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ABSTRACT
               This report summarizes the proceedings of a workshop
whose objectives were to: (1) review and examine the functions of
distance educational systems for the nine participating countries
with respect to the training needs of staff responsible for distance
education; (2) review, examine, and refine a draft training manual
and develop exemplar modules on distance learning; (3) prepare draft
plans for national pilot training workshops; and (4) reflect on
critical aspects of training in distance education and identify
possible future needs. Chapter 1 contains summaries of distance
education activities in the participating countries: Sri Lanka, Papua
New Guinea, New Zealand, Republic of Maldives, India, China,
Bangladesh, and Afghanistan. Chapter 2 summarizes priority training
needs for seven of the participating countries, and Chapter 3
presents proposals for national pilot training workshops in these
countries. The proposals include suggestions for organizational
set-up, target group, pre-workshop activities, workshop objectives,
resource personnel, training strategies, course materials, training
agenda, evaluation, and follow-up activities. Chapter 4 identifies
needs for training and for the renewal of distance education,
including seven components considered to be critical in determining
the success of distance education systems and five priorities for
renewal and training. Appendices contain the seminar agenda and lists
of participants and working documents. (JB)

APEID

and the Pacific Programme of Educational Innovation
for Development

DISTANCE LEARNING SYSTEMS
AND STRUCTURES - TRAINING OF DISTANCE EDUCATORS

Report of a Sub-regional Workshop (Vol. I)

Colombo, 5-18 July 1984

CONTENTS

UNESCO

UNESCO   REGIONAL   OFFICE   FOR   EDUCATION   IN   ASIA
AND   THE   PACIFIC   Bangkok, 1985

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the publication do not imply the expression of any op... .ion whatsoever on
the part of Unesco concerning the legal status of any country, territory, city
or area or of its authorities, or concerning its frontiers or boundaries.*

PREFACE

A Sub-regional Training Workshop on Distance Learning Systems and Structures - Training of National Officials and Specialists was organized in collaboration with the Distance Education Branch, Ministry of Education, Sri Lanka from 5 to 18 July 1984, within the context of the Asian Programme of Educational Innovation for Development (APEID). The Sub-regional Training Workshop was attended by personnel responsible for distance learning mainly at the school level from nine countries, namely, Afghanistan, Bangladesh, China, India, Maldives, New Zealand, Pakistan, Papua New Guinea and Sri Lanka.

The objectives of the Sub-regional Workshop were to:

i) Review and examine the functions of distance education systems and structures of the participating countries in respect of school-level education and the critical training needs of the concerned staff (including those of local resource centres) responsible for distance education for school-level education;

ii) Review, examine and refine a draft training manual and develop examplar modules on distance learning, based on materials developed under APEID during the period 1981-84;

iii) Prepare draft plans for national pilot training workshops; and

iv) Reflect on critical aspects of training in, and the renewal of, distance education focusing on review of the past APEID activities and identification of future needs.

Organization

The Workshop was inaugurated by Mr. E.L. Wijemanne, Secretary, Ministry of Education, by lighting a traditional oil lamp admidst the beats of the 'Magul Bera', an indigenous drum used on auspicious occasions.

Mr. D.A. Perera, Chief Adviser to the Ministry of Education, Government of Sri Lanka, welcomed Mr. E.L. Wijemanne, Secretary, Ministry of Education, officials of the Unesco Regional Office, UNDP Resident Representative, SILA officials, participants, resource persons and other guests.

Mr. E.L. Wijemanne, Secretary, Ministry of Education welcomed the participants and other guests. He observed that the Ministry of Education was a very large organization and that in that organization the Distance Education Branch was the newest. But during this short period, the growth that it has seen in Distance Education is very promising. Emphasizing the need and importance of distance learning in Sri Lanka, he stated that the most able teachers of Sri Lanka now can reach thousands of children in the schools in rural areas of Sri Lanka in the form of distance education. In some cases it provided better teaching than could perhaps be offered by many conventional teachers in the classroom, and this quality adds to the credit of the Branch. The major thrust of the future, he said, would thus be in the direction of much expanded distance learning in Sri Lanka.

On behalf of the Unesco Regional Office, the specialist in Training Educational Personnel, Dr. H.K. Paik welcomed the participants to the Workshop. He thanked the Secretary, Ministry of Education for hosting the Workshop. He reviewed the purpose of the Workshop and explained the significance of training needs of the participating countries and the need for developing a training manual for distance education.

Methods of work

In the first plenary session, the participants elected the officers of the Workshop as follows: Mr. H.G.C.A.T. Jayasekera (Sri Lanka) as Chairman; and Mr. H.R. Sharma (India) and Mr. K. Amaratunge (Sri Lanka) as Rapporteurs.

Before country presentations were made, a questionnaire prepared by Prof. Donald Bewley, Resource Person, was administered, in order to sensitize the participants to the fact that most distance education personnel have a training background outside distance education and that the training for distance education is often a form of retraining. The questionnaire provided additional information about the different extent of professional experience as educators in this group and indicated differences that one might find among any group of distance educators.

The subsequent sessions covered several phases of work:

i) the presentation of the country report by the participants;

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ii) review, examination, refinement and further
development of draft training manual and
exemplar modules on training of different
categories of personnel suggested in distance
learning training based on the materials
developed under APEID, 1981-84, which con-
stitute Volume II of the Workshop output.

iii) further development of Draft Plans for
National Pilot Workshops; and

iv) reflections on critical training needs in the
participating countries and APEID's con-
tribution toward meeting priority needs.

The reports relating to the functions and structures of
distance education systems of the participating countries were
presented, reviewing the critical training needs of the concerned
staff responsible for distance education at school-level. The
reports were presented by the participants from Bangladesh, China,
India, Maldives, New Zealand, Papua New Guinea, Sri Lanka and
Afghanistan. The country reports presented provided insights for
further refinement of training manual for distance education. The
presentations were followed by an intensive review and discussion
of priority needs.

The Workshop then divided into different groups for in-
depth study and discussion of the following items: (1) Priority
training needs for different categories of distance educators;
(2) Critical aspects of training and renewal of distance education;
(3) Development of the training manual including introductory
principles and several training resource modules. The Group sub-
sequently worked on outlines and schedules for national pilot
training workshop.

The Workshop finally produced its report in two volumes:

Volume I: The report relating to activities of the
Workshop including detailed plans for
national pilot workshop.

Volume II: Final draft of Training Manual.

In the concluding session draft report of the workshop and
draft training manual were considered and adopted with modifications.

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Chapter One

EXPERIENCES OF FUNCTIONS OF DISTANCE EDUCATION IN THE PARTICIPATING COUNTRIES

The chapter briefly discusses the experiences of participating countries in distance education with respect to socio-economic needs in which they developed. The reports that follow also throw light on the structures evolved, activities undertaken and media adopted. These have close bearing on the training of the personnel for distance education. The country reports presented by the participants were in considerable detail and each is reported.

They represent a wide range of experience and possibility. Some countries have yet to begin distance education but the policy makers are already aware that it offers them opportunities for the improvement of teacher education and through that the hope of greater retention in their primary schools and a greater dividend for their educational investment. At the other end of the scale some countries can claim decades of distance education that is now undergoing renewal and revitalization. Between these are countries in which systems have made a positive start, worthwhile personnel have been recruited, materials created and can now consider new areas of activity, developing new courses and evolving new supporting structures. What they have in common is the need for training of their distance education personnel.

SRI LANKA

Due probably to the availability of schools within easy access, universal free education, and the provision of educational facilities and opportunities to all, the need for distance systems and structures at the school level has not previously been felt. However, a few institutions and private sector organizations known as tutorials have been providing correspondence courses and material in various disciplines mainly for the benefit of school leavers and adults preparing to sit specific public examinations. Since this material was examination oriented, some of it would have been used by school students to supplement or enrich their studies. It must be noted that this system of correspondence education was essentially one way, without any feed back, evaluation or any Government sanction.

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In addition to the correspondence courses provided by the private sector organizations, there is also a programme of distance education directed primarily at the senior secondary school level, which is already in operation, using educational television, iniatiated by the Curriculum Development Centre of the Miniscry of Education. The main objective of this programme is to make provision for the teaching of certain specialized subject areas of the school curriculum such as Mathematics and Science. Periodically lessons in Pure and Applied Mathematics, Physics, Chemistry, Botany and Zoology are telecast for the benefit of students in grade 11 and 12. Each lesson is of 20 minutes duration and is telecast during term time on week days in both Sinhala and Tamil media, sometimes between 9.45 and 11.30 a.m. Schools are supplied with colour television sets, and guide books for teachers are sent well in advance of the programmes, for the teachers to prepare the students for the lessons. Likewise radio broadcasts of lessons in Social Studies, Science and English are conducted by the Schools Service of the Sri Lanka Broadcasting Corporation. This is a special transmission with G.C.E.O.L* students as the target clientele. At the beginning of each year schools are supplied with general information about the scheduled programmes. However, no guide books are provided. Transmission takes place on week days, in the morning and afternoons, and lessons are of 15 to 20 minutes duration. Both television and radio lessons are mostly one-way communication.

The personnel involved in the preparation and the execution of the above programmes lack preparation for broadcasting and need further training in Distance Education. Such personnel as programme organizers, script writers, editors, producers and technicians of various categories could be given training in their respective fields. It is felt that given adequate and proper training, the quality of the present programmes would tremendously improve.

Open University

Today students with more and more schooling and enhanced employment expectations are coming out of the school. Large numbers are seeking technical and vocational training. To meet this demand the Open University was started in 1980. Initially it was to concentrate on Diploma and Certificate courses in Mathematics, Science, Management Studies, Electronics and Telecommunication Technology, Electrical Technology etc. for those in employment and others who cannot devote their full time for studies. A number of other courses, for example in Food Science and Technology, Entrepreneurship and

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*General Certificate of Education Ordinary Level

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languages are being formulated. Foundation courses are provided for the benefit of those who do not possess adequate knowledge to pursue satisfactorily tertiary level courses of study offered by the Open University.

Distance teacher education programme

The most recent use of the distance techniques is in the field of teacher education which is hoped to be cost effective.

Of the 140,000 teachers engaged in the School System, about 35,000 have yet to receive professional training. The large number of untrained teachers in service is mainly the result of a heavy recruitment of O.L/A.L.* qualified terms, as teachers during the last three years.

Large sums of money are being spent annually on the institutional courses at teachers colleges. However, their resources and the training capacities are limited, though they are generally regarded as adequate to meet the long term needs of teacher preparation.

But in view of the increasing numbers of children seeking admission to schools annually, and the drop out of teachers from the system due to natural and other causes, as in the past few years, periodical recruitment of new teachers has to be continued. This would help to perpetuate the already existing backlog of untrained teachers.

The Ministry of Education has, therefore, been confronted with the problem of giving professional preparation as soon as possible to these untrained teachers. Since the teachers colleges alone cannot handle this work, the Ministry has resorted to alternative structures to the traditional mode of teacher training.

It is in this context that the distance teacher education programme was started.

Objective of the programme

The main objective of the distance programme is to give a professional training as expeditiously as possible, to the present backlog of untrained teachers. However several other objectives are also envisaged. These are the prepration of teachers able to teach both Mathematics and Science at the secondary school level, provision of recurrent and programme-based in-service education courses for teachers, implementation of courses for educational

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*G.C.E. Ordinary Level/Advanced Level

administrators and supervisory personnel, and the provision of supplementary support educational material to the teachers.

Two courses of study, namely elementary education and Maths/Science combined courses have already been launched. At present there are 4,000 student teachers recruited to follow these courses. Preparatory work has been completed to start several other distance teacher education courses in Agriculture, Home Science and Aesthetics. A course for teachers of English at a pilot level is also projects.

Organization

The programme is executed by the Distance Education Branch of the Ministry of Education. A Director of Education is in charge of the entire programme, which is being organized on a District basis, with a senior tutor and a number of field tutors appointed to each district. The role of the tutors is to motivate, counsel, guide and evaluate the work of the student teachers.

Teachers (Support)Centres have been set up in each district. By the end of 1985, it is expected that 300 such centres will have been set up. Their functions will be as follows:-

1. To reinforce the self-learning activities of distance learners in their (a) professional growth; (b) classroom skills; (c) Social interaction; and (d) personality development.

2. To adopt measures and develop programmes to foster in the teachers a sense of commitment to work.

3. To enable teachers to experiment with techniques and skills in handling groups and situations and share professional expertise.

Pre-prepared study material covering an entire course but in modular form is provided to the student teachers. Feedback is obtained through assignments for submission by the students. Study circles and contact sessions are organized at regular intervals for the benefit of the students. The delivery of modules to the student depends on his/her pace of progress, and for this purpose the distance education branch maintains progress charts for students. In addition to the modules students are supplied with audio and video cassettes prepared in advance as supplementary support materials.

A research Unit has been set up in the Distance Education Branch with the objective of revising and restructuring of course material. Feedback from student teachers and tutors is being obtained for this purpose.

So far, six national workshops have been held for the purpose of training distance education personnel such as course writers, editors, editors, correspondence tutors, administrators and production and lay-out staff. For these workshops the services of distance education specialists from the University of Lund and

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Liber-Hermods in Sweden have been obtained. In addition to these national workshops, six other training workshops have been conducted by the Distance Education Branch to follow up the work done in the national workshops.

Conclusion

Though well developed and organized forms of distance systems are available presently in Sri Lanka, they exist mainly at the tertiary level of education. There seems to be some scope for the introduction of such systems at the school level. However in designing distance systems at this level, the centralized school system and uniformity of the curriculum have to be taken into consideration. Rather than programmes covering broad as aspects of general education, appropriate distance systems can come in to fill the gaps and deficiencies in the formal system of education. The feasibility of introducing distance systems to cover areas such as pre-service induction courses for prospective teachers can be projected in the near future.

A feature of the Sri Lankan situation with regard to the training of personnel, is that heavier weightage is given to those involved in the preparation of printed material. They are mainly the course writers, editors, programme co-ordinators and tutors. Little or no training has been given to the broadcasting and other non-print media personnel, and hence there is the need for the training of such persons.

PAPUA NEW GUINEA

Distance education in Papua New Guinea

The College of External Studies (COES) is the Department of Education's correspondence school.

It was established as part of the National Public Service Branch in 1956. Its main purpose in its first year of operation was to offer working public servants who had very little academic qualification the opportunity of study to up-grade their certificate if they so wished. However, correspondence teaching in those days was considered a poor substitute for classroom teaching.

School

In 1957 there were 240 students and in that year the college (COES) was taken over by the Department of Education. By 1959 there were 800 students. In 1964 the college began to prepare written courses especially for Papua New Guinea. Until then the college had used courses prepared in Queensland (Australia). It was during this year that the college came to be known as the Secondary Correspondence School.

In 1967 fees were charged for the first time. In 1975 a student counselling service was introduced. In 1980 the college re-introduced grade VII, abandoned the previous year, to the college courses; and in 1982 grade VIII was added.

Regional study centres were opened in 1981 after a pilot scheme in the previous year.

Although the college has existed in one form or another for over 27 years, its functions have never been properly ident-ified. The 1981 Committee on Standards stated that the "purpose of the college of external studies is to provide a continuing system of education, alternative to that of the formal school system, for those who, for one reason or another, have been unable to pursue the latter", and again according to a Unesco report in 1982, "the college exists to help those who have dropr i out of schools and those older people who simply never had t. opportunity now provided". The College Handbook 1982 states the College's aim: "To provide an education for those people who are unable to continue their studies through the formal system. To provide a means whereby without leaving the work-force, men and women can study and up-grade their qualifications".

The courses are available to more than 9,000 students.

Courses

The College offers written courses from grade VII to X in the following subjects:

English, Mathematics, Social Science, Commerce, Science, Environmental Studies, Neighbouring countries

The commerce certificate is offered only to those students who have completed grade X.

In the formal school system the final statement of attainment is School Certificate. The assessment bases itself 50 per cent on teachers assessment, summed over 4 years, and 50 per cent on the National Examination in the 4 Core subjects (English, Mathematics, Science, Secondary Science).

Course development

At present there are 23 professional staff members in the college, whose purpose is to produce course maeterials for over 9,000 students. The college also has 48 ancillary staff who provide various support services (typing, mailing, production etc.)

Provincial centres

In 1983 the college took yet another important step in its development. Eighteen provincial centres were set up through-out the country. It is hoped to have centres in all of our 19 provinces. This move is most important because through this move

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the activities of the college 'ave been brought closer to the students.

With this new move has arisen the need for training of the newly appointed co-ordinators of the provincial centres. A workshop on different aspects of the college was conducted for provincial co-ordinators in 1983 and in March 1984. Another workshop is proposed to be held in systems for all the provincial co-ordinators.

There are approximately 70 registered study centres throughout the country run by qualified secondary trained teachers.

Radio

A weekly programme in English is put out on the Air in a story form. This needs to be developed more and the officer in charge of this area is now working on it.

An audio - cassette production programme has also been undertaken recently. The students have been observed to respond favourably to them. It is hoped that it will be successful but a lot of work needs to be done on as yet.

Summary

1. The college has been in existence since 1956. Twenty-seven years is not a long time compared to distance education histories in other countries.

2. Courses are basically high school courses (VII-X). We are now discussing about the introduction of grade XI and XII courses.

3. The establishment provincial centre is a big step. The task now will be to provide an effective training programme for our co-ordinators.

4. Research and evaluation have not been taken up effectively. Largely these are done by the subject departments and the Deputy (Curriculum). This needs to be looked into and has already been brought to discussions several times but we have yet to see it to happen.

5. Course development procedures - systems have been developed. They need to be evaluated constantly.

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NEW ZEALAND

Distance education is well established in New Zealand. Four major institutions, the NZ Correspondence School (NZCS) founded 1922, the NZ Technical Correspondence (TCI) founded 1948, the Advanced Studies for Teachers Unit (ASTU) founded 1964 as part of the Correspondence School but recently .elocated at Palmerston North Teachers College, and the Centre for University Extramural Studies, Massey University (CUES) founded 1960, together provide a distance learning counterpart, largely by correspondence, of the national education system. Of these NZCS and TCI are exclusively distance education institutions while at ASTU and CUES distance learning coexists with internal programmes of study. All are highly respected and the credits which students gain from their courses are interchangeable with credits gained face-to-face from other schools, polytechnics, teachers colleges and universities.

Alongside the distance education institutions of the formal system are several non-formal programmes: the Continuing Education Unit of Radio New Zealand broadcasts programmes in short series on matters of public interest; the Workers Educational Association-Trade Union Postal Education Service provides courses in basic educational skills for early school leavers and courses on labour education; the Extension Department of Otago University operates a provincial outreach programme of studies using telephone tutorials.

Numbers in the formal distance institutions reflect their range of activities. NZCS has 20,000 students, more than half of them adults resuming studies after leaving school early, while a large proportion of 9,000 school-age students are in ordinary schools but taking subjects from NZCS for which their own schools lack specialist teachers. TCI has approximately 35,000 students in various vocational, technical and commercial courses; some of the var ous vocational, technical and commercial courses; some of the students apprentices, some in mid-career, some (taking the training course for Justices of the Peace) quite senior citizens. ASTU has 3,000 enrolments mainly from teachers but some from non-teachers who teach and instruct among their other tasks. CUES has 10,000 students enrolled for degree, diploma and certificate courese in Arts, Education, Commerce, Science, Technology and Agricultural and Horticultural Science. Apart from the wide range of subjects, the total number of distance learn- nearly 60,000 in 1984) is a significant proportion of New Zealand's population of 3 million. Both NZCS and ASTU have been revitalizing and renewing their operations through staff training. The greatest recent urgency has been expressed by TCI which employs many temporary tutorial staff whose original vocational knowledge and skills are

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great but include no skills in teaching. CUES offers staff consultancy in curse design and appropriate educational technology but has no prescribed training for academic staff who acquire (or don't acquire) necessary skills from their colleagues.

REPUBLIC OF MALDIVES

Up to now there is no established system of distance learning in the Maldives. However, some · stance learning activities do exist for formal as well as non-formal education. A series of radio programmes on the teaching of English for grade one and two is broadcast every school day. These programmes are meant for the pupils in the schools of the islands where they do not have access to proper learning systems. "Radio Haveer" a daily radio programme informs and instructs the entire public about fisheries, agriculture, health, history and tradition, in an educational way. Programmes also go out on environmental studies and to upgrade teachers as part of teacher education.

Stated below are some of the programmes that may come up in future distance education:

- Support for the teachers in-service, who need upgrading of their content knowledge and pedagogical training.

- Raising the vocational standard of government employees.

- Using individual learning packages in areas such as English Language teaching and in areas of management.

All these programmes may be implemented in a phased manner.

If a Distance Learning System can be established using two-way radio the Atoll Education Centres would play a major role in its operation. The Atoll Educ ion Centres are headed by headmasters who play the role of the principal of the centres as well as the key educators. Therefore, these persons would need training in radio conferencing in the near future.

As supporting staff the script-writers, broadcasters, technicians and announcers would need relevant training, in order to make radio programmes and seminars of the air more efficient.

So far we do not have suitable training materials but have compiled some course manuals about nutritious food and backyard gardening; in addition, a set of instructional cards for community and health workers to be given to mothers about child's health

and upbringing, have been published.

There is no formal evaluation as such of distance education training activities but the Voice of Maldives checks on the radio-reception very often.

INDIA

Distance education made its beginning in India with the start of correspondence courses by Delhi University in 1962. This was mainly to cope with the increasing number of students seeking admission to universities and colleges. Encouraged by its success other universities soon started similar courses. At present about 25 Universities are offering such courses both at graduate and post-graduate levels. In the recent past it has been felt that education should be further liberalized and made more accessible to the people. As a result, two Open Universities, on the pattern of the Open University in Britain, have been set up, which provide courses without any pre-qualifications. The courses are offered at various levels.

The Boards of Secondary Education had a long tradition of allowing private candidates to their examinations. Correspondence education was considered an additional academic support. As such many school boards, encouraged by the experience of Delhi University, started correspondence courses. The chief mode of instruction, both at the University stage and school stage was printed material.

Use of radio/television

Radio broadcasts, as a supportive structure, started in the early 1950's with its emphasis on language learning. The broadcasts are mainly syllabus-oriented which are prepared by different states according to their needs.

Television was introduced into the education system at the school stage in the early 1950's first in the Union Territory of Delhi. The programmes are based on the syllabus followed in the schools and act as an effective supportive system to formal education.

Non-formal education programme

Non-formal education programmes had their beginning on a large scale in the early fifties with the object of a large scale in the early fifties with the object of removing illiteracy. The services of primary school teachers were utilized at adult education centres, making use of the resources available in

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the primary schools. This achieved tremendous success but the
gains were soon offset by increases in population and the
problem of illiteracy continued to exercise the minds of the
educators and the planners alike. In this connection two pro-
grammes launched in the recent past are significant:

Through the Satellite Instructional Television
Experiment (SITE) about 2,400 villages in different regions of
the country were covered. These programmes were mainly aimed at:

    a) children aged 6-11 years
    b) adults

Both the programmes were motivational in character pro-
viding general education related to life. It is proposed to bring
larger areas within the purview of the programme as the television
facility is extended to remote and interior parts of the country.

Another non-formal education programme, which was launched
almost simultaneously on a massive scale, was intended to be an
alternative to formal education. This is aimed at covering the
students of the age group of 9-14 who due to various economic and
social constraints were not in a position to obtain the benefit
of formal education. It is operative at more than 100,000 centres
spread all over the country where help of voluntary agencies has
been ‿ ught to provide direct teaching. Further expanded, this
is likely to create more demands on the secondary education
system, which already is under great pressure to meet the ever-
increasing demand.

Open school – an experiment

Though several boards of secondary education were offering
correspondence courses, the need for such a system at the second-
ary stage was increasingly felt, whi:h would be more innovative
in nature and more responsive to the needs of the learner. Open
school was considered to be an alternative which would provide:

    a) a second chance to school drop-outs,
       out-of-school youth and adults

    b) an effective alternative to formal
       education for those who are coming out
       of adult literacy and non-formal
       education programmes.

In view of these national priorities, the Central Board of
Secondary Education, an autonomous body controlled by Government
of India, set up Open School in July 1979. To begin with it

provided courses at the secondary stage. To cope with the needs
of its heterogeneous target groups it designed a flexible scheme
which has the following major characteristics.

   a) No rigid pre-entry qualifications are required.
      Learners with inadequate educational background
      are given a 'Bridge Course' to bring them up to
      the required level.

   b) Facility is provided to offer any five subjects out
      of 9 subjects. Study of at least one language,
      however, is compulsory.

   c) Learners can offer subjects one at a time or more
      and clear them in a maximum period of 5 years.

   d) Accumulation of credits is allowed in such
      situations.

The Scheme has generated a very encouraging response.
From a modest beginning in the first year the enrolment has within
three years increased from 1674 to 6300. It is expected that in
the next academic session the enrolment may touch the mark of
10,000.

Visible impact

One of the purposes of setting up on 'Open School' was to
provide leadership in the field of distance education to the
departments of education and boards of education at the secondary
stage. Encouraged by the experiment, two state Boards, viz.
Tamilnadu and Maharastra, have decided to start Open Schools in
their states.

Other two Boards, which already have correspondence
courses, have shown keen interest in re-modelling their courses
and study materials on the lines of Open School at the centre.

The Government of India recently (December 1983) set up
a high level Committee on Distance Education and Educational
Technology. This Committee, recognizing the significance of
distance education and its potential, has recommended setting up
four Open School in different parts of the country. This will
give further impetus to distance education at the secondary stage
and it is hoped that more institutions of a similar nature may be
set up in the country to cover a still wider area and meet
regional needs.

National Institute of Distance Education

In keeping with the above recommendations and to effect-
ively co-ordinate the policies and programmes of distance education

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at the school stage, the Government of India has decided to raise Open School (at the Centre) to the level of National Institute of Distance Education. The primary responsibilities, which are being envisaged for the National Institute, are:

a) Undertaking research and studies relating to different aspects of distance education.

b) Development of instructional and evaluation materials.

c) Evolving strategies and structures for distance education.

d) Providing training and orientation to personnel engaged at various levels.

e) Co-ordination plans and policies relating to distance education.

f) Operate 'Open School' (at the Centre) for experimentation in innovative ideas and to meet the needs of learners not otherwise covered by the Open School in the states.

Training needs

Training of personnel at the school level had mainly been the responsibility of the National Council of Educational Research and Training (NCERT) at the Centre and State Councils of Educational Research and Training (SCERTS) at the state levels. In the field of distance education this responsibility has been chiefly shouldered by Central Institute of Educational Technology (CIET).

'Open School' has also organized a few orientation programmes at the initial stages of the development of study materials. The programmes were organized for:

a) Course material writers

b) Reviewers and editors

With the setting up of Open Schools in different states and the new status given to Open School (at the Centre), the need for training of personnel has been further heightened. Broadly speaking the following categories of personnel will need training:

a) Heads of distance education agencies.

b) Lesson/course material writers/reviewers and editors.

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c) Personnel engaged in supportive services.

d) Script writers for audio and radio programmes.

e) Television programme writers.

f) Graphic artists and illustrative material designers.

The proposed National Institute of Distance Education (NIDE) may mainly take up the responsibility of providing training for the above categories of personnel in academic aspects of distance education while agencies like CIET, All India Radio (AIR), Dooradrshan (Television Network of Government of India) may take up the training of the related categories in the technical aspects of distance education.

CHINA

China's education is made up of two systems - conventional education and adult education. The former is conducted mainly through face-to-face teaching; part of the latter is done in the same way; another part, however, is run by using distance teaching media. (See Appendixes)

Distance education in China came into being and developed steadily in early sixties. Before 1966, it had formed its framework. But it received a severe set back during the Cultural Revolution (1966-1976). Since 1978, it has been resumed and developed rapdily to suit the urgent needs of training qualified personnel for developing the national economy. At present, there are 29 radio and television universities, over 540 branch schools and over 1f,800 work unit classes. They have formed a national network of distance learning system service as the core of China's distance education.

Distance education in China is done in two ways; purely correspondence courses offered by correspondence departments of conventional universities or by independent correspondence colleges; and multi-media courses (radio, television, correspondence, audio-visual cassettes, slides and films) offered by the Central Radio and Television University (CRTVU) under the joint leadership of the education Ministry and the Ministry of Radio and television. The courses are available all over the country.

Along with the drive for China's modernization, more and more attention has been paid to distance education. Conventional universities and other educational institutions are being encouraged to set up more and more correspondence schools and audio-visual education centres. By 1990, about half of middle

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schools and primary schools in cities and some schools in rural areas will have audio-visual education facilities. Radio and television universities will be enlarged in scale, and their target students will include those from the countryside and remote areas. Guided by the education Ministry, it is being planned that the CRTVU should offer some courses at school level, and the National Agriculture Broadcasting School should offer more specialized courses at secondary level open to China's vast rural population.

Previous training activities

In the past few years, distance education instutitons at all levels have organized various kinds of training activities on techniques of tape recording, video recording, film projecting, slide showing, equipment maintenance and programme editing etc. Teacher training has been conducted, too. The CRTVU convenes several national conferences every year to discuss teaching objectives, teaching plans, techniques of student registration, examination rules and graduate qualifications etc. Television University teachers are trained at two levels: national and provincial. The CRTVU does national teacher training, whose trainees go back to do provincial teacher training. Up till now, the Central Audio-visual Centre has hald 22 workshops on production of school level educational programmes. The workshops are either national or regional. The number of participants totals up to 1,600 person - times. All the above - mentioned training activities have played an important role in promoting the development of distance education in China. Experiences in this field, however, have not been conscientiously summed up.

Training needs of distance educators

Distance educators in China fall into three main categories: administrative officials, teachers and technicians of mass media. All of them need training as their professional knowledge is insufficient.

As China's national distance learning system is a newly established one, we lack experience in training distance education workers. In order to suit the needs of rapid development of distance education in China, all the three categories of distance educators need to be trained in a planned way. At present, it is thought more urgent to train administrative officials whose role matters more in the development of distance education in China

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		Institution	Graduate	Enrolment	Under-Graduate	Teaching Staff	
						Total	Full-time Teacher
Conventional Education	Total	1,104,752	3,269.79	4,285.72	19,480.29	1,147.72	899.43
	University	805	33.93	40.39	123.74	76.34	30.29
	Middle School	105,157	1,254.81	1,700.73	4,634.69	396.80	282.82
	Primary School	862,165	1,980.72	2,543.96	13,578.04	605.96	542.46
	School for the blind and the deaf-mute	319	0.33	0.64	3.57	0.96	0.56
	Nursery	136,306	–	–	1,140.25	67.36	43.30
Adult Education	University	1,196	23.45	48.25	112 84	10.22	5.48
	Middle school	96,628	367.04	651.94	1 014.75	22.27	13.40
	Primary School	219,049	403.82	312.80	317.24	6,84	5.10

Unit: 10,000

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Functions of distance education

		Institution	Graduate	Enrolment	Under-Graduate	Unit: 10,000 Teaching Staff	
						Total	Full-time Teacher
Distance Education	Total	2,061	28.28	65.22	184.46	6.33	3.18
	Ratio and TV University	29	12.92	25.43	47.88	2.28	1.15
	Correspondence College	3	0.27	0.14	0.81	0.05	0.03
	Correspondence Departments of Universities	300	1.09	6.65	20.47	–	–
	Agriculture Broadcasting School	29			40		
	Normal College for Primary School Teachers	2,000	14	33	75.33	4	2

Note: Numbers of Appendix II are included in Appendix I. Both Appendixes are
       according to 1983 statistics.

BANGLADESH

Distance teaching activities started in the year 1978 in Bangladesh with the assistance of the Government of Japan, when it developed a school broadcasting system. Later agreement was signed between the two Governments for the supply of radio listening equipment to improve the standard of education in Bangladesh. T⁺e project received 1,100 audio control console sets consisting of radio receivers, amplifiers, cassette recorders, public address systems and speaker facilit₁es for classrooms along with 10 mobile audio-visual vans fitted with VCR, monitor, back projection screen, operator, stabilizer etc.

The project aimed at improving the qualify of teaching and learning at secondary schᵣ level.

National Institute of Educational Media and Technology (NIET)

During the implementation of the programme for school broadcasting, the necessity of organizing distance teaching programme through various mass media was strongly felt by the Government in order to assist primary school teachers and students, secondary school teachers and students and specialized technical education such as engineering and medicine. It was decided that by combining the Audio Visual Education Centre and the school broadcasting programme, a National Institute could be set up to carry the activities of distance teaching farther. Accordingly, these two institutions were merged on 1 April 1983 giving way to the National Institute of Educational Media and Technology (NIET), a section under the Ministry of Education which aimed to carry farther their activities.

Future programme

The institute is also working on a scheme submitted to the Government to introduce an integrated multi-media distance teaching system using correspondence radio and television broadcasts, group study, assignments, practical assessment (for teacher education, audio-cassettes under materials such as teacher's guides; and then to extend this programme to other areas from primary to tertiary education.

On implementation of the scheme for a Bangladesh Institute of Distance Education (BIDE), expected within six months, the following benefits are likely to accrue:

   i) Through media-based distance learning techniques, about 250,000 untrained teachers of primary and

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secondary schools will be exposed to the new curriculum and methods of teaching, at a low recurrent cost and in a very short period of time.

ii) The equipment installed, materials produced and the technology introduced under the school broadcasting programme will be optimally utilized in the projects for distance education.

iii) Quality teaching in schools will be promoted through cassettes supplemented by correspondence materials.

iv) In due course, distance education may provide second chance opportunity for the unsuccessful high school graduates, life-oriented education for the illiterate mass and the degree-awarding courses for untrained teachers in schools.

v) Life-oriented education will be organized using radio and television for the illiterate peopl in order to provide better health, hygiene, sanitation and family planning.

Bangladesh Open University

To satisfy the country's need and on-going demands for higher education, the Government of Bangladesh has organized several meetings and felt that there should be an Open University. To the problems of resource constraints, over-crowding in the traditional universities, greater space requirements and other problems, the proposed open university may offer a solution. As a prologue to this, the Government has already taken a decision to start B.Ed. courses in the year 1985 through the Open University. The single language for communication and wide coverage of Radio/ T.V. network is an added advantage to the system of Distance Education in Bangladesh. It is firmly believed that distance education in future will cover large sectors of education in Bangladesh.

AFGHANISTAN

Before the April Revolution in 1978 in the Democratic Republic of Afghanistan 90 per cent of the total population was quite illiterate and most of the children were out of schools. They had no opportunity for receiving education in any way. After the April Revolution the problems of illiteracy and its elimination from the country, raising of the academic standard schools, raising the standard of knowledge of educated people were regarded

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as urgent problems and were considered to be the important responsi-
bilities of the party and the government of the Democratic Republic
of Afghanistan. This is amp'ᵥ evidenced by the official documents
e.g. the basic principles of the Democratic Republic of Afghanistan,
Article 29 item 5, Commandment No. 26 of the Presidency of Revol-
utionary Council about education and Commandment No. 25 about
campaigning against illiteracy and other problems.

In the decision No. 2136 of the Council of Ministers about
reorganization of educational system, the Ministry of Education
and Ministry of Information and Culture were asked to prepare
radio T.V.-programmes together for general education in schools
and for parents about education of their children.

The General Secretary of the Central Committee of the
Peoples' Democratic Party of Afghanistan and President of the
Revolutionary Council of the Democratic Republic of Afghanistan
Comrade Babrak Karmal on inauguration of the first Congress of
teachers has said that all parties from the Central Committee up
to the Regional Committees have to work side by side with admin-
istrative organs deeply and specifically about the activities of
the schools of general education.

Among all other activities, more attention should be given
to the selection, analysis and training of pedagogical cadres.

These documents show that the problem of education in the
Democratic Republic of Afghanistan is a very important one and
urgent too. The development of it is one of the main responsi-
bilities of the party and the government. In this case the
government of the Democratic Republic of Afghanistan is consider-
ing ways and means to make it possible to fulfil this responsi-
bility in a short period of time. On the basis of this reform
the structure of the schools programme and textbooks are changing.
The new methods and materials are being introduced to the teachers
through seminars and in-service courses. Thes seminars and in-
service courses however are not enough. Therefore new ways are
being thought of. In order to abolish illiteracy in the country
and help literate people in their professions and to raise the
levels of their knowledge and skills, one of the ways that is
being seriously considered is distance education.

A system of distance education in the general sense of the
term is in use in Afghanistan being imparted through radio and
television. Special programmes for children, adolescents, adults
(teachers, parents, workers and farmers) and for illiterate people,
are organized for their general education. Not only the teachers
and children are being helped by these programmes in their
teaching-learning processes, but parents too by bringing about
changes in their attitudes toward their children to help them in

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their learning and healthy upbringing. As no post evaluation of the programme is done, little information is available as to how much these programmes have been useful for the people, what is the extent of increase in their knowledge and skills and what changes have taken place in their attitudes and behaviours. What is happening in Afghanistan may not be distance education in the strict sense of the term (distance education having a definite population, two way communications, process controls and post evaluation); however, what is happening is of great social and educational significance. We are keen to learn from the experiences of other countries, especially of the region and use them profitably for the education of the people. The models from other advance countries may not fit our present conditions.

The most recent programme of this kind, being planned in Afghanistan, is the Distance Training Programme for Teacher Educators at the Master degree level. It is proposed that it should start in August this year. This may initiate many more things pertaining to distance education in Afghanistan. From these may arise the need for training of personnel on a substantial scale.

SUMMING-UP

A hight rate of illiteracy has been one of the important factors in the launching of distance education in many of the countries of the region such as India. In the countries like Sri Lanka the high rate of literacy and geographical compactness on the other hand gave them relatively a late start but pressures were felt at the secondary and tertiary stages to find a suitable alternative. Though in most of the countries distance teaching systems grew out of their concern to promote literacy and elementary education on a massive scale, the systems made their beginning only at points or stages of education which they could manage.

Two currents seem to be more perceptible, those which,

a) started at the seconaary staye and grew to the tertiary level or vice versa.

b) started to meet the situation arising out of the dearth of trained and qualified teachers as in Pakistan, Sri Lanka.

A bold experiment has been made in India to use distance education technology for adult education by using a satellite. The problem indeed is massive and the experiment will be making its mark in elementary education in the region which is closely related to the problem of removal of illiteracy. Some beginning

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has been made, tnough only in selected areas in small countries
where there is absolute dearth of teachers. Various patterns of
distance education emerge in the regior arising out of different
factois operative and the resources chosen by the countries. The
purposes, stages, target groups, the types of media selected
further add to this diversity. The following broad patterns appear
more prominently than others, which show that distance education
occurs:

a) as a supportive systems, more particularly
    at the school stage.

b) as a parallel system at the Univer⁻´ ⁄ stage.

c) as an independent system in adult education and
    other areas.

A significant thrust, however, has been provided by India
in the education of out-of-school youth and drop-outs by starting
an independent but parallel system at the secondary stage. This
is the sector which may need greater attention from the educational
planners in the Asia and Pacific Region where stagnation and drop-
outs are serious problems.

Distance education has been gaining in significance in many
countries. However it is still considered in some countries to be
a second rate education for second chance learners and does not
enjoy the reputation and status that it should be accorded for the
services it is rendering. This has been observed more in case of
such systems which are working as parallel systems and awarding in-
dependent certificates. However, New Zealand and other countries
of South Pacific offer a good hope. They award equal status to
the degrees given by both the corventional and the distance teach-
ing systems and by granting the facility to the learners to trans-
fer from conventional to distance education and vice-versa. The
credits in such situations are interchangeable. This points to
th need of making yet more confident approach to distance
educition.

Distance education is now being extended to areas of edu-
cation which are normally considered to be social obligations of
the governments, more particularly, non-formal education. However,
when the question of economic viability of distance education is
raised some crosscurrents appear. The question needs seriously to
be weighed whether distance education is being employed for the
benefit of those who can pay or for those who, having missed
earlier opportunities in life due to socio-economic constraints,
now need another opportunity. As long as the latter remains the
objective of the distance education programmes, it will have to

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depend heavily on the government support and subsidies. The question of viability must, therefore, be carefully separated from the larger economics that the distance education systems are supposed to provide.

Recent years have seen prolific growth of distance education in the participating countries. The following important trends are noticed:

a) The systems do not confine themselves to formal certification courses but are gradually extending to other professional and vocational courses.

b) The distance teaching system is finding its utility in life enrichment and other non-formal and non-certification programmes which are helpful in improving the quality of common people. Today education in health, child development, nutrition and such other aspects as parental education are common concerns of distance education.

c) A large number of professional agencies have launched distance education programmes in specialized areas e.g. agriculture, handicrafts, industrial training and rural development for the general public. The object of these programmes is to develop appreciation and give greater professional understanding.

d) The distance education agencies are inclining towards greater and greater use of other media e.g. audio-visual aids, radio, television.

All these factors point to the heavy demand likely to be made on distance education in near future for training of personnel. This need is felt in the context of developing a large variety of new distance education courses as also for training large categories of personnel for different agencies having distance education programmes. In view of this the countries may have to:

i)   identify trends in the growth of distance education.

ii)   assess the training needs carefully to work out short term and long term programmes.

iii) consider various alternatives for training of distance education personnel.

The task of training in distance education may have to be given greatest priority before the demand for trained personnel outstrips the supply as has happened in other sectors. The present workshop marks an important step in the direction of helping the countries of the region to discuss the issues and find answers to some at least of them.

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Chapter Two

PRIORITY TRAINING NEEDS

1. Introduction

The future of most of the countries and more particularly
the developing countries depends on how quickly and effectively,
national systems of education can be developed. This implies a
radical change of direction, content and method in the existing
education systems.

In recent times there has emerged in these countries a
series of relatively new educational mechods, strategies and
structures, that would perhaps in the very near future come to play
a vital role in the attainment of their national goals in education.
Distance education is one of these. Though forms of correspondence
education have been in existence in various countries of the world
since the turn of this century, distance education in its present
form is generally regarded as an important innovation. It has
emerged ae a system, which could be used as an alternative to, or
complementing or supplementing the formal system of education.
Its cost effectiveness, ability to respond to the larger groups of
people, and adjustability to all levels of education, no doubt,
are some of the contributory factors for its adoption by the
countries of the region.

A majority of personnel in distance education has mostly come
from among the personnel of the formal system of education. In
view of the fact that they have been serving in the formal system
for quite some time, they tend to follow and stick to traditions
and practices of the formal system, though their new roles in dis-
tance education may demand a considerably different set of skills,
techniques and attitudes. They have to be reoriented to fit into
their new roles, so that they could carry out their tasks effective-
ly. This could be achieved only through a process of pr viding
training in the new skills, techniques and attitudes required.

2. Different categories of personnel in distance education

Various persons working in distance systems can be categorised
under five broad heads. They are:

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1) policy makers, planners, administrators and researchers.

2) personnel related to the production of correspondence material.

3) personnel related to the production of radio programmes.

4) personnel related to the production of T.V. programmes.

5) students, parents and others in the student's local community.

In addition to the printed media, radio and T.V. are extensively used in distance education. Most distance education personnel fall into either of these categories. However there seems to be yet another category of personnel coming under distance education. They are the personnel involved in the production of non-broadcast material such as audio and video cassettes, flip charts, leaflets, slides and film strips etc. Though their tasks have some commonalities with those of the personnel engaged in the production of radio and T.V. programmes, the media in which they are involved warrants them to be categorized separately as personnel in non-broadcast media.

All personnel coming under the above mentioned categories, their task specifications and training needs have already been identified. (vide 'Training of personnel for distance education' APEID report of the regional seminar held at Islamabad, Pakistan, 8-18 July 1983). The priority training needs of distance education personnel in developing countries differ as much as they differ in the level of development of their distance systems.

3. Survey of priority training needs

With the exception of Afghanistan, and to a certain extent Bangladesh and Maldives, established forms of distance education exist in the member countries attending the present workshop. Afghanistan is faced with the enomous problem of wiping out illiteracy, a large majority of its population being illiterate. Radio and T.V. on a limited scale are used for educative purposes, with programmes directed towards the community at large. The country is planning to initiate distance education courses for school children in the near future, and hence the priority for Afghanistan is to train its policy makers, planners and administrators.

In Bangladesh, distance education activities had begun in 1978, with considerable aid from Japan to develop the Schools broadcasting programmes. These programmes are directed towards

improving the quality of primary teachers as well. However they are still in the initial stage of development. To carry out distance education programmes on an organized footing a National Institute of Educational Media and Technology has been set up in 1983. An Open University is also in the offing. Bangladesh plans to make extensive use of radio and T.V. broadcasting in their distance programmes and priority is to be given to the training of personnel in multi-media such as radio/T.V. script writers and producers, curriculum designers and to planners and administrators.

In China the administrators in distance education come from conventional schools or educational bureaus of government at various levels. They work at central, provincial, civic and 'grass-roots' level. Distance education programmes are run on a large scale by a national network and the students following various courses amount to about one million. Administrative work is tremendously heavy and complex and it has its own characteristics. Hence China gives top priority to the training of administrators.

The training needs of India are many and varied. Some of these are immediate and have to be taken up in the form of crash training programmes of short duration. The personnel to be involved in these are the planners, administrators and other key personnel as executives in distance education. Long term training programmes are needed for professionals committed to distance education more or less on a permanent basis. They are the course writers, editors and script writers for audio and radio programmes. The proposed National Institute of Distance Education (NIDE) will have the responsibility of providing training for these personnel.

With regard to distance education the situation in Maldives is somewhat similar to that in Afghanistan. There is no formal distance system. However some distance learning activities do exist in the form of broadcasts on lesson units over the radio for school children and the community as a whole. Daily broadcasts about fisheries, agriculture, health, history and tradition are made over the national radio which take the form of distance teaching. There is the need to train the personnel involved in these programmes, such as script writers and producers.

Maldives envisage setting up a formal distance education system in the near future and in the context the administrators and the headmasters from whom the personnel for distance education will be selected have to be given training.

Distance education programme in Papua New Guinea is directed by the College of External Studies which formally began its operations in 1964. Provincial Centres have been set up with co-ordinators whose functions include administrator, academic and

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counselling work. Course writers come from the teachers at the
college of external studies. Training of all these personnel is
considered to be priorities in Papua New Guinea.

Although New Zealand has a well established distance education
system for all levels, for school vocational education, teacher
education and university degrees and diplomas, its institutions
were established several decades ago. Renewal and revitalisation
create its training priorities. New instructional methodologies
and new technologies challenge established teaching practices. As
courses undergo substantial revision, as new personnel are re-
cruited, as new technologies become available, training takes place.
To this training, an APEID workshop in 1982 in which all New
Zealand's major institution took part, contributed in creating
awareness of systematic developments in other parts of Asia and the
Pacific Region.

In Sri Lanka some training has already been given to various
personnel engaged in the production of correspondence material,
and to a lesser extent to the personnel involved in multi-media.
Training programmes should continue, specially involving the
personnel in the latter category. With the current progress in the
adaptation of technology to distance education on a large scale,
it may be imperative for us also to train media personnel immediate-
ly, to keep pace with rapid demands and changes occuring in the
system.

One other need which appears prominent is the need to create
a deeper awareness and empathy on the part of policy makers,
planners and administrators, as to the potentialities and benefits
of a distance education as an alternative to the existing system
of formal education and other forms of education. In fact its
capacity to extend the range of opportunities to children and
adults lying in the periphery of education, such as the deprived,
the young day-time employed, non-school going, rural children etc.
and of pushing forward the efforts in universalizing of education,
is now obvious. These considerations will enhance the need of
developing an awareness in those who are in power, holding high
positions. And the need to have para-educational people in large
numbers to be trained is also evident.

No scheme in distance education is likely to grow and develop
without an atmosphere of positive attitudes. Therefore it is also
necessary to sensitize the public and the support systems with
regard to the in-depth capacities of distance education.

In respect of the above arrangement of priorities and train-
ing needs, the inter-country exchanges under APEID will be of
great assistance. It is worth noting that programmes initiated
under APEID point in this direction.

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Table 1. Priority craining needs

| Country | Policy-maker/Administrator | | | Personnel in Correspondence | | | | | Radio Lessons | | | | T.V. Lessons | | | | | Non-broadcast material | | | | Others | | |
	Policy-makers and Planners	Administrators	Researchers	Curriculum Designers	Writer/Reviewer	Editor	Course Co-ordinator	Tutor/Evaluator	Radio Scriptwriter	Producer	Programme Evaluator	Utilizer	T.V. Producer	Scriptwriter	Designer	Special effects man (visual)	Sound effects man	Producer	Scriptwriter	Photographer	Illustrator Designer	Parents		
Afghanistan	✓																							
Bangladesh	✓	✓					✓						✓											
China		✓																						
India		✓			✓				✓				✓											
Maldives		✓							✓															
Papua New Guinea		✓					✓																	
Sri Lanka	✓	✓																				✓		

Chapter Three

PLANS FOR NATIONAL PILOT TRAINING
WORKSHOPS

With the growing needs of the distance education the need for
training of personnel has been constantly felt. One of the purposes
of organizing the Sub-regional Workshop at Colombo was to develop
a design for organizing national pilot training workshop in the
participating countries. One significant outcome of the Colombo
Sub-regional Workshop was the preparation of a comprehensive manual
of training, containing exemplar resource modules which can be used
by the participating and other countries of the region in planning
and conducting their own workshops on distance education for
different functionaries.

The participants with their enriched background, developed
draft proposals for the national level workshops to be organized
in their countries. In some cases the proposals were the review
and refinement of the earlier plans in the context of changed
needs. The proposals contained in the report reflect urgent but
varied priorities of the countries according to the stage of devel-
opment in distance education they are at and other socio-economic
considerations they have in the propagation of distance education.
The proposals are described in a revised format developed at
Colombo, Sri Lanka.

In the plans for national pilot training workshop that fall
in this section, there have emerged two distinct streams; one is
the training of planners and executives who hold the key to the
success of the movement of distance education. The other stream
includes the course material writers, the editors and the function-
aries of the support services on whom rest the burden of carrying
contents of distance education to the learner. The plans also
indicate the need for a multiplier effect at the lower levels.

BANGLADESH

Distance Education is a specialised field of activity in education of the country. To support the educational system distance education is receiving careful attention and support from the Government of Bangladesh. Over the past few years it has been realized that the demand of students for higher education and the needs of the society for trained manpower cannot be wholly met by traditional means. This has led to a rapidly increasing interest in distance education, a system in which teachers and taught are usually at a distance.

In this context, the distance education unit has a plan to impart content materials to such teachers and so up-grade their basic knowledge and skills in distance teaching and learning.

In keeping with the broad aim the planner, administrator of distance and the personnel engaged in different media of distance education in Bangladesh are proposed as the target group, in the first instance for the national level pilot workshop on distance education. It is they who will be directly responsible for providing appropriate leadership in the field of distance learning.

Programme title: National Level Workshop for Distance Education Administrators, and Personnel engaged in Radio and Television in the Distance Education System.

Organizational set up:

1. Organization responsible for the Training Programme: the National Institute of Educational Media and Technology (NIEMT) of Ministry of Education. Government of Bangladesh will have the organizational responsibility of holding the training programme.

2. Collaborative agencies:

    - Bangladesh National Commission for Unesco
    - Ministry of Education
    - Unesco Regional Office, Bangkok

3. Mode of collaboration:

    - The National Institute of Educational Media and Technology (NIEMT). Bangladesh National Commission for Unesco (BANCU) and other related organizations may provide finance.

    - APEID, UNDP and BANCU may provide resource persons and materials.

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4. Organization for the training programme:

- Secretary, Ministry of Education

- Additional Secretary, Ministry of Education

- Director, National Institute of Educational Media and Technology, Ministry of Education

- Programme specialist, National Institute of Educational Media and Technology, Ministry of Education

- Administrator, National Institute of Educational Media and Technology, Ministry of Education

Pre-workshop activity:

Before organizing the programme the following activities may be required to be undertaken:

1. Discussion at ministerial level for broad policy decisions.

2. Discussion with Bangladesh National Commission for Unesco.

3. Correspondence with APEID, Unesco.

4. Correspondence with resource persons.

5. Selection of participants from different sections of Ministries of Bangladesh.

6. Selection of experts from different sections to be involved in the workshops within the Ministry and other departments.

7. Finalization of organizational plan for the training programme. Their activities will be done according to the priorities of the training programme before two months of seminar.

8. Relevant references/contents if necessary, will be taken from the materials produced at the Sub-regional workshops organized by Unesco.

Expected training outcomes:

After the workshop the participants are expected to under-take the following tasks:

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- designing curriculum for distance learning

- developing self instructional materials for
  target groups and

- developing radio/television scripts on distance education

- communicating effectively in radio/television programmes

- designing and planning of broadcasting for distance
  education

- assisting in implementing distance education programme
  (particularly in respect of the planners and
  administrators).

Target groups:

1. Planners, administrators and other officials of the
    distance education unit of NIEMT.

2. Producers and script writers of radio and television.

3. Curriculum designers.

4. Course co-ordinators.

5. Persons from Curriculum Development Centre.

6. The school teachers operating Audio-Control Console
    Receivers. The total number of the participants will
    not exceed 30.

Objectives of the workshop:

1. To bring home the concept of distance learning
    education and its principles.

2. To sensitize the planners and administrators to th
    concept ⁻ distance learning.

3. To spell out the various activities of distance learning,
    framing curriculum, developing instructional materials,
    scripts, content analysis and finalising materials on
    radio/television broadcasts.

4. To give knowledge of field activities in distance
    education and its needs in Bangladesh.

5. To enable to produce and present radio/television programmes.

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Resource persons:

1. Experts from the local agencies having knowledge of distance education and systems with relevance to Bangladesh.

2. Experts from radio/television networks.

3. Three resource persons from abroad with the help of APEID and Unesco concerned with theoretical aspects of distance education, script writing and production of radio and television programmes.

Training strategies and techniques:

1. Discussion on concepts, scope and significance of distance education.

2. Study of var' is activities and development relating to distance education in the country and outside the country.

3. Paper presentation and discussion on the following:

    a) Need for distance education in Bangladesh.

    b) How to design a curriculum for distance learning.

    c) How to develop self instructional materials.

    d) How to write scripts in different formats.

    e) Broadcasting skil's.

    f) Problems of rural stratification and development related areas in distance education.

    g) Tools for distance education development.

4. Practical training in the following:

    a) curriculum design.

    b) script writing.

    c) studio orientation.

    d) programme recording and editing.

    e) production of programmes.

    f) format, layout, visual literacy, flow charts etc.

    g) research and field work.

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Apart from above following activities will also be arranged:

1. visits to observe face to face teaching situations in distance education.

2. listening to radio model programmes.

3. seeing an exhibition of material.

4. viewing the television model programme.

Training materials:

1. Exemplar materials of the TRMs and publications developed by the Unesco Sub-regional Workshops held in Colombo and Islamabad, for further training.

2. Writings from the participants.

3. Secondary curriculum-published by the National Curriculum Development Centre.

4. Related textbooks.

Training agenda:

1. Venue   : NIEMf Auditorium/studio

2. Duration: 3 weeks: 20th October to 8th November, 1984. (Except Friday)

3. Agenda   : The deisgn of training workshop agenda will be prepared by the Committee of Distance Education Unit under the Ministry of Education

Evaluation:

Evaluation will be done through the impressions, observations and suggestions given by the participants.

Proposal for follow-up:

At the end of the Worksh   the participants will be provided with the following:-

1. the report of the workshop
2. completed project works.
3. evaluation on workshop results.

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In addition various formats like questionnaires and other related tools will be designed for follow-up action.

Expected impact:

After the workshop, participants may be asked by the questionnaire to identify the significance and impact of the workshop in relation to their own activities. They will also be examined by knowing where and how they would utilize their expertise as experts in distance education.

Dissemination of training programme:

Dissemination will be done through

1. Reports

    1) Report on the proceedings

    2) Training materials

    3) Work done by participants

    4) Evaluation

2. Recipients of the materials

    1) Unesco, APEID and Bangladesh National Commission for Unesco.

    2) Textbook Board.

    3) Radio and Television Networks.

    4) Curriculum Development Centre.

    5) Ministry of Education.

    6) Director General, Higher and Secondary Education.

CHINA

China's distance learning system was initiated in early 1960's, suspended for 10 years and resumed at the end of the 1970's. It started to develop steadily from the beginning of the 1980's. Looking ahead it is hoped to play a more important role in education as well as in the national economy and social development.

In order to meet the needs of developing the D.E. system and improving it, various categories of distance educators are to be trained in a planned way. At present, it is thought more urgent to train administrators at central and provincial levels who are the key figures in distance education in the country.

Training activities of some categories of distance educators have been organized in the past few years. Experiences in the field, however, have not yet been fully collated but much work is being done in this respect.

Training materials prepared by APEID are stimulating and can be a good resource to meet the training needs in China. The training manual produced at the sub-regional workshop on distance learning systems and structures (Colombo, July 1984) is useful and will be used at the national level pilot training workshop to be held in October.

Title of training programme

The workshop will be titled 'The national level pilot workshop on training distance education administrative officials at central and provincial levels'.

Organizational set-up:

1. The Central Radio and Television University (CRTVU), which is under direct leadership of Ministry of Education, will be responsible for holding the workshop.

2. The collaborative agencies are:

    a) the Central Radio Station and the Central TV Station which are under the direct leadership of Ministry of Radio and Television.

    b) the Central Audio-visual Centre which is under the direct leadership of the Ministry of Education.

    c) APEID.

    d) the British Council.

3. Mode of collaboration:

    The Ministry of Education and APEID may provide financial support. The CRTVU will make arrangements for training materials, personnel and administration. The Ministry of Radio and Television and the Central Audio-visual Centre will provide support concerning radio and television technology. APEID and the British Council will be requested to send specialists as attachment.

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4. Organization for the training programme:

   The Ministry of Education has designated Mme. Zhang Qunyu, Vice-president of CRTVU, as the Director of the Workshop, and a work team composed of six persons has been set up. Administrative support will be given by the provincial TV University which is situated in the place where the workshop is to be held.

Target group :

1. Responsible people concerned from the Ministry of education, the Ministry of Radio and Television and the Central Audio-visual Centre.

2. Heads of departments concerned from the CRTVU and provincial TVUs.

3. Directors of TV middle schools and TV vocational training schools.

4. Principals of correspondence teacher training schools.

Pre-workshop activities:

1. To discuss with collaborative agencies.

2. To inform participants.

3. To select materials produced by APEID and make them available to all the participants.

4. To try-out the manual developed at the Colombo workshop.

5. To invite resource persons from abroad and lecturers at home.

6. To make financial and administrative arrangements.

Objectives of the workshop:

1. The workshop will be aimed at enabling the participants to be aware of position and role of distance education in the national education system in regard to social development.

2. To understand the concept of distance education and to obtain an overview of distance education systems at home and abroad.

3. To be sensitive to the training needs of various categories of administrators and functionaries of all levels.

4. To share experiences in administration.

5. To identify specific tasks of administrators.

6. To put forward proposals for improving administration at all levels.

7. To develop a manual to be used at follow-up workshops.

Trainers:

Resource persons will be drawn from CRTVU and collaborative agencies and are also likely to be drawn from APEID and the British Council.

Process:

1. Introduction to the sub-regional workshop held in Colombo.

2. Preparation of the manual.

3. Group discussions.

4. Practice of developing TRMs.

5. Visits to local distance education institutions.

6. Meetings with distance learners.

7. Lectures.

8. Seminars.

9. Distribution of manual.

10. Evaluation.

Training agenda:

1. Venue   : Kunming, capital of Yunnan province.

2. Duration : 12-15 days

3. Agenda   :

a) 5-7 days for introduction of Colombo workshop, presentation of the manual, group discussions and practice of developing TRMs.

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b) 1-2 days for visits and meetings.

c) 5-7 days of lectures, seminars and evaluation.

Dissemination of the workshop experiences:

A brief report summing up the experiences of the training programme will be made available to the participants, and it will also be sent to APEID, the Ministry of Education and the collaborative agencies involved.

Estimates of expenditure:

It is estimated that a sum of 20,000 Chinese yuan (or 8333 US dollars) will be required to meet expenses on the workshop including secretarial assistance, rent of venue, transport, stationery, broading and lodging, etc. Part of these expenses will be met from the grant expected from Unesco.

INDIA

The agencies working in the field of distance education in India, in their initial phases, had to depend on their own resources for training personnel. But with the growth of several agencies in the field and a complex network evolving, it seems imperative that training of the personnel should be given a high priority and be taken up in a more planned and co-ordinated manner.

A recent decision to raise Open School, started by Central Board of Secondary Education, to the level of National Institute of Distance Education is indicative of Government of India's concern to provide academic support and meet the training requirements of distance education systems in the country.

The needs of training are many and varied. It may have to cover the whole range of personnel from the head of the organizations to the tutors and other functionaries at the lowest levels. The major part of responsibility of this, in future, will be shared by the proposed National Institute which may organize the following of programmes.

a) Orientation workshops for various functionaries.

b) National level Conferences, seminars and task groups for senior personnel in the states and heads of distance teaching organizations.

c) Long duration courses for professionals.

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Print materials remain overwhelming an important agent of imparting distance education and more particularly with the Boards of Secondary Education which organize correspondence courses.

A good deal of thought has gone into them still they provide good scope for further improvement for better learning as an end-product. It is sometimes observed that the materials are monotonous reproductions of the textual materials in use in the formal systems. The quality of materials and the training of personnel connected with the process of course production can go a long way in improving the quality of distance education in the country.

In both these operations heads of distance education organizations, who co-ordinate and manage the activities of the institutions, and the senior officials of the sub-systems who produce course materials are seen as the key persons in Distance Education in the country.

In the context of the immediate needs the national level pilot training workshop is proposed to be organized for in-depth training of these two categories of senior personnel. The work-shop is planned to be held in November 1984.

Title of training

The programme will be known as the National Level Workshop on Course Material Production in Distance Education at School Level.

Organizational structure

a) The Open School (Central Board of Secondary Education) will have the organizational responsibility of holding the training workshop.

b) The Collaborative agencies are:

- National Council of Educational Research and Training (NCERT) New Delhi.

- Ministry of Education, Government of India.

- Asian Centre of Educational Innovation for Development.

- Unesco Regional Office for Education in Asia and the Pacific, Bangkok.

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c) Mode of collaboration:

    The Open School, the Ministry of Education and Unesco Regional Office expect to provide financial support while Open School, NCERT, and ACEID expect to provide academic support in the form of personnel and materials.

    Personnel are also likely to be drawn from Distance Education Units of the universities and from the British Council.

d) Organizational support:

- Workshop Director   -   J.S.(S) from Ministry of Education, Government of India.

- Workshop Co-ordinator   -   Director, Open School.

- Administrative Support -   Open School.

Target groups

a) Directors of distance education institutions of 10 Boards of Secondary Education, Rajasthan, Madhya-Pradesh, Orissa, Himachal Pradesh, Tamilnadu and Maharashtra and the Patrachar Vidyalaya, Delhi.

b) Writers, editors (about 20) from the above boards and also the Patrachar Vidyalaya, Delhi.

Pre-programme activity schedule

a) Discussion with Chairman CBSE, and J.S. (U.T.) Ministry of Education for financial support and first communication to the invited organizations.

b) Preparation of a working paper on the purpose of the workshop and tasks to be achieved - for invited participants.

c) Preparation of background paper on distance education, its significance, scope and forms with special reference to India.

d) Preparation of papers and support materials on different topics to be covered.

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e) Reproduction of materials produced at and distributed at the Sub-regional Workshop (Colombo) organized by Unesco Regional Office, Bangkok.

f) Location of resource materials available in Open School, NCERT, CIET, other similar agencies and also libraries.

g) Discussion and correspondence with collaborating agencies for resources, i.e. 'man, material and money' support.

h) Correspondence with resource persons for preparation of lead papers and scheduling of the programme.

i) Correspondence with the participants for advance academic preparation and stimulation.

Workshop objectives and expected training outcomes:

a) For Heads/Directors of distance education systems:

   i) To develop understanding of distance education concepts, scope and forms with reference to India.

   ii) To review various structures of distance education obtaining in India and to share related experiences.

   iii) To identify inter-relationships among the sub-systems in different structures.

   iv) To analyse the tasks and steps involved in developing course materials and critically examine different patterns in use.

   v) To develop a manual on course production techniques for course co-ordinators.

   vi) To review own systems of course material development and suggest improvements.

b) For writers and editors

   i) To review different formats of course materials.

   ii) To identify the underlying principles involved at each stage of writing course materials.

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    iii) To analyse content with respect to facts, under-
          standings concepts, principles, generalization
          involved.

    iv) To evolve format of a good course unit material.

    v) To explain the significant related concepts e.g.

- Self-learning Material
- Support Material
- Self-contained Material
- Pre-requisite entry Behaviour
- Terminal Behaviour
- Instructional Objectives
- Behavioural Outcome
- Content Analysis
- Evaluation/Assessment
- Visuals
- Programmed Instruction
- In-text questions
- Perview, Review
- Terminal Test
- Format
- Lay-out
- Try out.

    vi) To identify different types of questions and their
          characteristics.

    vii) To examine the characteristics of different type
          of good questions.

    viii) To develop in-text reinforcement and review exercises.

    ix) To try out TRM prepared at Colombo for course
          co-ordinators.

Trainers and resource persons:

Resource persons will be drawn from Open School, MCERT,
Department of Teaching Aids, School of Correspondence Education,
Panjabi University and Open University, Madurai.

Training strategies and techniques:

    a) Directors/Heads of Distance Education Systems

        i) Discussion on concepts, scope and significance
           of distance education.

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    ii)   Study of various forms operating in the
         country and abroad.

   iii)   Verbal communication and discussions on different
         sub-systems of distance teaching.

    iv)   Discussion on inter-relationships of sub-systems,
         with visual presentation.

     v)   Study of steps involved in different stages of
         writing course materials and comparison of
         various patterns obtaining, with their relative
         merits.

    vi)   To review course materials in use in different
         organizations within the country and abroad,
         to identify their strengths and weaknesses.

   vii)   To examine various academic and managerial
         considerations required in production of
         course materials.

  viii)   To study specimen TRMs on course co-ordinators
         and to further refine it for use at state
         levels.

    ix)   Discussion of outlines of the manual of course
         production techniques.

     x)   Writing material for the manual.

    xi)   Presentation and review of own systems.

b)   Course material writers/editors:

        To plan activities on the basis of TRM produced
on these topics at Sub-regional Workshop, Colombo.

     i)   Discussion and study of different types of
         course materials.

    ii)   Analysis of content in various subject for
         identifying the learning points.

   iii)   Selection of appropriate format for proper
         understanding.

    iv)   Developing a sample lesson on a selected topic.

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v) Editing some sample scripts to evolve the list of considerations involved in editing.

vi) Discuss evaluation techniques with illustrations.

vii) Lecturers on designing, l y out of the materials with illustrations.

viii) Writing examples of good questions.

ix) Developing student assignments.

x) Obtaining feedback from the participants on effectiveness of the training and applicability of the TRM.

Training materials:

The following material developed by Open School will be used:

Editing Distance Education Materials.
Writing for Distance Teaching
Lead papers prepared for the Workshop
by Resource Persons.

The material contained in the reports of and distributed at APEID Sub-regional Workshops at Islamabad and Colombo.

1. Training Resource Modules prepared on Sub-regional Workshop at Colombo on

   - Editors/Material Designers
   - Course Co-ordinators.

2. M uals distributed at Colombo Sub-1 gional Workshop

   - Course Development Procedures
   - Manual for Course Production.

Training agenda/programme details

Venue   : New Delhi

Duration : Two weeks (80 hours) November, 1984.

Programme details

i) Heads/Director

   Concept, scope, significance, sub-systems, inter-

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relationships, existing structures, purposes and
patterns, management, connected operations, problems,
review of own systems. (6 days).

Process of material development, patterns and
flows, significance of each step for learning,
adaptation of TRM modules, development of manual.
(6 days).

ii) Course material writers/editors

Course materials, different concepts, purposes,
formats, significance of each step involved, character-
istics of material at each stage, content analysis,
illustrations, other problems, and hints. (6 days)

Concept of evaluation, different types of
questions, writing good questions, writing student
assignments, preparing courses on selected units.
(6 days).

Evaluation:

Evaluation tool developed at the Sub-regional Workshop,
Colombo will be used for

a) Assessment of students.

b) Feedback on the effectiveness of the workshop.

Outcome proposals for follow-up:

The participants will write specimen materials on improved
lines to be published by the agencies concerned for their use.

They will also evolve procedures and guidelines for
development of course materials for training of their writers
and editors. They will make this material available to Open
School.

Dissemination of training workshop experiences:

A detailed report will be brought out on the workshop,
containing proceedings on theoretical studies and sample materials
produced, which along with others will be made available to the
participants and their nominating agencies.

Feedback obtained on training resource modules will be made
available to the U..esco Regional Of   , Bangkok

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Estimates of expenditure:

It is estimated that a sum of Rs. 80,000 will be required to meet expenses on TA/DA of participants, resource persons, secretarial assistance, rent of venue, transport, stationery, board and lodging, tea/working lunch etc. Part of these expenses will be met from the grant expected from Unesco.

REPUBLIC OF MALDIVES

The islands of the Republic of Maldives are scattered and the transport and communication is very poor. Each community is quite small and the infrastructure for education is inadequate needs to be strengthened with the assistance of the appropriate Distance Learning System.

At the moment maldives has no distance education system; but the country has some distance learning activities for formal as well as non-formal education. A series of programmes on the teaching of English Language for grade one and two is broadcast every hool day   These programmes are meant for the pupils in the schools of islands where they do not have access to proper learning systems. Radio "H veer" a daily radio programme, informs the public about fisheries, agriculture, health, history and tradition in an educational way. Programmes also go out on environmental studies and to upgrade teachers on teacher education.

Distance education for the support of in-service teachers who need upgrading of content plus pedagogical training is of paramount significance for the ultimate goal of raising the educational standard of the nation.

Title of training programme

The programme will be known as the National Level Workshop in Distance Education for Headmasters, on Teacher Education and Writing Radio Scripts.

Organizational set-up

a) The Educational Development Centre will be responsible for organizing and conducting th training programme.

b) The collaborative agencies are:

- Institute of Teacher Education
- Ministry of Education
- Asian Centre of Educational Innovation for Development

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- Unesco Regional Office for Education in Asia and the Pacific, Bangkok.

c) Mode of collabcration:

The Ministry of Education will support and be consultants fcr the training programme, the Institute of Teacher Education will provide training resource personnel and many other materials required, while the Educational Development Centre and ACEID may provide financial support. ACEID also may provide support in the form of personnel and materials.

d) Organization of the training programme:

- Workshop Director   - Director, Educational Development Centre

- Workshop Co-ordinator - Community Teacher Educator, Educational Development Centre.

The Educational Development Centre will support the administration of the programme.

Pre-workshop activity schedule

a) Consultation with the Ministry of Education regarding the programme.

b) Discussion with the Director of the Educational Development Centre regarding various administrative steps.

c) Discussion with the Unesco Team Leader for Maldives, for specific instructions on the co-ordination of the workshop.

d) Exchanging of views with the Acting Director of the Institute of Teacher Education on the co-ordination, administration and the evaluation of the workshop.

e) Preparation of a paper which highlights the objectives and the outcomes of the workshop.

f) Collection of materials and modules on distance education.

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g) Translation of some of the country papers on distance
   education made available to the Sub-regional Workshop
   on Distance Learning Systems, Training of National
   Officials and Specialists, Colombo, Sri Lanka, 5-18
   July 1984.

h) Translation of as many training resource modules and
   other distance education materials as possible.

i) Discussion with resource persons about the training
   programme, and the extent of the contribution they would
   make for the success of the workshop.

Target groups

   Headmasters of the Atoll Education Centres who act as the
principals as well as the major educators of the islands other
than Male, the capital. Twenty of them will participate in out
training workshop.

Objectives of workshop and expected training outcomes

   At the end of the workshop the trainee should possess a
reasonable knowledge about distance education systems; and teacher
education and about writing radio scripts for teacher education.
He should be able to:

   i) Explain the concept, nature and the structure of
      the distance education systems.

   ii) Commuicate the fundamentals of educational psychology
       to the teachers placed at a distant.

   iii) Express and write with knowledge about teaching
        methodology with respect to various subjects.

   iv) Formulate notes on distance education systems with
       reference to Maldives.

   v) Compile units of teaching materials for the distance
      teacher.

   vi) Write comprehensive radio scripts on teacher education.

   vii) Develop a training resource module.

<u>Trainers:</u>

Trainers will be the teacher educators from the Institute of Teacher Education and persons from the Educational Development Centre with importance given to the programme co-ordinator, Radio Section.

<u>Training strategies and techniques:</u>

i) Discussion on concept, nature and the structure of distance education systems.

ii) Study of the educational psychology by listening to lecture, by reading and discussion.

iii) Illustrative talk and discussion on teaching methodology.

iv) Discussion and study of the available literature on

- Distance education systems.
- Functions of different sub-systems.

v) Study of steps involved at different stages of writing, teaching and making comparisons.

vi) Discussion on writing scripts, scrutinizing some writers' scripts and making critical comments.

vii) Visiting a studio and observing the procedures and techniques.

viii) Producing a training resource module for distance teacher educators.

ix) Writing good scripts, recording them and test broadcasting them.

x) Produce a content chart for writing scripts.

<u>Training materials</u>

Materials distributed in the Colombo Workshop will be of great use in the national workshop. Recorded programmes, cassette player and other necessary equipment will also be used.

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Distance learning systems and structures

Training agenda

Venue   -   male

Duration - two weeks - end of November 1984.

Details

1) Discussion on the concept, nature, structure and
    the function of the distance education systems (4 days)

ii) Discussion on teacher education (4 days)

iii) Learning to write radio-scripts (4 days)

Evaluation

Evaluation would be made through observation and impressions
expressed, with reference to:

a) the contributions made by the participants, to the
    workshop.

b) the effectiveness of the workshop.

Proposals for follow-up

The participant will prepare a series of scripts on distance
education, especially on the upgrading of the teachers and the
methodological teaching of subjects. They must keep on supplying
scripts based on the content charts.

Dissemination of training workshop experiences

A report will be written touching the important areas of the
discussion of the workshop to be distributed to the participants
as a record of their work and as a reminder to utilize the skills
and knowledge acquired from the workshop in a beneficial way.

Expected impact

High level discussion on the use of distance education for
in-service teacher training.

PAPUA NEW GUINEA

In the last ten years the College of External Studies has experienced rapid increase in student enrolments. This increase has resulted from a high dropout or 'push out' rate from the formal education system. The need for training professional personnel and administrative personnel to provide an effective service through distance education to the students has become imperative.

Geographical features (high mountains and deep valleys) of the country, transportatio' difficulties, problems in communication and a high demand for providing an alternative education system for the public has forced the National Government to extend the arms of the College of External Studies in the form of establishing COES Provincial Centres in each of the nineteen provinces of the country.

The college now has eighteen Provincial Centres Co-ordinators with their own administrative support personnel. In order to minimise some of the administrative difficulties and problems that the co-ordinators and their support personnel are experiencing the college has conducted two national workshops (one in 1983 and one in 1984). There is a need to hold another workshop in the near future and the college has already started planning for it.

There is also a greater need on the part of the Provincial Centre Co-ordinators to have a clear understanding of course content, procedures in course development and editing. This will make them more effective when evaluating the courses.

Programme title

The programme will be known as National Level Workshop for COES Provincial Centre Co-ordinators and Course Developers.

Organizational set-up

1. The College of External Studies will have the organizational responsibility of holding the training programme.

2. Collaborative agencies.

    National Developmer. of Education, National Institution Division (NID)

    University of PNG (Extension Department)

       Department of Education (Provincial Departments)

       Asian Centre of Educational Innovation for Development

       Unesco Regional Office for Education in Asia and
the Pacific, Bangkok.

3. Mode of collaboration

       The College of External Studies, the Department of
Education and ACEID may provide financial support.

       The College, NID, University of PNG and ACEID may
provide academic support.

4. Organizational support

       Programme Director - College of External Studies
Department of Education (National Institution Division)

       Programme Co-ordinator - College of External Studies

       Administrative Support - College of External Studies,
Department of Education - NID.

Pre-workshop activity schedule

1. Discussion with the Principal of COES and Divisional Head
(Department of Education - NID) for financial support and to
communicate with the invited agencies.

2. Working paper to be prepared, outlining the purpose of the
workshop and the tasks to be achieved, for the participants.

3. Background paper on the development of the College, its
policies, plans and National Education System policies and
how these affect the college and the Provincial Centre
Co-ordinators.

4. Preparation of workshop materials - (papers, support materials
on the different topics to be covered).

5. Correspondence with collaborating agencies for resource
personnel, material support and financial support.

6. Location of resource materials: College of External Studies,
University of PNG, Libraries (materials available).

7. Correspondence and discussion (NID) with resource persons
for preparation of papers, resource materials and schedules
of programme.

8. Correspondence with the participants for preparation for
    the workshop.

Target groups

        Provincial Centre Co-ordinators, editors (COES) and course
writers (COES).

Objective of workshop and expected outcomes
(by target groups)

1. For COES Provincial Centre Co-ordinators.

    a) To develop an understanding of different policies
        of National Department of Education and their
        relationships with Departments of Education, Provincial.

    b) To review and impr. ve wherever possible the various
        established administrative and professional procedures
        (inspections etc.).

    c) To analyse procedures involved in course development
        and critically examine different procedures involved
        in student counselling, material dissemination etc.

2. For Writer and Editors (COES).

    a) To review and, wherever possible, improve established
        course development procedures and administration.

    b) To analyse critically the contents of different courses
        developed; and analyse and improve the different areas
        of course development procedures and editing.

    c) To produce during the workshops on TRM on:

        i)   Course Production Techniques.

        ii)   Editing Procedures.

        iii) Different aspects of effective administration
              of Provincial Centres.

    These can all be produced with the help and assistance already
    provided by TRMs prod·· ed by Unesco workshops at Islamabad
    and Sri Lanka.

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<u>Trainers</u> (by target group)

Trainers or Resource Persons will be drawn from the College of External Studies, Department of Education (NID) and University of Papua New Guinea.

<u>Training strategies and techniques</u>

1. Provincial Centre Co-ordinators of College of External Studies:

    a) Discussion on the place of distance educator in the National Education System and to identify critically how their work relates to the National Education System and its policies.

    b) Study various forms of systems of distance education administration in the Provinces (PNG) and abroad.

    c) Study various forms of course development and editing through verbal communication, discussion in groups, studying written materials on the subject produced by the institution and by other international bodies such as Unesco.

    d) Study of speciman TRMs on course co-ordinators, distance education administration and editing.

    e) Presentation in report form of their provincial centre experiences by the participants.

2. Course Developers/Editors

    a) Planning activities based on TRMs produced on these topics at Sub-regional Workshop, Colombo.

    b) Discussion and study of course materials already produced by the institution and other bodies.

    c) Study of the content, appropriateness for the course, teaching methods, problematic areas and practicability and applicability of the TRMs.

<u>Training materials</u>

1. Materials produced by COES, Extension Department (UPNG), Sub-Regional Workshop materials (Sri Lanka and Colombo) and Department of Education (NID).

2. Lead papers from the resource persons.

3. Other relevant materials on the subjects produced by New Zealand and Australia distance education systems.

Agenda of training

1. Venue   : College of External Studies Port Moresby, Papua New Guinea

2. Duration : Two weeks (80 hours) October 1984.

3. Agenda:

   a) Director, Reflections on the systems (national and international), management, structures, purposes and patterns of Provincial Centre operations and problems, education policies which affects the operations of Provincial Centres and other related problems. (3 days)

   b) Study of TRM modules and development of manuals (4 days)

   c) Course Developers/Editors.

      Course development procedures.

      Course content, appropriateness, relevance and applicability; evaluation techniques; strengths and weaknesses to be studied.

      Studying of TRM manuals and development of a training manual (4 days).

Evaluation

1. TRMs developed by Sub-regional workshop - Sri Lanka will be used for:

   a) Feedback on the effectiveness of workshop, to determine the strengths and weaknesses and to help plan for follow-up supportive activities.

   b) Assess the effectiveness of different systems of administration in the Provinces and the Head Office.

   c) Assess the effectiveness of the TRMs developed during the workshop.

Proposals for follow-up

1. Participants will be expected to develop training modules
   for training of such people as subject workers, study centre
   co-ordinators in the provinces.

2. They will be expected to hold mini workshops or meetings in
   the Provinces using TRMs produced by the National Pilot
   Workshop and materials produced by sub-regional workshop,
   Sri Lanka.

3. The existing system of Provincial Centre visits will be
   improved in order to observe the follow up activities in
   the Provinces by the participants. An advisory service and
   inspection system will be incorporated in order to improve
   the activities in the Provinces.

Dissemination of training - programme experiences

> A report under the title "REPORT ON NATIONAL LEVEL
> WORKSHOP FOR PROVINCIAL CENTRE CO-ORDINATORS AND
> COURSE DEVELOPERS" will be produced and disseminated
> to Unesco Regional Office, Bangkok, Universities (PNG),
> relevant sections in the Department of Education (NID etc),
> Teachers Colleges, and schools (high schools).

The report will include all the aspects of distance
education system covered during the workshop, Provincial Centre
operations, manuals or modules developed and Course Developers/
Editing modules developed during the workshops.

AFGHANISTAN

After the April Revolution in Afghanistan school education
has taken the form of Education-for-All. The curricula and content
of education are related to the new social and governmental
priorities, which are aimed at contributing to the growth of
production and development of culture in the country.

Education for All needs different types of system of
learning to be used; one of these is Distance Learning. This
can be used at all levels of education, for different purposes, by
different agencies and organizations.

Distance education in its general sense of the term, which
includes educational radio and television programmes do exist in
Afghanistan. There are radio and television programmes for

illiterate people, school children, adults, workers and farmers.
But their programmes are more sporadic. Only recently a literacy
programme has been started on television which is concerted in its
approach and quite useful, especially for ladies who cannot or do
not like to go to the literacy schools. But still the learners
are not regularly evaluated as is the case with the other radio
and television programmes.

Distance education in its strict sense of the term is quite
new to Afghanistan, but this is being seriously considered.

The newest programme which is under planning and is going
to be started this year, is a programme of training teacher edu-
cators at master degree level, titled (Distance or Correspondence
Master Degree Courses for Teacher Educators).

It is going to be sponsored by the Teacher Education
Section (Presidency) of the Ministry of Education.

This system is being started because the institution which
is giving courses up to master's degree to its regular campus
students feels that it is ready to start this in-service distance
learning system for those who are teaching at teacher training
institutions in the provinces. Most of these people have B.A.
degrees but want to find opportunities of receiving M.A.s and
increase their knowledge and skills.

In this situation the following things are necessary to be
done. First of all, a training workshop should be organized for
those who will be involved in the system which is going to be
established.

Title of the workshop

National level Pilot Training Workshop for Training
Distance Learning System's personnel.

Aims of workshop

1. To give participants a deep understanding of
   philosophy, structure and working of the system.

2. To give them an understanding of jobs and tasks
   to be performed.

3. To give information about distance education
   systems in other countries.

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4. To develop skills in -

    a) administrative operations
    b) course production and learning materials
    c) communication
    d) using human and material resources

5. To develop commitment to the system and their conviction in it.

Target groups

1. Administrators:

    a) Director of institutions in which the system will be in operation.

    b) Assistant Directors.

2. Heads of the departments

3. Lecturers who are course material writers and counsellors.

4. Members of the teacher training section of the Ministry of Education.

5. Directors of teacher training institutions of the provinces as supportive personnel.

6. Selected members of the primary, secondary and literacy section of the Ministry of Education as supporters.

7. Selected members from broadcasting agencies.

Pre-workshop activities

1. Discussions with authorities in the Ministry of Education on time, place, facilities, expenditure, programme resources and so on; and making decisions.

2. Preparing necessary workshop papers.

3. Discussion with collaborating agencies.

4. Contacting resource persons.

5. Correspondence with participants.

6. Making invitation cards.

Organizational structur., venue and duration

1. Presidency of Teacher Education and the Ministry of Education will have the organizational responsibility of holding the workshop.

2. Collaborative agencies will be primary, secondary and literacy sections of the Ministry of Education, Ministry of Information and Culture, the Institute of Pedagogy and other teacher training institutions.

Venue

1. Workshop will be held at the building of the Academy for Teacher Education.

2. Duration or workshop will be 14 days.

Contents and training techniques

1. a) Lectures on philosophy, need and importance of distance education systems; distance education systems in other countries specially those who participated in Colombo Sub-Regional Workshop on the basis of reports given.

b) Introduction to the aims, structure, programme and work of the system.

c) Clarification of tasks and responsibilities through illustration.

d) Introduction to rules and regulations to be followed.

e) Developing awareness of materials and equipment available in the system.

2. The participants will be divided into different groups according to their departmental organizations and areas of their work and will be put to the following tasks:

a) Discussion on their own responsibilities.

b) Identification of kinds of responsibilities they have to share.

c) Acquainting themselves with materials they already have, the quality and quantity of materials, and methods of improving them.

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    d)   Identifying materials needed to be prepared, and how and when.

    e)   Locating other resources they can use (human and material).

    f)   Discussing methods to have contact with their students; and to evaluate the necessary practical activities performed in each group and the available materials.

Groups from primary, secondary, literacy sections and from broadcasting agencies will discuss their own situations and the possibilities of introducing this system in their departments.

Note:

In each group the related training module prepared in Colombo Sub-regional Workshop will be used.

3.   Reports of the groups will be presented in a general session and after discussion on each, they will be finalised.

Training materials and resources

1.   Materials: Material prepared in Sub-regional Workshop at Colombo and all other needed materials including library and laboratory facilities.

2.   Human resources and trainers:

    a)   Director of Academy for teacher education.

    b)   University lecturers.

    c)   Professional and experienced people from the Ministry of Education.

    d)   Foreign experts available in Kabul.

    e)   Other local resource persons acquainted with the Distance Education.

Evaluation

    Finally the workshop will be evaluated by using evaluation tools prepared at the Sub-regional Workshop in Colombo.

    The final report which will include comprehensive material on distance education systems, the process of the workshop, its outcome and suggestions, will be duplicated and distributed to all related agencies and participants.

The workshop will also be utilised for making other suitable recommendations, among other things to recommend to the higher authorities, organizations and agencies that has arranged meetings for other members of their staff and professional workers. In these meetings they will discuss the introduction of distance learning system and explore possibilities to utilize the facilities already existing with them. The following offices and agencies can be selected for the purpose:-

a) Literacy office of the Ministry of Education.

b) Primary and secondary sections of the Ministry of Education.

c) T.V. broadcasting agency.

d) Office of educational television.

e) Health and agricultural training centres.

SRI LANKA

There is need to provide learning opportunities for the spasmodic drop outs from the school system, as well as for those few who do not enter the system at all. As there is no alternative to the formal system distance education could be a useful means of filling up the gap. It could provide opportunities at varic- levels of education, specially to those in the peripheral ons such as Mahaweli and estat: sector where the community needs are different. In addition distance education programmes could also cover a vast range of activities related to community development, thus moving learning programmes closer to the life and needs of the people.

The Ministry of Education has already set up a Distance Education Unit for training of teachers, with a structure covering the whole country. Some of the personnel have already been trained under Swedish experts from Liber Hermods and SIDA, on certain aspects of the distance education programme.

Programme title

The programme is called, "National Training Workshop for school and community level distance education personnel."

Organizational set-up

1. The organization responsible for the training programme is the Distance Education Branch of the Ministry of Education, Sri Lanka.

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2. Collaborative agencies

> Small school Unit of the Ministry of Education
> Adult Education Unit of the Ministry of Education
> The Open University, Sri Lanka
> Ministry of Youth Affairs
> Mahaweli Educational Authority
> UNICEF-funded Urban Development Authority Project
> Unesco
> SIDA
> Television and Radio educational services

3. Mode of collaboration

> Resource personnel from the above agencies.

4. Organization of the training workshop

> Distance Education Branch of the Ministry of Education,
> assisted by the supporting staff (clerical and typing etc.)
> drawn from the Ministry will be responsible for the
> conduct of the workshop. It will also provide:
>
> > a) Director to the workshop
> > b) Co-ordinators in each of the subject area
> > c) Rapporteurs.

Pre-workshop activity schedule

1. Obtaining the Ministry's sanction for convening
   the workshop.

2. Preparing a set of objectives and workshop plan.

3. Briefing representatives of the collaborative agencies.

4. Selection of participants and experts.

5. Preparing and mailing of workshop documents and
   other materials.

Target groups

1. Policy-makers, planners and administrators (Directors,
   Chief Education Officers, Principals of Teachers'
   Colleges and Principals of Secondary Schools.

2. Producers of study materials and media (course writers,
   editors and audio visual technologists)

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3. Support service personnel: principals, teachers.

4. Principals of primary schools, in the Mahaweli Region 'C' and 'H'; Reads of welfare organizations.

5. Persons engaged in Non-governmental Organizations (N.G.O.)

   Number - 60 participants

Roles and responsibilities

1. Policy-makers, planners - Plan integration of Distance approaches to formal and non-formal programme.

2. Producers of study materials - Develop supplementary materials to fill the gaps in the school delivery system.

3. Support service personnel - Preparation of supplementary materials for use of the Non-governmental Organizations:

   a) to promote the skills in interpersonal relationships with student teachers.

   b) to create an awareness on the part of the tutors about their roles.

   c) to provide for skills in group processes considered to figure importantly in the face to face contact sessions.

   d) to provide the skills in the use of audio-visual equipment and other media.

4. Principals of Primary Schools - Development of materials to meet the deficiencies and gaps in teaching, learning and organization in schools, especially one-teacher schools.

5. Persons engaged in Non-Governmental Organizations - Help augment their systems through distance material and integrate its methods and techniques with existing ones.

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Obj. tives of workshop

At the end of the workshop the participants will have:

1. developed an awareness and interest in distance education programmes for Sri Lankan situations.

2. familiarized themselves with general principles of distance learning and developed insights into different aspects of distance education activities.

3. understood the concepts and aims of distance education.

4. understood the characteristics of the Sri Lankan distance education programme in relation to the programmes of other countries.

5. had working experience in participation in different areas suggested above.

6. developed skills, in their ategories of the target groups, in handling distance education in the school system especially integration of media with other teaching.

7. understood the use of radio instruction as a device of distance education.

8. understood how to deliver the contents and modules to the learners.

9. appreciated the supportive role of the teacher in the school system and have provided for them in distance education.

10. helped develop a plan for the promotion of distance education as a supportive measure for non-governmental organizations.

Trainers

1. Resource personnel drawn from Distance Education Branch.
2. Resource personnel from the Open University.
3. Specialists from APEID and SIDA.
4. Resource personnel from the Curriculum Development Centre.
5. Persons from the local broadcasting system.

Training strategies and techniques

1. Presentation of lead papers followed by discussion.
    Assigning individual and group assignments.

2. Simulation exercises and on-the-job training.

3. Exposure to in-house, specific activities pertaining
    to skill development (this will be activity specific
    to certain groups), following pre-directed training
    programme and subject to report.

Training materials

1. Use of distance education training manuals prepared in
    Sri Lanka.

2. TRMs (Training resource modules) prepared at the APEID,
    Colombo.

    APEID report on advance technology and its
    applicability, APEID report on technical
    education

3. Manual for course writers, tutors and correspondence
    teachers, course production and administration, prepared
    by the Distance Education Branch of the Ministry of
    Education (in collaboration with Liber Hermods and
    the Lund University of Sweden).

Training agenda

1. Venue   : Agrarian Research and Training Institute,
                  Colombo.

2. Duration : 18 days.

3. Programme details. Course will consist of

    i) Basic foundation and

    ii) Specifications of role, tasks and training needs
        for different categories of participants.

4. Basic foundation course (7 days)

    Concept, scope, significance, sub-systems, inter-
    relationships, existing structures, purposes and
    patterns, management, connected operations, problems,
    Review of own systems, study of TRMs.

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5. Special course (11 days)

   Study of TRMs

   Course materials, different concepts, purposes, formats, significance of each step involved, characteristics of materials at each stage, context analysis.

   Concept of evaluation, different types of questions, writing good questions, writing student assignments.

Evaluation and follow-up

1. A self evaluation format will be developed by the groups organized during the workshop.

2. Interview for reactions of participants based on a structured format.

3. Evaluation post-session, of material developed at the workshop.

4. Development of prototype material for use in the different structures suggested.

5. Evaluation of prototype material after their use (after about six months).

Expected impact

Integration of distance techniques with classroom systems.

Convene workshop for promoting on-going activities at a later stage in the form of an advanced workshop.

Dissemination of training programme experiences

1. Involve select peripheral/Non-Governmental Units in integration of distance techniques in their systems. For this purpose, material developed at the Workshop will be edited and distributed for follow-up.

2. Develop exchanges with collaborative agencies to carry out programmes of their own.

3. Copies of the draft material will be distributed to schools, teacher colleges and other relevant agencies.

SUGGESTED PROFORMA FOR DESIGNING PILOT
NATIONAL TRAINING WORKSHOPS

1. Context/introduction (national goals/issues, stages of work already completed/training of personnel already done, resources available, and linkages).

2. Title of training programme.

3. Organizational set-up

   a) Organization responsible for the
        training programme   :

   b) Collaborative agencies   :

   c) Mode of collaboration   :

   d) Organization for the training programme
        (namely: Programme Director, etc.)

4. Pre-workshop activity schedule.

5. Target groups/personnel to be trained (specify level, number, and responsibilities)

   a)   b)   c)

6. Objectives of workshop and expected training outcomes (by target groups).

   a)   b)   c)

7. Trainers (by target groups).

   a)   b)   c)

8. Training strategy and techniques (by target groups).

   a)   b)   c)

9. Training materials (with reference to target groups).

10. Training agenda:

   a) Venue   b) Duration   c) Agenda

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11. Self evaluation by the participants.

12. Proposals for follow-up

13. Expected impact (indicate how and when impact will be assured)

14. Dissemination of training-programme experiences (indicate major report titles, recipient institutions/agencies, and other forms of dissemination.

Chapter Four

REFLECTIONS ON TRAINING NEEDS AND RENEWAL OF
DISTANCE EDUCATION

Introduction

Most countries participating under APEID are faced with the
problem of having to leap-frog into an era dominated by development
of science and technology. Hence their awareness of the many and
varied demands on their educational systems to provide for:

a) quantitative and qualitative improvement of education
    with reference to universalization of education.

b) re-education of those already educated.

c) diversification of courses to ensure maximum
    individual efficiency of the workforce and

d) a constant supply of trained personnel to meet
    the new human resource development needs.

Distance education which has hitherto been provided largely
to young and adult learners is seen by the participants of the
workshop as the best possible means of educating those who do not
enter the formal school system; drop-outs from the formal school
system; providing education for the handicapped who cannot attend
formal school; and of providing supplementary and enrichment
material to poorly staffed, deprived, underserved and physically
isolated schools.

Within the teaching profession, pretraining, in-service and
continuing education are all recognized as areas which could be
handled efficiently through distance education.

Distance education can also ensure trained personnel to man
every step of the distance education system itself from planners
and administrators to utilizers.

Continuing in-service education of distance education
personnel in order to revitalise a distance education system or

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any other employment sector; preparing school leavers for employ-
ment and providing life-enrichment courses to members of the
public are some of the other areas in which distance education is
considered capable of offering the both young and adult population
in developing countries hitherto unavailable educational
opportunities.

1. <u>Components identified as critical in determining
   the success of distance education systems are:</u>

    a) Identification of clientele needing distance education
       facilities in each country.

    b) Systems and structures planned to meet the identified
       needs of the one hand and the needs of the distance
       education techniques on the other.

    c) Administrative efficiency in the maintenance and the
       adaptation of the system to new demands.

    d) Regular feedback from research and development work.

    e) Trained curriculum planners, course writers, tutor
       counsellors and utilizers of the programmes.

    f) Teaching techniques appropriate to each country.

    g) Commitment on the part of each country's policy-makers,
       planners, users and others to the need for distance
       education.

2. <u>Renewal and training needs</u>

    a) <u>Training researchers</u>

        Among the priorities listed by most participants are areas
in which sound action programmes have to built on research
conducted both at the national and provincial levels. The develop-
ing countries of the region, with a few exceptions, are short of
trained researchers committed to the theory and practice of
distance education. Hence there is an urgent need for training
such personnel.

        An urgent need for research in the following areas has
been indicated:

        i) Survey of need to identify clientele.

        ii) Survey of resource available for distance education.

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iii) Development of new systems and structures or
revitalization of existing systems and structures
to meet the felt needs and maximize the use of
available resources.

iv) Co-ordination among existing distance education
institutions.

v) Monitor progress and efficiency of the system,
teaching material, learner outcomes, training
programmes etc. and provide feedback.

vi) Suggest guidelines to policy-makers, planners and
administrators for the renewal of existing systems.

b) <u>Training policy-makers and administrators</u>

Participants of the Workshop recognize that policy-makers
and administrators could be sensitive to the demands, possibili-
ties and drawbacks the system, and be committed to the philo-
sophy of distance education. However small or large a system may
be the skills recognized from those categories of personnel remain
very important. The appropriateness of the available system and
maintenance of a two-way communication to enable co-ordination of
activities between the supra-system and the sub-systems must be
under constant surveillance by administrators. These requirements
could indicate guidelines or deciding the content of training
programmes.

c) <u>Training academic and technical resource personnel to
enable the establishment of resource centres at
national level</u>

Even a country such as New Zealand where distance education
has been in vogue for several of decades has expressed the need to
train and retrain personnel engaged in material production in
order to revitalise the existing system. The need is much greater
in countries that have entered the system recently as it is diffi-
cult for those steeped in the methodology of face-to-face teaching
to adapt to the demands of distance education techniques.

All categories involved in course planning and multi-media
course production, tutor counsellors, evaluators and utilizers
have to be trained in these techniques. Hence there is the need
for training resource personnel to man national and local resource
centres.

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d) <u>Development of distance education courses</u>
<u>for distance educators</u>

Participants of the workshop agreed on the need to develop
a course especially suited to train distance education personnel
for developing countries. Short periods of initial training are
inadequate to meet the need for a comprehensive knowledge and
understanding of the system. It is also not feasible to expect a
Resource Centre to reach out to all personnel from planners to
utilizers. This may, in time to come, be the entire teacher popu-
lation of a country in addition to personnel from other organiz-
ations utilizing the system. Advanced level workshops to develop
such a course which could be taken at two levels - the foundation
and specialist - would be timely.

e) <u>Training to develop sensitization procedures</u>
<u>at a national scale</u>

Success of the distance education systems and maximum
utilization of their resources will depend on the commitment of
educational personnel of the country to its possibilities and
techniques. Educational pioneers have to be aware of available
courses, sense possible areas of expansion, be convinced of their
academic respectability in terms of knowledge and standards and
be aware of the demands of the system on the distance educatio·
students so that the support required from the parent, the family
and the employer would be forthcoming. There is a need to sensitize
personnel in allied services eg. libraries and industrial organiz-
ations that can offer facilities for inplant training of distance
students. Training to develop sensitization procedures could be
an important subject of a workshop.

Table 1. Clientele that require initial
or retraining facilities

Level	Categories	Country programmers
Within the school level of formal education system	Those who do not enter the formal education system (including handicapped)	Pakistan, Indonesia, New Zealand
	Dropouts; early leavers	Indonesia, India, New Zealand, Papua New Guinea
	Those in the formal education system	Malaysia, India, Korea, Sri Lanka, New Zealand
	Teachers as professionals or as utilizers of distance education courses	Afghanistan, Bangladesh, China, Nepal, Indonesia, Philippines, Korea, Sri Lanka, Maldives, New Zealand
	Administrators and policy-makers	India, China, Bangladesh, Papua New Guinea, Afghanistan, Sri Lanka, Maldives
At adult level outside the formal education system	Out-of-school youth preparing for employment	Philippines, Sri Lanka, New Zealand, China, Bangladesh
	Those who are in employment but unskilled	Sri Lanka Philippines, New Zealand, China
	Those in employment who wish to acquire additional or new skills for job mobility	Sri Lanka, New Zealand
	Members of the public	New Zealand

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Annex   I

AGENDA

1. Consideration of the agenda and provisional schedule of work.

2. Review and examination of the functions of distance education
    systems and structures of the participating countries in
    respect of school level education and the critical training
    needs of the concerned staff (including that of local resource
    centres) responsible for distance education for school-level
    education.

3. Review, examination and refining of draft training manual and
    exemplar modules on distance learning, based on the materials
    developed under APEID, during 198 84.

4. Preparation of draft plan for the national pilot training
    workshops.

5. Reflections on critical aspects of training in, and the
    renewal of distance education focusing on review of past APEID
    activities and identification of future needs.

6. Consideration and adoption of the draft manual (report of the
    meeting).

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Annex II

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Annex III

LIST OF DOCUMENTS

Working Documents

ROEAP - 84/APEID-SRW.DLS/INF.1	- General information paper
ROEAP - 84/AF SRW.DLS/INF.2	- List of participants
ROEAP - 84/APEID-SRW.DLS/1	- Agenda
ROEAP - 84/APEID-SRW.DLS/2	- Provisional Schedule of Work
ROEAP - 84/APEID-SRW.DLS/3	- Distance Education in Afghanistan, by Prof. Hamidullah Weda
ROEAP - 84/APEID-SRW.DLS/4	- Distance Education System in Bangladesh, by Mr. Ashraful Haque
ROEAP - 84/APEID-SRW.DRS/5	- Training of Administrative Officials of China's Distance Learning System, by Mme. Zhang Qunyu and Mr. Chao Yuhui
ROEAP - 84/APEID-SRW.DRS/6	- Distance Education System in India, by Mr. H.R. Sharma
ROEAP - 84/APEID-SRW.DRS/7	·· Distance Learning System in Maldives, by Mr. Mohammed Musthafa Hussain
ROEAP - 84/APEID-SRW.DRS/8	- New Zealand Distance Education, by Prof. Donald Bewley

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ROEAP - 84/APEID-SRW.DRS/9   - Distance Education System in Papua New Guinea, by Mr. Dikana Kema

ROEAP - 84/APEID-SRW.DRS/10   - Distance Education: country status report, by Mr. H.G.C.A.T. Jayasekera and Mr. K. Amaratunga

ROEAP - 84/APEID-SRW.DRS/11   - Training manual for Distance Education System: Draft manual prepared as working document for the Sub-regional Training Workshop

ROEAP - 84/APE1D-SRW.DRS/12   - Manual for course production prepared at National Pilot Workshop on Further Training of Specialists in Distance Learning (Colombo, 10 November - 8 December 1983), Ministry of Education, Sri Lanka.

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