

## SUMMARY OF RECOMMENDATIONS

### 1. General

1.1 The Secretariat should play an active part in informing ministries of education and institutions of higher education about the achievements, capacity and potential of distance education.

1.2 In the light of the Cambridge meeting, the Secretariat should produce a review of experience of distance teaching in post-secondary education as a guide to decision makers.

### 2. Costs, effects, quality

2.1 Educators and evaluators concerned with distance education are urged to encourage and support research and evaluation,

2.1.1 to address broad issues of educational quality and educational effectiveness;

2.1.2 to examine issues involved in co-operation between institutions

2.1.3 on measures to improve access.

2.2 The Secretariat should develop further and make available techniques for assessing costs, cost effectiveness and educational effectiveness, paying attention to the particular needs of mixed-mode institutions.

### 3. Training

3.1 In view of other continuing training activities the Secretariat should concentrate its training work on:

3.1.1 production of training materials;

3.1.2 training of specialists in the processes of distance education (e.g. editors, educational technologists) rather than course writers;

3.1.3 regional workshops where it was possible to bring together subject specialists with experienced writers/editors within their own discipline.

3.2 The Secretariat should build up its knowledge of distance-teaching specialists especially in the south, who might be able to undertake training activities and encourage them to join the CFTC register of consultants.

### 4. New Communications Technology

4.1 The Secretariat, in liaison with other co-ordinating agencies, should support measures to ensure that educational interests were taken into account as new communications technology was developed.

4.2 The Secretariat should develop a capacity to inform governments and educational institutions, especially of small states, of policy issues concerning the application of communications technology to education.

5. Mobility of people, information and materials

5.1 The value of the International Centre for Distance Learning of the United Nations University was recognised and the Secretariat and other agencies urged to support its endeavours to expand its staff and to achieve more secure funding.

5.2 The value of the two journals of present facing suspension. (Teaching at a distance and Media in education and development) was recognised and the Secretariat asked to pass on the meeting's concern at their possible demise.

5.3 In view of the work of the ICDL (see 5.1) the Secretariat should not produce a new version of its guide to distance-teaching institutions in the Commonwealth.

5.4 The Secretariat should play a role in passing information to and from information services and putting pressure on them to meet the needs of Commonwealth institutions. The Secretariat also had a role in advising Commonwealth institutions and educators about sources of information including specialist information services.

5.5 The Secretariat should continue to encourage the development of regional co-operation in distance education

5.6 In the light of the total expenditure within the Commonwealth on financing overseas students, the Secretariat should explore further the potential of sharing, exchanging and moving educational resources, as well as moving students.

5.7 The Secretariat should investigate, encourage, monitor and report on experience in the co-operative development of teaching materials.

5.8 The Secretariat should examine:

5.8.1 the potential of enrolment by distance-teaching institutions of the Commonwealth of students from countries other than their own;

5.8.2 issues of accreditation and credit;

5.8.3 the possibility of mixed-mode study, with some work being done in a student's own country and other work on a distant campus;

5.8.4 barriers in the way of inter-institutional co-operation including finance, information and copyright.

5.9 The Secretariat should explore with CFTC and other agencies the possibility of making scholarships available for students working at a distance as well as those travelling to study face-to-face.