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A comparative study of Massey University Centre for University
Extramural Studies (C U E S) and the University of Zambia.
Centre for Continuing Education, Department of Correspondence
Studies.

A thesis presented in partial fulfilment of the requirements
for the degree of MASTER OF EDUCATION
at Massey University
New Zealand

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JANUARY 1981.

PREFACE

Because the future of developing countries, to a greater extent, depends and will continue to depend, on the provision of higher educational opportunities, the present thesis aims at elucidating the characteristics of a general distance education model, which will, hopefully, assist the reader to comprehend more fully the two distance education systems discussed - one in a developed and the other in a developing country. The main aim of this thesis is to bring to light what distance education at tertiary level can do in the provision of manpower requirements and this point is largely addressed to educationist in developing countries who may already be in distance education or are contemplating to set up a distance education scheme at tertiary level.

It is the belief of the author that the provision of higher education through correspondence is an endeavour by universities and colleges to make opportunity of access much wider and not just for more young students but for a wider range of age in society and thereby provide (not all) the manpower that our present sophisticated economies need. If these universities and colleges disperse their activities, it is imperative that they do it effectively and efficiently.

The author trusts that, in spite of the fact that the study examines the functions of only two correspondence schemes, the examples of other institutions engaged in similar activities will stimulate the minds of educationists, in both developed and developing countries, involved with distance education, and that this will prove useful to them in planning and executing their distance education schemes.

ACKNOWLEDGEMENTS

The author wishes to acknowledge, with considerable appreciation, the assistance rendered to him by the following people without whose help it would not have been possible to produce this work.

NEW ZEALAND

My two supervisors, Professors Donald Bewley (Director of Extramural Studies) and Raymond Adams (Dean of Education) for their expert and close supervision and encouragement; Ms Rachel Burton (Secretary to the Director of Extramural Studies) for supplying me with various documents on correspondence studies at Massey University and elsewhere; Peter Crump, Deputy Registrar (Extramural) for introducing me to the various sections of the Centre for University Extramural Studies (C U E S) and explaining the functions of each; Peter Herbert (Massey University Printer) for introducing me to the printery staff and for the time he spent showing me the printing facilities; and staff at C U E S who assisted me in one way or another especially the dispatch-room personnel with whom I worked for a fortnight.

ZAMBIA

Mrs. S.S. Kaunda (Deputy Head of the Correspondence Studies Department of the University of Zambia) who unfolded valuable information on the functions of the Correspondence Department during an interview and for making it possible for me to have access to documents relevant to my study; the special collections section of the University of Zambia (UNZA) library staff for their expertise in locating pamphlets and books on correspondence education in Africa and overseas; last but not least, I should

like to extend my sincere gratitude to my beloved wife Betty for typing the initial and the final draft into the present thesis, and for her patience and forbearance with the two children she looked after during my absence from home.

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INTRODUCTION

We are living in societies experiencing a state of constant change and movement. This is the central theme of modern society. Change is something that people experience as something desirable. It gives society hope that what is out of reach today will be relatively easy to obtain tomorrow. It is the education imparted to both our youths and the adults in society that has prompted this change not only in the manner we dress, travel and communicate but also in education itself. The answer to the driving force behind the expansion we are experiencing economically, socially and culturally, is found in the progressive discovery and exploration of our environment.

These are some of the conditions under which our present education systems must operate. They must be under the obligation of asking the following question: What kind of education and training will be useful to our young people not only in five years' time, but in twenty or thirty years' time? However, in order to reach these young adults wherever they may be, there are certain barriers which must be reduced or removed completely. The social barriers which consist of the combined effects of social stratification and inequality, so prevalent in our modern societies, should be removed or reduced. Allied to this is the financial barrier which is a consequence of social stratification and inequality.

What role then can correspondence/distance education play in our societies? Over the past thirty years there has been a significant growth of interest in distance education as an alternative to formal, full-time study in post-secondary education.

In many countries, especially of the developed world, correspondence education has provided an invaluable outlet for those who have been left out of the system of higher education. It has been an efficient tool in training such categories of people like teachers, accountants and lawyers, as demonstrated by the British Open University, the University of South Africa and Massey University (there are many more). It has contributed significantly in changes in social structure and it has been observed by many distance education authorities that it is a powerful agent in the service of social mobility. Those persons whose educational ambitions were aroused only after they had left school, and those who found that their general education and training was insufficient, and those in jobs with which they were dissatisfied, found in correspondence education a way to correct the inadequacy and injustice of an educational system given to them by the very society they were members of.

Correspondence education provides courses to students without necessarily taking them out of production and thus removes some of the financial obstacles. It also conquers the hindrances presented by the question of the geographical availability of tuition.

However much basic and compulsory education is extended, persons in all sectors of the economy will need more and more retraining and a continuous process of acquiring new knowledge and skills will always remain desirable.

This is a general background against which the present thesis attempts to examine and explain the development and functions of two correspondence schemes - one in a developed and the other in a developing economy. Chapter I gives a general distance education model, highlighting particular character-

istics of correspondence education at university level, namely its orientation toward its clients, rationale of distance education, the clientele both real and potential, structural and administrative set-up, and teaching techniques.

Chapter II considers the development of Massey University Extramural, its Correspondence Studies Scheme, indentifying the clientele, policies governing the administration of distance tuition, bearing in mind its source of origin.

Chapter III deals with the University of Zambia's Correspondence Department which is much younger and smaller than Massey's. The chapter will contain some analysis of the structures of the department, both organisational and managerial. Its functions and its developmental patterns will also be discussed.

Chapter IV will draw conclusions and comparisons of the two schemes, similarities and differences and the reasons why these similarities and differences do occur, while in fact the system is one and the same. The chapter closes by giving proposals to be considered by a university wanting to set up a distance education innovation.

A word about the terminology used at Massey, New England and UNZA would be worth inserting so that the reader is clear about their meanings. Adult education is currently shrouded in a terminological confusion and the continued introduction of new terms in adult education are inescapable features of progress as adult education seeks to define itself, organise itself as a discipline and forge towards a delimitation of its boundaries. People use different terms to mean the same thing. It is called External Studies at the University of New England; and the same

sort of thing is called Extramural at Massey while UNZA calls it Correspondence Studies. In the present thesis the local term will be used in the local context, except when talking about correspondence education generally.

CHAPTER I

"Historical evidence makes it fairly safe to state that distance education was created to give those a chance to study who could not go to an ordinary school or university for financial, social, geographical or medical reasons." (1)

The above quotation from one of the pioneers of the methodology of distance education brings out important points about distance education. What is called distance education is accounted for in many ways. First, a lot of people study through distance education because they can not re-schedule their day-to-day activities so that they have time to study full-time. They can not enrol full-time because either they have got a job which keeps them occupied when classes are on or they can not afford full-time study because they have to have a concurrent job. Second, a lot of people enrol because they are prevented from attending full-time for medical reasons. Third, distance education is derived from problems of distance, to a limited extent. In a country like Australia with a widely scattered population, distance education derives its meaning from the problems of actual geographical distance between the student and the institution.

In this chapter a general distance education model will be given, highlighting its characteristics which included the following: its rationale, clientele, course design and production, delivery systems and its administrative structure. The purpose in doing so is to make the reader appreciate more fully, the two subsequent chapters, how and why the two correspondence schemes function the way they do.

A GENERAL DISTANCE EDUCATION MODEL

Until about fifty years ago, most universities took the view that the students' presence on the campus for day or evening classes was a basic necessity for effective and efficient university teaching. This meant that so long as attendance at lectures during day or evening was possible, then tuition could be provided to the satisfaction of most university lecturers. Objections and reservations were often raised when suggestions for separating the student and teacher were put forward, mainly because some university lecturers imagined that this would create a barrier to effective teaching. The only medium in which they had confidence in imparting knowledge was the spoken word, direct from teacher to student in the classroom. While this has been the traditional way of teaching, proposals for distance teaching should not be discarded unless such a system is demonstrated to be impracticable, ineffective, and inefficient (Sheath 1962).

The basic idea about this model is that there is knowledge somewhere (university) which should reach a certain well defined clientele among the population. But in order for this knowledge to be disseminated, it has to be divided into disciplines among the faculties of the university for it to be distributed in an orderly manner. The faculties in their turn organise the knowledge into teaching modules and finally, package it ready for distribution to students who read and perform the prescribed tasks. To complete the circle, the students' performance should be evaluated and this is done by sending back the set exercises to the source of knowledge. The model then has essential elements, processes, and structures which will be discussed in the following paragraphs.

(i) A Rationale for Distance Education

Distance education has mushroomed in many developed and developing countries for different reasons. In Australia, for example, when the University of New England was established, it was agreed that external tuition should be provided as soon as practicable for residents of New South Wales who were unable to attend lectures at university. Many school teachers in rural areas could not attend lectures at university and at the commencement of the correspondence scheme at New England, took advantage of the opportunity that brought the university nearer to them.

"The demand for external courses at university level comes essentially from the teaching profession." (2)

The scheme came about as a result of pressure from society. It was known that there was a large pool of teachers who were qualified and quite enthusiastic to undertake university studies but who had been debarred from doing so simply because they were very far away from the centres of learning. So was the case at the University of Zambia where correspondence education was started in order to upgrade the status of both primary and secondary school teachers. Other schemes may have come into existence as an alternative means of providing education to those who needed it.

In the United States of America (and in New Zealand as well), the motivations fostering the external degree arose, in part, from a sense of egalitarianism; a desire to broaden the base of opportunity, to care for the segments of population which have been underserved in the past; in part, from the intractable problems in American higher education (Houle 1973).

The application of distance education has proved to have certain intrinsic characteristics that make it attractive. These characteristics, according to Berje Holmberg (1977) are primarily the following:

- (a) the applicability of distance education to large groups of students as a kind of mass communication, particularly attractive at times when educational institutions are overburdened;
- (b) the possibility of improving the quality of instruction by assigning the best subject specialists available to produce courses for large groups of students;
- (c) the effectiveness of the method proved by students' acquisition of knowledge and skills;
- (d) the economy of the large group approach and of the facts that the need for residential teaching is eliminated or diminished and that study can take place during leisure time;
- (e) the possibilities of individualisation of study pace - to some extent - of study content;
- (f) the student's habit-forming experience of work on his/her own which is felt to develop independence and lead to greater autonomy than other types of study.

These characteristics require special administrative and academic arrangement in order to fully appreciate them.

The motivations to provide external tuition have arisen from the manifest needs of teachers in most cases where correspondence education has been in operation. There is all the evidence (as will become apparent in tables 2.1 and 3.1) that as correspondence education developed (at least at the two universities studied in this thesis), the need for higher university education began to be felt by the talented, those who missed a first chance at higher education and now wish a second try and those intellectually able to undertake university work. There is also the mid-career needs of continuing education which should be met by distance education to a large extent. The shift of responsibilities in society which come about as a result of rapid change that society is experiencing necessarily enables distance education to have its own unique clientele.

(ii) Clientele

As a basis for further discussions, it should be made explicit from the outset that correspondence students at university or any tertiary institution are normally adults with a job and social responsibilities to which they must give priority quite often. Perhaps youth unemployment will change that. Most adults are occupied with the tasks of bread winning and child caring, and therefore can not afford to take time to be full-time students at universities and colleges. Above all, the nation could ill-afford to spare them for this purpose from productive work.

There has been a dramatic growth of higher education in both developed and developing countries during the past fifty years in general, fifteen years in particular. The rapid rise in the

number of universities and colleges gives evidence of the desire of the adult population for greater opportunities to go beyond earlier schooling to meet their needs and interests. No one should doubt that among any adult population there will be a number who will seek a chance to proceed to higher education. In Britain, for instance, some 50,000 adults apply for entry to the Open University every year (Sir Walter Perry 1978).

The population usually has a large number of adults who were born rather too early to take advantage of the opportunities now available to young men and women. It is these adults now caught up in the pressures and concerns of adult life who constitute the largest potential clientele for the external degree. Also, the provisions of higher education, in some respects, do not meet the needs of all the young people seeking internal degrees.

There is some evidence that distance teaching at university level is more appropriate to the education of adults than of young people who have just left school. This could be so because independent learning demands more self-reliance and self-discipline than institution-based study, centred on student-tutor relationship.

(iii) Adult Clientele

The definition of an adult adopted in this thesis is a person who has achieved full physical growth and who has assumed the right to participate as a responsible homemaker, worker, and member of society (Houle 1973). There are some people who achieve this social status early in their lives, while others never accomplish

it at all. Perhaps the individual most likely to seek an external degree is the one who at one time in the past, attended high school or university, but due to social demands, eg: family obligations, did not complete his high school or university degree. Such a person would like to proceed to higher education because the initial requirements - motivation and potential ability - were met at his first attempt, but the promise they offered were not fulfilled.

Among the adults who might find an external degree rewarding, many groups can be identified who have a special need for it. Mostly they have received an extended formal education. They may have, for instance, been graduated or extensively trained by the armed services, hospital schools of nursing, para-professional training systems in health (Houle 1973). Many of them could be itinerant moving from one place to another or one community to another, perhaps on assignments seeking better jobs or accompanying spouses or associates.

Apart from the adult clientele, there is also what one might term the youth clientele who, for the purposes of the present thesis, are defined as the young people who are compelled by circumstances to pursue an external degree, or for whom the external degree is the only feasible one.

(iv) Youth Clientele

The belief that there is a major youth clientele for external tuition rests on the assumption that distance education would provide an opportunity for the young men and women who dropped out after entering high school or college, or could not continue for social or economic reasons. Another reason why there

might be a youth clientele is that the institutions themselves can not cope with the numbers of people wishing to enrol full-time. A clear example of this is the Soviet Union where they opened up the opportunity of higher university studies much more widely than it has ever been before. They could not build many institutions enough to be able to provide for full-time students. The same institution is used as a day-time institution, as an evening institution and as correspondence institution. The correspondence education in this case was a way of easing the pressure of numbers on the available institutions.

Following on from the above paragraph, there are many young people who might be attracted to external tuition if degree programmes were well planned and constructed. However, it could be stated that once a programme is underway, it will develop a life and clientele of its own. In the clientele, new clusters of people will emerge from both the adult and the youth, who find that external tuition assists them to meet their needs provided they accept the subject matter as related to their current, future professional or career choices because normally they would get satisfaction in doing things which have future or immediate relevance to their lives. Whether or not programmes are acceptable to the youth (and the adults as well) largely depends on the nature of course design and production.

(v) Course Design and Production

If an external degree is to succeed, it should be designed carefully with the awareness of many factors, beginning with a realistic assessment of local demand. It should secondly have the support of faculty members, administrators, and policy makers within the institution.

Further, before a course is designed and produced in multiples for distribution, it is important to know something about the prospective students; their goals and educational background, and what they expect to gain by studying through correspondence. The overriding original principle about the design of courses in this model was that the distance education course had to be as alike the internal course as possible and the internal course was designed for internal students. However, in practice, there are some courses which really have not been designed for the mature age people. It is institutions like the Open University and the University of South Africa which design courses purely for the external students because they have no internal students.

"The course must be designed for the target population that actually exists. It is foolish and wasteful to design a course without defining the target population."(3)

Holmberg (1977) argues that it is essential to give a course a conversational character which he terms DIDACTIC CONVERSATION irrespective of the medium used. This is because, he argues, a conversational character in the course fosters a two-way communication between students and their lecturers.

"Addressing the student as YOU and referring to the course team talking with him through course medium (media) as WE is usually felt to further this aim."(4)

Facilities for the production and delivery of course material should be available so that materials are produced on time for students to cope with assignment deadlines.

The most widely used medium of distance education is the printed word, as such the materials have to be legible to be of any assistance to students. The teaching material, in order to

enhance comprehension of the part of the student, should consist of components or modules small enough to permit coherence and suited to the requirements of the individual student. However, a multi-media approach to distance education has now become possible, partly by the extension of the methodological basis of long-distance study, an endeavour by those engaged in distance education to improve the delivery/teaching process.

(vi) Delivery/Teaching System

Many combinations of media are used in the multi-media approach. A distinction can be made mainly between long-distance tuition accompanied by or supplemented with radio or television programmes on the one hand, and long-distance teaching combined with face-to-face teaching on the other. Teaching will take place in the students' own homes, community building or it may be a centre at which students meet to discuss common academic problems.

Face-to-face meetings with tutor or fellow students are supporting elements of the teaching process. Practical work requiring equipment and group activities seems to be the major applications of face-to-face contact with tutor catering for affective, cognitive and psycho-motor domains of the teaching objectives.

In the same vein, vacation courses constitute an integral and important part of the teaching process. Students look forward to attending, not only because of the opportunity to meet their lecturers at lectures, seminars and informal gathering, but also to meet their fellow students and discuss matters of mutual interest. In certain arrangements, attendance at residential school is an obligatory requirement and students who fail to fulfill this requirement are deemed to have failed the course they were supposed to attend residential school in.

It is evident from the foregoing paragraphs that the basic requirement for the creation of an effective and efficient distance education scheme is the full integration of the various aspects of it discussed above. It is a system with interrelated subsystems, the target groups and the system as a whole. The integration of the various components to a large extent, is dependent on the administrative and academic framework.

(vii) Organisation

Although there are many different models of correspondence schemes, basically there are two main approaches to the administration and organisation of distance education at university level*. These two main approaches are:

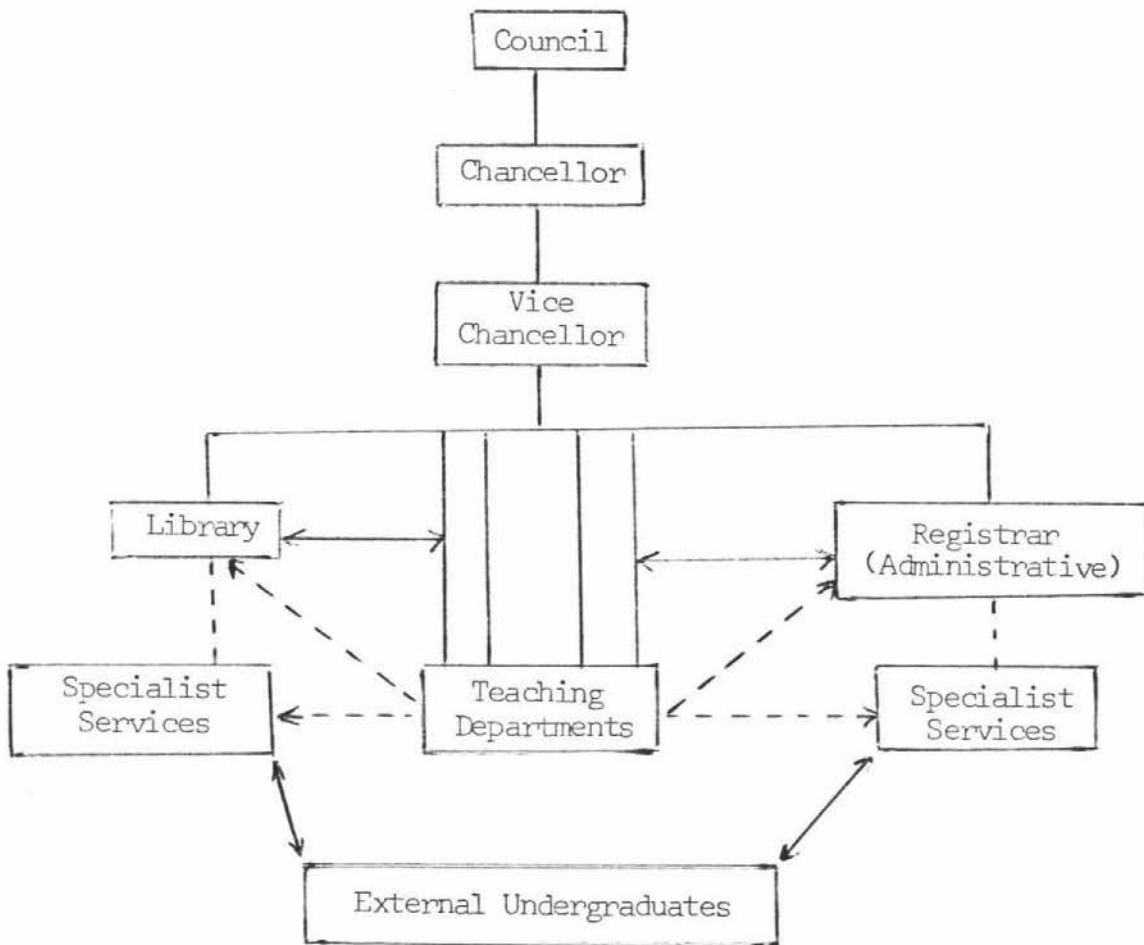
- (a) a scheme whereby a specialist teaching department is set up; in certain cases a purely external institution with its own lecturers and professors to write lectures and assess students, is created. The University of South Africa and Open University in Britain are of this nature;
- (b) a university correspondence scheme whereby there exists a coordinating and administrative department which has no teaching functions. Massey University's Department is a good example. Further examples are the University of New England External Studies Department and the University of Zambia Correspondence Studies Department.

*For a fuller description of these approaches, see (1) KABWASA, A & KAUNDA, M M Correspondence Education.... pp 81-83

(2) EDSTROM, et. al. Mass Education pp 337-345.

FIGURE I.I.

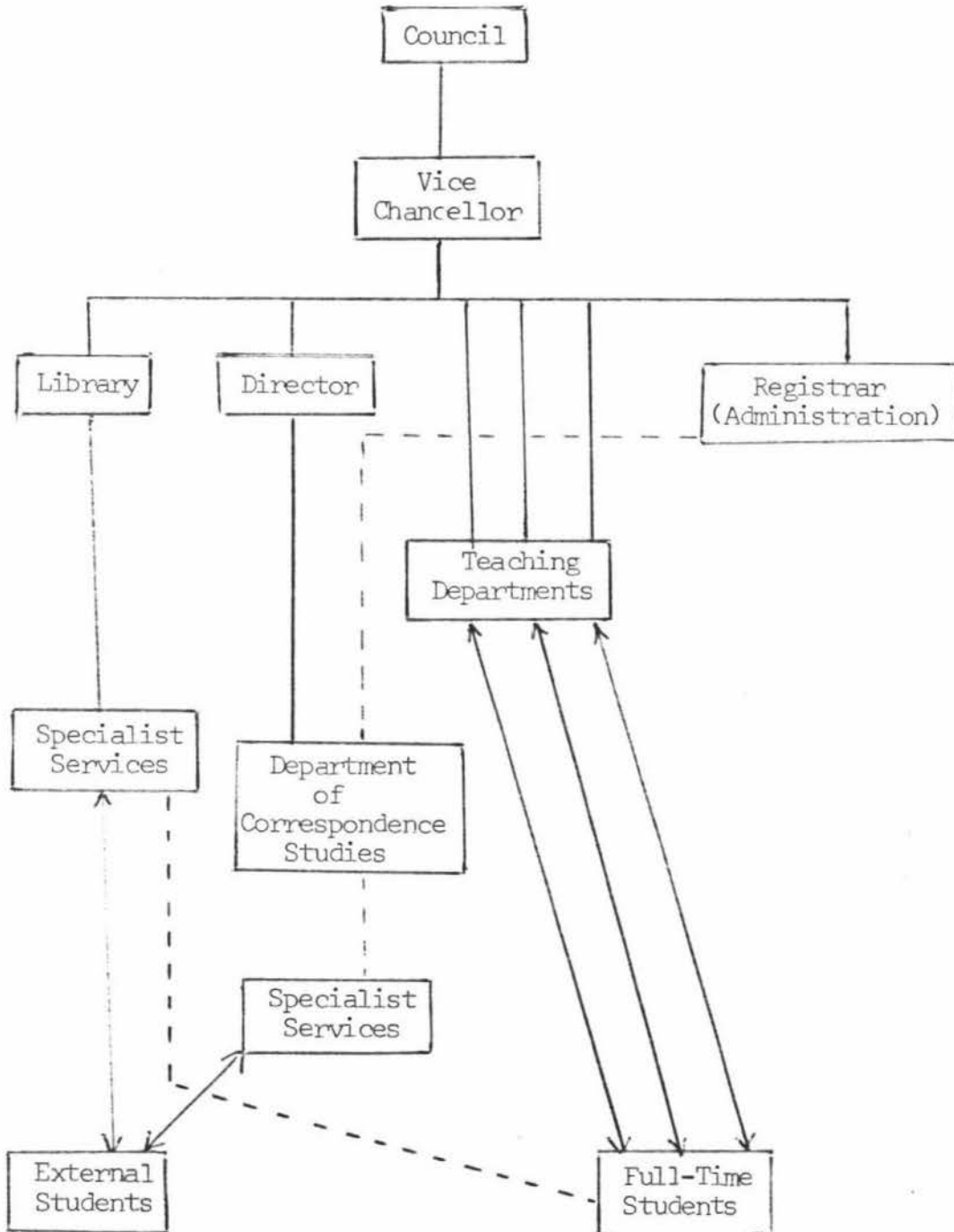
DIAGRAMMATIC REPRESENTATION OF A PURELY EXTERNAL INSTITUTION: (a)



Scheme (a) - a purely degree-granting university - has certain drawbacks. The arrangement is rather 'impersonal and remote' for the system of residential schools is not compulsory and this makes students feel that they are not part or belong to a

FIGURE 1.2

A DIAGRAMMATIC REPRESENTATION OF A CORRESPONDENCE STUDIES DEPARTMENT WITHIN
A UNIVERSITY



a university. It is like constructing a university minus residence halls. Vacation courses are held at borrowed campuses especially for those doing their first year courses of study. The same vacation course maybe held three times over at the same place or maybe held simulteneously at ten different places because they have no places of their own. In scheme (a), lecturers and professors do not have to cope with both internal and external students as there are no students resident resident on campus (Open University has graduate students in residence - a recent development). In this arrangement policy formulation is the responsibility of the Board of the entire institution.

Scheme (b) - a correspondence department within a university structure with administrative functions only - is the most popular and in such a scheme unlike (a), the correspondence section being a subsection of the whole university structure, it may have its own separate policy formulating body. In this scheme, correspondence students are taught and examined by the same staff that teach internal students.

The following points should be noted about this model:

- (a) the Department of Correspondence Studies is not a teaching Department but rather a servicing unit. The requirements of both teachers and learners is coordinated through it. All matters connected with external students, eg: residential courses, library service, receipt and return of assignments and contact between students and lecturers, are effected through this department;
- (b) external students are taught by the same staff who teach internal students (an exception is the University of Queensland in Australia, which has a similar organisation

but external students are taught by staff recruited exclusively for external tuition);

- (c) courses offered internally and externally are the same in content and standard;
- (d) all external students must attend residential school to comply with course requirements;
- (e) all external students sit for the same examinations at the same time as their internal counterparts.

This scheme has been in operation at the University of New England, Australia for more than twenty-five years.

This innovation is versatile in that it allows a lot of flexibility on the part of the students; it permits a free flow of students from part-time to full-time and vice-versa. (This is the scheme the University of Zambia has adopted). The most prominent advantage of this scheme is the maintenance of 'parity of standards and adequate teaching'. The system dispels the suspicion with which an external degree is associated even by the educated public. Because it gives provision for the utilisation of the same lecturers who lecture to full-time internal students, it insists on the same admission requirements and subjects the correspondence students to the same examinations as internal students. Since correspondence tuition is one of the commitments of the University as a whole, it does not therefore become the responsibility of a teaching cadre of a lower calibre. Given the right cooperation by all concerned, it has shown that the performance of external candidates is just as good as that of full-time students.

Reference has already been made to the fact that this scheme has been in operation at New England for a long time. The next chapter considers the operation of Massey's scheme which is similar in principle to the New England scheme.

CHAPTER II

Because the purpose of this thesis is to contrast and compare two distance teaching systems, Massey University and the University of Zambia, this chapter will attempt to give an account of correspondence teaching at Massey University. That account is to be accompanied by an outline of the evolution of Massey Extramural Studies Scheme, and some of the reasons why the scheme took the direction it did. Massey's administrative setup will also be examined because, since large numbers of students pursue their courses of study through external tuition, a fairly complicated administrative system is necessary to cope with the work involved. Lastly, the means by which knowledge is imparted to students - the teaching process - will be examined.

MASSEY UNIVERSITY - BACKGROUND INFORMATION

New Zealand lies between latitudes 34°S and 47°S in the South Pacific. The country has a warm temperate climate characterised by mild temperatures with only small seasonal variations. It experiences abundant, evenly distributed, but annually variable rainfall. In per capita value of trade, New Zealand is one of the leading trading countries of the world and about 80% export by value comes from the products of pastoral farming - meat, wool, butter, and cheese.

The population, inclusive of Maori stands at 3,128,800 people (Anderson 1977). The breakdown by occupation in 1971 was as follows: 12% of the working population were employed in the primary sector from which exports originated; 21.5% were employed in the secondary sector, ie. manufacturing while 59.7% were engaged in the tertiary industries (including building and construction).

Education is compulsory from age six to age fifteen and the state provides the greatest amount of educational facilities. Privately owned schools are also found. There are six universities located in major urban centres. In addition there is Lincoln Agricultural College, which is a specialist degree-awarding institution and is part of the university system. Massey University alone offers extramural tuition. These lead to degrees and diplomas in almost all its faculties. Correspondence education is scarcely offered at other New Zealand universities except some adult education programmes by extension departments.

Massey University was formally instituted at the beginning of 1964, having emanated from two antecedent institutions, Massey Agricultural College opened in 1928 and a branch of Victoria University of Wellington. The college offered degrees and diplomas in aspects of farm management and technology. Victoria University's branch in Palmerston North was started in 1960 with the following aim:

"To provide tuition for Arts students in the Manawatu area and to offer extramural courses in selected subjects throughout the country".⁽¹⁾

Perhaps one could add that the college also contributed to the supply and upgrading of teachers both at the college and the local schools in the area.

The Massey and University of Zambia schemes follow quite closely the example of the University of New England, which instituted external teaching in Armidale (N S W) Australia in 1955. Although both systems stemmed from New England, they have, however, different developmental paths according to

the prevailing social, political, economic, and demographic situations of their respective countries. Sheath (1962) points out that the success of the New England system lies in its:

"continuous academic control of policy, the maintenance of high standards by strict criteria of student performance, and the integration of external teaching with all aspects of internal teaching - the same entrance qualifications, the same staff, the same supervision, and the same examination".⁽²⁾

In addition, all candidates registered whether internally or externally, follow a prescribed degree pattern as per requirements of each faculty. The number of courses that may be taken by an external student is limited except under special circumstances. At Massey, for example, during the first year, students are advised that three courses are probably enough and any student who takes four or more in his first year gets referred to the director of Extramural Studies. For continuing students, it is entirely up to them how little and how much they do except when they take more than five courses, in which case the director should know why.

Following very closely on the New England scheme, those who fostered the Massey scheme made important organisational and academic decisions at an early point in the development of the system so as to give it credibility. Because extramural study in the sense of exemption from attendance at lectures had for long carried the slur of doubtful social virtue and had incurred the reputation of being a poor substitute, it was so crucial for the survival of the scheme that policy decisions

had to be enforced. The success of the Massey scheme is contingent upon these policies. Some of those policies include the following:

- (a) that full responsibility for both internal and external students must lie with the teaching departments of the university;
- (b) that all courses offered externally must be the same in scope and content as well as standard as those offered internally;
- (c) that, except in special circumstances, external students may not enrol in more than two course in any one year;
- (d) that all external students must attend residential schools at Massey to comply with course requirements;
- (e) that for every fifty students being taught in any one subject, one extra lecturer be provided in order to lessen the load of teaching staff.

These are policy decisions to ensure that any degree or diploma conferred upon an external student is in all respects equal to the like degree or diploma conferred upon his internal counterpart, thus ensuring also, parity of standards between courses offered extramurally and internally.

MASSEY UNIVERSITY EXTRAMURAL STUDIES SCHEME

(i) Growth of the Scheme

As stated earlier, prior to 1960 there was no one university

entrusted with the sole responsibility of teaching students externally until Victoria University's branch in Palmerston North later to be incorporated with the Agricultural College into Massey University, undertook the task. There had been a consistent demand for opportunities from individuals who could not attend classes to qualify for a university degree, since the foundation of university colleges and the establishment of a federal-type University of New Zealand in 1874 (Freyberg 1970). The pressure came particularly from teachers in both urban and rural areas. Successive governments accepted the policy that rural children should have teachers as well qualified as their urban counterparts. As a consequence of these pressures from the teachers and other professional groups and individuals, the Massey scheme was born in 1960.

Ever since, Massey's extramural studies scheme has been growing with great vigour in both scope and scale. Both the numbers of internal and external students grew tremendously. In 1960 there were 500 external students in four first year units, and the 'scale of operation' continued to grow until the late 1970s when not less than 6000 students chose from about 200 undergraduate and graduate courses for seven degrees and thirteen diplomas (Bewley 1979).

As the need for external tuition, to a large extent, came and continues to come from the teaching profession, it is therefore important to facilitate external tuition in degree courses that will improve the qualifications of teachers. However, as can be seen from Table 2.1, as the numbers increased, the scheme gradually encompassed a wider clientele, thus catering for the

TABLE 2.1

OCCUPATION AND ENROLMENT NUMBERS OF EXTERNAL STUDENTS 1970-1978

Occupation	1970	1971	1972	1973	1974	1975	1976	1977	1978
F/Time	14	32	38	48	79	79	65	65	60
Massey Staff	7	6	2	1	4	6	7	6	7
Teachers	1135	1267	1404	1492	1743	1836	2118	2142	2102
Coll. Students	114	76	104	133	121	90	125	138	207
Govt. employees	195	195	228	301	453	529	785	1060	1287
Local body employees	35	44	54	80	149	285	367	324	185
Pvt. employment	107	136	173	238	302	514	678	816	1010
Self employment	32	39	37	41	76	97	121	165	195
House persons	266	279	371	438	518	659	833	925	939
Institutes	-	-	2	5	15	10	28	23	24
Other	112	131	144	188	185	3	-	-	2
Total	2017	2205	2557	2955	3614	4108	5118	5118	6018

Source: 'Massey University, CUES' 1979, D Bewley, p 16, Table 8.

disabled, people from the private sector etc. As the scheme grew, it experienced and is still experiencing changes in its composition of students.

The change in composition of the correspondence student body has occurred as a result of increased enrolments from the categories of clientele other than the teaching profession. The composition was altered by adding a number of particular programmes such as nursing studies and business administration, courses which are in the main designed for mid-career training, thereby extending services to a wider population. Another factor contributing to the heterogeneity of the correspondence student population is the fact that the scheme responded to a particular phenomenal social change occurring in society, ie: change of the status of women in society. Programmes were added (and possible will continue to be added), thereby increasing the numbers and consequently the

balance among the clientele has shifted.

Although the percentage of teachers has continued to dwindle over the period 1970 to 1978, (56.3%, 57.5%, 50.5%, 48.2%, 44.7% 41.4%, 37.8% and 34.9% respectively), this category of the clientele, however, remained the largest single group. The phenomenon can be explained by the fact that other categories of the clientele continued to rise, eg: the teachers' college student numbers rose by 55.1%, government employees by 15.1%, private employees by 10.6% and house persons by 28.3% respectively over the same period.

This trend of development will probably continue with the most likelihood of teachers continuing to be predominant in external enrolments since many of the teacher trainees now passing through Teachers' Colleges will seek a university education as soon as possible after they commence teaching because it is increasingly being recognised by most educationists that a university degree is necessary for all teachers. It is absolutely necessary for all secondary school teachers.

There has been growth and development in other areas as well. Almost all diplomas and degrees required some internal study and until recently it was felt inappropriate to mount correspondence versions of the third year stages of any subject and these were reserved from internal study. Currently degrees in Economics, Business, Mathematics, Psychology and Nursing Studies can now be taken entirely through correspondence.

1979 was an important year for extramural studies at Massey. For the first time, 300 level courses were taught externally to students in mathematics, statistics and business management. Students taking these courses can now complete their entire

degree extramurally at Massey. The full extramural degree has opened up the opportunity for full degree study to people, not only those in small towns, but also in larger non-university cities like Napier, Hapier, Hastings, Timaru etc, will be able to complete a full university degree by correspondence. One of the benefits of the new programme will be that teachers, accountants, business personnel etc who had started a degree course and dropped out for one reason or another, and others who are within striking range of a degree, will be able to obtain their qualifications. Students are, however, advised to complete their majors and degrees internally if circumstances permit.

Before delving into discussions on the teaching process at Massey, enrolment procedure etc, it would be helpful to consider the administrative and structural organisation that makes the successes mentioned above possible.

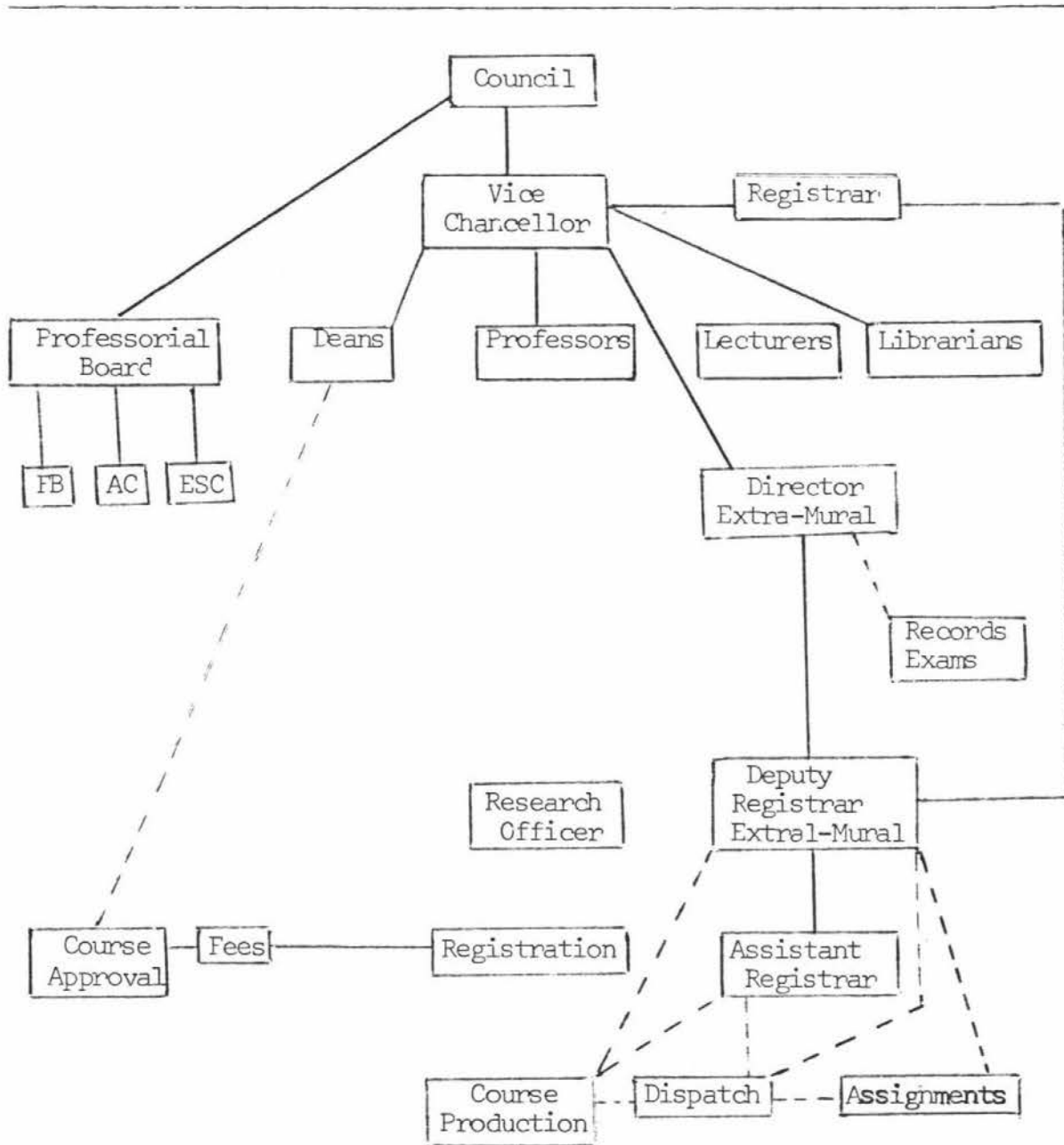
(ii) Structural Organisation in the Department of Extramural Studies

As at Armidale, the Department of Extramural Studies at Massey does not carry out any teaching functions at all. The teaching departments of the university teach their students. The Centre for University Extramural Studies is a conduct through which information, lectures etc pass to correspondence students and through which written assignments, queries etc pass from students to their respective lecturers.

The department is headed by a director who is responsible for overall policy and administrative effectiveness of the department and is responsible to the Vice Chancellor and Professorial Board for academic matters such as the development of the programme and its teaching (including sessional assistance and

FIGURE 2.1.

DIAGRAMMATIC REPRESENTATION OF THE DEPARTMENT OF EXTRA-MURAL STUDIES
AT MASSEY UNIVERSITY.



KEY: EM = Extra-Mural
 FB = Faculty Board
 AC = Academic Committee
 ESC = Extra-Mural Studies Committee

off-campus courses), general counselling of extramural students and the relationship between Massey's extramural service and other institutions and organisations (Massey University, CUES Administrative Handbook 1979). He is assisted by two specialist personnel dealing with specific areas of concern of the programme. The Educational Resources Officer renders help to members of academic staff in designing and presentation of their courses while the Research Officer looks into the factors that affect student performance including reasons for withdrawal from courses.

As his partner in the administrative control of CUES, the Director has the Deputy Registrar (Extramural). Such a partnership is not common to such correspondence schemes. It lessens the burden of fees and records for extramural students, plus the supervision of production and dispatch of study materials, organisation of vacation courses, the incoming and outgoing of students' assignments. He is assisted by an Assistant Registrar (Extramural) and the extramural staff.

(iii) Course Production

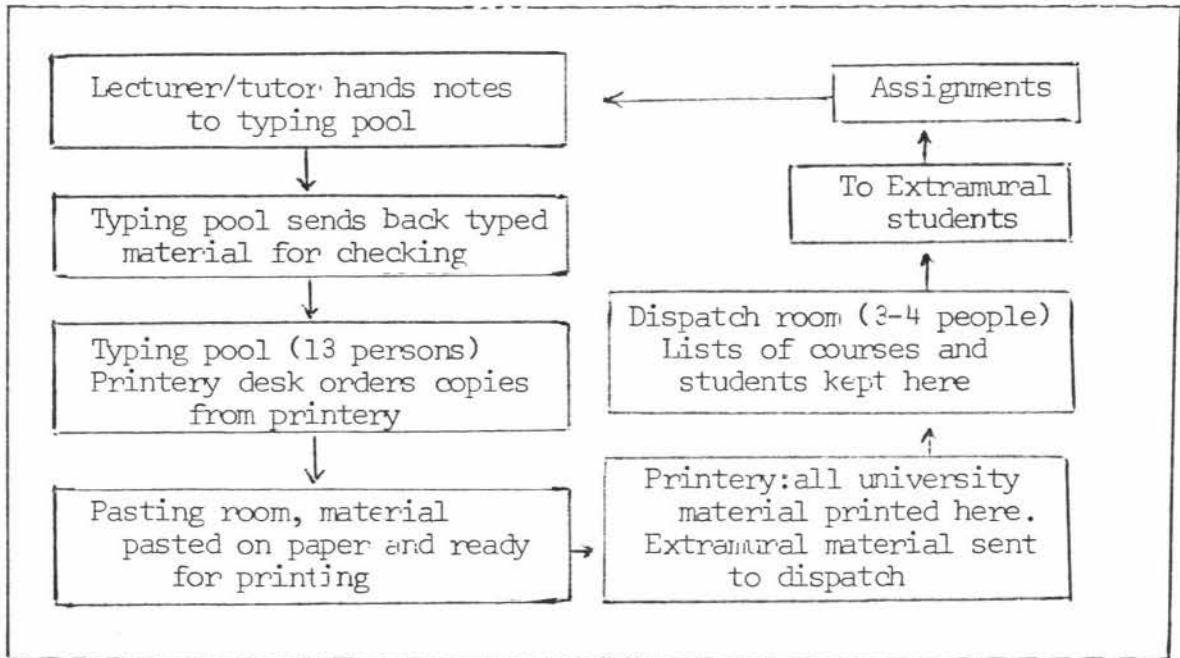
To ensure a steady flow of study material to students, the teaching staff are required to make out their posting schedule for each course that they teach extramurally at the commencement of the academic year. This is a list of dates on which various course material throughout the academic year would be sent in their material for typing and for subsequent dispatch to students three weeks before the due date of dispatch.

The correctness of typed scripts is ensured by sending back the scripts to the lecturers for a thorough check after which they are sent to the printery. The flow process of material

from lecturer to student looks as diagrammed below.

FIGURE 2.2

FLOW OF STUDY MATERIAL FROM LECTURER TO STUDENTS



The typing pool works in very close liaison with the dispatch room with three or four people responsible for the dispatch of lecture material to all students in all courses offered extramurally. All course lists and names of students enrolled in them are kept in the dispatch room for ease of reference.

Copies of lecture study material are sent to those departments that requests for them for internal use. Because the system uses the post there are possibilities of some students not receiving some study material and to assist such students, spare copies are shelved in the dispatch room. The students

who do not received study material, through no fault of theirs, are sent these spare ones on request.

A brief mention of the printery that prints for both internal and external students would be a worthwhile exercise because in a scheme of Massey's magnitude, it is imperative that materials are printed and dispatched to students within the stipulated time so that students receive them when they are expecting them. There is nothing so frustrating to extramural students than receiving their study material several weeks after the due date.

(iv) Printery

The printery is headed by a university printer with a workforce of nineteen persons (1979). While a large part of its work and much priority time is for extramural production, it serves the needs of the entire university. All prestige printing, ie: letterheads, brochures, and books, are expertly done in the printery. Material for both internal and external students is printed and collated there. A separate section of the printery handles extramural affairs only. Good modern and reliable machinery is obviously needed to cope with the print-ind demands that are there in such a big university.

The two most important equipment for the smooth running of the printery are apparently the guillotine and the power stapler which facilitates the stapling process which would otherwise take a considerable length of time if it were done by hand, taking into account the amount of work involved. Good equipment makes it possible for the teaching material to be produced legibly, a necessary aspect of the study material if the teaching-learning process at a distance is to be facilitated.

(v) The Teaching Process

As new needs arise, courses are introduced, terminated or suspended. Introduction or suspension of a course, limitation of numbers, alteration from a compulsory to a voluntary course, are passed to Faculty Boards as proposals and thence to the Professorial Board for further scrutiny. Like at the University of Zambia, decisions about when to offer a course extramurally is largely the concern of the department offering the course. Introduction of new courses necessarily calls for similar expansion in the printery, library and the extramural office. In other words, when demand expands the library, printery and CUES are expected to add staff, materials and equipment. Initiating a new course therefore involves other sections of the university. It is necessary for the department introducing a new course to ensure that those directly affected are fully briefed as regards the course. In the 1979 Extramural Staff Manual, the areas in which details are needed from departments are listed as follows:

- DIMENSION OF COURSE

How many students are expected?

Will there be enrolment limits?

Will the course continue regularly?

If not, at what intervals will it be suspended or terminated?

Will future enrolment numbers change?

Has the course been taught internally; will extramural materials alter or add to internal teaching materials?

Will the prerequisites or corequisites differ?

Is the course a year-long course; or will it end or begin mid year?

- POSTAL TEACHING MATERIALS

How frequently will students receive posting?

How many reprint articles and of what length will support the guides?

Are audio-cassettes or video-cassettes required?

Have the master tapes been made; how many are there; do all students receive all the tapes; who administers their distribution?

Is the course closely related to a textbook?

If so, is the supply assured?

Does the course and its assignments depend on books from the library; do all students require use of the same books at the same time?

Are particular journal articles recommended; are they supplied or must they be borrowed from or copied by the library?

Are assignments individualised; will students require bibliographical assistance?

Do assignments involve computer services?

What proportions of final and longitudinal assessment are envisaged; will the final examination be other than a scheduled three hour period; will the vacation course test contribute to the assessment?

- OTHER TEACHING ACTIVITIES

When will vacation courses occur; will they be voluntary or compulsory; will they occur outside the May and August vacation periods?

Are off-campus courses projected as part of the teaching; how many and where?

Will off-campus teaching involve off-campus tutors?

The questions posed above must be answered satisfactorily before a new course is introduced extramurally as these matters affect

the production of study material in CUES offices and printery, enrolment and administration.

Before students can be considered for admission to extramural study, they first of all:

"... must establish their eligibility to enrol at a New Zealand university". (3)

There are three established ways of enrolling extramurally:

ADMISSION AT UNIVERSITY LEVEL:

This applies to those New Zealanders who gained their qualifications overseas and would now want to enrol with Massey. They are advised to apply to the New Zealand Universities Entrance Board for official confirmation of their admission to the New Zealand system at University Entrance level.

ADMISSION AD EUNDEM STATUM:

This applies to those who gained degrees overseas or those who matriculated at an overseas university and have gained some credit toward a degree. They apply to Massey for admission Ad Eundem Statum. The appropriate forms which must be completed and returned with full documentation are obtainable from Massey University.

PROVISIONAL ADMISSION:

Each New Zealand University makes some provision to cater for the admission of students who are not formally qualified to enrol. Such admission is not transferable to any other university until such time that one has passed a stipulated minimum number of papers (two for Massey, six for most other universities). To be admitted provisionally at Massey one must have reached age twenty-one by 1 June in the year for which he

is seeking admission. Holding of a professional or an advanced qualification in one's field is a significant advantage. It is into this provisional admission area where there is a very large entry. It is one of the features of the clientele. The numbers are larger than among the internal students and much more than the students of the other universities. Correspondence schemes attract mature age underqualified students. It is part of the second chance system. This is one of the features of the model.

Almost all faculties subscribed to the extramural programme for the degree and diploma courses. The course offered extramurally:

"... must be clearly derived from internal courses
 ... become bound by regulations conceived
 primarily for internal students".⁽⁴⁾

Original organisational principles guiding the teaching of correspondence students provided for this but currently, as new needs arise, certain policies have had to be waived to satisfy the needs. Not all courses taught externally now need to be replicas of the courses taught internally. An example is the Diploma in Health Administration which is only open to extramural students working in administrative positions. This is evidence that not all courses offered extramurally need necessarily derive from those taught internally.

Consistent with the University of New England prototype, the Massey scheme has insisted from the start that the teaching departments have full responsibility for both internal and external tuition. No distinction is made between staff teaching internally and staff teaching externally. The lecturers who teach externally are appointed to the teaching departments of the university. This arrangement allows parity of standards between the two groups of students (Sheath 1962). It dispels

the myth that an external degree is of an inferior standard.

"... a degree of inferior standard would be of little value to graduates seeking employment, even if it were a valuable education in itself; ... the whole concept of distance-learning in higher education as a viable system would never have been accepted by the academic world if the degree had been perceived as inferior".⁽⁵⁾

Parity of standards has successfully been achieved at Massey through the policy that requires lecturers who teach internal students to teach externally as well.

Considerably more independent study is expected of external students than internal students. Problems arising from the students' extramural situation, as regards their learning are met by both the department concerned and the Centre for University Extramural Studies. External education is more than and is something quite different from the mere commitment of oral lectures to paper and the dispatch of the prepared material to students. Trial and error and the interchange of ideas between professors and lecturers, between and within universities have shown that successful training of external students necessarily requires special tutorials. Lecturers therefore need to have special training in distance education teaching. Correspondence education needs people who are trained in it or sensitive to guidance. Such people should know about the following aspects of adult education: principles of adult education; adult psychology; delivery systems; motivation; the weakness and strength of distance education and most importantly, they should have a wide repertory of pedagogical skills.

The absence of a personal relationship between lecturer and student may be construed as a drawback in distance teaching. The basis of the Massey scheme is a regular programme of work throughout the academic year in the form of study guides prescribed and other recommended books, supplemented by a battery of explanatory notes and reprints. The teaching system corresponds closely to that of the University of New England. Even the Open University of the United Kingdom has as its main, but not exclusive, medium of instruction the correspondence text. This however, is supported, amplified and supplemented by a panoply of materials and services like video-tape, radio, broadcast notes, home experiment kits and work assignments, counsellors and tutors, audio-cassettes and vacation schools. Massey does not use the National Television Service. Study groups are formed where numbers warrant the formation of one. These may be under the guidance of tutors and counsellors who encourage students to meet at regular intervals. Lecturers sometimes pay visits to these groups to render additional assistance to students.

Use is made of tapes, telephonic interviews and records, especially in language courses. Regular submission of assignments for assessment and comment is one of the requirements of the university which must be fulfilled by both internal and external students. Failure to submit written assignments may lead to the withdrawal of that student from the course.

In most correspondence situations, print is chosen as the main medium of instruction for a combination of reasons. First, it allows the student independence and freedom to decide and choose where and when he will study and provides him with a permanent and easily accessible record of his courses. These

are difficult objectives to achieve with radio and television. Secondly, it is cheaper and seems to be more familiar to and easily managed by academics. Thirdly, the correspondence text, in the Open University, appear to have been successful and effective. The selection of media and methods is contingent upon the technological, social and political aspects of the country employing distance education at university level.

As one of the policy decisions and one that enhances the teaching-learning situation, all correspondence students have to attend vacation school to fulfill their course requirements. As this usually is a very complex exercise involving allocation of lecture rooms, accommodation for students etc, coordination is important and the cooperation of academic staff is very highly appreciated. Students may apply for exemption and may be granted it only if they have:

"... Convincing personal reasons such as distance expense, family commitments etc on the recommendation of the Head of Department and the Director of Extramural Studies". (6)

Certain courses are voluntary, but are however recommended, while certain others are compulsory including most 200 level papers and those with laboratory or field work which can not be taught extramurally. When there is an off-campus course deemed by the teaching department to be equivalent to an on-campus vacation course, and if a student attends in prevented from attending a vacation course by illness, he may be granted exemption in which case a medical certificate is required.

As stated earlier on in chapter one, vacation courses serve several purposes, one of which is to make it possible for students to use the library. The teaching process would not

be complete without the use of the library. A good library service is a sine qua non for such a huge correspondence scheme. Massey's external students share the library resources with their internal counterpart. In addition, the library has a section with extramural book stock. The Extramural Library Service is available to students living in New Zealand (with the exception of Palmerston North residents who are required to use the library just as any internal student). Books which students are supposed to own are not normally issued. An inter-library loan system which enables both staff and students to obtain articles not available in the library from other New Zealand universities is operated. The material is usually received in the form of photocopies.

The effectiveness of the teaching techniques is tested at the end of each academic year when both internal and external students sit for their final examination.

CUES has the sole responsibility for the establishment of examination centres in and outside New Zealand. To cater for the scattered extramural study body, the centre establishes examination centres where there is a sufficient concentration of students. For instance, in 1979 there were 22 centres in New Zealand in five Pacific Island centres. Often times overseas centres are established apart from the regular Pacific Island centres.

"Wherever possible a New Zealand embassy or a local university is asked to provide facilities; otherwise a suitable local person is asked to undertake responsibility for the supervision of examinations and prompt return of scripts". (7)

To be admitted to the final examinations of the university, a student has to comply with certain requirements. The Head of Department must be satisfied that the intending examinee has followed a prescribed course of study and that he submitted all the written assignments and that he attended the compulsory vacation course (if any). Examination entry cards are sent out in May to all students intending to sit for examination requesting them to indicate where they would want to sit. All examination entry cards must be sent back to Massey by a certain date or a fine is imposed. As Massey has students all over the world, this is a very difficult task to accomplish. To establish centres in New Zealand, the university writes to various other universities requesting them to supply names and addresses of examination centres together with names of invigilators willing to assist. Having done this, Massey then writes directly to those individuals requesting them if they could supervise examinations on behalf of Massey University. There are established examination centres in both North and South Islands, eg: Otago University, Victoria University of Wellington etc.

For overseas students, the Centre's Registry office writes to a university or the New Zealand Embassy requesting them if they could arrange for supervision. Overseas students pay their supervisors and the cost of shipping material as well. There are many problems encountered as far as the administration of examinations is concerned. Persons moving from town to town, or country to country even, have to be catered for. When they change and it may occur that they may not know their new addresses until the last minute before the examination. The policy adopted by the centre is that such persons must notify the university on a special notification of 'change of address and centre' card.

The concern for the extramural student obliges the extramural office to ensure that examination papers for correspondence students are printed and dispatched in time. Where oral examinations are to be held, these are done just prior to the commencement of the written examinations. The various heads of departments concerned draw up itineraries for the examiners. And to reduce travel expense lecturers are advised to travel together.

(vi) Supplementary Services to the Teaching Process

Every month a newsletter is published by CUES with the assistance of members of staff and sent out to all extramural students. Newsletters inform students of changes in the programme of study or regulations affecting them, announcing provisional plans for off-campus courses and discusses any matters of academic, administrative or other significant issues that might affect the extramural students. Mostly, however, they are a regular means of communication that all students receive and that helps build attitudes that extramural students are a community of students.

All extramural candidates as are their internal counterparts, belong to the Extramural Student Society which is affiliated to the Massey University Students' Association. It was founded with the following aims:

- (a) to establish and maintain recognition for the full university status of extramural students;
- (b) to obtain for extramural students; all the benefits deriving from university student status;
- (c) to promote and foster the interest of extramural students and to make representations on their behalf as are necessary or desirable;

- (d) to maintain liaison between extramural students, internal students and the university authorities on matters of joint interest.

No doubt, the overriding objective of the Association is to make the correspondence student not feel a second-class student at the university and above all, to protect his interest.

In conclusion to this chapter, it would be quite unrealistic to think that there will be any diminution in demand for correspondence education at Massey because the numbers of enrolments from categories other than teachers will continue to rise as more and more courses are made available to the community. Unlike at UNZA teachers in New Zealand seem not to be occupying the dominant part they occupied at the start of the Extramural Studies programme because their numbers are continually diminishing. One teachers' college is actually going to be closed down in 1981. The success of the scheme, as has been made clear in the preceding chapters, lies in its firm academic and administrative policies which have been adhered to since the beginning of the scheme and also the success can be attributed to the fact that students know what the demands of correspondence education are. By making it possible for degrees and diplomas to be entirely gained through correspondence, the Department of Extramural Studies and the teaching staff have demonstrated their confidence in the scheme and it would not be too optimistic to assert that Extramural Studies at Massey will cater for an ever increasing number of correspondence students as time goes by.

CHAPTER III

THE UNIVERSITY OF ZAMBIA CORRESPONDENCE SCHEME

This chapter sets out to give an account of the UNZA correspondence scheme and its place in the economic development of the country. A brief historical account of its development, the forces which gave rise to the institution of the scheme, its possible path of development will be analysed. To fully comprehend the development of distance education in Zambia, one needs to first of all, be acquainted with Zambia's political and educational background.

(i) ZAMBIA'S POLITICAL AND EDUCATIONAL BACKGROUND

Zambia is a landlocked country 75 261km² in area, and is wholly in the tropics. Her neighbours are Namibia, Botswana and Zimbabwe in the South, Tanzania, Mozambique and Malawi in the East, Zaire and Tanzania in the North and finally Angola in the West. The country lies between the 8th and 17th parallels south and has a fairly uniform topography of granite plateau averaging between 1000 and 1500m above sea-level. The climate is tropical i.e. alternating hot and rainy season (November to April) and dry season (May to October) The rain falls in heavy torrents and diminishes from north to south. The dry season is temperate and even cool from May to September but hot (30°C) from October to December. The country is more or less covered in virgin forest and savannah vegetation i.e tall grass with scattered or isolated trees.

The 1972 census registered 5.5 million people, about 6 persons per square kilometre. There is a concentration of people along the line of rail from Livingstone to the Copperbelt. According

to official classification, the population is made up of 73 ethnic groupings and seven Zambian languages are officially approved for education, broadcasting and dissemination of written information. The language of public affairs is English.

Zambia became an independent republic within the Commonwealth on 24 October, 1964, with Kenneth Kaunda as its first President. Her political system is known as one party participatory democracy and the one party is the United National Independence Party (UNIP) which led the struggle for independence. The national ideology is Zambian Humanism based on the ideas and writing of the president.

The economy of the country is centred on copper extraction and treatment. The industry provides almost all export income, employing more than 250 000 people. Since political independence there has been tremendous expansion in the industry. In 1972 the country ranked 5th largest producer of copper in the world, producing 11% of the world's total.

Zambia has the highest per capita income in independent Africa, South of the Sahara - K300 (approximately £175). But only a quarter of the population can be considered part of the capital intensive modern cash sector. Three quarters are still in the traditional subsistence or partial cash crop sector characterised by low productivity and therefore low monetary returns.

Prior to the foundation of the University of Zambia in 1966, all higher education took place outside the country. Bursaries were made available for teacher training and other sectors of professional education. There were awards for study in the

United States of America, United Kingdom, Southern Rhodesia (now Zimbabwe) South Africa, India, West Germany, the Soviet Union and many African countries like Uganda and Kenya. Had there been a university in Zambia during the Federation of Rhodesia and Nyasaland, probably the political and economic situation would have been different since the function of a university is to produce the required personnel eg. teachers, lawyers administrators etc. from which high-level bureaucratic political leaders emerge.

The most serious long-term problem that confronted the Zambian Government at independence in 1964 therefore, was that

"Zambia could not provide, from among her own citizens the professional personnel and skilled workmen needed to run the government and push the economy ahead." (1)

This state of affairs was brought about as a result of the political and educational policies advocated by the incumbent British Colonial government which deliberately excluded the training of local Zambians in professional skills, let alone basic education. In 1963, 76.6% of all men and 95.6% of all women in Zambia were illiterate or sub-literate (Alexander 1975). Only 1200 African Zambians had obtained Cambridge School Certificates by 1964; about the same number achieved in Ghana in 1943; Uganda in 1955; Kenya in 1957; Tanzania in 1960. The total number of African Zambian University graduates at independence was a meagre 100 - all trained abroad, the legacy of the British educational and administrative policy for four generations.

The need for expanding the provision of child and adult education in the light of the economic problems outlined above should be

recognised. It seems obvious that Zambia ranks among the developing countries of the world. As such the country is poor and it is poor because her human resources are not developed or fully developed. Distance education becomes potentially an important and viable means of alleviating the shortage of trained manpower, eg. the training of teachers can effectively be done through correspondence.

All economic development depends on human resources and the achievement of a sustained economic progress

'is at least as dependent upon
the development of human resources as
upon the accumulation of physical capital.'⁽²⁾

Development, in whatever form it maybe perceived, is based on man's ever-increasing knowledge and his capacity to apply the knowledge so accumulated to control his environment and social institutions. On the education of adults, Lewis (1965) says that

'The quickest way to increase productivity in the less developed countries is to train adults who are already in the job. Education for children is fine but its potential contribution to output over ten years is small compared with the potential contribution of efforts devoted to improving adult skills'.⁽³⁾

The Government's main pre-occupation has been and continues to be, the provision of educational opportunity to ensure that every person, irrespective of age, has an opportunity to learn. This is evidenced by the number of programmes for adults mounted by the two major institutions, the University of Zambia and

the Ministry of Education, Department of Adult Education. The programmes include the following: community development; agricultural extension; night school classes; extramural education of a university type, political and social education for leaders at all levels and correspondence education at secondary and university levels provided by the Ministry of Education and the University of Zambia respectively.

These programmes allow educational opportunities to be made available from literacy classes to university degree courses. It is necessary to re-emphasise that education, and adult education in particular, does not come about as a side-effect of development but should be treated as an important and indispensable component of the overall development process. Training of enough good teachers is essentially important and distance education is a valuable means of doing so.

The next section will look at the reasons why the University of Zambia (together with the Correspondence Department) was established; its mode of development over time, the structure and administrative set-up of the Correspondence Department and most importantly the delivery system employed by the scheme.

(ii) THE UNIVERSITY OF ZAMBIA: A HISTORICAL PERSPECTIVE

The University of Zambia (UNZA) is situated in Lusaka, the capital of the Republic of Zambia. Its main function is to provide university education to students off the campus as well as the traditional courses on the campus.

In the now defunct Federation of Rhodesia and Nyasaland, educational authorities had started, by 1961, to talk about the need to start up a second university in Central Africa,

whose main purpose would be to offer external degrees, both to full-time and part-time students. It was suggested that the university should be sited in present day Zambia to cater for students not only in the constituent territories but also students in East Africa, Botswana, Lesotho and even Mauritius (Kaunda 1970).

As the university was envisaged to have a correspondence education scheme, it was self desirable to seek advice from overseas. The Director of External Studies at the University of New England (NSW) in Australia, Mr. Howard Sheath, won a Visitor's Award to come to Northern Rhodesia, as Zambia was then known, and

'advise the federal and African Ministries of Education on the facilities for external studies in the federation leading to first degrees and diplomas.' (4)

The visit was accomplished between May 27 and July 22 1963. The impending disintegration of the Federation of Rhodesia and Nyasaland had been announced and Federal Government did not take any action at all on the Sheath Report.

However, Zambia did not allow the matter to drift with the wind but rather took it up and appointed the Lockwood Committee to examine the feasibility of establishing a University in Zambia.

The committee strongly recommended the establishment of an autonomous University in Zambia and that this university should also offer degrees and other qualifications by correspondence.

The report stated:-

'But if the aim of providing wide opportunities for higher studies is to be fully realised, it would be wrong to limit the activities of the University and

its contribution to the advancement of the people by restricting a formal association with University to those who could spend several years of full-time or part-time study on the campus or in some other institution. This would deny opportunities to many potential students, especially mature students, who could benefit by the chance to read for a University qualification but who were prevented by their employment or by other considerations from pursuing a natural ambition to improve their education, competence and standing. We believe that the opportunities thus provided would prove beneficial to teachers, whose consequent upgrading would prove beneficial to teachers, whose upgrading would be of particular value to the nation. It is, therefore, of the greatest importance that the regulation of the University should allow its examinations for degrees and other qualifications to be open to candidates who have pursued their studies externally. '(5)

The quotation above emphasises the provision of University education to all those who, because of family, employment obligations or because of geographical distance from the university, are unable to attend full-time on campus.

The Lockwood Report following closely on the preceding Sheath Report, provided for the incorporation of a Correspondence Studies Department into the University functions. The University was established by the University of Zambia Act. No. 66 of 1965 and its operations was based on the Lockwood Report issued in January 1964, when the country was nine months away from independence from Britain.

The Department of Correspondence Studies was started in 1967 with an aim to offer opportunities for university level study to those unable to attend full-time. Tuition is provided as part of the regular duties performed by full-time members of the academic staff.

'and the requirement to do so is written into their contracts'.⁽⁶⁾

Mr. Max Hopper, Deputy Director of External Studies at the University of New England came to plan the new Department of Correspondence Studies at UNZA. It is pleasing to note that it was in Zambia that the second University on the continent of Africa to offer degree and diploma courses through correspondence, was born. The first was the University of South Africa.

The general recommendations of the Lockwood Committee that, firstly, the University must be responsive to the real needs of the country, secondly that it must be an institution which on merit, will win the respect and proper recognition of the University World, have been the guiding principles of this young university. To realise these principles so many educational trials have been gone through, some successfully done and some with problems. Some of these include the adoption of 'O' level entry requirements, academic organisation into schools and a degree structure with a flexibility that permits students to strike a balance of both breadth and depth.

Only three schools of the university currently offer tuition to external students, and these are the school of Humanities and Social Sciences the School of Education and the School of Law. It has not been possible for other schools of the

university eg. School of Mines, to offer external tuition because of the lack of personnel and secondly, because of the practical nature of the courses they offer. Initially, however, chemistry and physics were attempted but the programme did not prove viable and consequently abandoned.

The start of external tuition at UNZA was a desirable development in adult education. Just as the New England and the Massey correspondence schemes were prompted by an out-cry for teachers to increase their professional qualifications, the University of Zambia Correspondence Studies was largely prompted by the need to train more teachers to replace the expatriate teachers who did not find it congenial to live under an black government and therefore left at independence.

Table 3.1 shows that at the start of the correspondence scheme in 1967, 50% of the enrolled students were practising teachers. This is not surprising since it was in this area that there was a critical dearth of indigenous workforce.

Although the system was established round the teachers, as the programme developed, it accepted the challenge of some different kind of clientele, thereby changing the composition of the correspondence student population, as table 3.1 shows.

As more and more people realised their potentialities to improve their educational qualification, they enrolled with UNZA Correspondence Studies Department; an arrangement which allowed them to learn while they earned or stayed at home. They became aware of the opportunity and took advantage of it. The clientele now includes housewives, army personnel, local government employees, civil servants and social workers.

As a consequence the percentage of teachers declined progressively. Between 1967 and 1972 the enrolments in the category of teachers dropped by 25.8%.

TABLE 3.1.

DISTRIBUTION OF EXTERNAL STUDENTS BY OCCUPATION 1967-1972*

CATEGORY	1967		1968		1969		1970		1971		1972	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teachers	76	50	112	44.3	118	38.2	85	29.8	104	24.6	102	24.2
Civil Servants	56	36.8	88	34.8	112	36.4	101	35.4	122	28.9	103	24.4
Pvt. Companies	9	6	26	10.2	42	13.5	67	23.5	132	31.4	126	29.9
University Employees	3	2	11	4.4	11	3.6	7	2.5	20	4.7	17	4.1.
Railway Employees	2	1.3	-	-	-	-	-	-	-	-	-	-
Army Personnel	1	65	3	1.2	6	2	4	1.4	3	7	-	-
Social Workers	-	-	-	-	-	-	-	-	9	2.1	15	3.6
House-wives	2	1.3	7	2.7	-	-	4	1.4	8	1.9	12	2.8
Min. of Religion	1	65	-	-	4	1.3	5	1.8	3	7	3	7
Local Govt.	1	65	3	1.2	-	-	-	-	-	-	-	-
Unspecified	1	65	3	1.2	14	4.5	12	4.2	21	5.0	36	8.6

Source: UNZA, Department of Correspondence Studies, Report 1972, pp 20-23.

*Figures beyond 1972 were not available at the time the author gathered his data.

While the percentage of teachers dropped, that of the private sector increased by 23.9% and housewives by 1.5%. Many people in the professions, extramural study offers them a means by which to complete their degrees or add to or keep abreast with new developments in their fields.

TABLE 3.2.

DISTRIBUTION OF EXTERNAL STUDENTS BY SEX 1968-1977

YEAR	PCE					
	No.	%F	No.	%F	TOTAL	%F
1968	207	12.1	41	14.6	248	26.7
1969	264	10.6	44	27.3	308	37.9
1970	267	9.4	18	38.9	285	48.3
1971	422	10.7	-	-	422	10.7
1972	422	13.3	-	-	422	13.3
1973	422	7.8	-	-	422	7.8
1974	442	8.4	-	-	442	8.4
1975	-	-	-	-	-	-
1976	329	5.8	-	-	329	5.8
1977	471	10.6	-	-	471	10.6

- Sources: 1. 1968-1972: UNZA, Department of Correspondence Studies, Report 1970-72 pp 23-24.
2. 1973-1977: Commonwealth Universities Year Books 1974-1978; pp 1732; 1834; 1923 and 1986 respectively.

Table 3.2 shows that from 1968 onwards the majority of the participants were (and most probably) continue to be males. The ratio of men and women has roughly been static since 1967. An interesting feature is that the percentage of men has always been maintained well above 80%. The percentage of females however, increased by only 1.2% between 1968 and 1972, went down to a low of 5.8% in 1976 and picked up again in 1977. These low figures are not peculiar to the correspondence scheme at UNZA only. The teaching profession is dominated by males and since the majority of the Correspondence students are drawn from the teaching service, hence the preponderance of males enrolling. One can state safely that by the end of the next decade the percentage of females will have increased above the present mark because there is, as stated earlier on, a general awareness of the existence of this facility. What is required is for the Department of Correspondence Studies at UNZA to give more publicity of their functions so that people are made more aware of its potentialities.

The question of whether the scheme caters more for males or females should not bother the administrators at this present stage. The crucial point is whether or not the system is going what it was meant for - the teaching of external students for the award of degrees and diplomas similar in all respects to those awarded to internal students. In other words, the question is do students pass, and if so, what is their pass rates compared to their internal counterparts?

(iii) PASS AND WITHDRAWAL RATES

It has been observed in many correspondence schools that in most cases students who completed the assignment programme and attended the compulsory vacation courses (an important

structure of a distance education model) were as likely to pass at the end of the year as their internal counterparts sitting the same examinations.

TABLE 3.3.

PASS RATES (WITH COMPARABLE INTERNAL STUDENTS' PERFORMANCE IN BRACKETS)- 1977

COURSE	NUMBER	N-PASSED	PASS-RATE%
EU110-USE of English	50 (196)	49 (182)	98 93
H110 - History	52 (73)	46 (66)	88 (90)
S110 - Sociology	31 (51)	27 (49)	93 92
All Courses	133 (320)	122 297	92 93

SOURCE: UNZA, Department of Correspondence Studies Report 1970-72; p26

The table above, though not comprehensive in nature, shows only the results of those students who completed the year's work, submitted their assignments regulary and attended vacation school and consequently attempted the final examinations in 1977, in the three courses, use of English, History and Sociology.

The pass-rates in these three courses compare favourably well with internal full-time students. They do not differ to any great extent. Sheath (1965) reports that over a period of ten years ie. 1955 - 1964 the pass rates for internal students was 79% and for external students 78% at the University of New England. Bewley (1970) notes a number of factors that contribute to the improvement of examination performance as far as external students are concerned. (The argument can justifiably be stretched to embrace internal students as well).

He argues that as more and more courses are added to the range of subjects that students can choose from, students are offered more scope 'to choose those which they prefer and in which they are motivated to a better performance.' Secondly, courses offered at second and higher levels (as in the case of Massey's Diploma in Education subjects), take in more extramural students and therefore increase the success rate of students. Students are further motivated when they attend vacation schools. In the early years of a new scheme or programme, both teachers and students are inexperienced in the demands made upon them by the system. However, after a year or two that a particular course is offered, the teachers become more successful in adapting their methods and in anticipating student problems. Further, its reputation becomes established and the students themselves gain from their predecessors an advance awareness of what will be demanded of them.

An indication of the success of a distance education system like the one at UNZA can be judged, not only by the number of students who pass their final examination, but also by the number of students who are sufficiently encouraged by teaching and their own academic performance to complete their courses - whether or not they pass their final examination (Freyberg

1970). By this criterion of success it follows that those who fail to make it up to the examination hall at the end of the academic year for one reason or another, are withdrawn from that particular course.

The withdrawal rate for correspondence students is always higher than for full-time students because of the multifarious commitments extramural students have in full-time employment and with family and community obligations.

A considerable number of students withdraw during their first year of study which in many respects is a year for conditioning for the years ahead. Table 5 confirms this fact. 31.6% withdrew from various courses at UNZA for various reasons.

From Table 3.4, the largest group of students who withdrew during the first five years - 65.5% - withdrew because of either insufficient time or illness. Proper counselling at the start of the academic year or even before students complete their enrolment as external students, is vital in curbing withdrawals. Prospective external students should be made aware of the demands that external tuition will be making on their time. During the same five-year period, 34.3% were withdrawn from courses because they did not submit assignments, an essential element of distance education because lecturers have to evaluate the performance of their students as well as the presentation of their courses. 34.3% were withdrawn for failure to attend residential school, with the highest peak of 10.5% in the first year of the correspondence system at UNZA.

An attempt has been made up to this point to give reasons for

TABLE 3.4

UNZA CORRESPONDENCE SYSTEM: WITHDRAWAL RATES FOR THE FIRST FIVE YEARS

Year	Reason	Number	Withdrawal Rate
1967	Withdrew of own accord (insufficient time, illness, transfer to new post etc.)	23	15.1%
	Failure to submit assignments	9	6.0%
	Failure to attend residential school	16	10.5%
	TOTAL NO. WITHDRAWN	48	31.6%
1968	Withdrew of own accord (Insufficient time, illness, transfer to new post etc)	34	13.4%
	Failure to submit assignments	15	6.0%
	Failure to attend residential school		9.0%
	TOTAL NO. WITHDRAWN	72	28.4%
1969	Withdrew of own accord (Insufficient time etc)	43	13.9%
	Failure to submit assignments	25	8.1%
	Failure to attend residential school	28	9.1%
	TOTAL NO. WITHDRAWN	96	31.1%
1970	Withdrew of own accord (Insufficient time illness, transfer to new post etc)	19	6.7%
	Failure to submit assignments	10	3.5%
	Failure to attend residential school		
	TOTAL WITHDRAWN	45	15.8%
1971	Withdrew of own accord (Illness Insufficient time, transfer to new post etc.)	69	16.4%
	Failure to submit assignments	20	4.7%
	Failure to attend residential school	24	5.7%
	TOTAL NO. WITHDRAWN	113	26.8%

SOURCE: UNZA, Department of Correspondence Studies. Report 1970-72.

the foundation of the UNZA Correspondence Scheme and of course the university as a whole. Also the success and failures of the system to date, have been highlighted, though briefly. The next section of this chapter will consider the Correspondence Department at UNZA as it functions within the university setting and society as a whole.

(iv) THE CORRESPONDENCE DEPARTMENT

In this section, attention will be focussed on the structural features of the Correspondence Department of UNZA, its role and function as an extension wing of the University; the policies that guide it and how the department carries out its teaching functions.

In order to achieve a secure and clear basis for University of Zambia Extension work, the Vice Chancellor established a Working Party on University Extension Services in October 1973. The review was to be carried out in the context of objectives, roles, programmes, staffing and organisation of all University extension provision. Considerations to the Working Party were made in the Department of Extramural Studies, Department of Correspondence Studies and the Institute of Education part of the School of Education which provides an associated relationship for Zambia's teacher training colleges and professional training for experienced teachers and administrators of education.

'The Working Party was to consider the role of University Extension services in meeting national needs and priorities and the type of programmes suited to the attainment of this role, the possible amalgamation of the three extension units under consideration and the internal structure, administration and staffing of such

an amalgamated extension unit'.⁽⁷⁾

The Working Party accepted the notion of 'continuing education' as being the most relevant base for the consideration of University Extension work. (Vice Chancellor's Report of the Working Party on University Extension, 1974).

The concept of continuing Education acted as a driving force to members of the working Party. This enabled them to relate the nonformal, non-credit provision of the Extramural Department, the formal credit provision of the Department of Correspondence Studies and the formal and non-formal provision of the Institute of Education and to consider merging them into a unified division of University extension. Because the boards of internal schools are responsible for the teaching and examining of external students, it was seen as improper and wrong to isolate responsibilities for external students in another area of the university. The working Party recommended that the three units, the Institute of Education, the Department of Extramural Studies and the Department of Correspondence Studies be unified into a Centre for Continuing Education.

It was decided that in order for the Centre to carry out the University's extension work it should comprise three departments, namely:

1. Department of Correspondence Studies.
2. Department of Adult Education and In-service Training.
3. Department of Mass Communication.

Each department is structured according to its functions. In addition to these three departments there is the Extension and

Conference Unit which is slightly smaller than a department. The unit has provision for Resident Tutors in all the eight provinces of the Republic, each assisted by a clerk/typist and a messenger/driver. Resident Tutors are responsible to the Director for carrying out programmes in their areas, for reporting local needs and interests. They also serve as ambassadors of the University of Zambia in the provinces. They hold academic posts and are expected to teach and conduct research in their own academic subjects as well as in adult education problems.

All schools, departments and institutes of the University contribute to extension work and adult education programmes and arrange their conferences and seminars through the Extension and Conference Unit. The unit also provides advice and organisational assistance to outside organisations wishing to arrange conferences at the University. The Unit is headed by an academic member of staff assisted by a senior administrative officer.

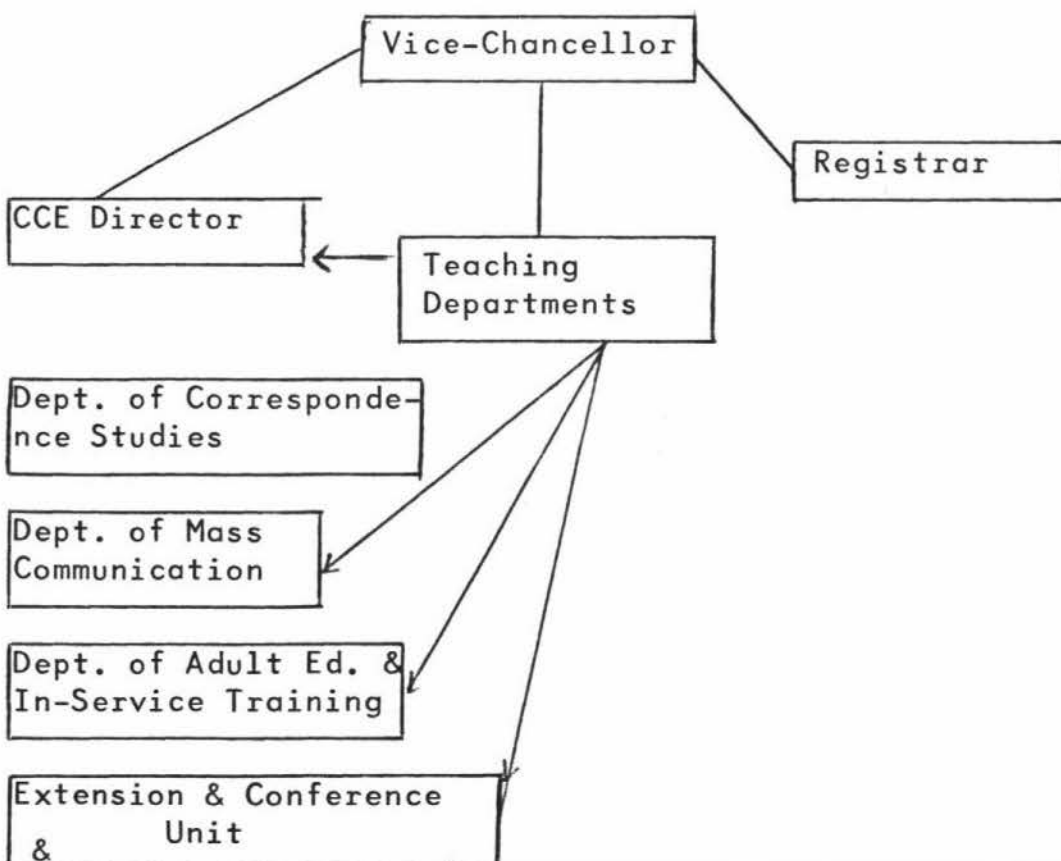
As clearly shown in Figure 3.1. the Centre for Continuing Education is headed by a director who is a full member of the Senate and the three constituent departments have an academic head of department each. The Extension and Conference Unit as well is headed by an academic member of staff. Each head has specialist personnel to assist him. These include lecturers, stenographers, clerks and typists. The original plan of the centre provided for the position of Assistant Director for each of the three departments but this has not materialised due to lack of trained personnel to fill in these posts. Because the present thesis is concerned about only one component of the centre viz. Department of Correspondence

Studies, discussion will be confined to that. (3)

As Kaunda (1973) points out, the Department of Correspondence Studies at UNZA is not an indigenous invention but was adopted from the system developed at the University of New England in Australia, which provides for the utilisation of the University's full-time professors and lecturers charged with the writing of lecture materials and the marking of students' assignments. The department was intended to cater for those persons wanting to pursue degree courses but could not enrol as full-time students due to circumstances in which they found themselves: the nature of their jobs, geographical isolation, pecuniary considerations, family and community obligations that may prevent them from enrolling full-time. The only way that the university showed responsiveness to the needs of such people was to establish and develop a distance education scheme.

FIGURE 3.1.

A DIAGRAMATIC REPRESENTATION OF THE CENTRE FOR CONTINUING EDUCATION (C.C.E.) UNZA

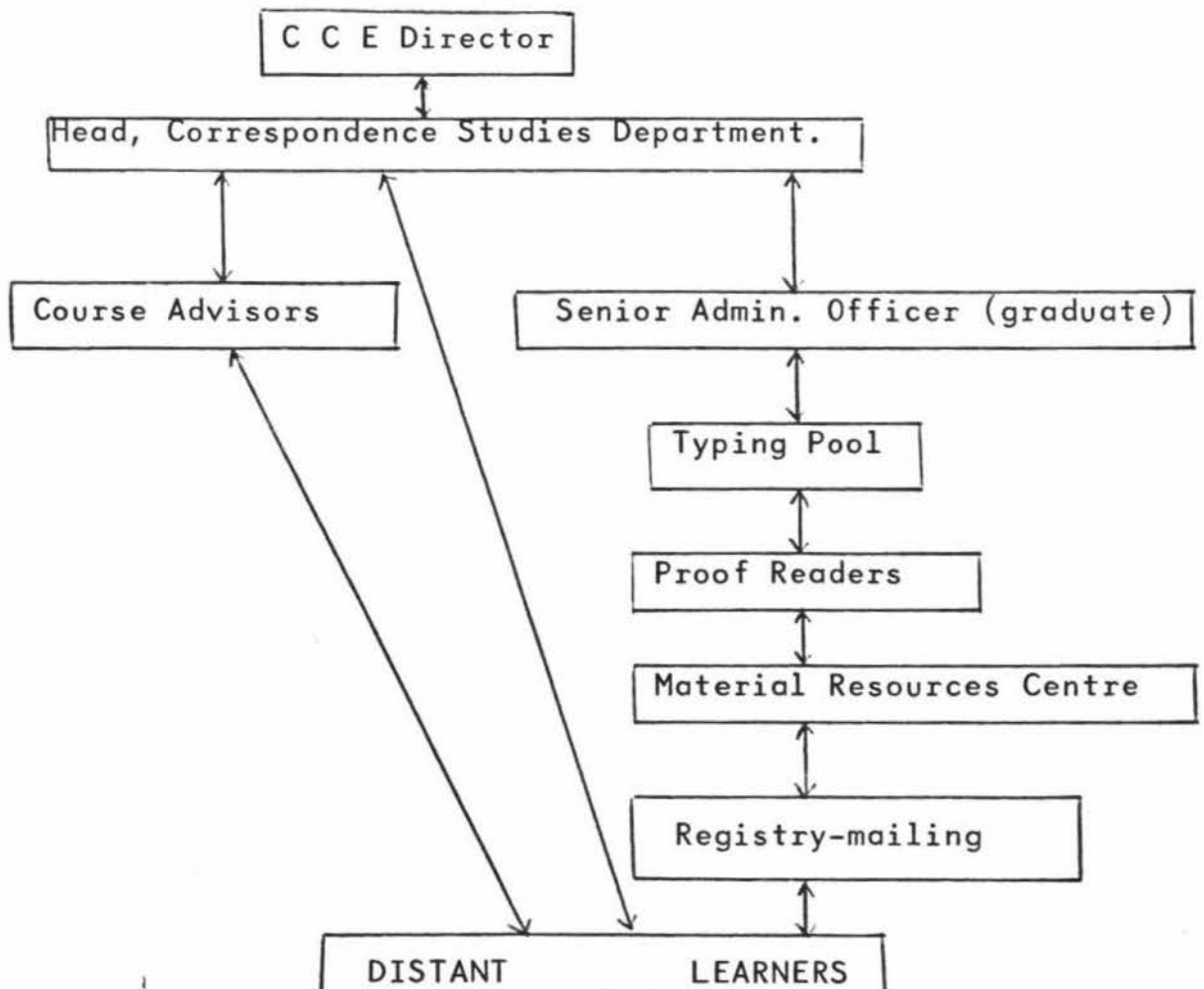


The Correspondence Department at UNZA corresponds to type (b) of the model as explained on pages 11 - 16. It is not a teaching department but is a purely administrative unit and the scheme is based on the principle of parity between internal full-time students and external students. By this, it is meant that the degrees, diplomas and certificates awarded to external students are intended to be of equal value to those awarded to their internal counterparts. The department's administrative role is to assist the lecturers who teach correspondence students in the various schools of the university and who are answerable to their respective heads of departments.

Figure 3.2. shows the administrative structure of the department. The head of the department is responsible to the

FIGURE 3.2.

DIAGRAMMATIC REPRESENTATION OF THE ADMINISTRATIVE STRUCTURE OF THE DEPARTMENT OF CORRESPONDENCE STUDIES AT UNZA.



Director of the Centre for Continuing Education who in turn is answerable to the Vice-Chancellor of the University. It is in the structural set up of UNZA scheme that differences between the two correspondence programmes begin to occur. Unlike the Centre for University Extramural Studies at Massey which has the partnership of a Director and the Deputy Registrar (Extramural), the University of Zambia correspondence programme does not provide for an administrative division of labour. (9) Perhaps this is because the system enrolls smaller numbers that it would not be worthwhile. The situation would perhaps warrant having a Deputy Registrar (Correspondence) when numbers begin to rise, so that the present Registrar of the university would be able to delegate matters concerning external tuition to him.

The head of the Correspondence Studies Department is assisted by a number of supporting staff who include: a Senior Administrative Officer (Graduate) responsible for the production of study material; course advisers who liaise with lecturers on course writing; proof readers; typists and clerks.

As regards policy formulation affecting the Department of Correspondence Studies and the other departments in the Centre as well, the Centre for Continuing Education has a Professional Committee on Correspondence Studies whose chairman is the Head of the Correspondence Department. The Centre's Director all the academic staff and the Heads of the Adult Education and In-Service Training, Department of Mass Communication and the Extension and Conference Unit, are members of this Professional Committee. The Government is represented on this Committee by the Principal of the National Correspondence College, which falls under the Ministry of Education, offering primary and

secondary school courses to both the young and the adults. Although the National Correspondence College and the University of Zambia, Department of Correspondence Studies deal with the same mode of teaching but at different levels, the presence of the principal of the college is a most welcome arrangement as this affords an ideal opportunity to exchange ideas on distance education.

Apart from the Professional Committee, there is also the Board of Studies Committee which is also instrumental in policy decisions. It is chaired by the Director of the Centre for Continuing Education and all academic members of staff of the centre are members of the Board. Represented on the Board are Ministry of Education Inspectorate, Community Agencies, Teachers' Colleges, Schools of Education and Agriculture and related Ministries. They are drawn in because of the nature of their functions which relate more or less to extension work. After discussing policy issues affecting the Centre, the Board then submits its recommendations for consideration and final approval or rejection to the University Senate, the supreme governing body.

The Vice-Chancellor is the chairman of the Senate. The Director of the Centre for Continuing Education and one elected member from the centre represent the centre on the Senate. Representatives include all Deans of schools of the University and various government ministries. The recommendations become official university policy once the Senate approves.

Thus the position of the Correspondence Studies Department vis-à-vis other departments of the university is not one of isolation because it does not carry out any teaching functions. Consistent with the original model at New England, the basic policy of the

department is that teaching departments of the university are responsible for the tuition of external students (the preparation of lecture material, correction of assignments etc). The department therefore does not employ its own lecturers and professors since these are made available from the teaching departments. A crucial point concerning teaching staff in such an arrangement is that in most cases such lecturers lack training in adult education teaching methods, let alone the methodology of distance teaching.

There are some lecturers and professors who are almost always requested by their respective heads of departments to teach external students. As a consequence, they usually have an overload. It is not uncommon for such members of staff to complain that they are doing extra work without extra pay. This sometimes leads to shoddy presentation of lecture material, lack of attention to external students leading to poor academic performance. This is a universal problem being faced by most institutions which offer correspondence studies at university level under such a scheme. As lecturers are involved concurrently in internal and external teaching, it is too easy for the tuition of correspondence students to assume a secondary importance.

UNZA tries to curb this problem by allowing an increase of one lecturer or professor for every 50 correspondence students being taught by any department teaching external students. However, implementation of this policy has not always been fully realised. The departments that teach internal students do not have enough lecturers themselves for internal students and those available are already absorbed in the teaching of internal students. The result has been that there are certain courses which many departments would like to offer extramurally but can not because of shortage of staff. All these factors

have a very profound effect on the teaching process at UNZA because they directly affect external students.

(v) THE CORRESPONDENCE TEACHING PROCESS AT UNZA

All prospective students apply to the University of Zambia for admission nine months prior to the commencement of classes. Because the system allows external students to pursue similar courses taught by the same lecturers as internal students, it is a policy requirement of the university that they have the same qualifications as full-time students, ie.

- (a) passes in at least five subjects at the General certificate of education level, or
- (b) credit passes in at least five subjects at Cambridge School Certificate, including English the medium of instruction.⁽¹⁰⁾

However, students with three or four GCE O^l level grades may be admitted if they are over twenty - five years and pass a Mature Age Entry Examination set by the university.

As regards selection of courses of study leading to a particular degree, there are restrictions forbidding inclusion of certain subjects, especially those subjects deemed to overlap. The subjects must be chosen from an approved list which is annexed as Appendix A. Provided they are approved as equivalent by the Senate, qualification other than those stated in (a) and (b) above maybe accepted. If a candidate is over twenty-five years of age and presents evidence of attainment which satisfies the Admissions committee that he has the capacity to work through the proposed course of study, he may be admitted to any degree offered by correspondence. When students have established their candidature fully, files are opened for them and computer numbers allocated. They are then

ready to receive their first study material through the post.

Correspondence education needless to say, relies on the postal system for the delivery of study material to students. An efficient postal service is therefore necessary to ensure speedy and regular delivery of lecture study notes and also to enable the students to keep in touch with the institution. It may be even necessary to consult with the post office to negotiate for lower postal charges of study material. Zambia's infrastructure is not well developed which makes it rather difficult to maintain a steady flow of correspondence between the university and its external students. Some students in remote areas of the Republic, have missed their examination in the past because they did not get the examination time table in time. Some areas are so remote eg. Chilubi Island on Lake Bangweulu, that ground transport can not reach them. However, the department is currently making efforts

'--- to meet the educational needs of the people in those areas by collaborating with the Zambia Flying Doctor Service. If funds were available, the department would purchase a small plane for Flying Tutor Service'. (11)

Only those residing along the line of rail are well served by the postal service. However, everybody suffers during a national strike irrespective of their place of residence.

In a distance education setting, courses should be carefully planned in detail, well in advance, unlike those for internal students. At UNZA the same sort of requirements are recommended. The department insists that the material should consist of components or modules small enough to permit students and lecturers together to design a coherent package.

Logical presentation of material will encourage the student to think for himself and to review any experimental evidence and the opinions of others critically and most importantly, explore beyond the immediate confines of the material presented. It is important therefore, for course designers to specify what pre-knowledge is necessary (eg. what mathematics is necessary for a physics or statistics course?) If necessary, provision should be made for the acquisition of this pre-knowledge.

The Correspondence Studies Department recommends that every lecture designed for external students be prepared in a comprehensive manner and should have the following format (which also Harris and William (1977) recommend)

- (a) an introduction to the subject,
- (b) clearly stated overall objectives,
- (c) a detailed synopsis of the course
sectionalised into study units, each with an introduction so that the student is left in no doubt about what he is doing,
- (e) many examples of a particular theory or concept,
- (f) practical exercised in the text that will help to break up drawn out factual pieces of the text,
- (g) the use of visual aids wherever practical and necessary. These aids will help to reinforce the concept being studied and can take the form of illustration, charts or graphs,
- (h) self-test questions periodically during the course and finally a written assignment at the end of each sectionalised study unit.

Every course writer is encouraged to consider, before starting to write a correspondence course, the home study students^o

problems, for example, the conditions he may work in; the lack of motivating force; and the problems of assimilating the new subject without the facility to ask questions. The major question here is: Do lecturers do it since they write these courses individually and therefore no check mechanism exists?

Upon enrolment, the students are sent instructions on how to study by correspondence and all that would be expected of them during the time they remain as correspondence students. Correspondence students are not normally allowed to take more than two courses in their first year of study. By special permission from the Senate one maybe allowed to embark on more than two courses. (Internal students take four courses per year in order to obtain the sixteen passes needed for the award of B.A. and LL.B degrees). Thus external students require not less than six years to obtain a degree. A substantial number of external students enter the university full-time after successfully having completed their courses of study in the first two years of minimise the amount of time needed to obtain a degree.

The main method of study employed by UNZA Correspondence Department is by means of lecture study material sent out to students at regular intervals. As at New England and Massey, the main feature of correspondence instruction is the medium of writing and the others are aids to it. Although distance education is rapidly changing its character owing to technological development in the field of communication, the traditional way of preparing written material for the distance learner is still strong. Indeed it is doubtful if it will ever be replaced.

All correspondence students must attend residential school at

the University of Zambia, Great East Road Campus in Lusaka to fulfill their course requirements. The duration of these vacation courses is usually two to three weeks once or twice a year. Failure to attend residential school may result in a student being withdrawn from that particular course. A student may not continue to pursue a course in which he or she did not attend residential school. However, with the discretion of the head of the department, a student may be allowed to continue the course the following year. Those with special and valid reasons are withdrawn from attending residential school with attending residential school with permission.

There are two residential schools, one consisting of those students pursuing a B.A. programme in the School of Humanities and Social Sciences and those pursuing a B.A. (Education) programme. The second category mainly consists of teachers, and this arrangement allows them to attend residential school while they are not teaching, for schools are closed during this time ie. December. The first category mainly consists of those in the School of Law who convene in March.

The element of face-to-face teaching is obligatory. Like at New England Massey and the Open University, certain courses have a requirement that students attend vacation school in order to satisfy the course requirements. For example, law courses are available by correspondence at UNZA in the first year only, but thereafter students are required to attend evening classes in law.

'This is because the law qualification is a practical one, and so demands close liaison between student

and his lecturers, for such practical courses as a Moot Court.⁽¹²⁾

Exemption can be granted to a student for a variety of reasons on the recommendation of the Dean of School of Law. The arrangement in the School of Law excludes quite a large number of wouldbe lawyers especially those who do not reside in Lusaka, for only Lusaka residents can enrol for second year and subsequent course.

However, these short-comings notwithstanding, residential schools have great value to all extramural students. Scuphum (1975) writing about the Open University of United Kingdom noted that the residential sector of the course work for adults without any previous university experience is of great benefit to them. Students are afforded the opportunity to meet their lecturers and other members of staff who have previously been no more than names on lecture study material or at most, faces on the television screen. Further to students being required to attend residential school, they are also required to submit written assignments regularly as prescribed by the Head of Department or lecturer taking the course.

Another method of study employed at UNZA involves the use of the Mass Communications Department. As the cooperation of the various teaching departments of the university is sought in order to institute Radio Broadcasts for certain correspondence courses, those departments wishing to do so are requested to make full use of the Department of Mass Communications. This relationship between the Mass Communications Department and its access to radio is a resource which UNZA correspondence scheme has, but which neither Massey nor New England has. Radio reception in most parts of the country is however, poor. It is hoped that the situation will tremendously improve when

the government's plans to improve radio transmission to all parts of Zambia have been fully implemented.

It is not at present feasible to introduce correspondence teaching by television because reception is limited to urban and peri-urban centres and does not extend to distance rural. Broadcasting via satellite would be worth considering.

To date, the use of audio cassettes as a supplement to written lecture materials for correspondence students has not been possible due to lack of human and financial resources. The selection of media and methods is contingent upon the technological, social and political development of the country employing distance education as a means of educating the masses. It would be a very naive idea to choose television as the main medium of instruction in a country like Zambia where only a handful of people own television sets.

The teaching process in a distance education set-up is enhanced or retarded by the availability or non-availability of the prescribed textbooks. The method and style of writing a correspondence course, at primary, secondary or tertiary level, is greatly influenced by the availability of suitable books from which students,

'..with the correspondence course study as a guide'
(Erdos 1967)

can gather information. Courses for which suitable text-books are available, the study guide will not need to contain much information except where the lecturer or tutor feels it necessary to supplement the information in the text books available.

Extramural students at the University of Zambia have two main

sources of book supply, namely, the library book service and the Book Shop. The University library has a separate section with the necessary material for the exclusive use of extramural students. For the most popular editions, the books are in multiple copies of up to fifty. The arrangements for the purchase of books for this section is the entire responsibility of the Department of Correspondence Studies. It maintains an up-to-date bibliography of the acquisitions in this section of library for much longer periods than their internal counterparts. Those who happen to be Lusaka residents can borrow from the open shelves of the library just like any internal student.

The library service to external students at the University of Zambia is an invaluable aspect of the correspondence education scheme at the university considering the vast distances that students would have to travel in order to borrow books from the university library and also the expenses involved.

The University maintains a book store from which extramural (as well as internal) students can purchase all their required and recommended books. Tutoring staff are required to submit their book lists to the bookshop manager for purchase in good time, well before the commencement of the courses for which the books are wanted. It has not always been possible for lecturers to submit to the bookshop manager an accurate number of books to go round both internal and external students. As a consequence, often times there is keen competition for books by both extramural and internal students who pursue same courses. The loser has always been the unfortunate extramural student who is 800 km away from the University Bookshop. Perhaps the problem could be solved by establishing much closer

and stronger links between the Resident Tutors stationed in the provinces, the Correspondence Department and the University Bookshop, so that Resident Tutors could act as salesman for the University of Zambia Bookshop.

To go round the problem of shortage of books, there was a suggestion by some members of staff that lecture material should be compiled in such a way that they are self-contained. A committee was set up (1979) to look into the feasibility of the exercise. (Interview with Acting Head Correspondence).

As the degrees, diplomas and certificates offered by Correspondence are identical to the degrees, diplomas and certificates provided by the internal schools of the University, the examinations for extramural students therefore are held at the same time, but not necessarily at the same venue as internal students. The Department is responsible for arranging examination centers throughout (sometimes out of) the Republic, so that correspondence students do not have to travel to the campus to take their annual examinations. All the invigilators for annual examinations, usually Resident Tutors, are appointed by the Department with the approval of the Assistant Registrar, (Examinations).

There has been no departure from the original practice at Armidale of examining external students wherever they are. Because students are scattered throughout New South Wales, it has been necessary each year to establish examination centres with local clergymen as supervisors' (Sheath 1965) External and internal students observe the same time-table. Massey has a similar system and examines students throughout its territory. Correspondence Education at University level

is indeed 'open' it cuts across all established rules and regulations to enable those who happen to have been born a little too early or left formal education pre-maturely to pursue university studies. On this, Sheath says

'Rooms are made available and when the numbers being examined are small, the supervisors may prefer to conduct the examination in their homes' (13)

When a new course is going to be offered or introduced into the university, the Department concerned must work out a course out-line, objectives or the rationale of the course and prepare a list of the required text books. The next stage would be the submission of this information to the Board of the School, having thoroughly been discussed by the department concerned. It is important to note from the outset that the Department of Correspondence Studies, being an administrative unit, does not initiate any new courses. When the Board of Studies of the School is in concert with all the aspects of the course so to be introduced listed above, their decision is then taken to Senate for final decision. If approved, the course is put in the school's handbook and introduced into that particular school for the first time. It is University policy that a newly introduced course should be run internally for at least one academic year before offering it to external students. The availability of lecturing staff also determines when a course would be offered extramurally.

The past three years have seen problems of varying magnitude concerning the offering of courses. This has been the case especially in the 100-series where students had to complete four 100-series courses before embarking on their second year of study. This ultimate result was that there were very large numbers of students per course. In 1980 there are

increased numbers in the 200 and 300 series and this has helped to retain the old students. They are now able to continue with their degree work by correspondence whereas in the past a student would first of all, have to complete one or two 200-series courses by correspondence because these are an exclusive preserve of internal students only. In this case they would be required to apply for full-time enrolment which is very competitive indeed in terms of accommodation, lecturing staff etc. When applying for full-time enrolment, they also have to consider the multifarious responsibilities they shoulder as mature people, mothers and fathers, employees etc.

'The external degree exists in foreign countries almost entirely to deal with scarcity of educational opportunity; this scarcity may be general as in England, or specific, as in Australia where segments of the population live far from a university' (14)

Indeed the statement above is true of the United States, Britain and Australia but it is even much truer of Zambia and indeed other developing countries. In addition to this scarcity of educational opportunities, the motivation for the provision of the external degree at the University of Zambia has arisen from the manifest needs of the Republic, economic, social and political alike.

If the aim of the scheme is to enable people employed in the national economy to acquire higher job qualifications, it must be accepted that a combination of work and study at the same time could be extremely difficult, if not completely impossible for some. With this realisation in mind the correspondence system at university level should develop its methods and practice based on a realistic view of man's capacity to combine work and study, BUT doing so without lowering the educational standard of attainment.

Perhaps drawing an example from U.S.S.R. where correspondence education has been in existence for more than fifty-five years, could assist bring out the picture much clearer.* There are basic assumptions that should be taken into consideration. In the USSR (i) correspondence education is designed in such a way that students are able to complete their courses of study within a specified time. (ii) Students who enrol for courses through correspondence without leaving their jobs are given every possible facility to combine 'productive work in industry with successful pursuit of studies.' To realise this a number of concessions have been given to those engaged in correspondence studies. It is government decree that correspondence students who make satisfactory progress must be entitled to additional paid leave at their places of employment;

'in the first and second years of study, 30 calendar days each year for laboratory practice, test and examinations; in the third and subsequent year, 40 calendar days each year for laboratory practice, tests and examinations; additionally, 30 calendar days to take the state final examinations, and four months to prepare and present a diploma thesis! (15)

For the furtherance of correspondence education at UNZA the above should be given serious thought. The scheme cannot advance significantly beyond its present status in Zambia unless some boldness is demonstrated in its administration and finance.

*The interested reader is referred to 'Correspondence education in the Soviet Union' by Valentin Kuznetsov in Open Learning: Systems and Problems in post-secondary education by Norman MacKenzie; Richard Postgate; John Scupham UNESCO Press 1975.

The scheme as it stands now has not fully opened its doors to potential students. An external degree program can, as at the Open University, have a completely open admissions policy, so that it encompasses a wider clientele. This need is more felt in developing countries where there is a critical dearth of trained personnel. The external degree should be viewed as carrying the same weight as the internal one. It is high time educationists recognised its rightful place in the educational spectrum. Developments in industrially developed countries have demonstrated that the external degree programme, does not lower standards, as some people in the education field would like to think. It is an alternate way of doing the same thing and it should therefore be recognised as an integral part of the overall state educational policy.

This chapter discussed the UNZA Correspondence Studies Scheme outlining its structural organisation, policies that guide the smooth running of the programme. It also explained how the department functions in assisting lecturers in their endeavour to impart knowledge to students through the post.

CHAPTER IV

CONCLUSIONS, FUTURE DEVELOPMENTS AND PROPOSALS

(i) CONCLUSIONS

A general distance education model has been given in the first chapter and following on to this, chapters two and three discussed two distance education schemes, Massey University and the University of Zambia correspondence schemes, set in two different social, economic, political and demographic environments. Chapter four considers the conclusions that can be drawn out of the two systems as regards their developmental patterns and the teaching methods employed by them. Some future possible developments will be outlined and proposals for the general development of distance education will also be given.

As tables 2.1. and 3.1. for Massey and UNZA respectively show, the development of both schemes initially met a particular demand from a particular professional group - that of teachers. Enrolments at the University of Zambia and institutions of higher learning had increased tremendously a few years after achieving political independence in 1964. As a consequence, the existing educational facilities were stretched to the breaking point. It became apparent to educationists that the demand for post-secondary education was not going to abate. It was also clear that the system of higher education, while it enrolled many students in 1966, would absorb a small percentage of secondary school leavers. Allied to this was the demand for education by those who were left out of the public provision. Most importantly, the desire by teachers to improve their teaching competency without leaving their jobs played

a considerable role in instituting the Correspondence Department at the University of Zambia.

At both Massey and UNZA there is a changing pattern which started with teachers. In Zambia the programme started off as a massive development in teacher education while New Zealand was just changing its form of provision that was traditional but disreputable. Massey started with a system that did not have tuition while UNZA started with a void situation prompted by a need for quick massive development. However, both started the same way with teachers. Over time, Massey sensed and responded to the market that extramural studies prompts. Zambia's needs for teachers are still growing while New Zealand's needs are not. Although there has been a diversification in Zambia's clientele, teachers remain the dominant group. As time elapsed and more and more people became aware of this facility, both schemes began to spread their tentacles to encompass a wider spectrum of their populations, not only among the institutions of higher learning, but also among professional bodies: accountants, nurses etc. These are professions whose criteria for membership and promotion tend to shift toward university qualifications (Bewley 1972).

There is little doubt that the pressure for organised distance education at university level, came from individuals wanting to learn and wishing to learn without necessarily having to leave their homes to receive lectures. The pressure also indirectly arose from the demands of commerce and industry and of government service for many more efficient employees than the formal system could provide.

Although the two systems are set in two different economic and

demographic situations they both share a common mode of teaching. The main medium of instruction is the written word sent to students through the mail and students respond with assignments and exercises which are evaluated before being returned. Audio-visual support is used, particularly tapes and records in language courses. This feature of the teaching system has not been fully explored at UNZA. The difference in teaching techniques can best be understood when one considers the technological experimentation in education which has greatly increased in the last ten years in New Zealand, thus improving the teaching - learning situation in all three sectors of education, primary, secondary and tertiary.

Massey's courses as well as UNZA's courses have been designed on individual basis and so both have not been able to follow the Open University Model which maintains quite different styles. Both UNZA and Massey have maintained individual teachers for course writing instead of course teams like the Open University. At Massey, however, there is an internal reference group which ensures the correctness and the suitability of courses to external students. Courses are therefore not directed immediately towards the external students.

Whereas the teaching mode of the two correspondence schemes remain the same or more or less the same, the strength of Massey's approach has been demonstrated in the flexibility in tuition techniques. The University's physical capacity to produce teaching material at fairly short notice, has been responsible for making it possible to adapt a course as it progresses. Thus, new teaching material can be incorporated from year to year, keeping the courses up-to-date without recourse to wait until this is deemed desirable. But however

much an institution possess good course writers, advanced educational technology, their efficient utilisation largely depends on the organisational framework of the department responsible for correspondence tuition.

It was apparent to those who initiated both schemes that special administrative provision would have to be made, for it could not be left to the academic departments to organise the teaching on their own. As Freyberg (1970) points out, the danger that pedagogical considerations might be overridden by administrative convenience was recognised from the beginning. Important organisational decisions were thus made at an early point in the development of both schemes. These include the appointment of A Director of Correspondence Studies, an academic retaining his academic affiliations and one who was required to do some teaching and research, thus ensuring that problems of teaching would be fully appreciated by the administrative staff.

The role of the Director is vital to the success of the innovations as evidenced at New England, Massey and UNZA.

'He must have the confidence both of the academic staff of the university administration, as he acts as a go-between in tailoring administrative procedures to teaching requirement'. (1)

Although he exercises no authority over the academic staff, neither in prescribing what is to be taught nor in the methodology to be adopted for teaching a particular course, he has to see that students' educational needs are met. He is a coordinator and advisor essentially. Administratively he is responsible to the Vice-Chancellor for the smooth running of

the whole programme.

The main weakness apparent in the two schemes is that the lecturers and tutors engaged in distance teaching lack sufficient specific training for the mode of teaching they use. Most if not all of them have been trained to teach internally. Much is done incidentally. However, much emphasis is placed on obtaining the services of highly qualified lecturers in each subject, be it internal or external. Freyberg (1970) argues that the traditional freedom of the academic to develop his own course or section of a course, in the manner which he thinks will best achieve his objectives, has been preserved. The same criticism, could of course be levelled at internal university teaching.

Because both internal and external students are taught by the same lecturers. Some of these lecturers tend to give second place to their external students, while some educationists would like to assert that the idea of establishing a distance education scheme, especially in a developing country, is naive and most likely to be the imaginative efforts of those involved in the field of higher education.

The provision of higher education at distance at university level is now accepted in both Zambia and New Zealand as an integral part of the national education system. In New Zealand it receives substantial financial aid as evidenced by the rate at which it has been able to expand over the past ten years. The Zambian situation has tended to be static mainly due to financial constraints. At this juncture, it would be worthwhile to reflect on the future developments of distance education, its role in the light of the needs of the future.

(ii) REFLECTIONS ON FUTURE DEVELOPMENT

It might seem illogical that in wealthier countries, with many schools, colleges and universities, the use of a method of teaching and learning through the relatively cumbersome communication channel of the post, has come to be regarded as an essential element in education. Developing countries are following suit. In some public circles,

'distance education carried a slur of doubtful social virtue----- it had endured the reputation of being a poor substitute, a poor second-best makeshift face-to-face classroom teaching! (12)

Much of this negative attitude has been overcome by the success, the glamour, the fine teaching materials and the public relations effects of the Open University, University of New England, University of South Africa, Massey University etc.

Forecasting is a notoriously difficult task. One cannot foretell the society of the 21st century not can one attempt to quantify the predictions that one may make. The only thing possible is to indicate the trends that seem likely to affect the needs for distance education in particular and adult education in general. Both in sophisticated economies of the world and in newer nations and less privileged areas of Africa and Asia there appear now to have three major trends which have favoured the expansion of distance education. These trends have been aided by the facilities available for distance communication provided by technological advance. The three major trends noted by many writers are changes in the size and structure of the population; changes in patterns of work and leisure; changes in social, political and education systems.

The first one concerns population, which will most likely increase especially in developing countries. Consequently there will be more adults to be catered for. There are likely to be changes in the number and sizes of house-holds, in the proportion of men and women at work, and in the ratios of different age-groups, and these will in their turn modify the needs for education. It is likely that as educational demands are made more articulate the countries concerned will find themselves looking to correspondence education as one of the means of meeting such demand.

The place of the unskilled worker is diminishing and the demand for skills of many kinds will be expected to increase steeply with consequent requirements for training and re-training. Many people will move from production to service employment, for the growth of leisure time will add to the demand for services. The considerations bear on the assertion that one of the tasks of distance education is to promote the right use of leisure time. Leisure time will frequently present itself in many forms: short time, redundancy, retirement, long-term incapacity or unemployment. The working patterns of those employed might have to change. As opportunities for carrying on from school into further and higher education increase and as the age of retirement is lowered the age-differance of the working population will narrow. The working life for many people may come to no more than 40 or 35 years.

When it comes to trends in social structure and education forecasting becomes even more uncertain. The social climate will be affected by a number of factors deriving from population growth. Among these will be urban growth, housing requirements and the pressure on amenities and services. Such

developments will necessarily call for moves towards greater educational opportunity for every individual, away from educational elitism. In the light of the developments taking place, there will be a need for an intergrated education system involving the postponement of certain education experiences to adult stages of life. Included among these will be second and third chances for those whose first choice led to a dead end; opportunities for up-dating in the many fields where knowledge is continuously developing; opportunities for trying out one's capabilities to study in a new field like citizenship and studies involving value judgements that require maturity of experience for their understanding. The need here, in terms of educational system is for a planned distance education system for the citizens to earn and learn.

(iii) PROPOSAL

In the light of what has been said in the preceding paragraphs, and in the light of the available date, what are the problems which face distance education and consequently, what are the best possible plans for the future? The following factors should be taken into account when attempting to answer these questions.

- Organisationally, distance education must be included in the overall planning of the national education system and its organisation and supervision should be of much interest to the government as the establishment, financing and supervision of any educational programme.
- It should cater for individual students following courses suitable for their requirements, their individual circumstances, their capabilities and their rate of assimilation.

- The social needs of the country should be taken into account, on one hand, of the psychology of adult students on the other. Accordingly, distance education should foster systematic relations with the firms and employment centres that are likely to be affected by the disciplines in which tuition is given so that everyone who obtains a qualification, academic or otherwise, may be absorbed into the private or public sector.
- With regard to the question of status, it is of the utmost importance that correspondence education, should in addition to being genuinely effective, gain a certain measure of public recognition and esteem. This requires that it should lead to some officially and academically valid qualification (Wedel 1970) as at Massey University, University of New England and UNZA.
- With regards to methods, there is still much need for research and development to be done in this area. They can be done only if funds are made available to those involved in distance education.
- From the point of view of psychology of the students and the nature of students, there is pressing need for a body of teachers to be trained for this type of education. Such training should concentrate on the following aspects; planning, presentation, correction and evaluation, and the psychology of the adult learner at a distance.
- No institution can prosper in isolation and therefore the established distance education schemes and there

still to be started, should maintain constant contact with other schemes at home and overseas and exchange ideas on their various programmes and course materials as does Massey with the Australian and South Pacific External Studies Association (ASPESA)

One of the basic human rights—the right of access for all citizens to educational opportunities, suitable to their ages, abilities and aptitudes - will have been achieved if the above limited objectives can be attained.

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APPENDIX ANotes on Selection of Subjects - University of Zambia

Any of the subjects shown on the left hand column may not be counted in addition to any of the subjects in the right hand 'restrictions' column, in the satisfaction of Admissions Requirements.

SCHEDULE AMathematics/Science
SubjectsRestrictions

Agricultural Science	-
Biology	Human Biology; Human & Social Biology; Zoology
Botany	Biology; General Science; & Social Biology
Chemistry	Physical Science; General Science
Engineering Science	Physical Science; General Science
Human Biology	Biology; Botany; General Science; Human & Social Biology; Zoology
Human & Social Biology	Human Biology; Biology; Zoology
Mathematics	-
Physics	Engineering Science; General Science; Physical Science
Physical Science	Chemistry; Engineering Science
Zoology	Biology, Human & Social Biology

SCHEDULE B

English

SCHEDULE C

<u>Other Approved Subjects</u>	<u>Restrictions</u>
Accounts/Principles of Accounts	-
Additional Mathematics	-
Additional General Science	-
Commerce	-
Economics	-
English Literature	-
Food and Nutrition	-
General Science	Biology; Botany; Chemistry; English, Science; Human Biology; Human and Social Biology; Physical; Zoology
Geography	-
Geology	-
History	-
A Language other than English or a Zambian Language	-

SCHEDULE D

<u>Technical Subjects</u>	<u>Restrictions</u>
Art	-
Geometrical & Mathematical Drawing	-
Metal work	Metal Engineering
Metal work engineering	Metal work
Music	-
Surveying	-
A Religious Subject	-

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