

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

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

HARRISON JONAS CHIWAURA

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.

CONTENTS

	<u>Page</u>
1. Preface	(ii)
2. Acknowledgements	(iii)
3. Introduction	(viii)

CHAPTER I

4	A general distance education model	2
(i)	A rationale for distance education	3
(ii)	Clientele	5
(iii)	Adult clientele	6
(iv)	Youth Clientele	7
(v)	Course design and Production	8
(vi)	Delivery/Teaching System	10
(vii)	Organisation	11

CHAPTER II

5.	Massey University-Background information	17
6.	Massey University Extramural Studies Scheme	
(i)	Growth of the Scheme	20
(ii)	Structural Organisation in the Department of Extramural Studies	24
(iii)	Course Production	26
(iv)	Printery	28
(v)	The Teaching Process	29
(vi)	Supplementary Services to the Teaching Process	38

CHAPTER III

	<u>Page</u>
7. THE UNIVERSITY OF ZAMBIA CORRESPONDENCE SCHEME	
(i) Zambia's Political and Educational Background	40
(ii) The University of Zambia: A Historical Respective	44
(iii) Pass and withdrawal rates	51
(iv) The Correspondence Department	56
(v) The Correspondence Teaching Process at UNZA	64

CHAPTER IV

8 Conclusions, future developments and proposals	
(i) Conclusions	77
(ii) Reflections on future developments.	82
(iii) Proposals	84.

LIST OF TABLES AND FIGURES

<u>TABLES</u>	<u>page</u>
2.1 Occupation and Enrolment Numbers of External Students 1970-1978	22
3.1 Distribution of External Students by occupation 1967-1972	49
3.2 Distribution of External Students by Sex 1968-1977	50
3.3 Pass Rates (with comparable internal students' performance in brackets) 1977	52
3.4 UNZA Correspondence System: Withdrawal Rates for the first five years	55

FIGURES

1.1 Diagrammatic Representation of a Purely External Institution	12
1.2 A Diagrammatic Representation of a Correspondence Department within a University.	
2.1 Diagrammatic Representation of the Department of Extramural Studies at Massey University	25
2.2 Flow of Study Material From Lecturer to Students	27
3.1 A Diagrammatic Representation of the Centre for Continuing Education (CCE) UNZA	
3.2 Diagrammatic Representation of the Administrative Structure of the Department of Correspondence Studies at UNZA	60

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.