

generously provided by individuals and companies. Research activities focused on the following key questions:

1. What are the key features of the training and education sectors which are driving the development of the distance learning industry now and in the near future?

For each country, Australia and New Zealand:

2. What is the telecommunication infrastructure in each country?
3. Who are the biggest customers for distance learning technology products and services?
4. What are the main sources for funding the development of flexible and distance learning technologies in education and training? What are the size of these budgets?
5. What are the opportunities for products and services?
6. What are the top five markets for distance education and training products, distance learning technologies and services?
7. Who are some of the Canadian companies involved?

The frames of reference for this contract did not include a matching profile of the Canadian education and training systems. Although it would be useful to develop a market profile of Canada as a supplier.

1.1.2 Terminology used in the Distance Learning Sector

North America

In Canada, the terms most frequently used to describe segments of the distance learning sector include distance education, open learning, and technology based training. Canadian French terms include la télé-éducation, l'enseignement et/ou la formation à distance. Terminology in Canada reflects the separate developments of the different client sectors although some provinces such as BC, (the earliest Canadian adopter of the concept of open learning), and New Brunswick, (the most recent), which has the province wide TéléÉducation network, are successfully implementing projects with a high degree of collaboration among all sectors.