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Distance training in the European Union

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Desmond Keegan

August 1996

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FOREWORD

Distance training is a vast, but little studied, EU resource.

The research presented in this report suggests that nearly 2.000.000 EU citizens in 1996 were enrolled in a distance training course and that a further 600.000 were enrolled in distance education courses at university level.

Training in the EU is a complex field on which it is difficult to get accurate data. The effort to get data on *distance* training is even more challenging. This is a preliminary study, setting out markers in the field. All the data and conclusions in it will benefit from further analysis, clarification and correction.

My thanks go to the many researchers in the field who agreed to be interviewed for the purposes of the study. Dozens of other experts made their time and expertise available to answer telephone calls, faxes or emails and my gratitude goes equally to them.

Desmond Keegan
Dublin
31 August 1996

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PART 1

CONTEXT

1.1 INTRODUCTION

This report is a contribution to the field of educational endeavour and research known as distance education.

For the purposes of this report the field of distance education is considered to have two parts: distance education and distance training.

Distance training is used in this report for the non-university part of the field that is not directed to children. In German the term is usually *Fernunterricht*.

In German the university part of the field is usually referred to as *Fernstudium*. There is no satisfactory English translation for *Fernstudium*. One has to use clumsy phrases like 'university-level-distance-education' or 'distance-education-at-higher-education-level'.

In this report distance training structures are divided into two groups: *official provision*, that is wholly or partly provided by tax payers' monies, and private or *proprietary provision*. Other divisions and further precisions are possible but are not considered in this report. For some countries proprietary provision is further divided into certified or registered institutions, and those that are not so certified.

1.2 IMPORTANCE

A goal of this report is to provide statistical and financial data from which the importance of distance training in the EU can be evaluated.

It is felt that the volume of students enrolled in distance programmes at technical, professional and vocational level, if it can be established, is a valid measure for calculating the importance of distance training in the European Union.

It is felt that the volume of fees paid by EU citizens annually to providers of distance training is also a valid measure for calculating the importance of distance training in the European Union. It is considered important to try to establish what percentage of those fees is paid annually to EU government providers and what percentage is paid to proprietary providers.

1.2.1 Extent of provision

The EU's largest distance training provider is the *Centre National d'Enseignement à Distance* (Cned) in France. In 1995 it enrolled 350.000 students from France and 170 other countries in distance education programmes. Clearly many of these enrolments were in the Cned's original mandate of distance provision for primary and secondary school children but more than 85% of the students today are adults.

There is also an important provision of university level courses ranging from *Capes* to *Agrégation* and the *Deug*, but the vast bulk of the Cned's courses falls in the area of distance training. One of the EU's largest educational institutions, it is little cited in the distance education literature or in European educational policy documentation.

The scene in the United States is studied in an article by Moore (1995), director of the American Centre for the Study of Distance Education. He cites 5.000.000 enrolments in 1994 in technical and vocational courses from military, proprietary, religious and other non-university providers. Each branch of the armed forces has its own distance college, as do many government departments.

At a conference in Dublin in mid-1996 Steele, the outgoing president of the United States Distance Learning Association (USDLA) in an upbeat presentation reported:

The news from America is that distance learning works. Not only that but the technologies work: printed materials work, audio or radio works; video or TV works; floppy disks and the Internet work; one-way-video two-way-audio works; two-way-video two-way-audio works. (Steele 1996:2)

Steele went on to explain the work of his association towards the Snowe-Rockefeller-Exon-Kerry Amendment to the 1996 United States Communications Act. This is an amendment which grants cheaper telecommunications rates to distance education systems and students.

Accurately to evaluate the importance of distance training provision today one needs to underline that prior to 1970 most distance education institutions were proprietary. The main exceptions were the government distance training colleges in Europe, New Zealand and Australia. Since 1970 there has been a marked shift from private to public provision. A major focus of this has been the high profile open universities developed in the 1970s, 1980s and 1990s in Europe and overseas. To this must be added the distance courses from conventional universities and from other higher education institutions.

These university successes have tended to overshadow the continuing importance of courses at the distance training level, even though many of the programmes run by open universities and university departments worldwide are for certificates and diplomas rather than degrees, and might be considered to be part of training provision.

1.2.2 Literature

The distance education literature of the 1960s and 1970s had major studies of distance training. The first of these Peters' (1965) 537-page *Der Fernunterricht: Materialien zur Diskussion einer neuen Unterrichtsform (Distance training: materials for the analysis of a new form of teaching)* analyses distance training provision in an extensive range of countries worldwide. Other major analyses are Glatter and Wedell's (1971) *Study by correspondence* in English, Weinstock's (1976) *Les cours par correspondance du secteur privé en Belgique* in French and Karow's (1979) *Privater Fernunterricht in der Bundesrepublik Deutschland und im Ausland* in German.

In the 1980s and the 1990s there was a shift to university-oriented studies like Henri and Kaye's (Télé-université / Open University) *Le savoir à domicile: pédagogie et problématique de la formation à distance*, Garrison and Shale's (University of Calgary) *Education at a distance: from issues to practice*, Holmberg's (Fernuniversität) *Theory and practice of distance education*, Evans and Nation's (Deakin University) *Critical reflections on distance education* and Verduin and Clark's (University of Florida) *Distance education: the foundations of effective practice*.

In the 1990s there have been a few publications in which distance training is an important focus or in which distance training is treated alongside university-level provision. Among these studies are: Oravep's *Formations ouvertes et à distance: la situation en France* (1994), Danish Ministry of Education's *Technology supported learning (Distance learning)*, (no date), Zimmer's *Vom Fernunterricht zum Open Distance Learning* (1994) and van den Brande's (1993) *Flexible and distance*

learning. In Part 2 of this report a brief presentation is made of some more recent studies in which distance training is presented and analysed.

This report seeks to refocus attention on the extent and importance of distance training provision in the EU.

1.3 DISTANCE EDUCATION AND TRAINING

In the comprehensive 1994 American study *Teleconferencing and distance learning* 'distance education' is defined by Lane (1994: 135-278) as:

The term 'distance education' refers to teaching and learning situations in which the instructor and the learner or learners are geographically separated, and therefore, rely on electronic devices and print materials for instructional delivery. Distance education includes distance teaching - the instructor's role in the process - and distance learning - the student's role in the process (Keegan 1982, 1983).

This is a clear presentation. It relies on Keegan's (1980, 1986, 1996) analysis, which is also the concept of 'distance education' used in this study:

Distance education is a form of education characterized by:

- the quasi-permanent separation of teacher and learner throughout the length of the learning process (this distinguishes it from conventional face-to-face education);
- the influence of an educational organization both in the planning and preparation of learning materials and in the provision of student support services (this distinguishes it from private study and teach-yourself programmes);
- the use of technical media - print, audio, video or computer - to unite teacher and learner and carry the content of the course;
- the provision of two-way communication so that the student may benefit from or even initiate dialogue (this distinguishes it from other uses of technology in education); and
- the quasi-permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals rather than in groups, with the possibility of occasional meetings, either face-to-face or electronic, for both didactic and socialization purposes.

For the purposes of this report the field of distance education is considered to have two parts: distance education and distance training. 'Distance education at university level' is used here for the higher education part of the field and 'distance training' for the further education part of the field.

1.4 SECTORS OF ADULT EDUCATION

For purposes of analysis the education of adults in the European Union can be conveniently studied in four sectors:

- universities;
- distance education courses at university level;
- vocational and technical colleges and centres;
- vocational and technical training at a distance.

This divides students into those who attend institutions and those who do not on the one hand, and into higher and further education provision on the other, and might be represented diagrammatically thus:

CONVENTIONAL EDUCATION	DISTANCE EDUCATION
Higher Education	
Conventional Universities	Open Universities and Distance Education Departments of Universities
Further Education	
Conventional Training Colleges and Centres	Distance training

This accepts as useful the customary division of educational provision into higher and further education without in any way negating the importance of the White Paper on Education and Training '*Teaching and learning: towards the learning society*' 's insistence of parity of esteem between the two sectors. On the contrary, the focus of this report on non-university level provision contributes to this parity of esteem.

1.5 DISTANCE EDUCATION CATEGORIES

This report studies distance education provision in four categories:

- distance or open universities;
- distance education courses from conventional universities;
- public distance training;
- proprietary distance training.

This might be represented diagrammatically thus:

DISTANCE EDUCATION INSTITUTIONAL TYPE	
HIGHER EDUCATION	
Open Universities	Distance Education Departments of Conventional Universities
FURTHER EDUCATION	
Public Distance Training Colleges or Centres	Private Distance Training Colleges or Centres

Other classifications or categories are possible but are not considered here.

Thus every citizen studying at a distance in the European Union is considered to be enrolled in one of these four institutional categories.

1.6 INSTITUTIONAL MODELS

Each of the four institutional models used in this report has been established for decades and has enrolled many millions of students.

1.6.1 Public distance training colleges

This is a well established model of which the *Centre National d'Education à Distance* in France is an example. Among the characteristics of this model are:

- many of the foundations in or after World War 2;
- full time specialist staff for course development at all levels in their discipline;
- full time specialist staff for student support services;
- heavy investment in plant, printing machinery, audio studios, video studios or access to government plant;
- capable of enrolling tens of thousands or hundreds of thousands of students;
- great economics of scale;
- great economic of scope;
- same production staff for courses at all levels;
- possibility of multilevel provision at secondary, training, further, higher and university levels;
- and
- official government commitment to and provision of tax payers' monies for the promotion and development of distance training.

The model is well established in many parts of the world and a listing of these government institutions with their dates of foundation and original titles (as many have changed their names in the 1990s) would include:

- * New South Wales Open and Training and Education Network (OTEN) formerly the New South Wales College of External Studies, Sydney, Australia, claimed to go back to the New South Wales Correspondence Teaching Division in 1909.
- * *Centre National d'Education à Distance*, (Cned) Poitiers, France, formerly the *Centre National de Télé-enseignement*, (Cnte), originally the *Centre National d'Enseignement par Correspondance*, (Cnec) 1939.
- * The Open Polytechnic of New Zealand at Lower Hutt, formerly the New Zealand Technical Correspondence Institute/School, 1946.

- * Queensland Open Learning Network, Brisbane, Australia, formerly the Queensland College of External Studies, 1946.
- * South Australian College of External Studies (1947) Adelaide, Australia, later the South Australian Open College of Further Education, today remodelled.
- * Royal Melbourne Institute of Technology External Studies Department (1948), Australia, later the Victorian TAFE Off-campus Network, today remodelled.
- * Western Australian Technical Extension Service (1949), Perth, Australia, today remodelled.
- * *Enseignement à distance de la Communauté Française de Belgique* (1959), Brussels, Belgium, formerly *Le service des cours par correspondance de l'Etat (Belgique)*.
- * *Bestuur Afstandsonderwijs* (1959), Brussels, Belgium formerly as above.
- * National Extension College (1963), Cambridge, United Kingdom, included here as a forerunner of UK government initiatives like the Open University, the Open Tech, the Open College of the Air, the Open Polytechnic. It is a limited company charity.
- * *Centro para la Innovación y Desarrollo de la Educación a Distancia* (1992), Madrid, Spain, incorporating some of the roles of INEMAD (1968).

The institutions in this model are specially structured government institutions for distance training with full-time staffs engaged both in the development of courses for students at a distance, and for providing two-way communication and support services for students studying at a distance. They have for decades taught hundreds of thousands of students annually but because they are government institutions working mainly at further education level there has been little appreciation in the literature of their contribution to distance education.

1.6.2 Proprietary distance training colleges

Some would trace this model back 150 years to the middle of the last century but it has been argued that institutions that exhibit all the characteristics of the rigorous definition adopted in Chapter 3 of this study do not predate the 1870s.

The model may be characterised as an institutional structure whose didactics are frequently patterned thus: the colleges develop or purchase learning materials and send them by post to the student. The student studies the materials and posts assignments back to the institution which marks and comments on them and posts them back to the

student. The student studies the comments, completes the next assignment and the process is repeated.

The students' main contact with the representatives of the college is by post, telephone or email so that isolation can be a problem. There are, nevertheless, institutions which have turned these disadvantages into factors to benefit student learning. There is evidence (Bååth 1979) to claim that the correspondence tutor can forge with the distant student a form of privileged one-to-one study that is difficult to create in lecture or tutorial.

In the EU in recent years some of these colleges, especially in the Netherlands, have moved to university level courses and introduced state-of-the-art technologies.

Examples in 1996 include:

Austria	Maturaschule Dr Roland, Vienna
Belgium	Educatel, Brussels
Denmark	Danmarks Kursuscenter, Copenhagen
Finland	KVS Institute, Helsinki
France	Ecole Française de Comptabilité, Lyon
Greece	Humboldt Institut, Athens
Ireland	Kilroy's College, Dublin
Italy	Istituto Italo-Svizzero, Luino
The Netherlands	Leidse Onderwijsinstellingen, Leiden
Portugal	CEC Queluz
Spain	Centro de Estudios Académicos, Madrid
Sweden	Liber-Hermods, Malmö
United Kingdom	Rapid Results College, Wimbledon

This is a group of providers which has received little attention in the distance education literature because of its proprietary character.

1.6.3 Distance teaching universities

Fernuniversitäten, Universidades de Educación a Distancia or Open Universities is another model with a long history. Although the normal name in English for distance teaching universities is 'open university', the term 'distance teaching university' is more generic and better translates '*Fernuniversität*' and '*Universidad de Educación a Distancia*' and so is adopted here.

Peters (1968) gives 1929 as the date of foundation of the first distance teaching university in the, then, Soviet Union and lists the 18 Soviet distance teaching universities with their faculties and enrolments in the early 1960s (1968: 549-555).

Other foundations followed in the, then, Union of South Africa in 1947 and in China in 1960. A new series of universities teaching at a distance commenced with the Open University of the United Kingdom in 1969.

The importance of the institutions in this model is that they provide specialist distance education courses and support systems for students at university level and provide governments with structures for coping competently with very large student bodies. The representatives of the model from Europe and abroad that enrol more than 100.000 students per year are given:

Very large distance systems in 1996			
Country	Name of institution	Enrolment	Foundation
China	CCTVU network	852.000	1979
Turkey	Anadolu University	600.000	1982
France	CNED	350.000	1939
Thailand	Sukothai Thamairat OU	350.000	1978
Indonesia	Universitas Terbuka	353.000	1984
India	Indira Ghandhi N Open U	242.000	1985
Korea	National Open University	200.000	1972
United Kingdom	Open University	150.000	1969
Spain	UNED	150.000	1972
South Africa	UNISA	130.000	1949
Total Enrolments = 3.377.000			

All of these are national institutions of great prestige and excellent quality. None is new or experimental. Most have decades of experience and tens of thousands of graduates already integrated into the national workforce. Such institutions form an important focus for the study of distance education and underline the contribution of this form of education to developed and emerging economies alike.

Recent foundations include the Open University of Tanzania (1994), the Virtual University of Catalonia (1995), the Open University of Bangladesh (1996) and there are plans for an open university in Greece.

1.6.4 Distance education courses from conventional universities

This again is not a new model and historians give varying dates of 1873 (Bloomington) or 1875 (Ithaca) or 1892 (Chicago) for the first instances in the United States.

Today the model is the usual form of university provision at a distance in many European Union countries, especially Finland, Sweden, France, the United Kingdom, Ireland, Belgium FR - in fact most of the countries that have chosen not to found an Open University.

The characteristics of this model are that course development is usually by university faculty paid overload to produce the courses or by consultants, and tuition is also provided by the university faculty or tutors hired by the department, and the students study for degrees or certificates awarded by the university.

There are various submodels of the ways in which a distance education programme is organised within a university. Distance education may be handled either by a small department (as in a number of French universities) or by a special department of distance education (University of Florida at Gainesville) or an integrated mode in which the full time faculty teach equally both face-to-face and at a distance (University of New England, Australia) or where distance students are taught directly by the normal faculty (Sheffield Hallam University, United Kingdom).

1.7 DISTANCE EDUCATION AND DISTANCE LEARNING

Should the field of education and training provision analysed in this report be referred to as ‘distance education’ or ‘distance learning’?

In the United States one finds both terms used for the two major associations of institutions in the field: the United States Distance Learning Association (USDLA) and the Distance Education and Training Council (DETC).

The USDLA works mainly at higher education level and uses the term ‘distance learning’. The DETC works mainly at further education level and uses the term ‘distance education and training’.

There are many advantages in the term ‘distance learning’:

- it focuses on students and their needs;
- it reflects views in the literature for the last 30 years that education should be more learner-centered;
- it suits those who see the teacher as a facilitator with the student designing the learning paths;
- it emphasises that the quality and quantity of student learning, rather than institutional structures, is central to educational processes.

Nevertheless, it is a term that it is difficult to use in an institutional or administrative context. This is because learning is a cognitive process that is internal to the individual and therefore expressions like ‘*the government funds distance learning or open learning in schools*’ are at best metaphorical. Governments can fund education or teaching but to use ‘*learning*’ in an administrative context might suggest they fund learning.

For this reason the expression ‘*distance education*’ is used for the area of education studied in this report and, where appropriate, ‘*distance education and training*’ is used to give an overview of the field with ‘*distance learning*’ being used for the students’ part of the process.

1.8 METHODOLOGY

This is basically a Delphi study. The theoretical presentation of Delphi studies was provided by Dalkey (1968) in a series of studies which have provided a tool that is particularly useful in census studies and market observatories.

To set up the Delphi procedures the field of educational provision was first divided into 64 subsections: the Open University; programmes from conventional universities; public distance training centres and colleges; proprietary distance training centres and colleges for each of the 15 EU nations (with a separate study for both Flanders and Wallonia). It was posited that each student studying at a distance in the EU in 1995 fell into one of these 64 categories.

Experts were then sought for each of the categories who could identify which forms of provision were *not* available in their territories. Where possible two experts were sought for each category, one from higher or further education, and one from official or proprietary provision.

The work then proceeded by interviews or telephone or fax or email to identify the exact number of providers for each of the 64 categories. Once the list of providers for each category was established the final dimension was to establish the volume of students who had studied with the provider in the year 1995, that is the volume of students who paid for a distance education enrolment in the year in question, or who officially made an initial enrolment in government programmes that are free. Students are counted in the EU country which developed or offered the course.

The work was greatly facilitated in some countries where official statistics are collected by government regulation. On the other hand, those who have worked in this field will know that for many institutions the popularity of a course, the volume of enrolments, the size of an institution are regarded as confidential marketing data which are not released to the public.

To make the study feasible the stringent, scientific definition of the area of provision, cited in Part 1.3, which had been developed by the author and widely discussed in the literature, was used. The purpose was to make the EU provision of this form of education measurable.

It is readily acknowledge that the overlapping of the terms 'distance education', 'open learning' and 'flexible learning' in the literature and practice in the mid 1990s makes clarity difficult to achieve. It is readily acknowledged that in some countries, especially the United Kingdom and Denmark, in the mid to late 1990s, government and institutional practice may favour certain usage, but if a market observatory is to

have any validity it is critical that all should know what is being counted and what is not being counted.

The main focus of the study is distance training: the provision of vocational and technical and professional training at a distance. In accordance with the line taken in the European Commission's White Paper on Education it treats both further education provision and higher education provision with parity of esteem.

For purposes of comparison and context, data on distance education at university level is collected as well. This recognises the fact that most university providers of distance education offer training courses as well as university degrees and many distance training providers offer courses at university level.

Considerable support for the choice of method for analysing distance training in the EU in this and a previous study was given by the publication in October 1995 by the Spanish Ministry of Education of an authoritative listing of providers of distance education and training in Spain, *Centros de Educación a Distancia* (CIDEAD 1995). This mirrors the classifications and categories for the presentation of the data in this study.

The study is presented in a country by country basis in order to avoid all thought of harmonization. The richness and diversity of each country's offering is underlined, as is each country's unique mixture of public and private provision.

1.9 TERMINOLOGY

1.9.1 Languages other than English

Since the research presented in this report first began in 1978 the terminology in this field in major European languages, apart from English, has remained relatively stable.

German continues to use *Fernstudium* for the university part of the field and *Fernunterricht* for the non-university part of the field.

There has been a slight evolution in French from *Télé-enseignement* (distance teaching) to *Education à distance* (distance education).

Spanish has maintained *Educación a distancia* (distance education).

1.9.2 Terminology in English

The terminology in this field in English has been the subject of much analysis. Prior to 1982 a range of terms was used including 'distance education', 'correspondence study', 'teaching at a distance', 'external studies', 'home study' and there may well have been more.

In 1982 general agreement worldwide was achieved that 'distance education' was the best term for general usage. The benefits to research and practice were great as energies which were previously directed to terminological cul-de-sacs were focused on developing the theory and practice of distance education. The first courses in the subject 'distance education' for university degree programmes were inaugurated.

Since then the field has moved on: new technologies have been introduced, new government policies and funding mechanisms have been implemented and new relationships have been established between the student studying at home (or at work) with the schools, colleges and universities of the European Union.

In the United Kingdom, and also in other parts of the EU these new socio-economic realities have led to the development of new education and training strategies which have been accompanied by a change in the use of terminology in this and related fields.

In what follows brief analyses of a selection of the terms 'flexible learning' and 'open learning' are given to indicate why 'distance training' is used in this report.

1.9.3 Focus of this report

This is a census study and a market observatory of a field of educational endeavour. The central requirement of a study of this nature is that the phenomenon be measurable.

It is considered that 'students studying at a distance' is capable of measurement, though there are real difficulties of interpretation both of terminology and practice in the United Kingdom and to a lesser extent the Scandinavian countries. It is felt that by using a scientific definition instrument students who choose not to or are not able to attend the training centres, the schools, the colleges and the universities of the European Union can be 'identified' and that this is a socio-economic phenomenon of such importance that the effort required to quantify it is valid.

It is considered, on the other hand, that no definition instrument can be designed for the measurement of the goal 'flexible learning' or for the term 'open learning' and that therefore these terms could with difficulty be used in this study.

1.9.4 Flexible learning

Flexible learning was used in policy documents in the early 1990s and is an important goal for programmes today. In her 1993 European Commission study *Flexible and distance learning* Van den Brande uses the term 'flexible learning' and defines it:

Flexible learning is enabling learners to learn when they want (frequency, timing, duration), how they want (modes of learning), and what they want (that is learners can define what constitutes learning to them). These flexible learning principles may be applied at a distance. If so then the term 'distance learning' is used. In such courses the learners can choose where they want to learn (at home, at an institution or company, at a training centre-etc).

Van Den Brande (1993).

In this study flexible learning is considered a socio-economic goal. As the 21st century approaches flexible learning is a goal for all learners whether on campus or off campus. It is, therefore, considered not measurable in statistical terms.

1.9.5 Open learning

The term 'open learning' is now in widespread use and some explanation is needed for not using it in this study. The basic reason is that it is not considered countable. Opinions differ on what is 'open' and the same structure can be considered open by some and closed by others. Open learning is a goal for which all learners strive whether on campus or off campus. It is an important movement and the study of open learning is undertaken by other researchers and other projects.

Among the reasons for not using it here are:

- In practice the *distance* training colleges in the EU (*Bestuur Afstandsonderwijs* for example) could be considered more *open* than many open learning programmes because they are open to enrolment at any time, they are open to all as they do not charge fees, they are open to students to study at their own rhythm, they are open to students to finish at their own time, they do not have closed cut-off dates for TMAs, they do not have closed cut-off dates for CMAs.
- 'Distance education' better reflects the distance teaching systems facility for teaching globally and offering their courses worldwide.
- In the late 1990s the terms 'distance education' and 'distance learning' are vastly present on the Internet in a way that does not apply to 'open learning'.
- Opinions differ on what is 'open'.

In any case distance education programmes are essentially both open and closed. They are essentially open because they free the citizen from the necessity of travelling to an institution on a fixed schedule. They are essentially closed because the course developers close off other views or interpretations besides the one chosen for presentation.

It is felt, therefore, that the terms 'open learning' and 'distance education' can be adequately distinguished in spite of the growing practice of blurring the distinctions between them.

1.10 WHAT IS EXCLUDED

For the purposes of this report distance education is a field of education that has a number of sectors:

- children's education at a distance;
- distance training or further education at a distance;
- university or higher education at a distance.

The area of distance training is seen as comprised of courses from both public and private providers. Closely akin to it but lacking the full dimension of two-way communication is the field of technology-based-training which is not considered part of the present enquiry.

The following types of programmes are also excluded from the study:

- distance education programmes for children;
- in-house distance training programmes run by transnational, national or local companies in which members of the public are not invited to enrol;
- open, flexible and non-traditional training programmes that are not at a distance, that is they lie outside the terms of the definition in Part 1.3;
- distance training programmes for hobby or cultural pursuits that are not for qualifications.

Distance education is seen as a field of educational provision with a 150 year history, an extensive literature dating mainly from the 1970s and university degrees at bachelors, masters and doctorate level for the training of distance education researchers and practitioners.

PART 2

**RECENT DISTANCE TRAINING
LITERATURE**



2.1 C. DE VOCHT: *OPEN AND DISTANCE LEARNING IN THE EU MEMBER STATES*

De Vocht's monograph analyses a series of reports on open and distance learning received by the European Commission from national Ministries in response to a 27 November 1992 request for national studies. By May 1993 ten reports were received. There are no reports from Luxembourg, Italy or Portugal. Austria, Finland and Sweden were not members of the EU at the time.

De Vocht starts his analysis with definitions of 'open learning' and of 'distance learning' and then lists national features of open and distance learning provision, government policies and national priorities. He treats the supply side and the demand side of the market for these forms of training for both public and private providers. He concludes with summaries of demand categories, of quality promotion and consumer protection.

De Vocht is analysing these documents:

Belgium FL: P. Henderikx (ed), *Open learning in Flanders*, 1993, 75pp.

Belgium FR: J. Fransen & V. Waterschoot, *Rapport sur la situation de l'Enseignement à distance dans la Communauté Française de Belgique*, 1993, 99pp.

Denmark: L. Voss, *Distance education/flexible learning in Denmark*, 1993, 72pp.

France: Oravep, *Open and distance training: the situation in France*, 1993, 72pp.

Germany: H. Back, *State of the art and prospects of open and distance learning in the Federal Republic of Germany*, 1993, 66pp (including appendices).

Greece: E. Manousaki, *Open distance learning in Greece*, 1994, 34pp.

Ireland: K. MacKeogh & V. Hogg, *Open distance learning in Ireland*, 1993, 94pp.

Netherlands: W. Hoeben, *Open and distance learning in the Netherlands*, 1993, 95pp.

- Spain: I. López-Aranguren, *Report on national open distance learning in Spain*, 1993, 112pp.
- United Kingdom: York Computing Ltd, *Open and flexible learning in the UK*, 1993, 85pp.

This is an uneven but useful collection of studies on the provision of open and distance learning in the EU states. The authors choose various terminologies for use including 'distance learning', 'open and distance learning', 'flexible learning', 'open distance learning'. Some of the consultants chosen seem unfamiliar with the field and few show a good grasp of the literature or the context of provision. At least two, the French and the Spanish papers, have been published separately.

These documents will be of value for future work especially in the relations between the different sectors, the certification for studies done in open or distance systems and in studies on the way towards cross-border provision.

2.2 CIDEAD: LA NUEVA OFERTA PUBLICA DE EDUCACION A DISTANCIA ¹

With two open universities, a vigorous government distance training structure (CIDEAD) and an extensive private provision, Spain plays a leading role in distance education in the EU.

This volume situates government distance training in Spain in the context of recent Spanish education legislation and the development of distance education in recent years. It identifies three trends which justify government priorities for distance training:

- demographical trends;
- new technologies;
- and
- inadequacy of qualifications.

The central part of the book deals with the new national administrative structures and new technologies and methodologies to be used by government distance training. Of particular interest is the major development by CIDEAD of distance courses for adults learning English.

The book concludes with a calendar for the implementation of the new Ministry initiatives in distance training and the text of the government decrees that have been established to implement them.

Government distance training colleges which run large distance training programmes in France, Spain, New Zealand, Australia, Belgium and other countries have been reticent in producing volumes of theory or analysis of practice in distance education and training and have in general left research in the field to the higher education sector. It is therefore welcome that the CIDEAD has published this analysis of its plans and methodologies.

This volume can be linked to the October 1995 listing *Directorio de centros de educación a distancia* also produced by CIDEAD which lists all providers of distance training: public and private, with the private sector divided into colleges that are members of the national association and others that are not.

¹ 'The new public offer in distance education'

2.3 J. JENKINS: *EUROPEAN DISTANCE EDUCATION*

This is a 60 page report commissioned by the British Commonwealth of Learning in Vancouver, Canada.

The book starts by listing Delta programmes and chooses ten of them for analysis. It then has a section on the, then, European Commission Task Force for Human Resources, Education, Training and Youth. The next section deals with Comett projects and again chooses six projects for analysis. The analysis is uncritical and fails to draw the distinction for European distance education between technologies for teaching students at home and technologies in technologically-rich universities.

The next chapter deals with the European Association of Distance Teaching Universities (EADTU) and has sections on the European Open University Network (EOUN) and Euro Study Centres. A listing of five education models is given and there are sections on Saturn, Eden, satellites in distance education and open learning for business and industry.

A useful appendix lists EU documents which deal with open and distance learning.

2.4 G. ZIMMER (ed.): *QUALITÄTSSICHERUNG DES FERNUNTERRICHTS IN EUROPA* ²

These are the proceedings of a conference held in Bonn in 1994 to address the crucial question of quality in distance education. The volume points out that some EU states have legal provisions for distance education provision, others do not, yet others have voluntary codes of practice introduced by the providers themselves.

In addition to questions of educational quality, the book addresses questions of consumer protection, government regulation and the possibility of making a contribution to facilitating transborder distance education.

The book is 315 pages long and the first part (pages 1-224) gives the speeches at the conference in the original language plus an English translation; the second part from page 225 to the end is a study of quality control legislation on distance training in ten countries: Belgium, Denmark, Finland, France, United Kingdom, Netherlands, Austria, Sweden and Switzerland. This section is published only in German.

Twenty presentations deal with quality in distance education and training with important contributions from:

- van der Mark (Netherlands) on the quality guidelines of the Association of European Correspondence Schools;
- Philpot (United Kingdom) on the auditing of colleges as an approach to quality assurance;
- Vennemann (Germany) on course evaluation as an approach to quality assurance;
- Kammerer-Jöbges (Germany) on a comparison of quality control and procedures in ten EU countries;
- Ljoså (Norway) on quality assurance in Norway;
- Brittain (United Kingdom) on distance learning developments and quality assurance.

The book addresses important issues on the current legislation for quality control in distance training in the EU nations and makes a beginning towards addressing issues

² 'Quality assurance in distance learning in Europe'

in European law for cross-border distance training, certification and transportability of certification.

PART 3

DISTANCE TRAINING IN EUROPEAN UNION COUNTRIES

3.1 DISTANCE TRAINING IN AUSTRIA

1996 EU documentation gives the population of Austria as 7.883.000. Gross domestic product per head is given as Ecu 22.140. 56.8% of the population in the workforce with 7.3% in agriculture, 32.1% in industry and 60.6% in the service sector.

Austria is a federal state, consisting of nine provinces: Burgenland, Carinthia, Lower Austria, Salzburg, Styria, Tirol, Upper Austria, Vienna and Vorarlberg.

The *Nationalrat* and the *Bundesrat*, the two houses of the Austrian Parliament are the main legislative bodies of the Republic. The *Nationalrat* approves federal legislation and also any newly formed government. Along with the nine provinces individual parliaments and governments, the *Bundesrat*, in which representation is by province, reflects the federal element of the Austrian system of government. Together, the *Nationalrat* and the *Bundesrat* form what is known as the federal assembly. The head of the Austrian state is the federal president.

The Education Minister is supported and advised by a School Reform Commission which was set up in 1969. All schools enjoy the scope to implement independent decisions with regard to the syllabus where these are endorsed by a two-thirds majority in the School Community Committee on the School Forum.

Almost all of Austria's adult education bodies owe their existence to private initiative. The adult education associations throughout Austria form a Conference for Adult Education in Austria.

3.1.1 Distance training

Der Österreichische Fernschulverband (Austrian Distance Training Association) founded in 1970 provides a listing of its members and a total enrolment of 8000 per year for those programmes which fall within the definition of distance education and training adopted in this study. A further 15.000 enrolments per year are registered with colleges outside their association.

The division into public and proprietary providers adopted in this study does not well fit the Austrian situation as a number of colleges straddle the division between the two categories. Thus, the figures gives for each of the two categories are somewhat arbitrary.

The providers are:

- the *BFI* is the distance education college of the Austrian Council of Trades Unions;
- the *BBRZ* is a semi government college for the provision of distance education to the handicapped;
- *SPIDI* teaches modern languages and related subjects at a distance for the Austrian Employers Federation;
- the **Defence Ministry** has a distance education college with a range of courses for military personnel enrolling 2000-3000 students per year;
- *Ferntechikum Bregenz* is a private distance technical college located at Bregenz;
- *IBZ* is the Austrian branch of a Swiss distance education provider;
- *the Institut Fernkurs für theologische Bildung* is a church-owned distance theology institute;
- *Maturaschule Dr. Roland* is a private distance education college with adult programmes for high school graduation, accounting, computing and languages;
- *VWV* is a distance education college owned by the city of Vienna.

The *Humboldt College* is the largest of the distance education colleges that are not members of the association.

There are current negotiations between the *Österreichische Fernschulverband* and the Austrian Ministry of Education which focus on quality control, advertising procedures and transborder activities.

3.1.2 University-level distance education.

There is no open university in Austria. A range of reasons are given for this:

- size of the country;
- other political educational priorities (*Fachhochschulen*);
- foundation of an open university in a neighbouring country with the same language;
- focus on provision of distance education from conventional universities;
- enrolment of many (1.767 in 1995-1996) Austrian citizens in the *Fernuniversität* in Hagen, with *Fernuniversität* study centres at Linz and Bregenz, with the possibility of oral examinations being held by two-way video, two-way audio codec videoconferencing links between Hagen and Austria.

At the time of this research there were no distance education programmes which were developed by conventional Austrian universities in which enrolments are being accepted for degree credit. There are a number of projects, plans and analyses especially from the University of Klagenfurt, but the only distance education courses with enrolments for degrees are from the *Fernuniversität* in Hagen and the Open University of the United Kingdom.

3.1.3 Statistics

The research on which this report is based has established the following statistics for distance education in Austria:

Open University	0
Distance education programmes from conventional universities	0
Official distance training provision	4.000
Proprietary distance training provision	19.000
Total	23.000

The statistic for distance training was established with assistance from the *Österreichische Fernschulverband*.

The statistic for university level distance training in Austria was established with assistance from the University of Klagenfurt.

3.2 DISTANCE TRAINING IN BELGIUM

1996 EU documentation gives the population of Belgium as 10.105.000, with 990.000 living in the capital, Brussels. Gross domestic product per head is given as Ecu 20.240.

45.8% of the population is in the workforce, with 2.7% in agriculture, 28.3% in industry and 69.2% in the service sector.

The Kingdom of Belgium is a parliamentary democracy and hereditary monarchy. Belgium is a federal state consisting of regions and communities. Legislative power at federal level is exercised jointly by the King, the chamber of Representatives and the Senate. The three regions are Brussels, Flanders and Wallonia. The three communities are Flemish, French and German-speaking Belgians. Each has a legislative assembly and an executive. The Flemish region and community have merged to form a single entity with one council and one executive. From 1960 onwards the tendency towards federation has led to constitutional reforms in 1970, 1980, 1988 and 1993 which have brought about a gradual transfer of power and finance from the central state to the communities and to the regions in domains such as education.

Since 1989 all educational matters have been transferred to the jurisdiction of the communities and the regions and the Flemish, French and German councils have legislative power over education and training. The first legislative measure taken by the Flemish community on training was a Royal Decree of 24 March 1967 which contained procedures for regulation and subvention of national and regional organizations of adult education. In contrast, the cultural council of the French community opted for one decree on *L'éducation permanente des adultes* on 6 April 1976. Subsequent legislation by each community has developed these positions.

3.2.1 THE FLEMISH COMMUNITY IN BELGIUM

3.2.1.1 Distance training

The distance training college of the Government Ministry of the Flemish Community of Belgium (*Ministerie van de Vlaamse Gemeenschap*) is located at 67 Koningstraat in the centre of Brussels.

It is administered by the Permanent Education Section of the Department of Education and is called *Bestuur Afstandsonderwijs* (Distance Education Service). It was founded in 1959 and formed part of a joint French-Flemish provision until 1968.

It enrolls 25.000 adults per year in a range of 70 courses and is free. It has at least 50.000 students enrolled at any one time.

There is a full-time staff who are in charge of course development, information, enrolment, study supervision, typography, administration and finance. More than 216 tutors are employed for assignment correction and two-way communication with students. They are subject to Ministry of Education regulations which stipulate the number of hours that they can be employed in distance education.

Students can enrol at any time of the year and study at their own rhythm with the submission of assignments being a requisite for progress in the course.

There are 6 groupings of courses:

- languages;
- mathematics;
- computers and information technology;
- trade, economics and administration;
- science;
- technical subjects.

The service is free. There is no enrolment fee or administrative fee or tuition fee. The only cost to the student is one-way postage and textbooks in some courses.

In Flanders there are a number of other public bodies providing some open or distance training: the Federation of Employment Opportunity Training Centres (*FETOC*), the Flemish Employment and Vocational Training Service (*VDAB*) and the Training Centres for the Self-employed (*CMO*).

3.2.1.2 University level distance education

In Flanders there is a Centre for Open Higher Education, *Studiecentrum Open Hoger Onderwijs (StOHO)*. This is the central structure of a consortium of Flemish universities and other institutions for higher education in Flanders and Brussels. It was set up in 1987 and is sponsored by the Flemish Community. It is based on a network of universities and higher education institutions, following a 1985 agreement with the *Open Universiteit* at Heerlen in the Netherlands (de Wolder 1995).

The role of the StOHO is the programming and production of courses, the coordination of regional support services, international cooperation and the promotion of distance education in Flanders. Six Flemish university study centres at strategically sited universities participate.

Courses are of two types: courses from the *Open Universiteit* in the Netherlands; and courses in Flemish adapted by the StOHO from Dutch courses or developed by the StOHO. Policy is that only open higher education which is organised by existing universities can be recognized and organised by the Flemish community. It was decided not to set up an independent open university, but to adopt a consortium model, with a limited central structure. Cooperation with the Netherlands Open Universiteit is regarded as essential as being the only way in which a range of distance courses can be offered economically in Flanders.

Apart from the Centre for Open Higher Education (StOHO) few open and distance courses are offered from conventional Flemish universities but at the time of writing there is extensive negotiation with the Ministry on the future of university level distance education in Flanders with the universities, it is said, claiming a more direct role.

3.2.1.3 Statistics

The research on which this report is based has provided these statistics for the Flemish Community in Belgium.

Open University	0
Distance education courses from conventional universities (StOHO)	1500
Official distance training provision	100.000
Proprietary distance training provision	10.000
Total	111.500

The statistic for the StOHO was provided by the StOHO.

The statistics for the provision of distance education courses by conventional Flemish universities, and the distance training provision by Flemish government providers was established with assistance from the *Bestuur Afstandsonderwijs*.

3.2.2 THE FRENCH COMMUNITY IN BELGIUM

3.2.2.1 Distance training

The legal framework for distance training in Belgium and its French-speaking community is complex. A law of 5 March 1965 on correspondence education applies to the whole country. This was developed by a decree of the French-speaking community of 18 December 1984. Twelve implementing orders have been adopted to implement this decree.

Basically the freedom on education enshrined in the Constitution gives a flexible framework for the organization of distance training. The law of 1984 regulates government provision of distance training. The proprietary sector is not governed by the decree.

The provision of distance training in Belgium in 1996 provides an interesting study because it is one of the few EU countries for which we have a major study (488 pages) from the 1970s. Weinstock's *Les cours par correspondance du secteur privé en Belgique* (Private sector correspondence education in Belgium) is undated but my view is that it must have been published in 1976 by the *Centre National de Sociologie du Droit Social*.

The title is a misnomer. Far from being a study only of *les cours par correspondance du secteur privé* it deals in detail with *les cours de l'état* (government provision) which it shows were initiated by a cabinet decree of 22 February 1957 and commenced in 1959 in French and Flemish. It then goes on to analyse a third distance training sector *L'enseignement privé à distance à but non lucratif*, (non-profit private distance education) a grouping of Belgian banks, unions and medical associations. Thus one has excellent comparative data to study the evolution of distance training in Belgium over a 20 year period.

The distance training college of the government of the French-speaking community of Belgium is located on the 17th floor of one of a cluster of skyscrapers at Boulevard Emile Jacqmain in the heart of Brussels.

It is called *Service de l'Enseignement à Distance de la Communauté Française de Belgique* and was founded in 1959. Today it offers 150 courses to about 50.000 students. It is an extremely open provision as students are invited to enrol whenever they like, study at their own rhythm, finish when they like and the courses are practically free of charge. The statistics for the student body, therefore, change from day to day.

The college employs full-time staff who all specialize in distance education full-time and are responsible for both the administration of the course development programme and the student support services. The college employs hundreds of tutors for the correction of assignments and two-way communication with students. These are subject to Ministry of Education regulations which stipulate the number of hours that can be worked in distance education.

The distance education provision was free up to 1993 when an administrative change of 1.500 BF was introduced following a cabinet decision of 28 September 1992 to impose a non-tuition fee. Various classes of citizens are exempt from the registration fee:

- certain classes of unemployed;
- unemployed compulsorily enrolled by the Social Services;
- handicapped;
- teachers, provided the course is strictly for retraining;
- Belgian citizens resident overseas;
- prisoners;
- long term hospitalised.

The introduction of the fee has caused an increase in the number of courses that each student takes from less than 2 in 1991 to 4.1 in 1995 and a drop in the number of students enrolled, so that the volume of courses studied has increased slightly to 55.866 in 1995.

Nearly all students are adults: less than 4% in 1995 were under the age of 18.

The 150 courses are grouped into these subject areas: computing, technical, administrative and public service, competitive examinations, business, social sciences, human resources, natural sciences, geography, mathematics, languages.

The commercial distance training sector, as described by Weinstock, had perhaps 20 operators, with one large company and a number of language training companies. There would seem to be a decline in participation from the statistics given by Weinstock for 20 years ago, even though Weinstock's figures apply jointly to the French and Flemish communities.

3.2.2.2 University level distance education

There is no open university in the French-speaking community, though the various French-speaking universities are involved in a great deal of research and experimentation. The usual explanation given for the limited development of distance education at university level in the French-speaking community is the small geographic area and the existence of a rich supply of education and training

possibilities. The French-speaking community is characterized by a flexible but not necessarily coordinated education network, within which distance education at university level as yet has little place.

The provision of distance education courses from conventional French-speaking universities is minimal. There are some initiatives from the *Université de Bruxelles (ULB, CUDEC)*, an important project from the *Service de Technologie de l'Education* of the University of Liège, and also from the University of Louvain-La-Neuve and Mons University.

3.2.2.3 Statistics

The research on which this report is based has provided these statistics for the French-speaking Community in Belgium.

Open University	0
Distance education courses from conventional universities	200
Official distance training provision	13.574
Proprietary distance training provision	1.000
Total	14.774

The statistics for distance education provision from French-speaking universities were established with assistance from the *Service de Technologie de l'Education* at the *Université de Liège Sart-Tilman*.

The statistics for distance training provision was provided by the *Enseignement à Distance de la Communauté Francophone de Belgique* at Bld Emile Jacqmain, Brussels.

3.3 DISTANCE TRAINING IN DENMARK

1996 EU documentation gives the population of Denmark as 5.207.000 with 1.200.000 in the capital Copenhagen. Gross domestic product per head of population is Ecu 25.310. 60.1% of the population is in the workforce, with 4.4% in agriculture, 27.1% in industry and 68.5% in the services sector.

The Kingdom of Denmark is a constitutional monarchy and parliamentary democracy. Legislative power lies jointly with the sovereign and the *Folketing*, the single chamber parliament. Responsibility for education in Denmark is shared between central state authorities, counties, municipalities and private institutions or individuals.

3.3.1 Distance training

In Denmark the history of university and adult education has been influenced by N. Grundtvig's ideas of 'popular enlightenment' which led to the creation of the 'Folk College' movement. These are boarding schools for young adults where they can receive a general and liberal education.

The history of adult vocational training from Grundtvig's time to the present is focused on group-based institutions and travel to a centre where the teaching-learning interaction takes place. The two most recent studies of distance training in Denmark, *Technology-supported learning (distance learning)* from the Ministry of Education and Voss's *Distance education/flexible learning in Denmark*, envisage a technology-rich society but have little focus on the home-based student studying on his or her own.

Furthermore, the country is small, has good educational facilities, is rich in technology, and has educational institutions at less than one hour's distance from most citizens.

The Military Academy is an important user of distance education for civil as well as military courses. Of particular importance is the Merkonom Programme with 112.000 enrolments. This is a part-time business programme in accounting, management and other business subjects for local business people who have no other educational qualifications. The normal form of provision is evening or weekend classes but the military academy has developed a distance version with up to 1.000 enrolments.

The proprietary sector is small and may be in decline.

3.3.2 University level distance education

Universities offer 'regional courses' and as they are not bound to the campus they are free to offer courses as they want in evenings, full Saturdays or other structures.

Thus there is a continuum of provision from full face-to-face to night classes with distance education being considered a method of delivery and not a field of educational endeavour. In this context a distance teaching university is unlikely as are courses totally at a distance.

A lot of university level institutions, like the University of Copenhagen, the Copenhagen Business School, offer courses with a distance education structure, with the Århus University using the name 'Jutland Open University' for its programme.

There are extensive plans for what is being called 'distributed learning' and 'technology supported learning' in which information technologies like the Internet, email, computer conferencing, will be used to link all educational institutions in a technology-rich learning society.

3.3.3 Statistics

The research on which this report is based has established these statistics for Denmark:

Open University	0
Distance education provision from conventional universities	5.100
Official distance training provision	1.000
Proprietary distance training provision	4.000
Total	10.100

The statistic for the university sector was established with assistance from the Danish Ministry of Education and Research.

The statistic for distance training provision was established with assistance from the Hillerød Business College.

3.4 DISTANCE TRAINING IN FINLAND

1996 EU documentation gives the population of Finland as 4.929.000 with 515.765 living in the capital, Helsinki. Gross domestic product per head is given as Ecu 18.860. 50.7% of the population is in the workforce with 7.8% in agriculture, 27.6% in industry and 64.6% in the services sector.

Finland is a sovereign republican state. The constitution of the republic came into force in July 1919. The constitution lays down the rules concerning the form and powers of the highest organs of the state as well as the constitutional rights of the citizens. Ultimate power is vested in the people as represented by parliament. The country is divided into 14 electoral districts with 200 members of parliament being elected by direct vote for a period of 4 years. Parliament exercises its legislative authority in conjunction with the President who has the power to initiate legislation and give consent to laws.

Compulsory schooling takes place in Finland between the ages of 7 and 16. Further education is voluntary either in the three-year upper secondary schools or 2-5 year courses in the vocational schools. The universities are directly under the Ministry of Education and are state owned but self-governing.

Finland is a country of nearly 5.000.000 people. It has a long history of distance education going back 78 years and extensive provision today. Finland has 21 universities all of which are technology-rich and all have distance education programmes.

3.4.1 Distance training

Public provision of distance training courses is organised from vocational colleges and is estimated at 20.000 enrolments per year. The government has given these colleges responsibility for the unemployed in collaboration with the continuing education departments of conventional universities.

Private provision is in decline despite an impressive tradition going back nearly 80 years. Today the focus in Finnish education is on information technology form technology-rich universities and the concept of 'correspondence' is not in fashion.

3.4.2 University level distance education

There was an extensive debate in Finland in the early 1980s about whether a country with a dispersed population, with advanced communication technologies and with a long history of teaching at a distance should found an open university. The final decision favoured individual programmes from the conventional universities.

Today all 21 of these universities are centres of information technology and all run distance education or open learning projects. All these universities have extensive programmes in further education, in continuing education and have been given the task of providing courses for the unemployed.

3.4.3 Statistics

This report has established the following statistics for distance education and training in Finland.

Open University	0
Distance education provision from conventional universities	20.000
Official distance training provision - Vocational colleges	20.000
Proprietary distance training provision - Private colleges	4.000
Total	44.000

The statistics for distance training in Finland were established with assistance from MSK-Institute.

The statistics for higher education at a distance were supplied by the Finnish Association for Distance Education.

3.5 DISTANCE TRAINING IN FRANCE

1996 EU documentation gives the population of France as 56.336.000 with 8.700.000 in Paris. Gross domestic product per head of population is Ecu 20.240. 48.8% of the population are in the workforce with 4.9% in agriculture, 27% in industry and 68.1% in the services sector.

France is a republic in which power is shared between the president, the government and the National Assembly. The president presides over the council of ministers, can dissolve the National Assembly and submit major bills to a referendum. The government determines and conducts the policy of the nation. Parliament consists of two chambers: the National Assembly and the Senate.

Metropolitan France is divided into 22 regions and 95 departments. There are four overseas departments, four overseas territories and two territorial collectivities.

3.5.1 Distance training

In 1980 an article *On defining distance education* drew attention to the French law on distance education of 12 July 1971 and in 1996 a whole section of the book *Foundations of distance education* set out to analyze in detail government distance training provision in France, which is still little known.

The invasion of France led to the creation of the *Centre National d'Enseignement par Correspondance* (CNEC) by a government decree of 2 December 1939 to meet the needs of school children dislocated by war.

In the mid-1980s the name was changed to its present form, CNED.

When the annual enrolment at the CNED in Paris reached 150.000 in the early 1970s a major structural change was achieved. Administrative control of programmes was divided into six centres: Paris, Grenoble, Lille, Lyon, Rouen, and Toulouse. A seventh centre at Rennes was added in 1982. In the period 1993-1994 a new central centre was added at Poitiers, which gives the CNED a presence at the centre of the French telematics and educational high technology hub.

The CNED in its 56th year and with over 350.000 students in 170 countries in 1995 it is a well tried model and probably Europe's largest educational provision by a government.

Among the strengths of this model are the government commitment to distance education and training at all levels, the professional skills of production staff available for courses at all levels, full-time distance education specialists who concentrate on

the development of courses and teaching of students at a distance over a range of levels: children's schooling, high school graduation, technical and professional qualifications of all kinds, teacher training, university level courses and post-graduate courses.

The CNED system belongs to a grouping of distance training structures created in or after the second world war in Australia, France and New Zealand. This grouping of institutions, the Colleges of External Studies in each Australian State (many now remodelled), the *Centre National de Télé-enseignement* (now the *Centre National d'Education à Distance*) and the New Zealand Technical Correspondence Institute (now the New Zealand Open Polytechnic) shared a number of features:

- foundation in or after World War 2;
- full time specialist staff for course development at all levels in their discipline;
- full time specialist staff for student support services;
- heavy investment in plant, printing machinery, audio studios, video studios;
- capable of enrolling tens of thousands or hundreds of thousands of students;
- same production staff for courses at all levels;
- multilevel provision at secondary, training, further, higher and university levels;
- official government commitment to and provision of tax payers' monies for the promotion and development of distance training.

The 1994 CNED budget was FF 422.000.000 plus salaries and overheads for 1.500 full time staff and 6.000 part time staff.

In 1995 the CNED enrolled 354.452 students. The devolved administrative structure places groups of courses and qualifications at a particular administrative location. The subdivisions are located in eight French cities as follows:

Paris	74.569
Lyon	57.929
Grenoble	26.369
Rouen	34.841
Toulouse	55.079
Lille	30.841
Rennes	51.774
Poitiers	23.000

Thus the CNED consists of eight large distance systems each with an annual enrolment of between 23.000 and 75.000 students. In a similar way the enrolment can be studied in major groupings of courses, listed with the latest statistics for each grouping in 1995:

• Public service examinations	116.804
• University examinations	50.341
• University courses	10.487
• Technical course	22.139
• High school graduation	69.334
• High school courses	34.327
• Primary school courses	10.710
• Languages and other courses	40.310
	354.452

The original mandate of the CNED to provide courses for students dislocated by war has evolved into a comprehensive provision of distance education courses for adults at primary level, at secondary level, at all levels of technical and vocational and professional training, at college level and at university level. Courses for adults now account for 88% of the enrolment and there are special focuses on courses for prisoners, the disabled and women. At least 100.000 enrolments each year are at what would be, in many English-speaking countries, courses at university level

For decades the CNED has taught globally and CNED 1995 statistics show 26.422 students in 174 countries divided thus:

Europe	6.304	enrolments from 41 countries
Asia	2.700	enrolments from 36 countries
Africa	6.513	enrolments from 51 countries
Americas	3.030	enrolments form 31 countries
Oceania	190	enrolments from 5 countries
Dom-Tom	7.604	enrolments from the 10 territories
Military	81	enrolments
<hr/>		
TOTAL	26.422	enrolments from 174 countries

29% of the overseas enrolment comes from the ten French overseas territories, is about 13% of the 1995 total of 354.452 and is in all disciplines at all levels.

In 1996 the CNED provides courses at all levels in all areas of distance training for the official competitive national French government qualifications for which trainees from face-to-face French colleges also compete. Examples are electronics, teacher

education, sport and tourism industry, physical education, public service competitions, secretarial, accounting, nursing, biotechnology, *Capes*, basic education, industrial certificates, modern languages, *Deug, agrégation*.

The Oravep report (1994) states that the proprietary distance training sector in France is represented by 150 organizations officially registered but suggests that their number may be over 200. The earliest college still in existence at the time of the Oravep report was HATTEMER which was founded in 1877.

Many of the colleges are grouped in an association called the *Chambre Syndicale Nationale d'Education à Distance* (CHANED). A wide range of courses is offered by the members especially in official government examinations.

3.5.2 University level distance education

There is no open university in France. It seems unlikely that an open university will be founded despite a number of initiatives in the late 1980s and an extensive debate in 1993. It is clear that at least 100.000 of the CNED's enrolments are in courses like post-graduate teacher training, nursing and university-level awards and would be regarded as distance university provision in some English-speaking countries.

Distance education courses are provided by 22 *Centres de Télé-enseignement universitaire* (CTU), that is small offices within conventional universities. 34.000 students were enrolled in 1995. In 1978 there were Ctus in 18 of the then 75 French universities with a global enrolment of 13.000. In 1968-69 the enrolment was 5.500.

The 22 centres created a federation in 1987 called the *Fédération Interuniversitaire de l'Enseignements à Distance*, which is supported by registration fees from the centres. The Oravep report lists (1994:34-40) a series of other initiatives by French universities and higher education structures.

3.5.3 Statistics

The statistics in this report give the following enrolments for France:

Open University	0
Distance education courses from conventional universities	34.000
Official distance training provision	350.452
Proprietary distance training provision	50.000
Total	438.452

The statistic for university education at a distance in France was provided by the *Fédération interuniversitaire de l'Enseignement à Distance*.

The statistic for official distance training provision was supplied by the CNED at Poitiers.

The statistic for proprietary distance training provision was established with assistance from the *Chambre syndicale nationale d'Enseignement privé à Distance*.

3.6 DISTANCE TRAINING IN GERMANY

1996 EU documentation gives the population of Germany as 80.570.000 with 3.400.000 in Berlin. Gross domestic product per head of population is Ecu 22.630. 3.2% of the labour force work in agriculture, 36% in industry and 60.8% in the service sector.

The Federal Republic of Germany is a democratic, parliamentary State with a federal constitution. The *Bundestag* is the supreme legislative body. Germany is divided into 16 *Länder*: Baden-Württemberg, Bavaria, Berlin, Brandenburg, Bremen, Hamburg, Hessen, Lower-Saxony, Mecklenburg-Western Pomerania, North Rhine-Westphalia, Rhineland-Palatinate, Saarland, Saxony, Saxony-Anhalt, Schleswig-Holstein, Thuringia.

The *Länder* take part in the process of Federal legislation and administration through the *Bundestag*. Exclusive responsibility for education rests with the *Länder*.

3.6.1 Distance training

The promotion of distance training in Germany after the Second World War received an important impetus in 1969 from the *Berufsbildungsgesetz* (BBiG). This was followed by the creation of two government structures for distance training: the *Staatliche Zentralstelle für Fernunterricht* (ZFU) and the *Bundesinstitut für Berufsbildung* (BIBB). Further legislation followed in 1976 with the passing of the *Fernunterrichtsschutzgesetz* (FernUSG) which is concerned principally with the quality and correctness of provision. Details of these developments can be found in Balli and Storm's (1994) *Zur Entwicklung des Fernunterrichts in der Bundesrepublik Deutschland*.

Balli and Storm give the providers of distance training in 1994 in Germany as:

- *Deutsches Institut für Fernstudienforschung* (DIFF);
- *Fernfachhochschule* (AKAD);
- *Funk- und Telekolleg*;
- *Privater Fernunterricht*.

For the purposes of this study public distance training provision is calculated from the AKAD, the *Funkkolleg* and the *Telekolleg* structures, though it is acknowledged that these have as much private as public control. Details of their provision is provided by Balli and Storm. Annual enrolment for this sector is estimated at about 100.000 mainly in *Telekolleg* and *Funkkolleg* programmes.

There are two *Fernfachhochschulen* (Distance polytechnics), one at Rensburg run by AKAD and one opening shortly at Darmstadt run from Pfundstadt.

45 private distance training institutions are members of the *Deutscher Fernschulverband* (DFV). The courses of the members are accredited by the *Staatliche Zentralstelle für Fernunterricht* (ZFU) in Köln.

The ZFU in Köln also evaluates and controls the quality of all courses and had given approval in 1994 for 96 new courses, especially in Business (34), Health professions (18) and Languages (15). This brings the course offering for Germany to 1103 courses, of which 68 are in Italian, Spanish, Serbo-Croatian or Turkish for immigrants. The 1993 total was 1041 courses.

Statistics for the proprietary distance training colleges are submitted by regulation to the Ministry annually and are published officially. In recent years the enrolment has been maintained at the 180.000 mark in spite of a difficult market situation by quality of provision and energetic marketing.

3.6.2 University level distance education

Planning for a German open university began in the mid 1960s. The planning received a boost in 1965 when the Volkswagen foundation funded a distance education research and materials development centre known as the German Institute for Distance Education (*Deutsches Institut für Fernstudien an der Universität Tübingen*). The DIFF became a major promoter of the FIM project, a plan to develop a cooperative German open university combining the DIFF, conventional universities, state (*Länder*) and federal ministries of education, radio stations, television stations.

The talks were lengthy, the costs were extensive and the negotiations went on from year to year. Finally, one of the delegates, the Minister of Higher Education of the State of North Rhine-Wesphalia, left the discussions and founded an open university. The open university legislation went through the North Rhine-Wesphalia parliament in November 1974, was approved by December 1974 and the new open university opened in October 1975 with an extraordinary seventy-five courses designed, written and published.

Today the *Fernuniversität* has over 50.000 enrolments and is developing important new faculty buildings at its headquarters in Hagen. Nearly all are degree students, as, unlike nearly all the other open universities throughout the world, it does not teach at further education level nor does it teach continuing education programmes.

Only 34.3% of the enrolment in 1995 was from the *Land* of North-Rhine Westphalia whose taxpayers pay for the university. Only 5.6% of the enrolment comes from outside Germany; 1.767 of these were from Austria.

During the last year an unofficial discussion was raised on whether the *Fernuniversität* could become a national open university rather than a North-Rhine Westphalia open university. Cultural affairs are *Land* affairs in Germany and as a consequence it was unlikely that the government of North-Rhine Westphalia would countenance such a development, nor was it likely that the University Assembly (*Konvent*) would consider changing the university's constitution.

There are no official statistics on the provision of distance education courses from conventional German universities and such courses are dependent on the autonomy of German universities. There is still some provision from universities in the new *Länder*, especially Dresden, and other initiatives from universities in Berlin, Hanover, Bremen, Oldenburg and Kaizerslautern. A number of conventional German universities have interests in Internet-based distance education programmes, notably the universities of Bielefeld, Paderborn, FU Berlin but most of these are more at the project development stage rather than being full university courses for degree credit which students pass or fail. These are continuing education programmes and are not for the German university degree, the *Diplom*. Many of these universities are technology-rich and are developing courses and course structures for the World Wide Web.

3.6.3 Statistics

The research on which this report is based has established the following statistics for Germany:

Open University	53.245
Distance education courses from conventional universities	5.000
Official distance training provision	100.000
Proprietary distance training provision	180.000
Total	338.245

The statistic for the *Fernuniversität* was received from the FeU.

The statistic for distance education provision from conventional German universities is a guess made with assistance from the DIFB. The *Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung* in Bonn states that no statistics are available for Germany.

The statistic for semi-public provision is an estimate made with assistance from the DIFF.

The statistic for official private distance training provision was received from the BIBB in Berlin and the statistic is collected annually and published annually by government.

3.7 DISTANCE TRAINING IN GREECE

1996 EU documentation gives the population of Greece as 10.238.000, with 2.600.000 in the capital, Athens. Gross domestic product per head of population is Ecu 8.150. 44.7% of the population is in the workforce with 20.4% in agriculture, 23.2% in industry and 56.4% in the services sector.

Greece is a parliamentary democracy. Legislative power is exercised by the *Vouli*, the parliament, and the president of the republic, who approves and promulgates the laws. Executive power is exercised jointly by the president and the government. Greece is divided into 13 regions: Attica, Central Greece, Central Macedonia, Crete, Eastern Macedonia/Thrace, Epirus, Ionian Islands, Northern Aegean, Southern Aegean.

The National Ministry of Education and Religions carries responsibility for the implementation of educational laws, decrees and directives. Despite recent restructuring, Greek education is still governed by national laws voted by parliament affecting the organization of educational institutions and curriculum. Private institutions are of limited importance in Greek education today as many institutions which were formerly run by private bodies have been taken over by the State.

3.7.1 Distance training

There is no government provision for distance training in Greece. An initiative by the Greek Organization for Vocational Education and Training (OEEK), the national training foundation, to provide a comprehensive vocational and professional distance training structure for Greece in 1995 has not yet been brought to fruition.

One proprietary college opened in Athens in the 1995-1996 year, the Humboldt Institut, and received 50 enrolments.

3.7.2 University level distance education

Plans are well advanced for the foundation of a new open university at Patras. Leonorakis (1996, 56) writes:

The Hellenic Open University will be located in Patras. It will offer undergraduate and postgraduate education to large numbers of students by using educational materials specially designed for distance learning and teaching. It will also carry out research

programmes with special emphasis on open and distance education. Student admission at the HOU is planned as follows. Basically all adults between 25 and 50 years of age are eligible.

The actual foundation of the open university to be known as *Elliniko Anikto Panepistemio* (Hellenic Open University) was delayed by elections in Greece in mid 1996 and will be considered by the incoming government.

The Hellenic Open University has commenced work in Athens and has prepared materials for the launch of its first two post-graduate courses in late 1996. These courses are a post-graduate diploma in TESL for English language teachers, and a post-graduate diploma in open and distance learning for staff who wish to work for the open university and for educators in general.

Three more courses in Business Administration, Computing Science and Greek Culture and Civilization are in development for 1997.

3.7.3 Statistics

The research on which this report is based has established the following statistics for Greece:

Open University	0
Distance education programmes from conventional universities	0
Official distance training provision	0
Proprietary distance training provision	50
Total	50

These statistics were established with the assistance of the Institute for Continuing Education (IDEKE), Athens and the Humboldt Institut, Athens.

3.8 DISTANCE TRAINING IN IRELAND

1996 EU documentation gives the population of Ireland as 3.536.000 of which 1.200.000 live in the capital, Dublin. The gross domestic product per head of population is Ecu 13.070. 47.5% of the population is in the workforce, with 12% in agriculture, 27.8% in industry and 60.2% in the services sector.

Ireland is a parliamentary democracy. Legislative power is vested in the *Oireachtas* which consists of two houses, *Dáil Eireann* (House of Representatives) and *Seanad Eireann* (Senate). Bills which would alter the Constitution are required to be passed by both houses and by a referendum of the electorate.

Overall responsibility for education in Ireland lies with the Minister of Education and the Department of Education is structured to reflect the structures of the education system: primary, secondary, university and other higher education, special structures. The 1937 Constitution enacted that the family is the first educator of the child and the State's duty is to provide free primary education and to supplement and aid private and other initiatives at other levels.

3.8.1 Distance training

There is no official provision of distance training in Ireland. This may be due to the relatively small size of the market and/or a hesitancy on the part of educational traditions in the country to see distance training as a suitable delivery mechanism.

A number of semi-public and proprietary institutions offer a range of courses and there is a presence of international structures like the International Correspondence Schools and the Open University of the United Kingdom and a range of United Kingdom conventional universities.

An authoritative listing of the providers of distance education and training in Ireland is maintained by *Aontas*, the national adult education association. The listing has grown somewhat in the 1990s due in part to the entry into the country of a range of distance education programmes from the United Kingdom, with the opening of an office of the Open University in Dublin and advertising from distance education departments of conventional UK universities. This is allied to a growing acceptance by the public of studying at a distance.

From the *Aontas* listing for the purposes of this report the institutions will be distributed thus:

- I. **Open university:**
nil.
- II. **Distance education programmes from conventional universities:**
the National Distance Education Centre/Dublin City University;
other universities;
the Dublin Institute of Technology;
the Regional Technical Colleges, because these are now moving from the further education sector where most of their courses lie to the granting of degrees and other higher education qualifications.
- III. **Official training provision:**
nil.
- IV. **Proprietary training provision:**
all other institutions.

The major Irish distance training providers are:

- **Flexible Learning, Cork:**
courses for the technical, engineering and pharmaceutical industries with new courses in soft skills like customer service, team leadership, supervisory studies.
- **Institute of Personnel Management:**
courses in management, personnel and related areas.
- **Irish Management Institute:**
courses in management and computing
- **Kilroys College:**
is the major Irish secondary correspondence college and offers, as well, adult training courses in psychology, civil service examinations and related areas.
- **Home Study Institute:**
courses in accountancy, bookkeeping and related areas.
- **McKeon-Murray Business Training Services:**
courses in accountancy, business and management.
- **School of Practical Childcare:**
courses in childcare.

3.8.2 University level distance education

There is no open university in Ireland nor are there plans for one as the market is small.

Irish universities lie at the interface of two great university traditions and draw from both. They participate in the traditions and characteristics of universities in the English-speaking world and share many structures with universities in the United

Kingdom, the United States and Canada, Australia and New Zealand. These universities tend to focus on quantitative quality control, educational technology, with the decades-long interest in technology in education leading naturally to an openness to distance education and open university structures.

Irish university tradition has in addition a linkage to continental European ideas, with particular affinity to France, Spain and Italy where university traditions are less open to technology in education, prefer qualitative to quantitative evaluation and value highly the traditions of university teaching.

Distance education at university level in Ireland commenced with the foundation of the Distance Education Unit at the National Institute of Higher Education in Dublin in 1981. This institution is now Dublin's third university, Dublin City University, and the Distance Education Unit has evolved into the National Distance Education Centre. This centre offers a range of degrees and diplomas at a distance in arts, accounting, information technology, computer studies, management and engineering. They are also the leading university in a grouping of Trinity College, University College Galway, University College Cork and Maynooth University which offers a joint BA in Humanities at a distance.

Five programmes are offered from University College Dublin, Ireland's largest university:

- i. the faculty of commerce offers a degree in banking, in cooperation with the national accountancy association with many thousands of enrolments;
- ii. the faculty of arts offers an MA in German by distance education;
- iii. there are new programmes in the Faculty of Medicine and
- iv. a joint agriculture distance programme with other Irish universities and
- v. the Faculty of Science has an enrolment of 200 in Europe's first satellite delivered course for which the enrolled students are gathered in virtual classrooms in the Regional Technical Colleges all over the country, but in which any EU citizen can enrol from their own countries, if they have a dish and follow the course.

Now in its fourth year, this remains the EU's only accredited university award taught entirely by satellite.

Further programmes are offered from University College Cork (awards in Field Ecology and Credit Union studies), University College Galway (Diploma in Teaching and Learning, Certificate in Social Care). Courses are also underway from the Dublin Institute of Technology (which has 500 students in in-company distance courses) and Sligo and Cork Regional Technical Colleges.

3.8.3 Statistics

The research on which this report is based has established these statistics for Ireland:

Open University	0
Distance education programmes from conventional universities	6.092
Official distance training provision	0
Proprietary distance training provision	10.500
Total	16.592

The statistic for university level provision was established by a survey of all higher education institutions in Ireland.

The statistic for distance teaching was established by a survey of all institutions listed by *Aontas*.

3.9 DISTANCE TRAINING IN ITALY

1996 EU documentation gives the population of Italy as 56.413.000 with the population of Rome as 3.100.000. Gross domestic product per head of population is Ecu 14.250. 41.8% of the population are in the workforce with 7.5% in agriculture, 32.1% in industry and 60.4% in the services sector.

Italy is a parliamentary republic. Power is vested in parliament which consists of the Chamber of Deputies and the Senate. The President appoints the President of the Council of Ministers, promulgates laws and may remand laws enacted by parliament for reconsideration. Italy has 20 regions, five of which - Friuli-Venezia Giulia, Sardinia, Sicily, Trentino-Alto Adige, Valle d'Aosta have a wider degree of autonomy than the other 15: Abruzzo, Apulia, Basilicata, Calabria, Campania, Emilia Romagna, Lazio, Marche, Molise, Liguria, Lombardy, Piedmont, Tuscany, Umbria, Veneto.

3.9.1 Distance training

For many years the proprietary distance training scene in Italy was dominated by two major institutions *l'Accademia* of Rome and *La Scuola Radio Elettra* of Turin. Difficulties, including, it is said, the price of advertising in Italy, have led to the buying out of *Accademia* by *Scuola Radio Elettra* and the absorption of its programme into the purchaser's profile but the whole sector seems to be in decline. The *Istituto Italo-Svizzero* at Luino, however, offers a successful range of courses in Northern Italy and Southern Switzerland.

The attempts of ISFOL, one of the major trades structures in Italy, to offer distance education courses some years ago have not been pursued and there are no official distance courses at professional and training levels.

3.9.2 University level distance education

The major provider of distance education in Italy is University of Rome III, *Terza Università degli Studi di Roma*. It offers four courses for post-graduate teacher training each with a *numerus clausus* (enrolment quota) of 600. The centre has published a series of academic studies of distance education (Vertecchi 1988) and publishes an international journal, *Istruzione a distanza (Distance Education)*.

The University of Florence has an enrolment of 400 in a new distance education programme and the University of Ferrara is offering a programme in teaching management for 500 students. The *Politecnico di Milano* and the *Politecnico di*

Torino are offering technology based tutoring via the Internet for students enrolled at the university.

In the 1980s the government of Italy favoured a consortium model for the development of distance education in Italy and two consorzia were founded: the *Consorzio per l'Università a Distanza* (CUD) and the *Consorzio Nettuno*. The CUD with headquarters at Rende, a suburb of Cosenza in Calabria, had *socii* (members) which were Italian universities and a range of major Italian companies.

The complexity of Italian university legislation posed problems for the planning for an Italian open university system in 1983. University teaching is linked legally to the chair of the professor (*la lezione ex cathedra*), the curriculum is established by the State, the only university degree was the *laurea*, the control of the faculty board and university senate is legally established. The volume and complexity of this legislation makes university jurisprudence a field of study in its own right.

There was, in addition, little warmth for university quantitative evaluation or for the technological approach to university studies, little history of correspondence education and one of Europe's lowest take-up rates of postal selling. Literacy had been an important problem even up to World War II.

The possibility of founding an open university was unrealistic as it would have been difficult to get the legislation through parliament, with the distinct possibility that such an unusual departure from university procedure would never have passed. The possibility of founding a distance education department of a conventional university was blocked by legislation and the impossibility legally to pay the staff for their distance education work.

A solution was found in sections 60 and 61 of the Higher Education law 1592 of 31 August 1933 in accordance with which a consortium was founded to activate structures for the production of materials and the tutoring of students who enrolled in the universities which joined the consortium and which examined the students for their degrees.

This consortium is called the *Consorzio per l'Università a Distanza* (CUD) and was founded in March 1984. It received its juridical approval from the President of Italy (DPR) on 19 November 1986 and, the information received is, that until recently it was teaching a university diploma in computing science and a range of other courses.

At the time of writing information was received that the CUD is in a *procedura di commissariamento*, an Italian legal procedure which suspends management and in which the President is given extensive legal powers for the restructuring and refocusing of the consortium.

The *Consorzio Nettuno* which is based in Rome and is a structure comprising the national broadcaster, the RAI, and a number of universities including the *Politecnico di Torino*, the *Politecnico di Milano*, the University of Naples and a range of major

Italian corporate structures including IRI, Italian Telecom, and the *Confindustria* for delivering university courses by satellite.

Its courses are broadcast in the early morning by RAI 1 and RAI 2 for students in employment who usually record the programmes for later viewing, study learning materials and have the availability of optional evening lectures. The major participant is the *Politecnico di Torino* which has an enrolment of 920 in 1996 at three satellite receive sites.

In spite of these achievements there are indications that some conventional Italian universities would prefer to take distance education into their own hands rather than work through consortia.

3.9.3 Statistics

The research on which this report is based has established the following statistics for Italy:

Open University	0
Distance education programmes from conventional universities	4.800
Official distance training provision	0
Proprietary distance training provision	400
Total	5.200

The statistic for university level provision was established with the assistance of the *Laboratorio di Pedagogia Sperimentale* of the *Dipartimento di Scienze dell'Educazione* of the University of Rome III and of the *Consorzio Nettuno Polo tecnologico* of the *Politecnico di Torino*.

The statistic for the further education at a distance provision was established with assistance from the University of Rome III.

3.10 DISTANCE TRAINING IN LUXEMBOURG

1996 EU documentation gives the population of Luxembourg as 403.000. Gross domestic product per head of population is Ecu 31.860. The workforce comprises 49.3% of the population with 3.9% in agriculture, 25.3% in industry and 70.9% in the services sector.

Luxembourg is a representative democracy and constitutional monarchy. Executive power lies with the Grand Duke. It is exercised by the members of the government under the coordinating authority of the prime minister.

All sectors of education are governed by regulation and directives drawn up by the National Ministry of Education. The structure of the Ministry is unusual as not all officials of the Ministry are public servants in the strict term as a certain number of posts are filled by teachers. The direct management of educational institutions is shared between the State, the communes and private bodies.

3.10.1 Distance training

There is no official provision of training at a distance from government structures. There are no proprietary distance training structures based in Luxembourg.

3.10.2 University level distance education

There is no university structure in Luxembourg and citizens go to neighbouring countries for university studies. There is therefore no open university and no distance education programmes from conventional universities.

3.10.3 Statistics

The statistics established for this report on Luxembourg are:

Open University	0
Distance education programmes from conventional universities	0
Official distance training provision	0
Proprietary distance training provision	0
Total	0

These statistics were established with assistance from the *Open Universiteit* in Heerlen, The Netherlands.

3.11 DISTANCE TRAINING IN THE NETHERLANDS

1996 EU documentation gives the population of the Netherlands as 15.199.000 with 1.079.702 in the capital Amsterdam and 692.581 in the seat of government, The Hague. The gross domestic product per head of population is Ecu 19.560.

54.9% of the population is in the workforce, with 3.7% working in agriculture, 22.8% in industry and 73.5% in the services sector.

The Kingdom of the Netherlands is a parliamentary democracy and hereditary monarchy. The Queen and the Cabinet constitute the government which has a parliament (The States-General) which consists of the Upper House and the Lower House.

The Dutch constitution and related laws state that there should be freedom of education at all levels. This leads to the parallel existence of public and private educational institutions.

3.11.1 Distance training

Public provision of further education courses at a distance in the Netherlands is subsidized by the State and usually organized by professional associations. For the purposes of this report the television academy, Teleac, with up to 100.000 annual enrolments is included here as the State makes a contribution to its transmission facilities.

The major proprietary distance training institutions are members of the *Vereniging van Instellingen van Schriftelijk Onderwijs* (VISO). Only institutions which are recognised by the Dutch Ministry of Education can become members. Affiliation is regulated by the Law on Recognition of Educational Institutes (WEO). In 1996 there were 16 members.

Some of the leading distance training providers in the EU are members of VISO. The levels of their courses are extremely varied and include university level programmes. Technologies include videotapes, floppy discs, compact discs and e-mail for assignment correction. The range of courses includes administration and accounting, marketing, advertising, commercial languages, information technology, secretarial studies, tourism, agriculture and medical professions.

Well-known institutions include *Leidse Onderwijsinstellingen* from Leiden with 98.000 students, *Koninklijke PBNA* from Arnhem, founded in 1912 and now a part of Elsevier, with 40.000 and *Eurodidakt*, also in Leiden, with 30.000.

3.11.2 University level distance education

The *Open Universiteit* was created in 1984 and located in Heerlen in the extreme south of the country away from the main intellectual and cultural centres. In 1994 it quoted an enrolment of between 60.000 and 66.000 in its courses.

The *Open Universiteit* is a clear example of an explicit Dutch educational policy of offering adults educational opportunities which have characteristics of both open provision and distance learning as understood in the Netherlands. The provision of second chance education has been an important national priority with 'open' institutions being established from school to university levels.

In Dutch as in English the conceptual difference is between *onderwijs* (education) and *opleidingen* (training) and the term 'learning' is not used in a logistic or institutional context. In Dutch the term 'open' has important philosophical connections. Above all it refers to the provision of second level evening classes for adults who had no chance to gain official diplomas in their youth because of the war or other circumstances. Thus the creation of an open school was seen as a most important development to provide second chance education for official diplomas for adults who had no chance in their youth.

The *Open Universiteit* is therefore the final brick in a range of provision in the Netherlands that has the philosophical stance of adult second chance education. It therefore has no formal entry qualifications for its courses but provides official degrees for its graduates. Thus, in Dutch, the word 'open' has a historical and theoretical resonance but distance education is just a form of education - it is neither open nor closed.

The statistics for the Dutch Open University are presented differently in this report than previously. The statistic given for 1994 is about 60.000 (courses sold), the statistic for 1995 is 26.171 (students enrolled). The reason for this is a repositioning of the university by the Dutch government.

The background to these changes is a change in the law for financing of university students which led to the establishing in 1995 of strict controls on student subsidies. This led to a fall in the number of students enrolling at the 13 Dutch conventional universities.

In this context it appears that the Dutch government has decided to refocus the *Open Universiteit* and encourage it to enrol students for full degree programmes, to emphasise throughput and the number of graduates and to give the university a new task of training conventional university faculty in the use of open and distance methodologies.

It should be emphasised that with the refocusing early indications are that more modules are being taken by students than in the past and early indications are that the

new focus on primary degrees and the reduction of emphasis on continuing education has resulted in about 60.000 module enrolments, which was about the figure before the restructure.

It is difficult to gain precise statistics on distance education enrolments in conventional universities. There is a growing range of MBAs, courses for Indonesia, Henley (UK) business degrees franchised from conventional Dutch university departments. They cannot, it is clear, teach the Dutch university degree at a distance (the *Doctoraal diploma* - Doctoral degree), this is the work of the *Open Universiteit*, but there is a growth of continuing education courses at a distance. The Ministry is giving 'studyability' grants for many kinds of technology-rich courses for consortia of universities including the *Open Universiteit*.

3.11.3 Statistics

The research on which this report is based has established these statistics for the Netherlands:

Open University	26.171
Distance education provision from conventional universities	5.000
Public distance training provision	95.000
Proprietary distance training provision	190.807
Total	316.978

The statistic for the *Open Universiteit* was given by the *Open Universiteit*.

The statistic for the other Dutch universities is an estimate.

The statistics for public further education provision are published officially by the Central Bureau of Statistics.

3.12 DISTANCE TRAINING IN PORTUGAL

1996 EU documentation gives the population of Portugal as 9.800.000. The gross domestic product per head of population is Ecu 7.800. 54% of the population are in the workforce with 11.5% in agriculture, 32.2% in industry and 56.3% in the services sector.

Portugal is a parliamentary republic with legislative power exercised by parliament which has one chamber. Continental Portugal is divided into 18 districts whose decision-making powers are increasing in certain areas: Aveiro, Beja, Braga, Braganca, Castelo Branco, Coimbra, Evora, Faro, Guarda, Leiria, Lisboa, Portalegre, Porto, Santarem, Setubal, Viana do Castelo, Vila Real, Viseu. The Azores and Madeira are autonomous regions.

3.12.1 Distance training

Proposals have been made for government distance training provision in Portugal, especially by the *Instituto de Emprego e Formacao Profissional* in Lisbon but as yet there are no concrete realisations.

The proprietary distance training sector is small and probably in decline. The major providers are CEC, CEAC and CUT.

3.12.2 Distance education at university level

The Portuguese Open University is located at Rua d Escola Politecnica, Lisbon and is called *Universidade Aberta*. It has 5.200 enrolments and it is believed that there are no other distance education enrolments from conventional Portuguese universities, apart from one distance programme from the Catholic semi-private university *Dislogo*.

3.12.3 Statistics

The research reported here has established these statistics for Portugal:

Open University	5.200
Distance education provision from conventional universities	300
Official distance training provision	0
Proprietary distance training provision	500
Total	6.000

The figure for the *Universidade Aberta* was supplied by the university.

The evaluation of the provision of distance education courses at university level was supplied by the *Universidade Aberta*.

The calculation of the number of enrolments at proprietary distance training institutions in Portugal was made by the CEC of Queluz.

3.13 DISTANCE TRAINING IN SPAIN

1996 EU documentation gives the population of Spain as 39.100.000. Gross domestic product per head of population is Ecu 10.900.

39% of the population are in the workforce, with 10.7% in agriculture, 33.1% in industry and 56.3% in the service sector.

Spain is a constitutional hereditary monarchy and parliamentary democracy. Since 1983 there are 17 autonomous communities in Spain, each with its own parliament and executive. These are: Andalusia, Aragon, Asturias, the Balearic Islands, the Basque Country, the Canary Islands, Cantabria, Castille la-Mancha, Castille-Leon, Catalonia, Extremadura, Galicia, La Rioja, Madrid, Murcia, Navare, Valencia. The *Cortes Generales*, the national Parliament, consists of the Congress of Deputies and the Senate.

Education is considered to be a shared responsibility, since certain aspects fall within the responsibility of the state and certain aspects are assumed by the autonomous communities. Areas over which the state has exclusive responsibility include the regulation of conditions to be satisfied so that academic and professional awards and titles are considered valid throughout Spain.

3.13.1 Distance training

In 1975 the *Istituto Nacional de Bachillerato a Distancia* (INBAD) was founded and this provided adults with matriculation courses and other training programmes at a distance. In 1979 the *Centro Nacional de Educacion Basica a Distancia* was founded and this gives adults the possibility of studying at a distance for elementary level qualifications.

More recently INBAD has been restructured as the *Centro per la Innovación e Desarrollo de la Educación a Distancia* (CIDEAD), which has 5.000 students in vocational studies at a distance, 30.000 in adult second chance education and 60.000 in English courses at a distance. In addition to this, to get a full picture of public provision, one needs to add 7.000 distance students from the *Istituto Nacional de l'Empleo* of the Ministry of Labour.

In October 1995 the Spanish Ministry of Education published an official listing of distance education and training in Spain under the title *Directorio de Centros de Educación a Distancia*. This was prepared by the Spanish government distance training college, CIDEAD (Centre for innovation and development of distance education.)

This 145 page publication is divided into two sections: public provision (*centros publicos*) and proprietary provision (*centros privados*). Public provision is divided into Distance training and the open university UNED. Proprietary provision is divided into colleges registered with the national Association (ANCED) and colleges not so registered (*otros centros privados*). The presentation of government distance training is divided into provision from the Ministry of Education and from the Autonomous Communities.

Over 400.000 students per year enrol in distance training courses from the proprietary sector in Spain. Well known institutions are the CCC *Centro de Estudios a Distancia* (25.000 enrolments) in San Sebastian, CEAC *Centros de Estudios a Distancia* (90.000 enrolments) in Barcelona. Most of the Spanish schools have enrolments or branches in South and Central America and in other European countries where there is a large Spanish population.

The main schools are represented by a national organization with offices in Madrid and Barcelona called *Association Nacional de Centros de Enseñanza a Distancia* (ANCED). ANCED publishes classifications of the courses available from member institutions: mechanics, hotels and tourism, electricity, automotive industry, beauty and fashion, accounting, business studies, management, construction industry, health professions.

ANCED reports an enrolment for its members of 425.710 students for the 1995-1996 academic year, compared with 298.000 for 1993-1994. 74.500 of these are studying hobby courses at a distance with the remaining 351.210 in courses for vocational training at a distance. The rapid increase is attributed to a new apprenticeship contract; the funding of distance courses by the state, by the European Union and by large companies; and the prestige and reputation of ANCED and its members.

There is in addition a range of distance training colleges that are proprietary and not members of ANCED and many of these participated in the ANCED-organised XVth annual AECS distance education conference in Madrid in May 1996.

3.13.2 University-level distance education

Spain has two open universities: the *Universidad Nacional de Educación a Distancia* (UNED) in Madrid and the *Universidad Oberta de Catalunya* in Barcelona.

Planning for an open university in Spain began in the mid 1960s and was successfully completed in the context of the 1970 General Law of Education which aimed at far-reaching reforms in all areas of education to meet the demands engendered by the rapid economic, technological, social and intellectual changes which Spain was experiencing. Distance education is specifically mentioned as one way in which people could acquire qualifications at any level, irrespective of age and status.

Official planning began in 1968. A formal planning committee was established on 6 May 1971; the University's charter was granted on 18 August 1972; initial courses were approved by the Ministry of Education and Science on 14 December 1972, and the first group of 11.400 students were enrolled on 6 February, 1973.

UNED is equivalent in every way to conventional universities in Spain. Its degrees are of equal status; like the conventional universities, it offers discipline-based *Carreras* with fixed programmes of courses, without electives; and students are able to transfer credit between UNED and other universities.

1995-1996 statistics for UNED show a rapid increase to 152.168 in degree programmes (from 130.000 in the 1993-1994) academic year, with a further 15.000 in teacher training and other programmes.

2.753 students graduated in 1994-1995 compared with 2.569 the previous year. The university has a total staff of 1.795 including 869 full-time academic, 926 full-time technical staff and 114 part-time academics.

The university's annual income is made up of 40% fees, 35% grants and the average cost per student is calculated at only 40% of that of other Spanish universities. The 100 Associate Centres (*Centros-Asociados*) of UNED are listed in the Ministry's catalogue referred to above and include one centre each in Bonn, Caracas, Brussels, Geneva, London, Malabu, Mexico, Paris, Rosario and San Paulo.

The Open University of Catalonia taught its first 200 students in the 1994-1995 academic years. It describes itself as a virtual, rather than an open university, and seeks to link its students electronically in Barcelona and the rest of Catalonia.

The other Spanish universities do not offer distance education courses but a new programme in polytechnical education is being developed by the Polytechnic University of Madrid.

3.13.3 Statistics

The research reported here has established these statistics for Spain:

Open University (UNED and OU Catalunya)	168.168
Distance education courses from conventional universities	200
Official distance training provision	130.367
Proprietary distance training provision	425.710
Total	724.445

The figure for the *Universidad Nacional de Educacion a Distancia* was provided by UNED. The figure for the Open University of Catalunya was provided by the university.

The figure for the other Spanish universities is based on information from the Ministry of Education in Madrid.

The figure for government provision at distance training level is provided by the CIDEAD. The exact figures are CIDEAD 101.542, Andalucía 8.220; Canarias 4.515; Cataluña 2.000; Valencia 3067; Galicia 7.540; Navarra 538; The Basque Country 1.945.

The figure for proprietary provision at distance training level was officially supplied by the *Asociación Nacional de Centros de Enseñanza a Distancia*, who stated that it contained a figure for hobby courses which would not normally be counted in this study. The figure has been let stand, however, to replace the figures for proprietary distance training colleges in Spain that are not members of ANCED which it has proved impossible to get.

3.14 DISTANCE TRAINING IN SWEDEN

1996 EU documentation gives the population of Sweden as 8.838.000 with about 85% living in the southern half of the country (population in the capital, Stockholm, is 1.569.423). Gross domestic product per head is given as Ecu 19.780. 57.3% of the population is in the workforce, with 3.5% in agriculture, 25.2% in industry and 71.3% in the services sector.

Sweden is a constitutional monarchy - with a parliamentary form of government. The King today has ceremonial functions as Head of State. Parliament consists of one chamber, whose members are directly elected by proportional representation for four-year terms as from January 1995. Enforcement of the laws is handled by 100 or so relatively independent central administrative agencies and the 24 county administrations. Today Sweden has 288 municipalities covering the entire country.

Altogether there are about forty institutions of higher education in Sweden, operated mainly by the state and providing free instruction. Schools are run by municipalities and provide free instruction, books and lunches. A separate municipal adult education system enables adults with inadequate schooling to reach the same level of education as young people. Private, government-subsidised adult education associations arrange study circles for more than 2.5 million course participants a year.

3.14.1 Distance training

Distance training from public on semi public bodies is offered by the following colleges:

- **The State Colleges for Adults in Norrköping and Härnösand** were established in the fifties and sixties, respectively. They offer, mainly, upper secondary school courses at a distance - at the Härnösand School always, and at the Norrköping School to some extent - combined with periods of face-to-face teaching. However, both are distance training organizations which do not arrange courses of the full face-to-face type. Approximately 8.000 students enrol annually. The study is normally free of charge.
- **The Armed Forces** have developed courses for personnel training by means of distance study methods. So far most of the courses are very short, from an equivalent of a few days of full-time study to four or five weeks. Like most other Swedish organizers nowadays, the Armed Forces are experimenting with new media (computer communication as well as telephone and video conferencing) in their distance education and training.

- **AmuGruppen** (the organization for vocational training for the unemployed) has also, during the last few years, tried seriously to broaden its competence by introducing distance training methods. As is the case with the Armed Forces, a system for training of distance teachers is being implemented.
- **KomVux** (adult education administered by the local authorities) has shown a growing interest in distance education as a supplement to its normal face-to-face teaching. The same applies to the folk colleges and the adult educational associations. This is also true about the national trade unions, various religious denominations and other non-profit organizations.

With the possible exception of the Armed Forces most of these organizations are still operating their distance education and training activities on a small experimental scale. All the five last-mentioned categories of organizers do probably not enrol, so far, more than about 5.000 new students annually.

- **Liber-Hermods** (formerly Hermods) in Malmö, founded in 1898, is the oldest organization for distance education in Sweden. It offers a wide variety of courses in many subjects for varying purposes.
- **The NTI School** in Stockholm, founded in the sixties, is specialized in technical subjects, especially electronics. Other small institutes of a correspondence school type specialize in art, music, creative writing etc. Approximately 12.000 new students enrol annually. Since these organizations are non-public and non-subsidized, the students (or their employers) have to pay a fee varying from nearly 1.000 Swedish crowns for a short single subject course to about 25.000 for a course equivalent of one year's full time study.

3.14.2 University level distance education

In the early seventies an animated discussion emerged about the structure of Swedish university-level distance education, which was, at that time, at an experimental stage. There were proponents of a centralized Open University model, as well as of an opposite decentralized model and also of a third one, between the two extremes.

Before this issue was settled the whole Swedish university system was reorganized in the mid-seventies, in a direction toward decentralization. It was considered natural that this should include also Swedish distance education at university level. Therefore no open university was created. Instead the opposite, decentralized model was introduced, under the influence of impressions from Australian university-level distance education at that time. It was believed that this small-scale model is better suited for academic study, because it is more flexible and provides better opportunities for the free exchange of ideas between tutor and students.

The decentralization implies that the responsibility for arranging distance education lies with each individual university department, which at the same time organizes face-to-face forms of university courses.

There are more than 50 universities, institutes of technology, schools of education, university colleges of health and caring sciences. A lot of departments of these universities offer distance education. These courses are most often comparatively short, from an equivalent of five weeks' full-time study to one-semester courses. They are normally arranged on a small-scale, with 15 to 30 students of each course.

All Swedish regular university education - including distance education - is free of charge. The Swedish Educational Broadcast offers a few special courses at a distance, in cooperation with the universities. For these courses students have to pay a minor fee.

3.14.3 Statistics

The research on which this report is based has established these statistics for Sweden:

Open University	0
Distance education provision from conventional universities	9.000
Official distance training provision	13.000
Proprietary distance training provision	12.000
Total	34.000

The statistics were established by a survey carried out by *DU Konsult* of Saltsjöbaden.

3.15 DISTANCE TRAINING IN THE UNITED KINGDOM

1996 EU documentation gives the population of The United Kingdom of Great Britain and Northern Ireland as 57.525.000. Gross domestic product per head of population is given as Ecu 14.430. The Labour force is 48.6%, with 2.1% in agriculture, 27.4% in industry and 70.5% in the service sector.

The United Kingdom is a constitutional, hereditary monarchy. Executive power is entrusted by the sovereign to the leader of the majority party in the House of Commons, who then becomes prime minister. Legislative power is vested in parliament which consists of the House of Commons and the House of Lords. Administratively, the United Kingdom is a unitary State in which parliament is supreme but Scotland has a distinct legal and educational system.

3.15.1 Distance training

There is a vibrant array of open learning, distance education, flexible learning programmes in the United Kingdom today that provides a rich and baffling range of structures for the analyst. All that can be attempted here is to give a selection of pen pictures of selected systems.

The systems chosen are the National Extension College, the Open Tech, the Open College, Manchester Open Learning, the Further Education Funding Council.

- **The National Extension College** is a limited company charity founded in Cambridge in 1963 which receives no public funding and values its independence. Today it straddles the divide between public and private provision and the divide between further education and higher education. It enrolls 9.000 to 10.000 new students each year and would have a current student body of at least 19.000. Many see it as the first in line of a series of foundations including The Open University (1969), the Open Tech (1983), the Open College of the Air (1987), the Open Polytechnic (1992). In 1964 it absorbed the University Correspondence College which was founded in 1887 and whose first publishers, the Burlington Press, publish for the NEC today.
- **The Open Tech** was founded by the UK government in 1983 and disbanded in 1987. Some of the analysis that has been published has been critical and when the project funding was withdrawn in March 1987 little remained. But it paved the way to the future.

- **The Open College** was founded in 1987 by the UK government as a further education distance training provider to complement the Open University. Its original title was the Open College of the Air and had headquarters in London and a series of centres throughout the UK but this model proved ineffective and the television component was abandoned. Today the Open College is an open learning provider at East Didsbury, a suburb of Manchester, winning the 1993 UK training award for quality. The model is in-company training with freelance industry-trained tutors who present the Open College materials to the company personnel and hold some in-company tutorial days during the year.
- **Manchester Open Learning** is the distance training arm of the Manchester College of Arts and Technology (MANCAT) and is one of the largest open learning providers. Manchester Open Learning programmes vary in the amount and form of attendance they require, but there are three broad categories into which most courses can be placed: centre-based, local, distant. There are two flexible study routes: open learning and distance learning. Manchester Open Learning has an extensive course development and graphics department and customises its courses for each corporate client.
- **The Further Education Funding Council** is the government body that oversees the further education and training colleges in Britain. They quote 58.500 students in open and distance learning programmes and today the United Kingdom has a range of open learning and distance training providers of the types described. The distinction between open learning and distance training is hard to establish. In 1995-96 in the further education area open learning is dominant. Basically this means that a wide range of providers are in competition with each other for survival and for the market. The basic model is that of corporate management training providers who provide resource-based in-company training with freelance tutors who work in the company for in-depth sessions on an occasional basis.

The proprietary distance education sector in the United Kingdom is represented here by the International Management Centres (IMC) in Buckingham and the Open and Distance Learning Quality Council (ODLQC) in London. Non-ODLQC colleges are briefly summarised.

- **The IMC** in Buckingham decided to shed totally any correspondence image and from 1995 put all its courses unfirewalled on the Internet. It offers a range of MBAs and other advanced business and management degrees totally globally on the Internet. Any reader who wishes can access or download their courses at <http://www.imc.org.uk/imc/home.htm> and use the materials for their own purposes. They claim that *email has predominantly replaced the use of the telephone. Attached/post files have replaced the mail and fax. The cost savings to IMC have been considerable* (Oliver and Wills 1996:5).
- **ODLQC**. On 6 April 1995, the UK Council for the Accreditation of Correspondence Colleges (CACC) decided to change its name to the Open and

Distance Learning Quality Council. This was to reflect more accurately the activities of the council and its 44 member colleges. Individual colleges in this grouping do not communicate normally their volume of enrolment as this is considered an important marketing function and the researcher has to estimate the volume of enrolments and the fees paid.

It is likely that the largest schools are in the 10.000-20.000 new enrolments per year category and the smallest are quite small and that an average size of between 1.000 and 1.500 students would give a total new enrolment per annum of between 50.000 and 70.000 students.

Besides the 44 colleges that are subscription-paying members of the ODLQC there is a wide range of non-registered private distance colleges in the UK, for instance, the Society of Sports Therapy, Morris College of Journalism, The Art School, Alternative Health courses, Open College of the Arts, editing and copywriting colleges. Total enrolment might reach 20.000-30.000 per year.

The Association of British Correspondence Colleges (ABCC) in London SW 19 is the trade grouping of the proprietary distance training providers in the UK. Founded in 1955 it safeguards the best interest of correspondence students by providing sound education standards and ethical business practices.

3.15.2 University level distance education

The UK Higher Education Statistics Agency lists 183 universities or university level institutions in 1996.

The United Kingdom model is to have both an open university and a wide provision of open and distance learning courses from conventional universities .

The Open University was created by Royal Charter in 1969 and enrolled its first students in 1971. The executive head is the Vice-Chancellor, assisted by Pro-Vice-Chancellors. The Open University employs about 3.700 full-time staff in academic, clerical or administrative positions at Milton Keynes and at thirteen regional offices throughout Britain. In addition there are British Broadcasting Corporation staff and 7.600 part-time tutors and counsellors. Many of the part-time staff are employed full-time by another tertiary institution. There is an office in most EU capital cities with 306 study centres in the UK and 46 overseas.

Most recent statistics are:

Degree students	140.873
Post graduate students	10.458
Short courses or study packs	61.000

The OU students fees office gives indications of fee structures:

Degree courses: £288 per module of nine months; most students take one per year plus residential summer school £199.

Associate courses: this varies with an average of about £455.

Short courses: vary from £600 for an education programme to £1000 for a Certificate in Management Studies with an average of about £800.

Post graduate programmes can vary from £200 to £2350 for an MBA - average about £1000.

Many of these fees are subject to concessions and grants or subsidies.

The OUUK has largely solved the status problem that has been a feature of many other distance education systems for adults. The sceptics who claimed at the foundation of the OUUK that no more than 10 per cent of any intake would eventually graduate have been resoundingly answered. OU statistics show that about 50 per cent of every cohort will always graduate, unless there is an abrupt change of statistical pattern. Up to 45 per cent of each year's undergraduate cohort is graduating in a highly acceptable 6 years.

The OUUK broke new ground in distance education by the quality, complexity, and comprehensiveness of its learning materials, both print and non-print.

The A4 profile layout with the OU logo became an easily recognized standard, not only for the OU's students, but in bookshops throughout the UK, and on the reading lists of many conventional universities.

The materials were characterized by careful structuring and sequencing of content together with sophisticated layout and design, and constant use of established and new technologies.

The UK Higher Education Statistics Agency (HESA) states that one of the categories it reports on is location of study and the 1994/1995 academic figure for 'distance learning student based in the UK' is 25.791 for students who are enrolled at UK conventional universities.

For the purposes of this report these institutions (many of whom would have students overseas) are studied in three categories:

- The University of London External Programme.
- The Open Learning Foundation.
- Other UK Universities.

The University of London external programme quotes 25,000 students for its provision.

The Open Learning Foundation is a consortium of new universities, most of them former polytechnics, which offer open or distance learning courses in Britain and overseas. The most recent statistic is that it sold 25,000 packages of materials in 1995. One of the problems of getting precise statistics is that as the OLF acts as a publisher to a consortium of new universities who determine how they will use the materials it is difficult for the OLF to ascertain how they are being used .

The range of UK distance education providers is extensive and an authoritative listing established by the International Centre for Distance Learning (ICDL) at Milton Keynes contains nearly 300 higher and further education providers of whom at least 70 are universities. It is estimated that to the 25.791 university distance education students in the UK must be added at least as many resident outside the UK.

3.15.3 Statistics

The research reported here has established these statistics for the United Kingdom:

Open University	210.000
Distance education programmes from conventional universities	60.000
Official distance training provision	58.500
Proprietary distance training provision - Registered	70.000
Proprietary distance training provision - Non-registered	20.000
Total	418.500

The Open University Statistics Office provided the figure for the Open University.

The basis of the calculation for the conventional universities was the figure of 25.791 students resident in Britain who were studying at university-level at a distance. To this figure was added the results of a survey of the External Department of the University of London and of enrolments overseas at conventional universities.

The Further Education Funding Council provided the figure of 58.500 for open and distance learning students at Colleges of Further Education.

The ODLQC and many of its members were surveyed to establish statistics for the proprietary colleges affiliated to their organization. They also provided the basis for the guess at the number of enrolments in colleges not officially affiliated to the ODLQC.

PART 4

CONCLUSION

4.1 CONCLUSIONS

This research has tracked 1.887.860 enrolments in distance training systems, public and private, in the fifteen 1996 EU countries.

The enrolment represents 75% of all EU enrolment in distance education and training: 25 % is at university level.

France, Germany, Spain, the Netherlands and the United Kingdom are the leading countries for distance training enrolments.

Less than 5.000 enrol annually in Greece, Italy and Portugal.

Distance training in the EU is a massive EU resource. It is little known in spite of the 1.887.860 EU citizens annually involved.

Research undertaken by van der Mark (1993) has identified the average level of student fee in a number of countries. It appears to lie between 100 and 1000 Ecus. Only the government programme in Flanders is tuition free.

A further 613.976 enrol at a distance at university level, many for training purposes, giving a total annual enrolment for the EU in distance education and training of 2.5 millions.

This monograph has studied an area of EU professional, technical and vocational training provision which, for the purposes of this study is called 'distance training'.

Distance training is an important area of EU training provision because it is the *chosen* form of training for nearly 2.000.000 EU citizens per year. It is the *normal* form of training provision for many citizens who are isolated, for those who are too distant from the institution that provides the particular course they need, for those in full-time employment and for all who cannot meet the time-tabling of lectures, classes, training sessions, practical or workshop sessions that are a characteristic of other forms of provision. It is the *only* form of provision for many prisoners, hospitalised, disabled, disadvantaged, shiftworkers and homemakers.

The field, nevertheless, is little known. There has been little analysis of the institutions, of the models, of the patterns of provision, of the courses, of the certification, of the methods used, of the technologies chosen, of the success or failure of students in this form of provision.

4.2 STATISTICS

Table 1 gives the EU data for further education at a distance.

For purposes of comparison a higher education at a distance listing is given in Table 2.

DISTANCE TRAINING 1996				
COUNTRY		PUBLIC PROVISION	PRIVATE PROVISION	TOTALS
Austria		4.000	19.000	23.000
Belgium	FR	13.574	1.000	14.574
	FL	100.000	10.000	110.000
Denmark		1.000	4.000	5.000
Finland		20.000	4.000	24.000
France		354.452	50.000	404.452
Germany		100.000	180.000	280.000
Greece		0	50	50
Ireland		0	10.500	10.500
Italy		0	400	400
Luxembourg		0	0	0
Netherlands		95.000	190.807	285.807
Portugal		0	500	500
Spain		130.367	425.710	556.077
Sweden		13.000	12.000	25.000
United Kingdom		58.500	90.000	148.500
TOTALS		889.893	997.967	1.887.860

Table 1: Further education at a distance in the EU 1996

UNIVERSITY LEVEL DISTANCE EDUCATION 1996

COUNTRY	OPEN UNIVERSITY	CONVENTIONAL UNIVERSITIES	TOTALS
Austria	0	0	0
Belgium	0	200	200
	FL	1.500	1.500
Denmark	0	5.100	5.100
Finland	0	20.000	20.000
France	0	34.000	34.000
Germany	53.245	5.000	58.245
Greece	0	0	0
Ireland	0	6.092	6.092
Italy	0	4.800	4.800
Luxembourg	0	0	0
Netherlands	26.171	5.000	31.171
Portugal	5.200	300	5.500
Spain	168.168	200	168.368
Sweden	0	9.000	9.000
United Kingdom	210.000	60.000	270.000
TOTALS	462.784	151.192	613.976

Table 2: Higher education at a distance in the EU 1996

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Moniteur belge/Belgisch Staatsblad
Rue de Louvain 40-42/Leuvenseweg 40-42
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Jean De Lannoy
Avenue du Roi 202/Koningslaan 202
B-1060 Bruxelles/Brussel
Tél. (32-2) 538 51 69
Fax (32-2) 538 08 41
E-mail: jean.de.lannoy@infoboard.be
URL: <http://www.jean-de-lannoy.be>

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Rue de la Loi 244/Wetstraat 244
B-1040 Bruxelles/Brussel
Tél. (32-2) 295 26 39
Fax (32-2) 735 08 60

DANMARK

J. H. Schultz Information A/S
Herstedvang 10-12
DK-2620 Albertslund
Tlf. (45) 43 63 23 00
Fax (45) 43 63 19 69
E-mail: schultz@schultz.dk
URL: <http://www.schultz.dk>

DEUTSCHLAND

Bundesanzeiger Verlag
Breite Straße 78-80
Postfach 10 05 34
D-50667 Köln
Tel. (49-221) 20 29-0
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