

**Part Four**

**Higher Education:  
Innovation and Argument**

## Chapter 6

# Open and Distance Learning – Innovation in the 1990s: The Commonwealth of Learning

*Gajaraj Dhanarajan*

*COL is very important to people like ourselves. And in its decade or so of existence it has definitely demonstrated its pivotal importance. It was one of the finer initiatives taken by the Commonwealth.*

Professor Rex Nettleford, Vice-Chancellor, University of the West Indies and member of the Asa Briggs Expert Group, 1999

### 1 The Commonwealth of Learning: Basic Facts

The Commonwealth of Learning is helping developing nations to improve access to quality education and training. With headquarters based in Vancouver, the international organisation serves the 54-member Commonwealth with a mandate to widen opportunities for learning by promoting the development and sharing of open and distance learning knowledge, resources and communication technologies. It was created by Commonwealth Heads of Government in 1988 and became operational in 1989. The first President was Professor James A. Maraj (1930–99) and the first Chairman of the Board of Governors was the Rt. Hon. Lord Briggs of Lewes. Dr Ian Macdonald has been chairman since 1994. The author of this chapter has been its President since 1995. More of its background history is given in Chapters 1 and 4.

### 2 Taking Distance Education into the Mainstream

When they met in Vancouver in late 1987 Commonwealth leaders demonstrated amazing foresight in agreeing to create an agency for the promotion and development of distance education. Since It began operations in 1989, COL has grown to

be a valuable asset not only to the Commonwealth but also to the wider world.

Working with associates all over the Commonwealth, the agency has been at the forefront of developing knowledge and capacity in open and distance learning around the world. By doing so it has helped change the perceptions of government leaders, policy-makers, educational managers and the lay public as to the value and importance of applying innovative techniques and technologies to take education and training to learners wherever they may be.

Today, almost all 54 countries of the Commonwealth use distance education methods for one purpose or another. COL can take pride in the role it has played in shifting distance education from being a side-stream to a mainstream provision in many of these countries. It did this by making use of the plentiful talent of the Commonwealth for the needs of the Commonwealth.

Since its inception, COL has been guided in its development by the views expressed in the two founding documents – the [Lord Asa] Briggs and [Sir John] Daniel Committee Reports – that spelt out the contribution it was expected to make to Commonwealth co-operation in education. For that co-operation to happen, COL had to be able to call upon its own critical mass of knowledge and experience from the start. Its headquarters staff comprised men and women who were experts in the specialist components of distance education. They kept in touch with national and international experts in their field. They are also well-informed about the needs of Commonwealth countries and the policy options these countries can realistically be expected to consider as they frame their approach to open learning and distance education. But COL is, and will continue to be, a small agency. It is by working alongside and through men and women in their own agencies and institutions, and by commissioning some of them to work on various projects, that COL's officers mobilise Commonwealth co-operation and perform the role of agents for change. Between 1989 and 1999, COL made use of the expertise of 400 short-term consultants from 39 Commonwealth and four non-Commonwealth countries. As important as the numbers is the fact that the exchange of expertise through these consultants was South-South as well as North-South.

COL is, therefore, a very special kind of Commonwealth agency. Its mandate is to mobilise knowledge and expertise in a field delivering education and training that is both new and undergoing rapid change in the delivery technologies used. Either of these factors by itself raises daunting policy issues for governments, education and training systems, and institutions. Taken in conjunction, as they must be, they are creating openings to the future in the way that formal educational activities are being conceptualised and put into practice.

### **3 Educational Technologies: Making it Happen**

It is very important, therefore, to emphasise that in policy terms distance education is to be thought of in relation to the educational technologies that make it happen. Those engaged in it as students must have access to information about pro-

grammes of study as well as to the programmes themselves. They must also receive effective tutoring and other forms of personal support of one kind or another. These must be reinforced by regular feedback from the institution whose programme they are studying in the form of study materials, marked assignments and arrangements for the assessment or examination of their performance. Teachers engaged in distance teaching must have the professional expertise to know how, within the resources potentially available to them, they can devise effective programmes of distance education for their students, how these programmes can best be packaged for study purposes and how students are to be tutored and supported as they study them. Those responsible for managing distance teaching operations must administer complex activities that require infrastructural support in the form of telecommunications, the ability to produce, print, publish and distribute publications, and structures for careful forward planning and funding. And those responsible for education systems that are committed, or becoming committed, to distance education approaches must know in what ways the demands of distance education for funding, trained personnel and supporting resources differ from those of conventional, face-to-face forms of teaching – and they must have policies, funding arrangements and management systems that will enable effective distance education to take place.

To say all this is merely to spell out what is implied by the statement that distance education must be thought of in terms of the education technologies that cause it to happen. However it is organised, distance education seeks to create conditions under which effective learning can take place without the continuing presence of face-to-face teachers. To do that it must distribute, add to and recombine the elements of effective teaching – elements that good face-to-face teachers possess and express through the professional knowledge and expertise that they have at their fingertips. Whatever form they take, and however they are organised, distance education programmes are systems of teaching and learning. All the components of each system must be present and working efficiently for a distance education system to be effective.

The members of the Briggs and Daniel Committees knew from practical experience that in order for distance education to be effective in many parts of the Commonwealth, it must provide practical answers to the requirements listed above. At a time when governments and educationists were coming to grips with the policy implications of distance education, these reports gave clear advice on the objectives it could serve, its components and the importance of seeing them in system terms as sub-sets of administration, production, delivery, support and maintenance.

#### 4 COL's Functions and Objectives

The Memorandum of Understanding (MOU) agreed by Commonwealth countries on 1 September 1988 translated that advice into COL's functions and objectives, which have monitored COL's policies and organisational responses from its

beginning. They were reviewed in 1993 by the Progress Review Committee, which, in terms of the MOU, reviewed COL's performance during its first five years. The Progress Review Committee endorsed the functions and objectives as a suitable framework within which COL would be able to make any policy changes that might be needed in the future.

It will be helpful to comment on them here because they itemise both the components from which effective systems of distance education are fashioned and the functions COL was required to perform with respect to them and in the interests of human resource development in Commonwealth countries. The ten substantive functions and COL's duties encompassed:

- *Creating and developing institutional capacity:* For countries and institutions embarking on distance education, the creation and development of institutional capacity are basic policy and management requirements. COL's task was to assist member countries.
- *Programmes in distance education:* In face-to-face teaching, the basic professional requirement is suitable qualified and trained teachers who will teach students in classrooms, laboratories and workshops. In distance education, the basic professional requirement is programmes of study that have been well-conceived, planned and organised in learning modules that are user-friendly and capable of being studied independently by students who may or may not be able to call on regular tutorial assistance. Programmes incorporate all the compulsory and optional courses that are to be completed by students in line with the standards required for particular degrees, diplomas, certificates and other academic and vocational awards. The writing and production of study programmes are complex activities that combine academic knowledge and pedagogical insight with expertise in course design and appropriate use of audio and visual media, as well as print and practical knowledge of production processes. COL's task was to facilitate the channelling of resources to projects and programmes.
- *Information and consultancy:* Access to accurate, relevant information and sources of advice is essential to all effective distance education operations. COL's task was to provide information and consultancy services on any aspects of distance education, including the selection of appropriate technology.
- *Staff training and management:* Distance education has distinctive professional requirements and it is the same with its management. COL's tasks were to undertake training in the techniques and management of distance education and support the training efforts of others.
- *Communication links:* The Briggs Committee had a vision of open learning, one in which, in time, any student would be able to enrol in courses of distance learning in his or her own country or in any other Commonwealth country. Regardless of whether the vision will be realised in the bold terms in which it was

expressed, communication between like-minded colleagues who are working together on common objectives is indispensable in the development and improvement of distance education. COL's task was to facilitate communication links between institutions. In our electronic age, communication links imply telecommunication in its various modes. But the links to be made are also professional links, and national, regional and Commonwealth professional associations are means to facilitate such linkages.

- *Evaluation and applied research:* Evaluation and applied research are not prominent features in education systems in most Commonwealth countries. But they are critical to the development and maintenance of effective distance education operations. COL's task was to undertake evaluation and applied research in distance education and support the efforts of others.
- *Access to teaching materials:* The writing and production of teaching materials for use in distance education programmes is time-consuming and expensive. Thousands of teaching programmes and their associated teaching materials have already been produced and are in regular use somewhere in the Commonwealth. There are always compelling reasons why, after due consideration, institutions may decide to develop their own teaching materials for use in their own study programmes. But it is not a decision that should be made without knowing what other institutions have already produced. Much can be learnt about approaches and methods from courses that may not themselves be suitable for an internal purpose. Sometimes there are parts of courses that could be used as they stand or suitably adapted. It is therefore important that people who are planning courses should have access to the already existing stock of teaching materials so that they could then make informed decisions about how they should go about achieving their intentions. COL's task was to assist in the acquisition and delivery of teaching materials and, more generally, in facilitating access to them.
- *Adapting and developing teaching materials:* Once an institution has decided what it wants to do about the teaching materials for a study programme, it then has to get them into the hands of its teachers and students. Many developing countries lack the people and resources to produce their own materials or the resources to purchase other people's teaching materials. COL's task was to commission and promote the adaptation and development of teaching materials.
- *Recognition of academic credit:* The restrictive policies of many countries and institutions on recognition of qualifications or partially completed qualifications gained in another Commonwealth country are impediments to open learning within countries, as well as between them. COL's task was to establish and maintain procedures for the recognition of academic credit.
- *Support services to students:* Typically, distance students are separated in time and place from the teachers whose courses they are studying. Too often, particularly

in developing countries, distance students have little, if any, tutorial or counselling help, whether from study centres, tutors, libraries, laboratories or workshops. COL's task was to assist in the development of local support services to students.

## 5 Evolution of COL's Operations

The challenge for any new international agency is not just to do things that others are not doing, but to take initiatives that are capable of transforming the field it is working in. Having been assigned the mandate to respond to developments in both distance education and telecommunications as applied to educational purposes, COL was working at the most important educational intersection of our time. During COL's first few years that challenge was heightened by two inherent features of distance education itself at that time. Particularly in developing countries of the Commonwealth, it was a new field of educational endeavour that raised important questions about models which might be relevant and technologies that might be appropriate to their needs, circumstances and sources of funding. Moreover – and this is the second feature – the models that might be relevant are themselves being subjected to very considerable changes in response to innovations in communication and information technology. In both respects, developments worldwide, since 1988, amply confirm that COL is an international agency whose time has come.

When COL began its work, distance education was pre-eminently a matter of printed materials and postal and courier services, and the main contacts between teachers and their students, as well as between teachers and colleagues working in distance education in other institutions and countries, were by correspondence. Printed materials remain – and will probably long continue to be – the mainstay for most distance education programmes. But with the advent of audio-conferencing, facsimile, desktop publishing, computerised databases, the internet, World Wide Web, CD-ROMs and computerised multi-media, the production of printed materials, the means by which they can be accessed by students and the means by which teachers can interact with students studying at a distance are such that distance education, considered as a mode of education, is being rapidly transformed.

Within the Commonwealth, there is an enormous amount of innovation and development in distance education and COL has set out to become part of it. It has done this by identifying important questions, devising strategic approaches for interventions and developing collaborative working relationships with key people and relevant organisations in the pursuit of mutually agreed objectives.

When COL started work at the end of 1988, there was, understandably, no clear perception of what it was and what its contribution to educational development would be. At first, many people engaged in distance education, and some governments and international agencies, mistakenly thought that COL was another development assistance agency to be turned to for funding assistance for their own projects. Ten years on, COL had established itself as the Commonwealth agency

whose funds and energies were directed towards innovation and development in distance education in the context of human resource development. In all its initiatives, there was a reciprocal relationship between action and reflection. COL reflected on what needed to be done, embarked on a course of action, reflected on the results and then decided whether further action was needed in a particular field of work and, if so, what form it should take.

This means that once COL completed an innovative project, it did not become involved in its routine operations. COL shifted the expertise of its professional staff and financial resources to other projects. Here again, it is important to underline the co-operative nature of the ventures in which COL became involved. Virtually all its innovative efforts required capital and recurrent funding if they were to outlive their initial period of trial and development and become a regular feature of distance education in institutions or education systems in developing countries of the Commonwealth. This has two important implications. First, from the outset, COL needed to keep major development assistance agencies well informed of particular projects that they should keep in mind for their own future reference. Secondly, and more importantly, it meant that COL's innovative work must be of sufficient quality with clear practical results for those for whom it is intended, such that development assistance agencies will recognise it as meriting further funding to make them permanent features of distance education programmes. Of course, in these difficult funding times, it cannot be assumed that there will always be a smooth progression from a successful innovation to its adoption as a permanent feature for ongoing funding by the institutions and countries with which COL is working.

In other respects, too, COL had to be careful not to become encumbered with routine responsibilities that would make recurring claims on its modest annual budget. One aspect of its work, to which it gave a good deal of thought, has been in the important field of acquiring sets of teaching and learning materials for distance education purposes. A number of governments proposed that COL should create a learning materials bank so that institutions and member governments could have a central point of reference. COL decided, however, that continuing to assemble and maintain such a resource would become too much of a fixed cost. COL therefore decided to carry out a more limited library role in assisting governments by creating a Materials Fund to facilitate the acquisition of materials. Helping institutions to acquire materials they can use is more important than maintaining a materials bank that merely gives access to materials for the purpose of assessing their usefulness. Another question which COL is still considering is whether it should seek a high profile on copyright matters or whether it can effectively serve distance education agencies in the Commonwealth in other ways without adding to its ongoing responsibilities.

## 6 Significance and Value of COL as an Institution

One further point worth making is COL's track record in making the best use of scarce resources. Simply by existing and being a point of reference, COL has per-

formed a valuable service by enabling people in all parts of the Commonwealth to have quick access to informed answers to their questions about distance education in the context of human resource development. COL's computerised databases, specialised directories, the publications arising from round tables, meetings, symposia and workshops hosted by COL, and the reports of consultancies it commissioned are, in themselves, significant contributions to state-of-the-art distance teaching and learning. The detailed knowledge that COL's professional officers have of the latest proven developments in communications and information technology are a valued source of information and advice that has been in constant demand from people in all parts of the Commonwealth. And the various communication networks COL has developed have made these exchanges of information and advice easier to achieve. As the Commonwealth's clearing house on all aspects of distance education and its related technologies, COL is enabling administrators, teachers and users of distance education services to find informed answers to their questions much more efficiently than was the case before COL began its work.

COL could not have achieved what it has during these few years without the participation of member governments of the Commonwealth in working together towards a common goal. COL's work is a fine example of how the Commonwealth can accomplish much by pooling its limited resources and generously sharing its enormous collective experience and knowledge.

In the exciting millennium that lies ahead, everyone involved in the practice of education has an important and interesting role to play. We have the knowledge to deliver lifelong learning to users at their location of choice; we have the technology to support our endeavours; and we even have governments and their leaders urging that there should be more and more education. What remains to complete the cycle is the imagination and will of those in education to bring it all together. I think we can do it.

### 7 COL in Action

The best way to understand and appreciate COL's work is to describe some practical examples of ways in which it has helped Commonwealth countries build their own learning institutions and expertise. The following are just five examples of projects led by COL. Some more illustrations of its work have been given in Chapters 3 and 5 and together they provide an indication of the range of its activity and influence.

#### a. The Open University of Tanzania

*While Tanzania is regarded as one of the poorest countries of the world, it has nonetheless placed a lot of faith on the role of education for development. Knowledge and skills are considered essential catalysts to the whole effort in improving not only the status of the economy of the Nation but also that of individuals at the household level. ... Sharing experiences, acquisition of knowledge and skills and commitment to succeed will see the Open University of Tanzania and similar institutions*

Professor G. Mmari, Vice Chancellor, The Open University of Tanzania

In 1989, COL commissioned Alan K. Cutting of the Educational Technology Centre, City Polytechnic, Hong Kong, to serve as a consultant to the Planning Committee for the establishment of an Open University of Tanzania (OUT). His report, *The Role of Media Technology within the proposed Open University of Tanzania*, became a major planning document that fed into a subsequent joint UNESCO/COL study which drew up an implementation plan in 1993. COL further assisted with staff training programmes and materials transfer.

The Open University of Tanzania became operational in March 1993 and admitted its first intake of 766 students in January 1994. Overcoming several technological and logistical hurdles within the country, the university is using the postal system to handle printed study materials, telephone, radio, television (in a limited way), CD-ROMs, fax, computer, and audio and video cassettes.

OUT now has over 5000 registered students, including a prison inmate and the country's Minister of Science, Technology and Higher Education – both enrolled in the LL.B (law) programme. It offers seven degree programmes and a Foundation Course – a bridging course for those with inadequate preparation for university studies. The first convocation was held in 1999.

#### **b. Restructuring University Extension at the University of the South Pacific**

COL has provided continuing support to the University of the South Pacific and its extension services through various reviews, training, evaluations and international connections.

In 1991, at USP's request, COL conducted a review of distance education offered by the regional university throughout the Pacific islands. The review team comprised Bill Renwick (New Zealand), Professor St. Clair King (Trinidad and Tobago) and Dr Doug Shale (Canada). The aim was to improve the university's distance teaching procedures, and the exercise was carried out alongside a separate review of general university administrative practices commissioned by the University Council with funding from the Commonwealth Fund for Technical Co-operation. Most of the recommendations contained in the COL review were accepted by the university and formed the basis of restructuring decisions taken by the University's Council in October 1992.

In January 1993, to assist in the restructuring, COL brokered an arrangement whereby the Correspondence School (New Zealand) provided the services of its training team to university extension at USP for a short period.

University extension at USP now has four components:

- *A Secretariat*, which co-ordinates the overall operation and links the section to the rest of the university;
- *The Distance Education Unit*, which is responsible for assisting teaching departments within the university to prepare and deliver their courses in the distance mode;

- *The Continuing Education Unit*, which is responsible for preparing and running all non-credit, community outreach programmes;
- *University centres*, which operate in all 12 of the countries of the USP region, with resources that include classrooms for tutorials, seminars and workshops, a library, audio and video facilities, and computer and science laboratories.

Also at the request of the university and stemming from the review, COL conducted a review of educational communication needs in the Pacific region and a parallel review of the options available to meet these needs.

The USP Communications Network (USPNet) was established in 1974, following the creation of the USP 'Extramural Services' (now 'University Extension') to provide a basic communications system, through short-wave radio, to help bridge the vast distances between the main campus in Suva and the other USP campuses and centres. At the time, this was a pioneer venture, but by the date of the COL communications review, the university was in need of funding and technologies to provide the full telecommunications system envisaged by the reviewers.

The opportunity came in the year 2000. The 'USPNet 2000' upgrade project is now underway. The governments of Japan, New Zealand (NZODA) and Australia (AUSAID), together with the USP member countries, are funding the development of a dedicated USP satellite telecommunications network which will function independently of local telephone networks. USP's distant education students will be able to participate in audio tutorials (conducted from any campus), communicate by telephone, fax or e-mail with a lecturer/tutor or another student, watch a live video transmission of a lecture from any of the three campuses and take part in video conferences (and tutoring) with the Laucala Campus in Suva. University administration will also become more efficient with the availability of telephone; fax and e-mail communication via USPNet to all USP locations. Access to video conferencing will save time and travel in many cases.

### **c. Canadian Educational Technology Used to Establish Malaysian Medical Education Network**

The Canadian Prime Minister, the Right Honourable Jean Chrétien, launched the expansion of the Malaysian Health Network at a signing ceremony held on 19 January 1996 in Kuala Lumpur. COL was instrumental in the development of the network and the use of Canadian technology to provide training to health professionals throughout the country.

Universiti Kebangsaan Malaysia (UKM), the National University of Malaysia, first established the Malaysian Medical Education Network in July 1993. With technical assistance from COL and support from the Malaysian Ministry of Health, the first audiographics teleconferencing systems were installed at the UKM Faculty of Medicine with remote sites at base hospitals in four regional locations. The network has since been successfully used to provide the delivery of a training

programme in family medicine. This has been so successful that in late 1995 UKM moved towards expanding the network by an additional 40 sites. By enlisting COL's technical assistance and buying power, Malaysia was able to obtain the requisite equipment from a Canadian manufacturer, DETAC Corporation, of Red Deer (Innisfail), Alberta, at considerable savings. This arrangement also contributed to boosting COL's purchasing position on behalf of all Commonwealth countries.

All other UKM postgraduate medical education now employs strategies based on the successful family medicine programme. And, as a result of this effective partnership, UKM is also expanding distance education opportunities with several faculties.

In recognition of her pioneering work as project co-ordinator of the Malaysian Medical Education network, Professor Sharifah H. Shahabudin, Director of UKM's Department of Medical Education, received a COL/International Council for Distance Education Award of Excellence in June 1995 at a ceremony in Birmingham, England. In establishing the Malaysian Health Network, Professor Shahabudin was responsible for launching the first distance teaching programme at her institution and the first medical distance teaching programme in Malaysia.

As an exercise in 'model building', COL's experience in several audio-conferencing installations has demonstrated both the value and affordability of these technologies in the context of small distance education programmes. It has also provided practical lessons on the technical and functional questions surrounding the more effective deployment of this technology within the developing world.

#### **d. Canada Caribbean Distance Scholarship Programme**

Under a grant agreement with the Canadian Department of Foreign Affairs and International Trade, COL is carrying out an innovative five-year pilot programme which provides undergraduate scholarships for Caribbean students to study 'at a distance' through Canadian post-secondary institutions. The new Canada Caribbean Distance Education Scholarship Programme (CCDESP) continues to respect the academic strengths and ideals of the long-standing Commonwealth Scholarship and Fellowship Programme (CSFP), while providing an exciting new dimension by launching scholarships onto the 'information highway'. On the advice of Caribbean partners, the scholarships apply to those vocational areas in which there are identified skill shortages. The first group of students commenced studies in September 1998.

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

While COL is responsible for the overall programme, it works closely with

Canadian and Caribbean institutions and governments, particularly to facilitate co-operative working relationships between Canadian and Caribbean educational institutions and study centres that serve as hosts for the students. Unlike most other study-abroad schemes, this one ensures that local institutions are partners in arrangements, providing them with opportunities for further collaboration and growth. The University of the West Indies is a full and contributing partner in the CCDESP, providing it and the Canadian institutions the knowledge, experience and local infrastructure to enrich both the curriculum and learning environment.

The CCDESP is an opportunity for COL to be a leader and an architect in fashioning a new model of educational co-operation geared to today's realities. COL can thereby play a critical role in stemming the tide of weakening donor support for the present CSFP. This model also equips new generations of Commonwealth nationals to use distance learning and new communications technologies to become productive citizens equipped to lead their countries with self-assurance into the next millennium. It is an imaginative and effective means of dealing with the human dimensions of globalisation, and empowering individuals to play a confident and meaningful roles in the global knowledge-based economy.

### **e. Introducing Distance Education in the Training of Legislative Drafters**

Good governance requires good laws, and good laws require good drafting, which in turn requires good drafters. Lawyers who need training in legislative drafting are scattered through many Commonwealth countries with widely different local conditions, but the 'common law' framework which links almost all Commonwealth jurisdictions also justifies a common base curriculum. The Commonwealth Distance Training Programme in Legislative Drafting was developed jointly by COL and the Commonwealth Secretariat to meet the needs of member jurisdictions by providing workplace training rather than having to send trainees overseas for an extended period.

The course, print materials, audio tapes and assignments were designed specifically for independent study of the principles and practices of legislative drafting and the processes of preparing government legislation. While a course co-ordinator in England guides student progress, experienced professionals within local drafting workplaces also provide support.

Thirty students, from the legal departments of 14 Commonwealth governments, were enrolled in February 1996 for a pilot delivery of the programme, administered under contract by the Royal Institute of Public Administration (International) in London and co-ordinated by Professor Keith Patchett who is also the chief course author/developer. By the time the pilot was completed in mid-1998, students from India, Malaysia, Singapore, Cyprus and the Falklands had successfully completed the course.

The distance education training course is being evaluated and revised in the light of experience and it should then again become available for individual enrol-

ment in those jurisdictions which are willing to provide local mentor support for the trainee drafters. Meanwhile the adaptability of the training course materials is being utilised to the full with the development of regional 'hubs', through which training is offered by a mix of distance and face-to-face methods. By early 1999, regional hubs had been established in the South Pacific and in Southern Africa and it is envisaged that arrangements will subsequently be made to meet similar needs for local training in the Caribbean and in India. Several higher education institutions involved in legal education have also indicated an interest in using the course in their own programmes.

Guided independent study resources make it possible for legislative drafters to be trained in their home jurisdictions while continuing with their work and without incurring the travel and extended subsistence costs which are involved in overseas residential courses. The total cost of locally-based training, therefore, is estimated to be less than half that of overseas study.