues

In many of the activities with which COL is involved, the agency serves as an advisor or consultant. Its stock in trade is expertise, sometimes found in its own staff but more often and more importantly recruited from a wide network of associates and colleagues. Either way, the measurable result from the total effort may be determined by contributions from other sources, and by decisions taken by authorities far beyond the control or mandate of COL.

[Report, p. 7: Implications of COL's Advisory Role.]

Making an impact

COL has made an impact on distance education during its short period of existence. Even where its inputs have been relatively modest, they have been appreciated by countries and have stimulated an accelerated interest in the possibilities of distance education. ... The organisation by COL of regional seminars, workshops, conferences and round tables in which consultants from the Commonwealth were utilised, provided valuable training in human resource development. Persons with expertise within regions were loud in their praise of the value of these workshops. These regional activities provided the participants with some exposure to international standards, enabled them to share ideas with and benefit from the experiences and expertise of colleagues in other regions of the Commonwealth and demonstrated the value of working collaboratively on the development or adaptation of materials. In some instances, these regional activities have given rise to innovative developments.

[Report, p. 13-14: Findings from the Field Visits.]

Projects across the Commonwealth

The field visits, together with the range of respondents to our questionnaire, represent only a small proportion of COL's tally of about 250 existing projects in nearly 40 countries. It is not possible to summarise the great range of items recorded in COL's current *Compendium of Activities* given both the number of programme areas and the range of projects within each.

[Report, p. 15: The Work of COL.]

Highly valued

... COL started from scratch to become an organisation which has effectively supplied course material, established training programmes, provided key items of equipment in a number of countries, and established a reputation as a valuable source of technical advice. ... Our review indicates that great progress has been made. After the initial planning stage, COL has delivered services which are highly valued by clients in most countries of the Commonwealth. Since the clients typically invest much more in any joint activity than does COL, their very positive responses to our inquiries, and their clear expectations for the future, are perhaps the best single indication of the current achievements of the organisation.

[Report, p. 24-25: Performance and Achievements.]

¹ The Progress Review Committee was established in 1993 to assess the performance and achievements of COL's first five years of operation and report to governments with recommendations for COL's further development. The Committee consulted over 250 individuals and conducted a survey of more than 200 Ministries, institutions and organisations associated with COL across the Commonwealth.

When you are in a position of responsibility, you must be able to handle the responsibilities that come with it. This is not just a matter of being able to do the job, but also of being able to lead others and make decisions that affect the organization as a whole.

One of the most important skills for a manager is the ability to communicate effectively. This means being able to listen to others, understand their needs, and then communicate that information to the rest of the organization. It also means being able to give feedback and to resolve conflicts in a fair and equitable manner.

Another key skill for a manager is the ability to manage time and resources. This means being able to prioritize tasks, delegate responsibilities, and make the most efficient use of the organization's resources. It also means being able to adapt to change and to handle unexpected situations with grace and poise.

Finally, a manager must have a strong sense of ethics and integrity. This means being able to do the right thing, even when it is difficult or unpopular. It also means being able to hold others accountable for their actions and to stand up for the organization's values and principles.

These are just some of the skills and qualities that are necessary for a manager to be successful. While it is not possible to have all of these skills, it is important to focus on developing the ones that are most important for your role and your organization.

By focusing on these skills and qualities, you can become a more effective manager and leader. This will not only benefit your organization, but also yourself, as you will be able to achieve your goals and fulfill your potential.

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ILLUSTRATIVE IMPACT INDICATORS 1993 TO 1996

COL believes that the indication of its achievements in the last three years is best reflected through the increased acceptance and adoption of distance education in Commonwealth member countries. This is demonstrated through the expanded number of government ministries, educational institutions, regional organisations and professional associations to which COL has provided services to assist them in their distance education initiatives.

- Through advocacy, advice and professional support, COL provided assistance to several institutions to adopt dual-mode systems.
- COL was instrumental in the establishment and provision of technical support to the Open Universities of Bangladesh and Tanzania.
- COL encouraged regional interaction among organisations such as the Association of Caribbean Chief Education Officers and the Association of Asian Open Universities, and professional associations such as the Distance Education Association of Southern Africa, the West African Distance Education Association and the Pacific Islands Regional Association for Distance Education.
- COL established strong local representation in its planning and programme implementation through the Programme Advisory Committees in Southern Africa and the Pacific regions.

Increased South/South co-operation

- The COL/Rajiv Gandhi Fellowship Scheme has 60 students from 15 different countries enrolled in the second year of the Masters degree in Distance Education offered by Indira Gandhi National Open University (IGNOU).
- A computer awareness project at the National Correspondence College in Zambia is using course materials transferred from Open University of Sri Lanka.
- COL facilitated technical assistance to the strengthen the Educational Media Services Unit in the Maldives for co-operative media training provided by IGNOU.

Increased Access to Learning by Disadvantaged Groups

- COL convened an international workshop on the 'Potential of Open Schooling for Increasing Access to Basic Education for Women and Girls' in collaboration with Allama Iqbal Open University (Islamabad, Pakistan) and UNICEF, South Asia.
- A research project on "Special Education: Exploration of Strategies to Meet the Needs of the Disabled in India" is currently being undertaken by IGNOU, with support from COL.

Increased number of people trained in distance education practice

- 500 people have been trained in over 25 workshops conducted in all regions of the Commonwealth.
- Trainer toolkits have been produced in six topic areas.
- A train-the-trainer manual has been developed.
- A *Directory of Courses and Materials for Training in Distance Education* has been produced.

Increased learning material acquired/developed and disseminated

- COL acquired the rights to duplicate and distribute 32 workbooks designed to instruct on various computer software applications from BCTel Education with reports indicating more than 2000 students are using these materials.
- COL acquired rights for the use of materials developed to assist primary school teachers to teach science subjects from Canterbury Christ Church College in the United Kingdom, and adapted these materials for use in Jamaica.
- COL is currently developing technical-vocational teacher training core curriculum for use in the Caribbean and Pacific.
- Students from 14 Commonwealth countries are enrolled in the COL/Commonwealth Secretariat legislative drafting programme with materials developed in collaboration with Royal Institute of Public Administration.

Increased diffusion and the use of appropriate media and technology

- The Commonwealth Educational Media Centre for Asia continues to build on its database of over 7,000 AV programmes, provides assistance in upgrading skills in media planning, production and delivery through numerous workshop and publishes a newsletter — *EduCom Asia*.
- Examples of appropriate media include the use of field-based audio programme production system in Ghana; low-powered radio system in Jamaica; the digital video production system in the Maldives and audio conferencing systems in Malaysia, India, Belize, Sri Lanka and Pakistan.
- Over 200 participants from 38 countries attended *Educational Technology 2000: A Global Vision for Open and Distance Learning*, in Singapore to examine ways and means of utilising the potential of modern technologies to enhance access to education.

ILLUSTRATIVE IMPACT INDICATORS 1993 TO 1996

Increased Flow of Information and Documentation

- The COL World Wide Web (WWW) site created in 1993 has now expanded to include over 100 documents and links to related organisations.
- COL's Information Resource Centre continues to respond to increasing number of requests for information and documentation.
- *Connections*, a quarterly newsletter, is distributed to over 5,000 government officials and education leaders.

Increased Research and Evaluations

- Research on the diffusion of appropriate educational technology in developing countries.
- Publication of case studies on quality assurance.
- Numerous evaluations conducted at the request of government ministries and institutions.

Increased collaboration with international development agencies

- Representatives from international development agencies including the World Bank, UNESCO, Education Development Centre, Inc., Department for International Development (UK), International Development Research Centre, British Council and the International Literacy Institute, attended a meeting, organised by COL at their own cost, to discuss issues concerning the use of distance learning in non-formal education.
- UNESCO and COL co-operation includes Technology Enhanced Learning Investigation in South Africa, development of multi-media kits on distance education and telematics projects in the Caribbean.
- Working with UNICEF, Commonwealth Fund for Technical Co-operation, Southeast Asian Ministers of Education Organisation, Asian Development Bank, Commonwealth Secretariat and other development agencies in a number of areas.

Increased Funding from External Sources

- Capacity Building in Distance Education for Primary Teacher In-Service Training — Asian Development Bank.
- Diffusion of Appropriate Educational Technology in Developing Countries — Department for International Development (UK).
- Technical-Vocational Instructor Training — Australian Agency for International Development (AusAID).
- Electronic Library Systems — Department for International Development (UK).

ORGANISATIONAL MANAGEMENT: GOVERNANCE, EXECUTIVE OFFICE, OPERATIONS, CAPITAL FUND

		Funding Source	
		Core	Project
Governance	<p>COL is governed by an international Board appointed according to the Memorandum of Understanding agreed by Commonwealth governments, and revised in 1995 with the effect of reducing the number of Board Members. The Board is comprised of one member appointed by each of up to six major donor organisations; one member appointed by each of four Commonwealth Governments, as decided by Commonwealth Education Ministers on the recommendation of the Commonwealth Secretary-General made after appropriate consultation and with due regard to the importance of, and need for, regional spread and rotation of representation; one member appointed by the Secretary-General and the Secretary-General or her/his representative; with the President participating <i>ex-officio</i>. The Board establishes policy and approves the principles, and therefore the activities, underlying the <i>Three-year Plan</i>. The Board meets at least once per year and delegates authority to an Executive Committee which meets as needed, either face-to-face or by conference call.</p> <p>In making decisions relating to appointments to the Board due regard has been paid by each appointing authority to the need for the Board to represent adequately all regions of the Commonwealth and for gender balance, and to the importance of its members being able to contribute effectively to its work either as spokespersons for the Government concerned or by virtue of their professional experience in distance education and distance learning, education and training at all levels, business and communications, human resource development, management and finance, publishing, international organisations and Commonwealth affairs.</p> <p>Among the Governors appointed from January 1996, five of fourteen (35.7%) are women. Among the current Executive Committee, three of seven members (42.8%) are women. The representation of women on the Executive Committee and on the Board as a whole, is significantly greater than in the past (representation of women did not exceed 20% prior to 1996). The Board will continue to urge appointing authorities to give attention to achieving an even greater representation by women in future.</p>	✓	
Executive Office	<p>In addition to being the Board's Chief Executive Officer, overseeing the general management of COL, the President carries out the tasks necessary for sustaining the financial and political viability of the organisation. These tasks include liaison with governments, national and regional educational institutions, external funding agencies such as donor governments, development banks, foundations etc.; representation at major national, regional and international meetings and conferences; and developing and sustaining the public image of COL across the Commonwealth.</p> <p>The Executive Office also monitors the thorough integration of the <i>Commonwealth Plan of Action on Gender and Development (A Commonwealth Vision for Women Towards the Year 2000)</i>. It ensures that gender concerns are incorporated into all COL policies, programmes and activities, and that a culture is created whereby gender issues become the responsibility of all staff to ensure that all programme delivery is gender-balanced and inclusive.</p> <p>COL adopted a Policy on Equal Opportunities in September 1995, which includes "the principle of gender equity in recruitment and staffing, consistent with the overall goal of equal opportunity for all persons." Four of the eleven core professional staff of COL are women.</p>	✓	
Operations	<p>Operations ensure the administrative and financial systems are in place to support the professional activities of COL and to allow the organisation to function effectively and efficiently. These systems cover a wide array of activities including reporting, monitoring, personnel, insurance, and central filing and retrieval.</p>	✓	
		Core Funding	\$ 2,750,000
		Project Funding	\$ 0
Capital Fund	<p>The Capital Fund provides for the acquisition of capital assets to replace ageing assets and to maintain pace with technological developments in equipment needs.</p>	✓	
		Core Funding	\$ 195,000
		Project Funding	\$ 0

When you are in a position of responsibility, you must be able to handle the responsibilities that come with it. This is not just a matter of being able to do the job, but also of being able to lead others and make decisions. It is a challenge, but one that is worth the effort.

One of the most important things you can do is to stay organized. This means keeping track of your tasks and deadlines, and making sure that you have everything you need to get the job done. It also means being able to prioritize your work and focus on the most important tasks. This is a skill that is essential for anyone in a leadership position.

Another key factor is communication. You need to be able to communicate effectively with your team, your superiors, and your clients. This means being able to listen, understand, and respond to the needs of others. It also means being able to articulate your vision and goals, and to inspire others to follow you.

Finally, you must be able to handle stress and pressure. In a leadership position, you will often be faced with difficult challenges and tight deadlines. It is important to be able to stay calm and focused in these situations, and to be able to make decisions quickly and effectively. This is a skill that is essential for anyone in a leadership position.

These are just some of the skills and qualities that are essential for success in a leadership position. It is a challenging and rewarding career path, and one that offers many opportunities for growth and development. If you are looking for a career that offers a sense of purpose and responsibility, then a leadership position may be the right choice for you.

It is important to remember that leadership is not just a title, but a responsibility. It is a responsibility that comes with the territory, and one that must be taken seriously. It is a responsibility that requires a high level of integrity, honesty, and accountability. It is a responsibility that is essential for the success of any organization.

Leadership is a complex and multifaceted skill. It is a skill that is essential for anyone who wants to make a difference in the world. It is a skill that is constantly evolving, and one that requires a commitment to lifelong learning and growth. It is a skill that is essential for the success of any organization.

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Another key factor is communication. You need to be able to communicate effectively with your team, your superiors, and your clients. This means being able to listen, understand, and respond to the needs of others. It also means being able to articulate your vision and goals, and to inspire others to follow you.

Finally, you must be able to handle stress and pressure. In a leadership position, you will often be faced with difficult challenges and tight deadlines. It is important to be able to stay calm and focused in these situations, and to be able to make decisions quickly and effectively. This is a skill that is essential for anyone in a leadership position.

These are just some of the skills and qualities that are essential for success in a leadership position. It is a challenging and rewarding career path, and one that offers many opportunities for growth and development. If you are looking for a career that offers a sense of purpose and responsibility, then a leadership position may be the right choice for you.

It is important to remember that leadership is not just a title, but a responsibility. It is a responsibility that comes with the territory, and one that must be taken seriously. It is a responsibility that requires a high level of integrity, honesty, and accountability. It is a responsibility that is essential for the success of any organization.

COL-INTERNATIONAL CONSULTANCY NETWORK (COL-ICN)

COL-International Consultancy Network

In addition to the resources needed to sustain the COL Work Plans, detailed in this document, the Agency also contains the capacity to accept consultancy assignments related to distance education and its associated technologies. Consultancy and contract funding is primarily sought from international agencies such as the development banks and other major donors. Targeted projects are either related to specific distance education objectives or to educational developments that contain distance education elements in the overall design. In particular, COL is interested in co-ordinating project activity in Commonwealth countries, or in regional activity that involves substantial Commonwealth involvement. In some cases, projects are sought in non-Commonwealth countries, particularly as a means of assisting institutions in Commonwealth member countries with the international distance education aspects of a major overseas activity.

Although the number of professional staff employed by COL in a full-time capacity will continue to be kept to a minimum during the *Plan* period, the Agency has an established network of professional associates throughout the Commonwealth, and is able to assemble expert teams on an international basis. One of the main objectives of the COL International Consultancy Network (COL-ICN) is to provide a framework through which Commonwealth institutions with considerable expertise in distance education can play a significant role in the international development of distance education. COL has a unique role in such co-operative endeavours, as the only international organisation solely concerned with distance education and open learning. In addition, COL has a mandated commitment to the concept of Commonwealth co-operation, especially where this increases the use of the considerable amount of expertise that already exists in the less-developed countries to development tasks.

The Work Plans that follow assume full core funding (at approximately \$ Cdn. 5 million each year). Alongside the core expenditures estimated, core-related project activity is also indicated, showing the estimated capacity of the Agency to carry forward defined developments for which funding is expected to be available from non-core sources. In the three-year period of the Work Plans, project activity of this type is expected to involve expenditures of approximately \$ Cdn. 9 million. COL-ICN will compete for funding in addition to these work-plan objectives. It is estimated that a core expenditure of \$ Cdn. 0.25 million over the three-year period will generate COL-ICN project expenditure of approximately \$ Cdn. 2.4 million.

The core expenditures relate in the main to two aspects of the Agency's work which, while determining the consultancy capability, are also essential aspects of the work in general. First, COL maintains an extensive database of Commonwealth expertise in the general field of distance, open, and flexible learning together with expertise in educational technologies related to these. While (in terms of the core expenditures) this database is an essential part of the COL mandate it is also the primary means by which COL-ICN can assemble competitive contract bids. In parallel, COL maintains a comprehensive information system in an effort to track international developments in the field. This information, culled from both international agency sources and from COL's own regional systems, provides a means for COL-ICN to be informed about possible contract opportunities. In many cases, the primary role of COL-ICN is to make sure that institutions in member countries are at the centre of development activities, rather than on their periphery.

Funding Source	
Core	Project
✓	✓

Core Funding	:	\$	250,000
Project Funding	:	\$	2,400,000

When you are in a position of authority, it is your responsibility to ensure that your subordinates are properly trained and supervised. This is especially true when the work involves safety or health hazards. You should provide clear instructions, monitor performance, and correct mistakes promptly. Failure to do so can result in accidents, injuries, or legal consequences.

Effective communication is a key skill for any manager. You should be able to listen to your employees, understand their concerns, and provide feedback. This helps to build trust and improve morale. Additionally, you should be able to communicate your vision and goals to your team, and motivate them to achieve them. This may involve using a variety of communication techniques, such as one-on-one meetings, team meetings, and written reports.

Another important aspect of management is decision-making. You should be able to analyze the situation, identify the problem, and develop a plan of action. This may involve consulting with your team or other stakeholders, and weighing the pros and cons of different options. Once you have made a decision, you should be able to implement it effectively and monitor the results.

Time management is also a crucial skill for managers. You should be able to prioritize your tasks, delegate responsibilities, and meet deadlines. This helps to ensure that your team is working efficiently and effectively. You should also be able to manage your own time, and avoid becoming overwhelmed by your responsibilities.

Finally, a good manager should be able to handle conflict and stress. You should be able to resolve disputes between team members, and manage your own stress levels. This helps to create a positive and productive work environment. You should also be able to handle difficult situations, such as employee discipline or organizational change.

In conclusion, management is a complex and challenging task. It requires a combination of technical skills, interpersonal skills, and personal qualities. By developing these skills and qualities, you can become an effective manager and leader. This will help you to achieve your goals and create a successful organization.

Management is the process of planning, organizing, leading, and controlling the activities of an organization to achieve its goals. It involves the use of resources, such as people, money, and materials, to create value for the organization. Management is a dynamic and evolving process, and it requires a deep understanding of the organization and its environment. There are many different approaches to management, and each has its own strengths and weaknesses. The most effective approach is the one that is best suited to the organization and its needs.

One of the most important aspects of management is the selection and development of a team. A good manager should be able to identify the right people for the job, and provide them with the training and support they need to succeed. This involves a combination of technical skills, interpersonal skills, and personal qualities. A good manager should also be able to motivate and inspire their team, and create a positive and productive work environment.

Another important aspect of management is the ability to handle change. Organizations are constantly evolving, and managers must be able to adapt to these changes. This may involve restructuring the organization, changing the way it operates, or developing new products and services. A good manager should be able to anticipate change, and take proactive steps to manage it.

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PROGRAMMES

COL's Programmes, which provide professional expertise to the national, regional and pan-Commonwealth activities of COL, are comprised of four major sub-sections:

- Materials Acquisition and Development
- Communication and Information Technologies
- Academic and Professional Services
- Sectoral Services.

The latter two sub-sections encompass a range of specialist services:

Academic and Professional Services

Comprised of:

- Credit Assessment and Accumulation
- Quality Assurance
- Research, Evaluation and Review
- Training.

Sectoral Services

Comprised of:

- Continuing Professional Education
- Teacher Education
- Technical-Vocational Education and Training
- University and College Integrated Distance Education Development.
- Non-formal Education
- Open Schooling

The Work Plans on the following pages provide details of specific activities planned for the next three years for each of the sub-sections and specialist service areas.

When you are in a position of authority, it is your responsibility to ensure that your subordinates are properly trained and supervised. This is especially true when the work involves safety or health hazards. You should provide clear instructions and monitor the work closely to prevent accidents or injuries.

One of the most important aspects of supervision is communication. You should maintain an open line of communication with your subordinates, listening to their concerns and providing feedback. Regular meetings and reports can help you stay informed about the progress of the work and any problems that may arise. It is also important to provide encouragement and support to your subordinates, as this can help to increase their motivation and productivity.

In addition to providing training and supervision, you should also be responsible for the overall management of the work. This includes planning, organizing, and controlling the work. You should set clear goals and objectives for the work, and ensure that the resources are available to achieve them. You should also monitor the progress of the work and make adjustments as needed to ensure that the work is completed on time and to the required standard.

It is also important to ensure that the work is done in a safe and healthy manner. You should identify any potential hazards and take steps to eliminate or control them. This may involve providing safety training, implementing safety procedures, and ensuring that the work environment is safe and healthy. You should also encourage your subordinates to report any safety concerns and take appropriate action to address them.

Another important aspect of supervision is the selection and development of subordinates. You should select subordinates who have the necessary skills and abilities to perform the work, and provide them with the training and support they need to develop their skills and abilities. This may involve providing on-the-job training, mentoring, and other forms of support. You should also provide regular feedback and encouragement to your subordinates, as this can help to improve their performance and motivation.

Finally, it is important to ensure that the work is done in a cost-effective manner. You should identify any areas where costs can be reduced, and take steps to implement these reductions. This may involve finding more efficient ways to perform the work, or negotiating better prices for materials and services. You should also monitor the costs of the work and report on them to your superiors, as this can help them to make informed decisions about the work.

Supervision is a complex task that requires a combination of technical skills, interpersonal skills, and management skills. You should ensure that you have the necessary skills and abilities to perform the job, and seek out opportunities for training and development. You should also be open to feedback and criticism, as this can help you to improve your performance and effectiveness as a supervisor. Remember that your primary responsibility is to ensure that the work is done in a safe, healthy, and cost-effective manner, while also providing support and encouragement to your subordinates.

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PROGRAMMES: MATERIALS ACQUISITION AND DEVELOPMENT

	1997-1998	1998-1999	1999-2000	Anticipated Results	Funding Source	
					Core	Project
<p>Materials Acquisition and Development: support activities designed to provide information about and facilitate access to affordable, high quality open and distance learning materials and resources through assistance in acquiring, transferring, adapting, developing and delivering such materials.</p>	<p>Develop learning materials protocols which will aid in facilitating the transfer of materials and present these at the Ministers of Education meeting (July 1997) for their approval.</p> <p>Develop guidelines for future material-related COL activities.</p>	<p>Disseminate information about the protocols developed, and assist institutions in following these in order to facilitate the transfer of materials.</p> <p>Ensure that COL projects follow the guidelines accepted.</p>	<p>Continue with providing assistance in the transfer of learning materials.</p> <p>Review and revise the guidelines for COL-related projects.</p>	<p>Increased number of materials transfers.</p> <p>Clear guidelines which determine COL's roles and responsibilities in projects involving learning materials.</p>	✓	✓
	<p>Work with the International Centre for Distance Learning (ICDL) on a Pilot database containing information on copyright-cleared materials.</p>	<p>Assuming the Pilot phase is successful, work with ICDL to increase the contents of the database and ensure its distribution.</p>	<p>Continue to work with ICDL to ensure the database becomes a useful instrument for institutions either acquiring materials, or planning to make them available to others.</p>	<p>Information regarding copyright-cleared materials easily available to potential users.</p>		✓
	<p>Begin implementation of a project arising out of the Transfer of Materials meeting held in 1996-97: Production of manuals to provide guidance on transfer of materials activities covering contracts, pricing, adaptation, copyright, quality assurance, case studies, course information, databases and other information sources. Two of the manuals to be produced this year.</p>	<p>Remaining manuals produced.</p>	<p>Manuals disseminated and feedback received.</p>	<p>Guidance on transfer of materials issues provided in an accessible format for interested parties across the Commonwealth.</p>	✓	
	<p>Begin implementation of a project arising out of the Transfer of Materials meeting held in 1996-97: In collaboration with the University of the West Indies, complete the necessary inventory, identify good materials and potential materials for adaptation/development to integrate distance education teacher training/upgrading programmes in the Caribbean.</p>	<p>Convene a meeting to examine the results of the investigations in 1998/99. Locate materials to fill identified gaps and being offering "new" programmes.</p>	<p>Evaluate the materials.</p>	<p>Programmes to train/upgrade teachers in the Caribbean inventoried, adapted/developed, integrated and widely disseminated.</p>	✓	
	<p>Keep a running brief on copyright materials issues relating to existing learning materials, and particularly those that are delivered electronically.</p>			<p>Develop expertise and an information file in-house on copyright issues.</p>	✓	
	<p>Maintain materials tracking databases for internal reporting purposes and carry out research activities in the area of materials as requested by clients.</p>			<p>Summary reports on materials provided to client institutions.</p> <p>Research services provided as requested in the area of learning materials.</p>	✓	
	<p>Locate and negotiate licenses for high quality generic learning materials that can be disseminated widely. Duplicate and ship materials for which we already have licenses.</p>			<p>Materials provided to client institutions.</p>	✓	✓
	<p>Arrange workshops on request for the use and adaptation of the materials for which we have licensing rights.</p>			<p>Institutions implementing programmes using the materials provided.</p>	✓	✓

PROGRAMMES: MATERIALS ACQUISITION AND DEVELOPMENT

ENVIRONMENTAL AND NATURAL RESOURCES DEPARTMENT COMMONWEALTH OF AUSTRALIA

Materials Acquisition and Development
(continued)

	1997-1998	1998-1999	1999-2000	Anticipated Results	Funding Source	
					Core	Project
	Maintain a Materials Bank and design a pilot test using the nutrition materials developed by the University of the South Pacific to determine feasibility and usefulness.	Evaluate the effectiveness of the Materials Bank pilot test.	Implement a materials bank if results from Pilot so warrant.	Possible establishment of a materials bank.	✓	✓
	Support activities involving the use of the COL/UNESCO Environmental Engineering modules.			Institutions using the Environmental Engineering training materials.	✓	✓
	Work with partners to develop Commonwealth programmes for Masters degrees in Public Administration and Business Administration.			Masters degrees in Public Administration and Business Administration available by distance education to Commonwealth citizens.		✓
	<i>Laboratory Technician Training Materials (Pacific):</i> In co-operation with the Commonwealth Secretariat and the Commonwealth Fund for Technical Co-operation, convene a workshop in the Pacific on the use of the laboratory technician training materials.	Continue with support to implement a project in the Pacific to train laboratory technicians by distance.		Programme in place to train laboratory technicians by distance in the Pacific.	✓	✓
	<i>Laboratory Technician Training Materials (Africa):</i> Provide support for the preparation to camera-ready copy of learning materials adapted and developed to train laboratory technicians by distance.	Provide support for a workshop to train tutors and administrators in Africa.	Continue with support to implement a project in the Africa to train laboratory technicians by distance.	Programme in place to train laboratory technicians by distance in Africa.	✓	
	Collaborate with the Commonwealth Higher Education Management Service (CHEMS) to develop distance education training materials for middle-level university administrators.			Distance education training materials developed and disseminated for middle-level university administrators.		✓
	Materials development for COL Teaching Networks (see p. 26-28): <i>Legislative Drafting:</i> revision and adaptation of materials. <i>Technical-Vocational Teacher Training Programme:</i> revision and adaptation of materials.		Materials development for COL Teaching Networks (see p. 26-28): <i>Legislative Drafting:</i> revision and adaptation of materials. <i>Technical-Vocational Teacher Training Programme:</i> revision and adaptation of materials.			

Materials Acquisition and Development Core Funding : \$ 600,000
Project Funding : \$ 1,100,000

PROGRAMMES: COMMUNICATION AND INFORMATION TECHNOLOGIES

COMMUNICATION AND INFORMATION TECHNOLOGIES

	1997-1998		1998-1999		1999-2000		Anticipated Results		Funding Source			
									Core	Project		
<p>Communication and Information Technologies:</p> <ul style="list-style-type: none"> • seek low-cost and appropriate technology solutions; develop and implement training and research in technology applications. • experiment with innovative application of technologies. • enhance access to educational media resources and technologies. • facilitate communications networks. • provide information and advisory services to Commonwealth institutions in the selection and use of communication and information technologies (CIT) in open and distance education; promote and advocate the value of CIT in open and distance education. 	Continue development of the Commonwealth Educational Media Centre for Asia (CEMCA), with the goal of establishing the centre as a self-sufficient operation by the end of the year 1999-2000.						Self-sufficient centre operating which provides technical services, media training and up-to-date information on media resources in South Asia.		✓			
	Plan and prepare for the establishment of a Commonwealth Educational Media Centre for Southern Africa (CEMCSA), in association with other agencies.			Determine the location, establish and develop CEMCSA.			Centre operating which provides technical services, media training and up-to-date information on media resources in Southern Africa.		✓			
	Implement a project on low-cost media applications in non-formal education in Zambia.				Summative evaluation and completion of the project.		Demonstrated building of capacity for non-formal education through application of low-cost technologies.		✓			
	Evaluate audioconferencing systems provided to client institutions by COL.			The effectiveness of audioconferencing in education evaluated.						✓		
	Install and evaluate the Mini Radio Unit in a site in Sri Lanka.			Install and evaluate the Mini Radio Unit in a location in the Caribbean Region.		Install and evaluate the Mini Radio Unit in a location in the Pacific Region.		Low-cost technological solution being tested and utilised in several locations across the Commonwealth.		✓	✓	
	Strengthen partnerships with broadcasting organisations (WETV, BBC, CBA, World Wide Learning Channel). Continue partnerships with Commonwealth organisations involved in education and technology, including the Commonwealth Secretariat and COMNET-IT, to launch joint distance learning initiatives.							Enhanced access to broadcasting resources and impact on education and technology through collaboration.		✓	✓	
	Provide value-added information on emerging technologies (e.g. Internet, WWW, computer conferencing, and desk-top video conferences).							Up-to-date and unbiased information provided to clients by COL		✓		
	Provide general media services such as production of videos on COL activities.							Educational videos produced and disseminated on selected topics.		✓		
	Develop a project proposal and partnerships to demonstrate the potential of CIT for delivery of open and distance learning in developing countries, as part of the World Bank's InfoDev program.			Implement the project.		Evaluate and disseminate the results of the project.		Experience in the application of latest CIT in education and development.		✓	✓	
	Collaborate with the Caribbean Broadcasting Union to seek funding support for a project to examine the potential use of educational broadcasting in the region.			With funding support in place, conduct a feasibility study.		Begin follow-up action as recommended by the feasibility study.		The feasibility of using broadcasting the Caribbean for educational purposes studied and follow-up action initiated.		✓	✓	
Implement a project on preparing teachers for technology-enhanced learning.					Summative evaluation and completion of the project.		Building of capacity for teachers for technology enhanced learning.		✓	✓		

Communication and Information Technologies
Core Funding : \$ 1,620,000
Project Funding : \$ 300,000

PROGRAMMES: ACADEMIC AND PROFESSIONAL SERVICES

UNIVERSITY OF THE WEST INDIES (UWI) - MOITAMPORA (TRINIDAD) - UWI-MOD - BIRMINGHAM

	1997-1998	1998-1999	1999-2000	Anticipated Results	Funding Source	
					Core	Project
Credit Assessment and Accumulation: implement a Commonwealth credit assessment and transfer system.	Convene a meeting of accrediting agencies to examine the results of the Commonwealth Credit Bank feasibility study (1996-1997). Establish a Commonwealth Credit Bank operated by COL based on the outcomes of the feasibility study and meeting.	Continue the development of the Commonwealth Credit Bank.		Establishment of a reputable, independent agency to assess and accredit distance education courses.	✓	✓
	Quality Assurance (QA): provide a service to, and support for, Commonwealth distance teaching universities developing and implementing QA policies and procedures.	Complete COL/Distance Education Council (India)/National Assessment & Accreditation Council (India) project on QA, including development of self-study manuals.	Expand project to include all designated institutions in India.	Adapt and disseminate materials developed through the project on a pan-Commonwealth scale.	Establishment of a national QA system for India; development of materials for pan-Commonwealth use.	✓
	Assist the University of the West Indies (UWI) in the establishment of QA procedures.			Foundation for QA procedures established for all UWI campuses.		✓
	Work with the Higher Education Quality Council (HEQC) on guidelines for quality assurance for distance education institutions.			Guidelines for quality assurance for distance education institutions developed.	✓	
Research, Evaluation and Review: encourage, conduct and disseminate research in open and distance learning.	Identify critical areas of research and seek external funding to aid in undertaking the research, and establish an annual review of research in open and distance education. Collaborate with research agencies (e.g. IRFOL, OLIHK) and participate in research conferences and symposia.			Systematic research agenda developed with funding arrangements in place, and a high quality review of research published by COL. Publication of joint research projects and papers presented at conferences	✓	✓
	Publish one volume in each budget year on a selected subject in the <i>Perspectives on Distance Education</i> series.			Dissemination of literature on distance education.	✓	
	Apply procedures developed in 1996-1997 for formative and summative review of all COL projects.			Development of a strong basis for design of future activities and projects based on evaluation of current activities.	✓	

PROGRAMMES: SECTORAL SERVICES

Continuing Professional Education: provide services to institutions and agencies responsible for continuing (post-basic) education and for professional development programmes, concentrating on health sciences, legal services and public administration, resource management professions, and all public service professions.

1997-1998	1998-1999	1999-2000	Anticipated Results	Funding Source	
				Core	Project
Establish an advisory network for post-basic nursing training.	Establish a materials bank (AMREF) for post-basic nursing training in the Pacific.		Establishment of an advisory network for post-basic nursing training in the Commonwealth and a materials bank for the Pacific.	✓	✓
Source and submit a proposal for the empowerment of community dispute resolution through the development of judicial leadership in the Caribbean.	Implement the project in the Caribbean. Source and submit a proposal for the empowerment of community dispute resolution through the development of judicial leadership in Southern Africa.	Implement the project in Southern Africa.	Empowerment of community dispute resolution through the development of judicial leadership in two Commonwealth regions.	✓	✓
Provide advice and consultation services to Commonwealth professional associations concerned with developing distance learning programmes from existing face-to-face training (examples: Commonwealth Museums Association; Commonwealth Local Government Forum; etc.).			Professional associations expand their education reach through distance learning.	✓	

Teacher Education: find and apply new methods of teacher education and training to increase the output of trained teachers at all levels, to improve the quality of teacher education and to establish and maintain systems of continuing professional development.

Develop a pilot project proposal for <i>Training of Junior Secondary Science and Mathematics Teachers by Distance in Commonwealth Africa</i> on the basis of the curriculum outline and feasibility study completed in 1996-1997. Forward the proposal to donor agencies for support and begin identification of materials.	With the funding support secured in 1997-1998, begin implementation of the pilot programme.	Continue implementation of the pilot programme (first cohort of students to complete the programme in 2001).	Junior secondary science and mathematics teachers being trained through distance education in Commonwealth Africa. Potential transferability of the programme to other Commonwealth countries and regions.	✓	✓
Provide advice and consultation services to Commonwealth governments and agencies concerned with developing distance learning programmes from existing face-to-face training.			Commonwealth governments and agencies expand their education reach through distance learning.	✓	

PROGRAMMES: SECTORAL SERVICES

Technical-Vocational Education and Training: to apply distance education methods to education and training to develop technical skills and vocational qualifications.

	1997-1998	1998-1999	1999-2000	Anticipated Results	Funding Source	
					Core	Project
	Partner with Melbourne University and the Zambia Teachers Training College to develop a Bachelor of Education (Technical) curriculum and establish accreditation.	Seek external funding and begin adaptation/development of materials for the programme.	Pilot test and evaluate the materials.	Development, pilot test and evaluation of a copyright free programme, available for the education of technical-vocational teachers, at a degree level.	✓	✓
	Conduct a feasibility study for a Computer Centre in Southern Africa in a rural or peri-urban area with access to employment in computer fields. Arrange for staff member of site to visit Zambia Computer Centre, then set up the new Centre with equipment, software and other infrastructure, including Internet.	Supply course materials to the new Computer Centre and conduct training, possibly with assistance from Zambia Centre. Monitor the progress of the Centre.	Supply software, materials, training and monitor progress of the Centre.	Establishment of a fully operational Computer Centre, based on the Zambia model, with trained staff. Mentoring facilitated through linkage with the Zambia Centre.	✓	✓
	Provide advice and consultation services to Commonwealth governments and agencies concerned with developing distance learning programmes from existing face-to-face training.			Commonwealth governments and agencies expand their education reach through distance learning.	✓	

University and College Integrated Distance Education Development: to assist tertiary institutions to integrate distance education efficiently and effectively into their systems.

	Solomon Islands College of Higher Education. Community Development and Training Centre, Tonga.	University of Papua New Guinea. College of Distance Education (Papua New Guinea). Botswana Distance Education College.	(To be identified.)	Increased efficiency in the operation of distance education systems.	✓	✓
	Conduct a feasibility study to undertake delivery of programmes through distance education at the proposed University of Tropical Medicine and Technology (UTMT) Africa.	Consider how the recommendations of the feasibility study may be implemented, and take follow-up action as determined.	Continue with follow-up activity.	Establishment of distance education programmes within UTMT.	✓	✓

Non-formal Education: develop the human resources and appropriate methodologies for implementation of non-formal distance education; experiment with the development and use of low-cost materials and technologies for non-formal distance education.

	Participate on steering committee of an IDRC-led initiative on participatory development communication/non-formal education using distance education in Africa.	Continue participation on steering committee and in a project as determined through the committee's planning.	Continue participation on steering committee and in the implementation of a project.	Experience gained in using the participatory development communication approach.	✓	✓
	Negotiate funding for a collaborative research project on NFDE (with International Extension College, UK). Contingent on acquiring funding, implement the research project.	Continue research project.	Complete research project.	15 case studies from developing Commonwealth countries completed to provide action research in the use of appropriate media and technology in non-formal education.		✓
	Convene an experts meeting on development and use of low-cost materials and technologies for NFDE in Africa.	Disseminate the report of the experts group meeting.		Information exchanged on field-level technology in NFDE.	✓	✓

PROGRAMMES: SECTORAL SERVICES

	1997-1998	1998-1999	1999-2000	Anticipated Results	Funding Source	
					Core	Project
Non-formal Education (continued)	In collaboration with two organisations expert in training agricultural research managers, conduct a feasibility study for distance learning to train national agricultural research systems (NARS) managers in Asia.	Design and pilot test a distance learning programme to train NARS managers in Asia.	Evaluate the pilot to make necessary revisions and redevelop an improved model for wider testing. Document the pilot project.	A pilot-tested methodology for training agricultural research managers in Asia designed, tested and documented.	✓	✓
	In collaboration with university and industry partners, conduct a feasibility study for improvement of agricultural extension in the Caribbean through a technology-assisted outreach programme.	Train a team of courseware developers in the Caribbean in multimedia/Internet courseware development skills, who will design a certificate in Agriculture program for delivery via the WWW.	The University will design courseware content with input from industry. With the help of the University, an agricultural information network will be developed. The project's effectiveness will be evaluated.	Agricultural extension in the Caribbean strengthened by a well-trained government and industry extension service. A model created for possible replication in other Commonwealth countries/regions.	✓	✓
	Finalise funding and partnerships for training of rural youths in agricultural sciences project in India.	Initiate training of rural youth in agricultural sciences project.	Complete and evaluate project.	Rural youths trained in agricultural sciences.		✓
	Finalise funding and NGO partnerships for a project on skills training of rural women managing small enterprises in Bangladesh.	Develop and deliver the courses for training.	Complete and evaluate project.	Entrepreneurial skills developed among rural women in Bangladesh.		✓
	Investigate distance education's potential in <i>refugee education</i> and make recommendations for COL initiatives.	Implement initiatives in <i>refugee education</i> . Investigate distance education's potential in <i>civil society education</i> and make recommendations for COL initiatives.	Continue initiatives in <i>refugee education</i> . Implement initiatives in <i>civil society education</i> . Investigate distance education's potential in <i>conflict resolution education</i> and make recommendations for COL initiatives.	Feasibility of distance education's application to <i>refugee, civil society</i> and <i>conflict resolution</i> education determined and COL initiatives in these areas underway.	✓	✓

Open Schooling: increase awareness of open schooling; provide information about methods, techniques and best practices in open schooling; and demonstrate effectiveness.

	Convene a pan-Commonwealth workshop for senior government officials at the National Open School, India.	Develop implementation plans for open schooling initiatives. Seek external funding.	Support the implementation of initiatives in Open Schooling.	Increased awareness of the potential of open schooling and the issues involved.	✓	✓
	Arrange workshops, demonstrations and presentations on various aspects of open schooling, with a particular focus on Africa.			Publications on various issues relating to, and including case studies about open schooling.	✓	✓
	Convene a meeting of education officials in the Caribbean to provide information about various aspects and concepts relating to open schooling, and to consult with them about the development of a pilot in this area.	Develop a pilot project, seek external funding and begin implementation.	Continue implementation, review and evaluate the pilot project. Plan for additional sites if results so warrant.	Demonstration of the feasibility of open schooling in the Caribbean. Replicable in other locations.	✓	✓

Sectoral Services Core Funding : \$ 3,840,000
Project Funding : \$ 1,600,000

REGIONS

While COL operates international Programmes, the work of the organisation is visible primarily through a regional presence. Rather than the broad division into four macro-regions which obtained in the past, nine regions have been

identified — with each defined in a manner consistent with the current state of distance, open and flexible learning in the particular region. The figure below, “Institutional Support Provided by the Commonwealth of Learning”,

illustrates how COL’s Programme work is manifested in the Commonwealth regions.

COL’s regional programme delivery is comprised of four sub-sections: **Information Services; Co-ordination; Professional**

Associations and Teaching Networks. The tables on the following pages detail the objectives and work plans for each of these sub-sections.

Institutional Support provided by the Commonwealth of Learning

Materials and resources	SERVICE AREAS:	PLANNED OUTCOMES:
<i>Agency objective:</i>		
<i>To provide quality resources to distance education institutions, both as a means of demonstrating good practice, and as a means of assisting agencies, colleges, or universities to establish or reinforce distance education provisions.</i>	Provision of sample materials demonstrating good practice	⇒ The movement of good course materials between institutions to improve practice, and speed delivery
	Provision of master copies of modular course materials for local adaptation	
	Assistance, on request, for instructional design services	⇒ Strengthening institutional capacities for local design, through adaptation of proven resources
Educational technology and communications		
<i>Agency objective:</i>		
<i>to provide professional and specialist expertise in educational technologies suitable for distance, flexible, and open learning, and for the application of communication technologies to education in order to assist governments, agencies, or institutions with project formulation.</i>	Systems evaluation, the provision of technical information and training support (communications, information technologies, educational technology)	⇒ The maintenance of an on-demand Commonwealth service for systems evaluation, and technical support for the acquisition of appropriate technology in support of distance learning
	On-going professional and technical assistance for the institution and maintenance of communication, resource, and information networks	⇒ Assisting Commonwealth states to make appropriate use of available and appropriate technologies for distance learning
Management of distance education systems		
<i>Agency objective:</i>		
<i>to provide access for Commonwealth institutions to</i> - <i>distance education systems evaluation and research</i> - <i>measures to provide quality assurance</i> - <i>measures for credit assessment and credit transfer</i> - <i>training and training support</i>	Provision of appropriate consultancy services to client institutions and, where appropriate, documentation for presentation to funding agencies	⇒ A continuing Commonwealth service which maximises the transfer of quality information in support of the rapid evolution of distance education, and assists in project definition
	Provision of evaluation (and applied research) services in distance, flexible, and open learning, on request	⇒ The accumulation of a modular bank of training materials available on request
	Co-ordination of training activities (regionally, nationally, or to particular institutions on request)	⇒ Where specifically requested and funded, the management of specific training activities

When you are in a room, you should always be aware of your surroundings. This is especially true in a public place where there are many people around. You should always be on the lookout for any suspicious activity or people. If you notice anything that seems out of the ordinary, you should report it to the authorities immediately. This is not only for your own safety, but also for the safety of others in the room.

It is also important to be aware of the exits in a room. In case of an emergency, you should know where the exits are and how to use them. This is especially important in a public place where there are many people. You should always be aware of the exits and make sure you know how to use them. This is not only for your own safety, but also for the safety of others in the room.

Another important thing to be aware of is the fire alarm. If you hear a fire alarm, you should immediately stop what you are doing and evacuate the room. You should always be aware of the fire alarm and make sure you know how to use it. This is not only for your own safety, but also for the safety of others in the room.

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REGIONS: INFORMATION SERVICES

Information Services: provide information concerning open and distance education through appropriate collections, Internet applications and by the distribution of publications.

	1997-1998	1998-1999	1999-2000	Anticipated Results	Funding Source	
					Core	Project
Maintain and expand the Information Resource Centre at COL Headquarters.				Provision of quality information about open and distance learning, readily accessible to staff, consultants and clients.	✓	
Strengthen link with the UK Open University/International Centre for Distance Learning for the maintenance of the ICDL database.				Enhanced accessibility and applicability of the ICDL database for clients.	✓	✓
Link to WWW/Internet and maintain an internal local area network. Maintain a high-grade WWW site, with hyperlinks to all distance education resources. Explore software and systems relevant to all aspects of distance education.				Advanced utilisation of electronic linkages for open and distance learning and distribution of information for COL and its clients.	✓	
Publish a quarterly newsletter, <i>Connections</i> , including occasional inserts on special topics.				Interchange of timely information concerning new developments in open and distance learning internationally.	✓	
Prepare and distribute news releases and reports.				Knowledge about the work of COL distributed to appropriate bodies, meetings and officials.	✓	
Develop regional information services.				Interchange of timely information regionally.	✓	✓

REGIONS: CO-ORDINATION

- Co-ordination:**
- collect from the regions relevant information pertaining to open and distance education and communications.
 - monitor COL programmes in the regions, or in regard to any country or institution.
 - provide a point of access for regional governments and/or institutions.
 - service existing regional advisory structures.
 - liaise with major government sponsoring and regulatory agencies.
 - create electronic networks in appropriate regions, with a long-term objective of integrating these between regions.

1997-1998	1998-1999	1999-2000	Anticipated Results	Funding Source		
				Core	Project	
			Create and maintain a central information database of open and distance education developments in the regions of the Commonwealth.	Improved COL ability to respond rapidly to aid agency requests for information about distance education and to articulate COL's programme with other distance education activities.	✓	
			Maintain regional networks, including appointment of Regional Advisers to the President as appropriate in: - Australia, New Zealand, the Pacific Islands - Canada, Britain, the Mediterranean - Southeast Asia - the Asian Open Universities - South Asia and the Maldives - Caribbean - West Africa - Eastern Africa and Indian Ocean West - Southern Africa	Provision of vigorous local presence in the regions of the Commonwealth, capable of monitoring and evaluating COL activities as well as being a point of liaison for governments and/or institutions for COL in the regions.	✓	
			Maintain regional advisory committees in the Pacific and Southern Africa and investigate advisory structures in other regions of the Commonwealth as appropriate.	On-going formulation of appropriate work plans within the mandate of COL for the regions concerned.	✓	
			See p. 21 diagram for the regional service areas institutional support projects identified through regional advisory structures.	On-going interventions to develop new distance education initiatives and/or to strengthen existing agencies.	✓	✓

Information Services and Co-ordination

Core Funding	:	\$	2,150,000
Project Funding	:	\$	425,000

REGIONS: PROFESSIONAL ASSOCIATIONS

	1997-1998	1998-1999	1999-2000	Anticipated Results	Funding Source	
					Core	Project
Professional Associations: <ul style="list-style-type: none"> maintain professional associations for distance education already established in developing regions to a point where they become self-sustaining and establish new professional associations for distance education where appropriate. develop interaction between Commonwealth professional associations in order to increase their effectiveness. encourage technical and professional assistance being offered within the developing Commonwealth, and within regions. 	Maintain professional associations in West, East and Southern Africa and the Pacific.	Maintain professional associations in West Africa and the Pacific. Liaise with professional associations in East and Southern Africa.	Maintain professional association in the Pacific. Liaise with professional associations in West, East and Southern Africa.	Establishment of self-sustaining professional associations in Africa with continuing liaison activities; development towards self-sustainability in the Pacific.	✓	
	Establish professional association in Southeast Asia.	Liaise with professional association in Southeast Asia.		Establishment of a self-sustaining professional association in Southeast Asia.	✓	
	Provide support for the Association of Caribbean Chief Education Officers to meet periodically in their role as the distance education professional association in the Caribbean region.			Regular consultation among a professional association for distance education in the Caribbean.		
	Liaise with Association of Asian Open Universities.			Interchange of information and expertise among COL and Asian Open Universities.	✓	
		Convene a workshop of professional association officials at the biennial conferences of the International Council for Distance Education (ICDE).		Establishment of linkages between Commonwealth distance education associations, leading to international understanding and better management.	✓	
	In collaboration with the International Extension College, link with the Women's Information Network to undertake initiatives of need to women in distance education and technology.			Network of women in distance education strengthened.	✓	✓
	Convene workshop activity at appropriate regional meetings of major associations: Perth, W.A. in association with Curtin University and the Open and Distance Learning Association of Australia (ODLAA).	Convene workshop activity at appropriate regional meetings of major associations: ICDE	Convene workshop activity at appropriate regional meetings of major associations: CADE/Caribbean	Inter-association activity promoted.	✓	
	Maintain the <i>Collaborative Small Grants Scheme</i> in the South Pacific and in Southern Africa.	Continue <i>Small Grants Scheme</i> in South Pacific and Southern Africa. Establish similar schemes in other Commonwealth regions.		Improved regional co-operation and cost efficiency in development tasks performed locally through South-South co-operation.	✓	✓

Professional Associations
Core Funding : \$ 700,000
Project Funding : \$ 0

REGIONS: TEACHING NETWORKS

UNCLASIFIED//NOFORN

	1997-1998	1998-1999	1999-2000	Anticipated Results	Funding Source	
					Core	Project
Senior Public Administration Training Network	Complete and evaluate the operation of the London-based <i>Legislative Drafting</i> pilot project, including the operation of the regional training hubs in the Caribbean and the Pacific.	Establish on-going provision, including additional hub sites, for <i>Legislative Drafting</i> training, based on scholarship funding. Investigate the provision of additional public administration training.	Continue the <i>Legislative Drafting</i> provision. Operationalise the provision of additional public administration training.	Up to 50 legislative drafters will have been trained at the time of the completion of the pilot project, and a Commonwealth-wide training system for legislative drafters and other public administration specialities will be in place at the end of the triennium.	✓	✓
		Investigate the feasibility of a Commonwealth Law Degree.	If feasible, operationalise the provision of a Commonwealth Law Degree programme.	Commonwealth-wide Law Degree programme in place.	✓	✓
Masters of Distance Education	See "Rajiv Gandhi Fellowships Scheme" (Training, p. 17).					
Organisation of Eastern Caribbean States Distance Education Pilot Project	Assist in the establishment of at least one more college in the region as a Centre of Specialisation through the Pilot Project Assist in the delivery of materials from the newly established Centre of Specialisation to students in the OECS.	Expand the pilot project to include one more college as a Centre of Specialisation.	Expand the pilot project to include one more college as a Centre of Specialisation.	Increased access to education and training for students living in the Eastern Caribbean.	✓	✓
Asia/Pacific Distance Education Network	Establish the Control Centre for the Network.	Acquire equipment for 20 learning centres in the Network. Establish the primary network.	Establish the consortium for the Network.	The establishment of a teaching network linking autonomous learning centres.	✓	✓
SEAMEO Open and Distance Learning Network	Initiate development of the <i>SEAMEO Open and Distance Learning Network</i> .			The establishment of a distance education network linking the SEAMEO training centres.	✓	✓

REGIONS: TEACHING NETWORKS

Technical-Vocational Teacher Training Programme

	1997-1998	1998-1999	1999-2000	Anticipated Results	Funding Source	
					Core	Project
	<p><u>Caribbean Region</u></p> <p>Continue to implement the pilot project, including supporting tutors and inputting data into SRMS.</p> <p>Evaluate the pilot project.</p> <p>Continue developing and modifying the learning materials as required.</p> <p>Seek regional support from the Ministries of Education and hand-over full programme to the Caribbean countries.</p> <p>Establish national and regional accreditation.</p>	<p>Conduct final edit and implementation of the materials. Continue to monitor and evaluate implementation of the pilot project.</p>	<p>Write a full case history of the pilot project, including design, development and implementation of the project on both national and regional levels.</p>	<p>Sustainable implementation of a regionally and nationally accredited programme in the Caribbean.</p> <p>Learning materials developed to support the programme which have been validated within the Region.</p> <p>Data on student progress available using the COL-developed SRMS.</p> <p>Case history compiled on the pilot project available for dissemination.</p>	<p>✓</p>	
	<p><u>Pacific Region</u></p> <p><u>(1) Papua New Guinea</u></p> <p>Undertake pre-pilot negotiations to determine acceptance of core curriculum, modifications required to the learning materials, and institutions to be involved in the pilot project.</p> <p>Amend the core curriculum and modify the materials as necessary.</p> <p>Implement the pilot project including facilitation of a visit by PNG personnel to the Caribbean, conducting a workshop to train tutors/co-ordinators, supporting tutors and inputting data into SRMS.</p> <p>Establish accreditation in Papua New Guinea and Australia. Evaluate the pilot project.</p>	<p>Finalise the learning materials and implement the project as a PNG-owned programme with accreditation in place.</p> <p>Monitor and evaluate the implementation.</p>	<p>Write a full case history of the pilot project, including design, development and implementation of the project in Papua New Guinea.</p>	<p>Sustainable implementation of a nationally and Australian accredited programme.</p> <p>Learning materials suitably modified for use in Papua New Guinea.</p> <p>Data on student progress available using the COL-developed SRMS.</p> <p>Case history compiled on the pilot project available for dissemination.</p>		<p>✓</p>

REGIONS: TEACHING NETWORKS

REGIONS: TEACHING NETWORKS

Technical-Vocational Teacher Training Programme (continued)

1997-1998	1998-1999	1999-2000	Anticipated Results	Funding Source	
				Core	Project
<p><i>Pacific Region (continued)</i></p> <p>(2) Regional</p> <p>Conduct feasibility study to determine the acceptance of the concept and the core curriculum (possible in 1996-1997).</p> <p>Identify the host institution(s), modify the core curriculum to suit the region, and modify materials.</p> <p>Implement the pilot including convening a workshop to train tutors/co-ordinators, enrolling students and supporting tutors.</p> <p>Establish accreditation in Pacific and Australia.</p> <p>Evaluate the pilot project.</p>	<p>Finalise the learning materials and implement the project as a Pacific regional and national programme hosted both from Australia and locally within the region.</p> <p>Accreditation in place.</p> <p>Monitor and evaluate the implementation.</p>	<p>Write a full case history of the pilot project, including design, development and implementation of the project in the Pacific.</p>	<p>Sustainable implementation of a Pacific regional and Australian accredited programme.</p> <p>Learning materials suitably modified for use in the Pacific.</p> <p>Data on student progress available using the COL-developed SRMS.</p> <p>Case history compiled on the project available for dissemination.</p>		✓

Teaching Networks

Core Funding	:	\$ 1,965,000
Project Funding	:	\$ 4,565,000

RESOURCING THE WORK PLANS

Background

The pattern of expenditure which has obtained over the course of COL's history, as well as the direction forecasted for the future, is depicted in Figure 1 (right). Expenditures reached a peak of \$ Cdn. 8 million in 1991-1992 and 1992-1993 and have declined since then in concert with the diminishing level of funding. Tables summarising member governments funding, as well as other revenue, from 1989 to 1997, are provided in the Annex.

Both Figure 1 at right and the tables in the Annex illustrate the uneven levels of funding and expenditure that have resulted from the voluntary funding arrangement in place for COL up to 1997. The uncertainties inherent in voluntary funding have made it difficult for the organisation to anticipate income on a long-term basis and therefore, to make forward plans.

Recognising these difficulties, Heads of Government, at their meeting in Auckland in November 1995, accepted the principle of using the triennial meetings of Education Ministers for governments to signal their financial contributions to COL for the next three years to facilitate longer term planning and stability. Heads of Government also urged that resources should be provided at a sufficient level to ensure a core budget of not less than \$ Cdn. 5 million per year.

Based on its assessment of COL's mandate, its goals and the nature of its clientele, the Progress Review Committee had also recommended threshold levels of financial support for COL and suggested an approach to funding which was based on multiple funding sources and types. The Committee recommended that an annual amount of \$ Cdn. 5 million in core funding was necessary to enable the organisation to maintain a credible number and quality of professional staff and to undertake minimal programme levels. The Committee recommended that further funding of \$ Cdn. 5 million, which was required to ensure a range of services to all areas of the Commonwealth, could take the form of supplementary funding devoted to specific programme or geographic areas consistent with COL's general mandate and strategic priorities.

Expenditure Plan 1997-2000

The estimated resources required to undertake the activities detailed on the Work Plans presented in the COL *Three-year Plan* for 1997-2000 are summarised in Figure 2 (right).

Figure 1: Pattern of expenditure

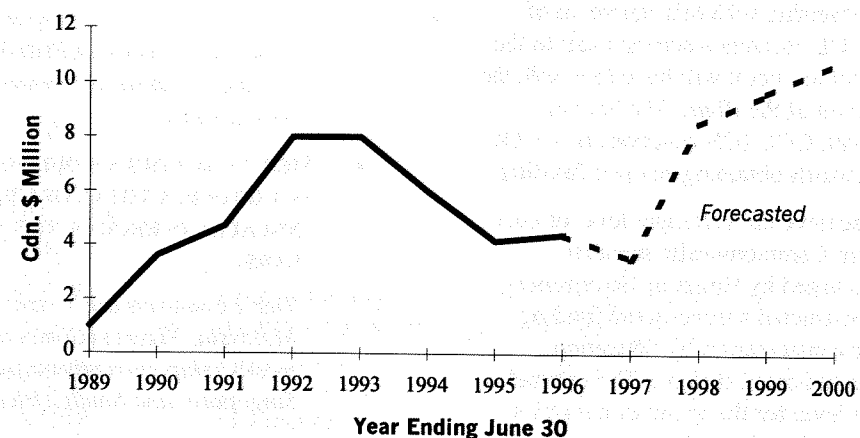


Figure 2: Resources required to support the expenditure plan, 1997-2000

	CORE	PROJECT
Organisational Management	\$ 2,750,000	\$ —
Capital Fund	195,000	—
COL-International Consultancy Network	250,000	2,400,000
Programmes	8,060,000	4,600,000
Regions	4,815,000	5,000,000
Reserve: (Project Development)	880,000	—
TOTAL	\$ 16,950,000	\$ 12,000,000

RESOURCING THE WORK PLANS

Income Plan 1997-2000

This *Plan* has set out a path for the responsible growth of COL and estimates the resources required to accomplish the objectives of the *Plan*. In partnership with this statement of intentions, COL requires a commitment to the level of resources that it will have to enable the implementation of the *Plan*. The Section concerned with COL-ICN describes how COL will work towards obtaining project funding.

In order to achieve the sufficient level of core funding from Commonwealth member countries, as urged by Heads of Government, COL has constructed a three-tiered funding proposal for consideration by Education Ministers, as indicated at right. The optimal contribution level for the group of countries within each tier is indicated.

- **TIER 1 COUNTRIES WOULD CONTRIBUTE, AS A GROUP, A TOTAL OF CDN. \$4 MILLION ANNUALLY IN EACH OF THE NEXT THREE YEARS.**

Tier 1 countries are Australia, Britain, Canada (Province of British Columbia), Canada (Federal Government), India and New Zealand.

- **TIER 2 COUNTRIES WOULD CONTRIBUTE, AS A GROUP, A TOTAL OF CDN. \$1 MILLION ANNUALLY IN EACH OF THE NEXT THREE YEARS.**

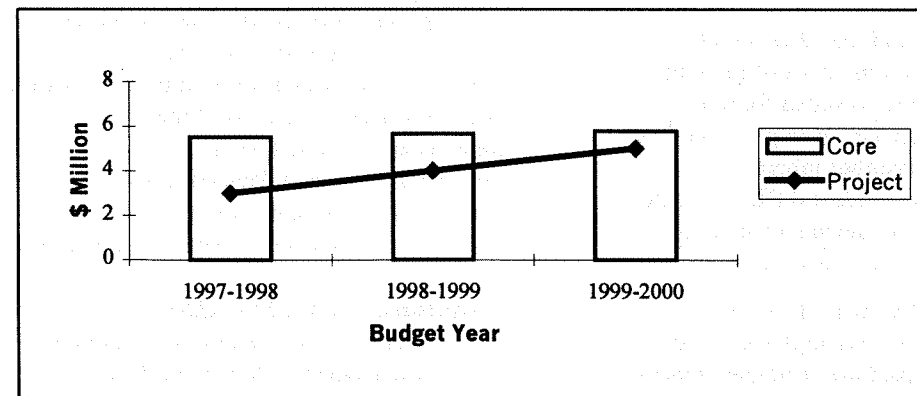
Tier 2 countries are Brunei Darussalam, Malaysia, Nigeria (Commonwealth membership currently suspended), Singapore, and South Africa.

- **TIER 3 COUNTRIES WOULD CONTRIBUTE, AS A GROUP, A TOTAL OF CDN. \$1 MILLION ANNUALLY IN EACH OF THE NEXT THREE YEARS.**

Tier 3 countries are Antigua & Barbuda, Bahamas, Bangladesh, Barbados, Belize, Botswana, Cameroon, Cyprus, Dominica, 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, Seychelles, Sierra Leone, Solomon Islands, Sri Lanka, Swaziland, Tanzania, Tonga, Trinidad & Tobago, Tuvalu, Uganda, Vanuatu, Western Samoa, Zambia, and Zimbabwe.

As the following graph illustrates, core funding from Commonwealth member governments is forecasted to remain nearly constant over the three years of the planning period (with a 2% annual inflationary increase), while project funding will increase from \$ Cdn. 3 to 5 million.

Core and Project Funding, 1997-2000



Conclusion

COL's *Three-year Plan* has been designed to establish a framework for the structured, systematic growth of the organisation during the next three budget years. The *Plan* is intended to be a dynamic document, reacting to changing circumstances, needs and accomplishments.

COL looks forward to working in collaboration with the member governments to ensure that the objectives of the *Plan* are achieved, with the overall aim of improving and enhancing, for all peoples of the Commonwealth, access to high quality education and training.

ANNEX

Member Governments Funding Received for the Years 1989 to 1997 (note: to June 10, 1997)

	For The Years Ended June 30										Total
	1997	1996	1995	1994	1993	1992	1991	1990	1989		
Antigua & Barbuda	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Australia	430,620	430,657	77,306	57,084	51,126	52,956	65,210	53,936	-	-	1,218,895
Bahamas	2,356	-	-	-	5,936	10,891	3,545	15,559	-	-	40,287
Bangladesh	-	8,177	-	8,412	9,968	-	9,540	11,030	-	-	47,127
Barbados	5,471	5,178	5,632	5,108	10,365	-	5,005	9,078	-	-	46,037
Belize	-	5,000	-	-	-	-	-	-	-	-	5,000
Botswana	26,632	-	34,684	20,432	18,983	21,419	19,832	18,155	-	-	160,117
Brunei Darussalam	-	-	-	-	-	-	-	-	6,813,900	-	6,813,900
Canada											
C.I.D.A.	1,100,000	1,100,000	1,100,000	1,150,000	2,275,000	300,000	1,399,940	700,000	325,000	-	9,449,940
Heritage Canada/Dep of Com	-	-	223,000	177,000	100,000	200,000	1,050,000	750,000	-	-	2,500,000
Province of B.C.	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	995,000	487,852	1,267,500	1,250,000	-	9,000,352
Cyprus	-	-	-	-	-	5,266	2,725	2,337	6,641	-	16,969
Dominica	11,044	-	-	8,649	-	7,500	7,390	-	-	-	34,583
The Gambia	-	-	22,312	-	-	-	-	-	-	-	22,312
Ghana	-	13,484	-	-	-	11,230	-	-	-	-	24,714
Grenada	-	-	-	-	-	-	-	-	-	-	-
Guyana	27,507	12,707	-	27,400	-	10,931	-	12,599	-	-	91,144
India	323,675	381,844	433,076	-	-	117,924	655,085	940,975	128,300	-	2,980,879
Jamaica	10,511	7,940	9,362	13,235	5,081	5,170	4,219	-	-	-	55,518
Kenya	49,588	47,109	-	-	-	-	-	-	-	-	96,697
Kiribati	-	-	-	-	-	-	-	-	-	-	-
Lesotho	-	-	-	-	-	-	-	-	-	-	-
Malawi	-	-	-	-	-	-	-	-	-	-	-
Malaysia	67,334	-	-	-	-	-	-	-	-	-	67,334
Maldives	-	-	-	6,337	-	9,450	-	9,110	-	-	24,897
Malta	17,633	2,076	2,225	-	3,798	1,927	2,112	2,017	-	-	31,788
Mauritius	-	-	29,156	-	-	-	22,579	-	-	-	51,735
Mozambique	-	-	-	-	-	-	-	-	-	-	-
Namibia	-	33,880	-	21,125	-	-	-	-	-	-	55,005
Nauru	-	-	-	-	-	-	-	-	-	-	-
New Zealand	237,850	90,000	41,635	33,090	32,150	33,042	36,080	38,122	79,544	-	621,513
Nigeria	-	-	-	-	-	-	-	592,800	616,600	-	1,209,400
Pakistan	-	-	20,941	-	-	-	-	-	-	-	20,941
Papua New Guinea	-	-	-	-	-	-	-	-	-	-	-
St. Lucia	4,952	9,863	-	4,746	-	-	-	-	-	-	19,561
Seychelles	-	-	-	-	-	-	-	-	-	-	-
Sierra Leone	-	-	-	-	-	-	-	-	-	-	-
Singapore	-	-	-	-	-	-	-	-	-	-	-
Solomon Islands	-	-	-	-	-	-	-	-	-	-	-
South Africa	-	-	-	-	-	-	-	-	-	-	-
Sri Lanka	13,248	-	13,764	12,940	12,340	-	11,290	-	-	-	63,582
St. Kitts & Nevis	-	-	-	-	-	-	-	-	-	-	-
St. Vincent & The Grenadines	2,470	-	-	-	-	-	-	-	-	-	2,470
Swaziland	-	-	-	-	-	-	-	-	-	-	-
Tanzania	-	-	-	-	-	-	-	-	-	-	-
Tonga	16,416	-	8,249	6,442	6,292	-	5,723	-	-	-	43,122
Trinidad & Tobago	48,352	20,618	21,983	39,578	-	39,265	-	-	-	-	169,796
Tuvalu	-	-	-	-	-	-	-	-	-	-	-
Uganda	-	-	-	-	-	-	-	-	-	-	-
United Kingdom	370,703	376,363	1,227,878	494,741	114,622	113,945	100,940	-	-	-	2,799,192
Vanuatu	-	-	-	-	-	2,000	2,000	-	-	-	4,000
Western Samoa	-	-	-	-	-	-	-	-	-	-	-
Zambia	-	-	-	-	-	-	-	-	-	-	-
Zimbabwe	-	153,389	-	-	-	-	156,576	-	-	-	309,965
	\$ 3,766,362	\$ 3,698,285	\$ 4,271,203	\$ 3,086,319	\$ 3,645,841	\$ 1,937,916	\$ 4,049,643	\$ 4,423,218	\$ 9,219,985	\$ 38,098,772	

Note: Contributions from member governments are recognised as revenue when received by COL. The fiscal year of COL in which funds are received may not always coincide with the fiscal year of the funding governments.

Other Revenue Received for the Years 1989 to 1997 (note: to June 10, 1997)

Projects	For The Years Ended June 30									Total
	1997	1996	1995	1994	1993	1992	1991	1990	1989	
Asian Development Bank	\$ 180,437	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 180,437
Associates for International Distance Education	25,042	-	-	-	-	-	-	-	-	25,042
Australian Agency for International Development	13,034	46,011	-	-	-	-	-	-	-	59,045
Canadian International Development Agency	-	-	-	40,000	150,000	150,000	-	-	-	340,000
Canadian Training Awards Project	-	6,655	6,448	-	-	-	-	-	-	13,103
Commonwealth Fund for Technical Cooperation	34,420	-	-	17,515	84,011	49,503	-	-	-	185,449
Commonwealth Secretariat	25,061	144,632	84,052	-	101,363	-	-	-	-	355,108
East Asia Open Institute	-	-	-	-	57,500	-	-	-	-	57,500
International Development Research Centre (Canada)	-	-	11,250	-	63,750	-	-	-	-	75,000
International Extension College	-	-	13,049	-	-	-	-	-	-	13,049
Department for International Development (UK)	177,426	229,072	-	26,180	70,378	-	-	-	-	503,056
Province of British Columbia	-	-	15,426	73,192	93,081	100,000	100,000	50,000	-	431,699
Universiti Kebangsaan Malaysia	-	-	-	-	24,787	-	-	-	-	24,787
Bermuda	-	-	6,830	-	-	-	-	-	-	6,830
Interest	50,849	105,396	75,688	123,667	434,849	911,829	1,512,837	1,427,920	1,075,462	5,718,497
Miscellaneous	9,414	15,494	13,231	19,960	2,728	16,539	27,625	-	-	104,991
Province of British Columbia	-	-	-	-	-	-	167,927	-	-	167,927
	<u>\$515,683</u>	<u>\$547,260</u>	<u>\$225,974</u>	<u>\$300,514</u>	<u>\$1,082,447</u>	<u>\$1,227,871</u>	<u>\$1,808,389</u>	<u>\$1,477,920</u>	<u>\$1,075,462</u>	<u>\$8,261,520</u>



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