

<Abstract>

Global society is entering into the knowledge-based society. Not only developed countries, but also developing countries focus on skilled human resources development to ensure national competitiveness. However, developing countries put more emphasis on primary and secondary education due to high illiterate ratio and lack of basic knowledge. Despite of this situation, higher education increasingly gets more attention for its importance on developing countries growth. Higher education produces skilled labours which is the key factor for national development, enhances knowledges in developing countries by research and development, and participates directly to community development in diverse sectors. Thus, by removing barriers of lack of higher educational institutions, lack of (qualified) faculty, and high costs, developing countries can cultivate high quality human resources and be prepared as members of knowledge-based society.

International community has began to concern on using media for lifting barriers of developing countries' higher education development. First, media can mediate physical, temporal, social, cultural, and cost aspects of distance between learners and teachers(or education) and thus enhance accessibility to higher education. Second, media based education can provided even quality of education to the many by structuring teaching and learning process. Since the education is delivered in distance, it is reorganized and restructured for learners' self-regulated learning. Thus, developing countries where higher educational institutions' quality is diverse due to difficulties in securing qualified faculty can consider to use media for education to maintain educational quality. Third, developing countries' governments can utilize media based education to foster human resources for national development strategically. Last, it can also support life-long education and non-formal education to contribute developing countries' social development.

Based on these background, this research investigated what things to be

considered when KOICA to support developing countries' higher education by media. Uganda and Rwanda in Africa were selected for subjects through consultations and other verification processes. Primary considerations for the two countries when to implement media for their higher education were drew by literature review, interviews, field research, and expert consultations. Four aspects of implementation model, type of media, major, and roles for community contribution were a frame for the considerations.

In case of Uganda, it states open university establishment in its National Development Plan 2011–2015 (NPA, 2008) for higher education development. Also, the oldest university in Africa, Makerere University has operates external programme for five majors (four bachelor degrees and one diploma) since 1991. The university currently started co-project with NORAD to move forward to fourth and fifth generation of distance education (which uses the internet and mobile technology). Based on this background knowledge and experts' opinion, this research suggested 'implementing distance education program in existing higher educational institutions (affiliated distance learning institution with a higher educational institution)' as a implementing model, 'post, radio, and tele-conferencing' as media, '(education, agriculture) information and communication, computer science, and business management' as majors, and 'teacher training and community education' for roles of community contribution.

Rwanda is more active in higher education and distance higher education than Uganda in order to overcome Rwanda genocide broken in 1994. It established a guideline for open and distance learning, 'College of Open and Distance Learning in Rwanda' and started to implement in College of Education (COE) at Rwanda University which is newly united national university. Rwanda University COE is running Distance Training Program for secondary teachers and Tele-education (granting India universities' degree in distanced way), and recently established Center for African Virtual University (AVU) for cooperation with AVU. Based on this background knowledge and experts' opinion, this research suggested 'establishing affiliated institution with existing higher educational institutions (affiliated

distance learning institution with a higher educational institution) as an implementation model, 'the internet and mobile' as media, 'education, agriculture, information and communication, and computer science' as majors, and 'teacher training and community education' for roles of community contribution.

Despite of limited research environments including short period of field research and limited cooperation in the subject countries and lack of experts encompassing Africa, higher education, and distance learning, this research has implications on 1) analyzing distance higher education in developing countries' point of view, and 2) conducting base research for KOICA to utilize when it establishes related projects in the future. Also this research suggested detailed project implementation plans based on Uganda and Rwanda' contexts in order to be used for the two countries' projects establishment.