human skills, knowledge and broadcasting technology include providing functional literacy in Ghana, agricultural extension in Jamaica and teacher education in the Maldives.

In formal education, while the capacity to reach millions through interactive media is not yet here, the efforts of the Open Schools of India and New Zealand and the Open Universities of Pakistan, Thailand, Indonesia, the U.K. and Canada in reaching hundreds of thousands of students demonstrate what is possible. Recent reports by the World Bank, OECD and UNESCO predict that in the next decade distance education will be the most important mode of delivery for learning throughout life and for life but it should not be done in isolation.

To profit from research and experiments in distance education, educational organisations might profitably join forces with other countries' visionaries and collaborate with UNESCO, the International Telecommunications Union and the United Nations Economic Commission for Africa, to promote and support the 1996 African Information Society Initiative. This initiative is a worthy model - it targets the development of an Information Society as the key economic strategy for the African region (Hall, 1997:14). It includes cabinet level policy proposals that would lead to empowerment of all sectors – *by 2110 all rural women and children will have access to information through telecommunications and computers.* (ibid)

Electronically linking traditional institutions should improve their morale, motivation and academic drawing power as well as their knowledge pool. However, faculty need to be enthusiastic users of the technology and able to serve real needs with it if its value is to be felt. There is a tendency to import inappropriate software and confuse the availability of "hypertext links with the provision of interactive learning. In reality, exploring unstructured connections between unmediated sources of information could be quite contrary to teaching goals". (Hall, 1997:23)