

- ensuring that the normally low status of Education Ministries be elevated to be on a par with, e.g., Defence Ministries with the attendant improvement in resources;
- creating a policy framework for open and distance learning to become an integral part of a nation's education base as has been done in India and South Africa;
- encouraging minimal standards of good practice for those involved in the delivery of open and distance learning as in Hong Kong – with the needed practical training, planning and independent evaluation;
- creating pathways for the free and easy movement of credits and credentials across the education system as in Canada; and
- requiring international donor and lending agencies and recipient governments to demonstrate a commitment by including open and distance learning in the educational planning framework of a country.

One of the major challenges is to persuade the educational establishment that distance learning is an opportunity that adds a new dimension to the educational process.. Universities must be more hospitable than they have been, and better equipped, to integrate distance learning into their systems so that it is part of the mainstream. They can help widen access to education and improve its quality. It will not only strengthen their capabilities but it will also enhance their place in the community by making them more responsive to its needs.

If distance teaching universities and colleges are to succeed in accomplishing the country's most important economic task they must be equipped with teachers who are practical experts. They must have manifest ability to design the structures required for learner-oriented presentation of information, the interactive sessions so crucial to student learning, e.g., in a classroom extended by functioning technology to outlying centres. This means identifying the best of committed teachers and equipping them with facilitating skills. It means teaching them to use, and demonstrate in practice, an