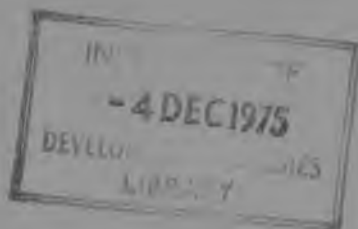




INSTITUTE OF ADULT EDUCATION
UNIVERSITY OF GHANA



I.A.E. MONOGRAPHS

No. 2: Report on Dag Hammarskjold
Seminar on "The Use of Correspondence
Instruction in Adult Education"

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INSTITUTE OF ADULT EDUCATION MONOGRAPHS

This is one of a new series of Monographs launched by the Institute at the time of its 25th Anniversary celebrations - October-December 1973. The series is meant to circulate (among research students, university staffs, and other interested persons) a body of writing on various subjects which members of academic institutions like the IAE are always putting out but never getting published for general circulation.

By the establishment of this series we hope we have embarked upon a corrective process, and that these monographs will serve the purpose of supplying a quantity of background material to many research subjects. They will not all, or always, be learned papers according to the strict academic definition of the term; they are not planned to be such, though some will in fact be learned and/or scholarly. Others will be purely narrative or descriptive. Nor are they issued in strictly chronological order: No.1, for instance, will be the review history of the Institute, just written for the celebrations and to be published after No.2, which was written in 1968.... The aim of the series is thus simply to release it as useful, helpful academic background material, for those who will find it so.

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K. A. B. Jones-Quartey
DIRECTOR

December 1973

Legon

REPORT ON DAG HAMMARSKJOLD SEMINAR ON
"THE USE OF CORRESPONDENCE INSTRUCTION
IN ADULT EDUCATION"

I. INTRODUCTION

1. Sweden is the fourth largest country in surface area in Europe, with a population of 8 million. She enjoys the highest standard of living of all the European countries, thanks to the development of her timber and iron ore deposits which laid the foundation of the present economic prosperity of the country. Yet, one hundred years ago, Sweden was one of the poorest countries in Europe. After observing the adult education provision in the country, there is no doubt in our minds that the attention paid to human resources helped in no small way to achieve this remarkable transformation.

2. It is difficult to attempt a full and accurate description of all the adult education activities in Sweden, and we have therefore selected the most outstanding elements that we feel have something to offer to the future development of university-based adult education in Ghana. We shall discuss two dominant features in Swedish adult education, certain institutional arrangements evolved in the system, the methods used, and lastly other matters arising from the deliberations of the Seminar which we feel would be of interest to our Institute.

II. ADULT EDUCATION IN SWEDEN

State support

3. As in all the other Scandinavian countries, the Swedish government actively encourages the development of voluntary associations and gives grants-in-aid to "educational associations" recognized by the National Board of Education. This

support is governed by legislation which makes provision for detailed arrangements concerning establishment, financial support and the running of every conceivable form of adult education activity in the country.

4. Let us illustrate this support by giving an example of the financial arrangements of, say, a Folk High School or a School of Adult Education, both of which are described more fully below. The State gives grants to cover the whole of teachers' salaries and, on the average, 90% of recurrent expenditure. A considerable proportion of building costs - in some cases 75% - is also borne by the state.

5. The state operates a scholarship scheme for adult students, and also provides loans of up to SKR9,000 (approx. £950) per year, on very generous repayment terms. Repayments are spread over many years, according to the students wishes, but must be completed by the time a student is 50 years old!

6. The government does not interfere with the running of adult education institutions, but asks for certain minimum standards of approach and content. The content of course must be objective, and the absence of any misunderstandings over issues, when even political parties and religious groups have treated very controversial subjects, shows that the rules of the game are fully observed. The Swedes seem to be a people who can argue, discuss and reach acceptable compromises.

Voluntary organizations

7. The observer from an English-speaking country is very much struck by the absence of the universities in the field of adult education. The University of Stockholm has now become interested in adult education methodology as an academic subject, but apart from personal involvement by students and

members of staff the universities have no organized bodies participating in adult education. Perhaps this is due to the fact that organized adult education has had a different history in Sweden.

8. The main organizers of adult education in Sweden are the "educational associations",¹ recognized by the National Board of Education for this purpose. These associations are functional groups of voluntary organizations, which are in turn generally known as the "popular movement".

9. The most important feature to which we would like to draw attention is that the elaborate adult educational programme supervised by these associations is made possible to a large extent by generous state support, as outlined above. In a visit to the Stockholm Branch of the WEA, for instance, we found that about 80% of recurrent expenditure was covered by state grants, and the other 20% was made up of membership fees.

¹ At present, there are 12 educational associations: Workers' Educational Association, Swedish Blue Ribbon Educational Association (Christian Temperance), People's University, Nonconformist Educational Association for the YMCA and YWCA, the Association for Adult Education, National Order of Templars Educational Association, Young Farmers' Association, Educational Association of the Citizens' School, Swedish Ecclesiastical Educational Association, and Salaried Employees' Educational Association.

10. We emphasize this aspect of state support because we feel it is time our own PEA stopped being apologetic about government grants and demanded them as of right. The argument is that these voluntary associations organize the demand and also supervise an essential service which is the responsibility of the state and are therefore entitled to the necessary support. This is the case in Britain and the Scandinavia countries - the two areas where there is great adult education activity involving voluntary bodies - and we feel that unless the PEA advocates the same arrangement, the future financial situation of the Association could be very gloomy indeed. This is because it would be just impossible to run the association now or in the future on its membership fees alone.

The Folk High Schools

11. The latest available statistics show that during 1966-67, about 12,000 adults attended 8-9 month courses at folk high schools in Sweden. These institutions are perhaps the best known adult education arrangements, not only in Sweden but in the whole of Scandinavia. The Swedes have however rationalised their schools and there are certain major differences with Denmark - the home of the folk high school movement.

12. It is very difficult to generalise on the activities of the 120 Swedish folk high schools, as they are all different; but basically they are residential adult colleges, primarily for students in the liberal arts. The largest schools can accommodate 250, some 100 and others as small a number as 40. There is a very wide age spread among students but the average would be 21. About 50% of these schools are owned by the popular movements and the local councils, and the rest by the State.

13. Subjects studied may be grouped as follows: Swedish, history, civics, geography, mathematics, natural science, hygiene, singing and gymnastics. There is also the experience of living together in a residential school which it is difficult to acquire in any other way.

14. Originally designed as strictly non-vocational, today each of the folk high schools is developing its own specialty. The Swedes place a lot of importance on this corporate life. Certificates at the end of a course do not show attainment marks. The fact that one had been on a residential course and studied certain subjects together with others is the essential thing. We visited two folk high schools in Sweden.

15. Brunswick in the northern part of the country is a labour and national science centre, and the Marieborg Folk High School in Norrköping has developed a strong bias for international affairs and recently added theatre studies to its curriculum. Students studying theatre compete successfully for places at the Theatrical School run by the City of Norrköping, and the programme shows signs of very successful beginnings. We also found that in Denmark, where tradition is so strong, some of the folk high schools are in fact changing and that today there are schools with a vocational bias towards teacher training, nursing and other such professions. The students go out from these schools into the various professions after their training, better equipped to make a successful start. The traditional liberal subjects are maintained, in addition to the new biases in these schools both in Denmark and Sweden, and although there are still some very conservative schools like Magleås in Birkerød, Denmark, which we also visited, the general trend is as outlined above. The schools have not remained static in ideas.

16. We believe there are a few lessons that we can apply in the use of the residential facilities now available at Tsito, Takoradi and Tamale. The advantages of integrating

residential facilities with other methods are discussed more fully in paras. 25 and 55. Meanwhile, we envisage a plan whereby each of our residential colleges would concentrate on specific courses organised by the Institute on long-term (say 6-12 months) and short-term (say 2-4 weeks) bases. In addition, they would also provide facility for the face-to-face meetings (see para. 17) that would supplement the correspondence course programme.

17. We would like to recommend the following plan of work:

<u>Centre</u>	<u>Long-term Course</u>	<u>Short-term Course</u>
Takoradi	Industrial Studies (CAS) Business Studies (CAS)	for trade unionists, middle management personnel, executives, accounts personnel and GCE students (see para. 62) teachers.
Tsito	Agricultural Studies (CAS) (or Social Sciences) (CAS) (or Humanities)	for agricultural extension officers, local government personnel, teachers.
Tamale	Agricultural Studies (CAS) Business Studies (CAS)	for middle-management personnel, executives, clerks, agricultural extension workers, accounts personnel and GCE students (see para. 62) teachers.

18. Two problems immediately rear their heads in such a plan: staffing and the recruitment of students. We believe that this is a matter of detail, but broadly speaking we might overcome this by (a) posting a Resident Tutor/Warden with the necessary qualifications in the subjects in which the particular college would specialize, (b) making use of part-time tutors, and (c) working in close co-operation with the various agencies and institutions that would have to be brought in by way of course content and recruitment, i. e. the TUC, employers' organizations, the Ministry of Education, and Corporations, and business establishments for recruitment, and the higher institutions of learning for course content and tutors.

Schools of Adult Education

19. One of the lesser known institutions in the Swedish adult education system is the School of Adult Education. The closest form of it here in Ghana is our Workers' Colleges. These schools of adult education have been developed specifically to provide opportunities for adults pursuing courses in the formal educational system, as well as for retraining. In addition, non-vocational subjects in the social sciences and humanities are offered.

20. The most outstanding of these schools is the one at Norrköping which we visited. The school was established in 1956 with 78 students; by 1966 it had 1,600 students. The target for 1970 is 5,000. The drop-out rate is about only 15% and even this is mainly due to change of work and family circumstances. Courses offered include a special preparatory course for entry into the formal secondary school course, a full secondary school course, a special technical college course, and a selection of commercial courses and industrial subjects.

21. The state bears 97% of all operating costs and the remaining 3% is borne by the Norrköping City Council. The cost per student per year is worked out at SKR1,000 or Ø160.00 at present rates. Tuition is free and, in

addition, students are entitled to loans varying up to SKR9,000, or Ø1,530, a year. They also get grants ranging from SKR175-SKR320, or Ø12-Ø26, per month. There is also a special adult education grant of SKR2,000, or Ø330, to allow students to take time off from work to prepare for their final examinations.

22. Generally, students are not paced and are left to plan their own studies. They have, however, a lot of counselling. Students are free to use the correspondence method alone or combine it with the face-to-face oral method. Radio Sweden complements what is done by putting supplementary courses on the air - 96% of homes in Sweden have T. V. - and the students are provided with all aids. The schools themselves are properly equipped and staffed to make the oral face-to-face sessions a success.

23. We feel the adoption of some of the methods used at Norrköping might solve what we consider to be the three most important problems facing our students at the Workers' Colleges: (a) the lack of study material; (b) the lack of proper counselling service; and (c) the difficulty of adult students getting to a particular centre for oral instruction nearly every day from Monday to Friday.

24. The logistic problems involved in providing our students with textbooks and other study material are well-known, and we need not go into them here in detail. The integration of the correspondence method with every course we offer will however minimise this difficulty immensely, as we shall be forced to produce the material (see para. 45). Also, although we know that the number of periods offered for most subjects is inadequate, we have been unable to increase them for two basic reasons: we have not the financial resources, and, even if we did, to increase the number of periods would tell too much on

our working students and force them to drop out. A wide range of subjects combined with an increased number of periods would be psychologically unsound and pedagogically wrong.

25. We therefore recommend that in future the correspondence method must be integrated with all courses. The advantages which would follow from such a move would be: (a) a considerable reduction in the cost of oral instruction; (b) the provision of adequate study material for students; (c) facilities for students to work at their own pace and thus reduce the drop-out rate; and (d) the guarantee of a minimum acceptable academic content to our courses.

The Study Circles

26. About 1.2 million Swedes are involved in this kind of adult education activity every year. A Study Circle is basically a group of people who meet regularly to pursue the study of a fixed subject, on the basis of a predetermined plan. Membership of a circle varies from a minimum of five to a maximum of twelve. Members meet on equal terms, although, naturally, the normal educational background is not homogeneous. One of the members is elected leader. He does not teach but acts as an organiser of studies. Study material is provided by the organizing body, and the group is enabled to learn, discuss and solve problems. Something does get learnt, and this is important, because the open mind is not an empty mind. But the ultimate goal of the circle is to act as a workshop for democratic training, a generator and transmitter of impulses which influence and eventually improve society.

27. Today, there are three types of Study Circles. Those (a) learning facts; (b) acquiring skills; and (c) solving problems. Again, the correspondence method is used in all these groups to supplement the face-to-face contacts of the members.

28. It can be seen from this short description of the Study Circles that we have something like them in our liberal studies groups throughout Ghana. The main difference, in our opinion, is that we insist on the presence of a qualified tutor in a class. This requirement has always limited our activities to centres where such personnel are available. Besides, it has not been really possible to determine the standard of the academic content of a course run by a tutor who is rarely seen in action.

29. We would therefore like to recommend that the Institute consider the adoption of a system whereby a group pursuing a course is handled by a leader supplied with adequate course material. The group should be visited by a qualified person at regular, spaced intervals. Such a system would enable us to have more centres and reach more people, and also help us to make greater use of our limited tutorial resources. The introduction of such a system would no doubt place a heavy responsibility on Organisers, who will have to supervise groups more closely. But we believe that with adequate backing by the Institute they would live up to their new responsibilities, and help to inculcate this true way of learning into adults.

III CORRESPONDENCE EDUCATION

30. It will be seen from what we have discussed so far in this report that in Sweden correspondence education is an accepted method and technique of teaching, and not merely

a second-best. It is reckoned that most Swedes at some point in their lives have taken correspondence courses of one kind or another. The system is used at the folk high schools, study circles, night schools and schools of adult education, and there are plans to organize university teaching by the same method. Correspondence technology is used to teach teachers new methods and even university students utilise it to supplement their studies. The method is thus fully integrated into the whole educational system and held in high esteem. It is said that some employers prefer applicants who have obtained their qualifications through correspondence study, because of the greater discipline of mind and character that is acquired through this method.

31. We had the privilege of visiting three correspondence institutions: Hermods in Malmo, Sweden; Brevskole in Copenhagen, Demark; and the Norwegian Correspondence Institute in Oslo, Norway. We also met the Director of another institution, Brevskolen in Stockholm, Sweden, who discussed the work of his organisation with us. We shall describe Hermods and Brevskolen - the two Swedish institutions - in much detail, as they are somewhat different from other types. The Danish Brevskole and the Norwegian Correspondence Institute are similar in many respects to the Swedish Brevskolen, and we shall therefore only mention one or two interesting features about them.

32. Hermods, a non-profit-making foundation, is the largest correspondence institution in Sweden. It enrolls 100,000 students annually and provides classroom and laboratory teaching as a supplement to correspondence instruction. It prepares students for official examinations ranging from the equivalent of the GCE (OL) to university level work. It awards its own certificates and these are highly respected. The foundation has a permanent staff of 350 (45 of whom are editors working on courses) and about

200 correspondence tutors working part-time. It is educationally responsible for a group of state-supported grammar schools using correspondence study material, and is active as a consultant body to a great number of Swedish comprehensive schools where Hermods courses are studied. About 1,000 Swedish enterprises rely on it for course materials for in-service training in engineering, administration and other subjects.

33. Brevskolen (Letters or Correspondence School) is owned by the Swedish "popular movements" and is also a non-profit-making organization. It has 65 full-time staff and 230 part-timers. The School provides correspondence courses for employees in shops, departmental stores and offices, and for technical training for skilled workers, foremen and technicians. It also prepares courses following syllabuses used within the formal educational system. The last category is that of courses in general studies or liberal education. Unlike Hermods, which has come to have standardised texts, Brevskolen has a lot of short and "ephemeral" publications because it has to satisfy the wishes of its students.

34. Three methods of study are used by Brevskolen:

- (a) Individual Study - Material for study prepared primarily for use by adults is provided for study by the individual, working at home alone and at a pace which suits him best. The Student then sends answers to questions after completing a unit, and this two-way communication is maintained with Brevskolen throughout the period of study.
- (b) Study Circle - Study material is supplied to participants, who study individually at home but meet once or twice a week to discuss course assignments and formulate answers to questions inserted in the text.

The Circle then sends answers to Brevskolen as a group. The certificate awarded is for the whole group.

- (c) Evening Correspondence Schools - This form of study combines the two methods already mentioned above. The loneliness of individual study is complemented by the stimulus which participation in a study circle provides. Every participant receives study material and studies it as an individual. He answers the course questions independently and has his answers marked by his teachers at his centre. Participants then meet once or twice a week under the guidance of a trained leader, to discuss and work out together the more important and thought-provoking sections of the course. Each participant is awarded a separate certificate after successfully completing the course.

35. An important feature of Brevskolen in Denmark is that they have minimised the drop-out rate considerably by organizing entrance tests prior to enrolment. In Norway there is legislation governing standards, and a special branch of the Ministry of Education deals exclusively with correspondence institutions. Correspondence institutions outside Norway wishing to operate in the country have to submit their courses to the scrutiny of the Ministry, which is thus enabled to safeguard standards as well as the interests of students.

What is Correspondence Education?

36. We have already said much about the respect enjoyed by correspondence education in Sweden. We believe this is mainly due to the fact that most of the correspondence institutions are non-profit-making organizations, and their

aim is primarily to satisfy an educational need. There are a few commercial institutions who have been unscrupulous with their students. We found that both Brevskole and the Norwegian Correspondence Institute have subjected themselves to State inspection and therefore maintain very high standards. The reputable institutions have themselves formed a group to safeguard their reputation and their example is making it difficult for the unscrupulous ones to exist.

37. In Ghana, all the correspondence institutions operating are commercial concerns, and their methods and results have raised the prejudices that are now held by most people against correspondence education. Again, the methods adopted by commercial institutions have led to misconceptions of what correspondence education really is. One of the aims of the seminar was to correct these misconceptions. Participants therefore discussed the justification for this teaching method. They had to go through a series of lectures and discussions on course writing (including a workshop at which each participant wrote a Unit of a Course), principles of organization and the administration of a correspondence institution.

38. There are three main justifications for the introduction of correspondence education in adult education: (a) The educational problems of the adult differ from those of the youth, and there is a need to formulate a flexible means of gaining knowledge and skills, the need to evolve a system that would allow the adult to study at a time and place of his own choosing without breaking off other activities for any great length of time. His role as a student must not interfere with other obligations as a citizen and a working member of the country. Perhaps the most efficient way of doing this is the integration of his studies with his work and social activities. (b) The lack of teachers and teaching facilities as well as social and economic restrictions which limit the intake of students into regular schools, and (c) The bridging of distances in space and time between student and teacher.

39. Nowadays correspondence education goes under many names. Some of these are: "Teaching by Mail", "Letter School", "Home Study" and "Articulated Long Distance Media". The essential element that a good correspondence system must have is two-way communication. In other words, the student must have material which teaches and enables him to learn on his own, which provides facilities and opportunities for working out answers to problems and assignments, and which makes it possible for him to send his answers to a teacher for correction and receive back comments of pedagogical value from the teacher.

40. There are two main modern approaches to correspondence education: (a) the multi-media approach, whereby radio, TV, tape recorders and all available forms of mass-media are brought into play as a complement to the conventional method of correspondence teaching; and (b) the multi-method approach whereby all that is implied by face-to-face meetings are also brought in as a complement to correspondence teaching.

41. Experience in most parts of the world has shown that where these two methods are properly organized, teaching is most effective, and we would like to recommend the adoption of these two elements in our plans for the Correspondence Unit.

42. We would also like, however, to sound a word of warning here. As a recent Unesco publication, The New Media: Memo to Educational Planners, has pointed out, "the new media are not miracle drugs for ailing educational systems", and we must be careful of how far they are integrated with our courses. As we have already said, whatever system we adopt must be very flexible, and if lessons are made too dependent on radio or TV broadcasts, a student who misses a broadcast for one reason or another may find it difficult to cope with his course.

43. There are three methods of correspondence education which we would like to recommend for use in our Correspondence Unit, for the various courses we organize or will organize in the near future:

- (a) Supervised Study - for students pursuing examinable courses at our Workers' Colleges or big urban centres where tutors are readily available. Every student will receive his study material in the usual manner by correspondence, and study on his own at his own convenience. He will answer the course questions independently, and then have his answers marked by his teachers at his centre. Students will still meet in classes about once a fortnight in each subject, under the guidance of a tutor, to discuss the more difficult aspects of the Course.
- (b) Group Study - for students who want a liberal studies class to be established at their centre but have no qualified tutor available to conduct classes. The study material will be sent to participants individually for study at home. The group will then meet once a week under the guidance of a trained leader chosen by the group, to discuss course problems and formulate answers to questions inserted in the text, as a class.
- (c) Individual Study - for students pursuing examinable courses at centres where tutors are not available. They will answer course questions independently and send their answers to Accra, where they will be marked in the usual way. Students in this category will have to attend face-to-face meetings arranged periodically at our residential colleges, or conversely at a convenient meeting place where tutors can get to them.

44. So far, much mention has been made of the provision of study material, and we would now like to discuss this important aspect of correspondence education. In 1962 when the Institute decided to run a book service, this was so ill-planned that we now find ourselves stuck with books we have little use for. So much capital has been locked up in these books that, for some years, we have not been able to supply some basic textbooks to our students. Somehow we have managed to organize classes without adequate books, but we would definitely not be able to organize correspondence courses without adequate reading and other study material.

45. Our Correspondence Unit is scheduled to start by January 1st, 1970, and although the Working Party on the first set of courses is still to start work, we would like to point out that it is extremely important to decide by, say, June 1969, what textbooks and other study material would be required, and ensure that they are available before the end of 1969. If this is not done, we shall be compelled to produce "self-contained courses" right from the start. This would be a good way to start writing new textbooks, but we would save ourselves a lot of trouble if we combined self-instructional material with the use of good textbooks in the beginning.

46. Perhaps the most important aspect of correspondence education is that of course-writing. Everywhere we went, we were told that it takes roughly a year to get a course written. The process starts with an invitation to an expert, who writes the course and then sends it back to the institution for editing. Where there are illustrations to be made, the illustration is brought in right from the very beginning.

47. Course writing is so different from that of writing a textbook, and it is the duty of the editor to see that the text actually teaches. All the correspondence institutions we visited had their own full-time editors for different subjects. This is a luxury we cannot afford in the conceivable future, and we shall have to depend on part-time tutors. However, part-timers being what they are, so much will depend

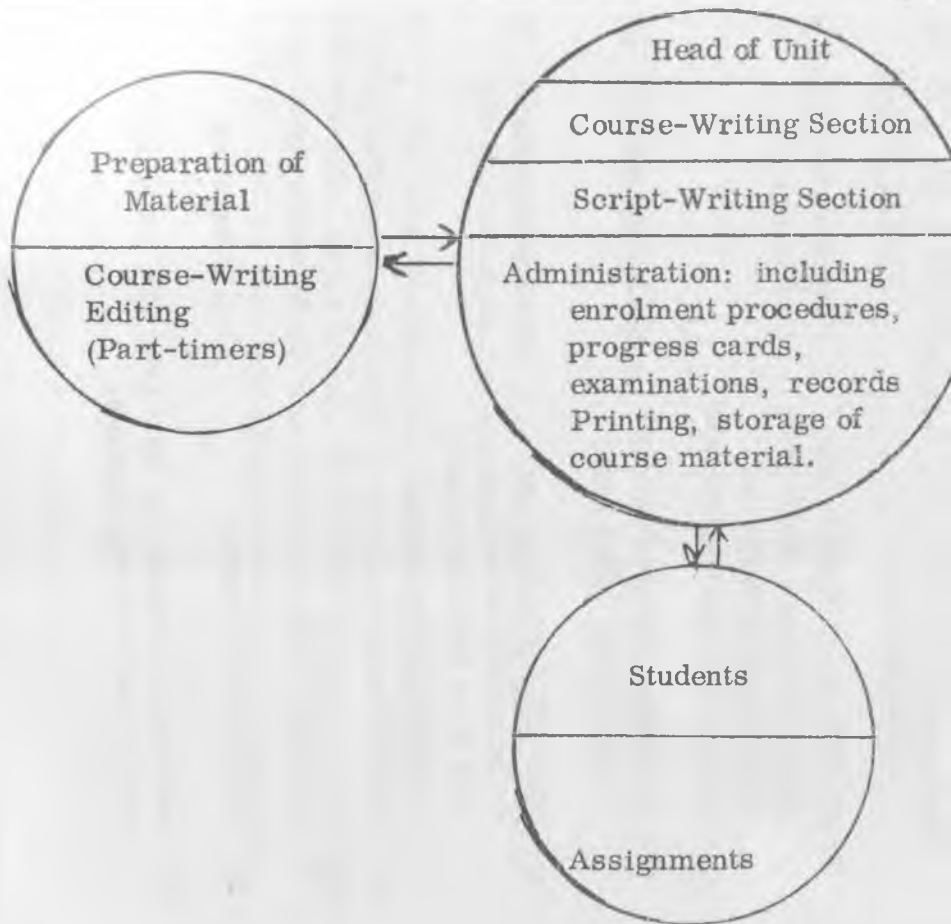
on our own full-time staff at the editorial desk of the Correspondence Unit.

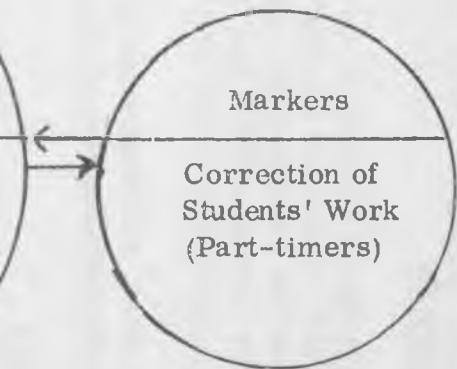
48. Course-writing in itself is a new skill and we therefore recommend that as soon as our Wisconsin team arrives, the head of course-writing should start a series of short courses on course-writing, as a matter of urgency, for our prospective course-writers and markers.

49. The administration of our Correspondence Unit, as we see it, may be illustrated by the diagram on page 19. The nerve-centre is the office, on which so much depends, and we saw some very sophisticated office equipment in all the correspondence institutions we visited. In fact, Hermods in Sweden now uses a computer to help with the correction of student exercises as well as record keeping, as the institution was finding it increasingly difficult to do this by conventional methods. Again, we feel that the office equipment to be used must be decided upon and ordered early next year.

50. In this connection, we would like to draw attention to the question of printing. We already have a small printing unit; to save duplication, this could be enlarged to do all the printing for the Correspondence Unit, as well as the normal printing schedule carried out by this section. We feel this would enable us to make the fullest use of our printing facilities. What we may need to do would be to add perhaps two printing machines of the same type and make fuller use of the Xerox machine. We also feel that the single varityper which we now have will not be able to cope with the work, as its operation is very slow.

51. We therefore recommend the purchase of two or possibly three IBM Electric Typewriters for the Unit. These machines are handled just like ordinary typewriters but have the clearest type of any machine of its kind on the market. We may also have to buy a few other pieces of equipment to enable us to provide attractive covers and produce clear illustrations.





IV. MATTERS ARISING

A. COURSES

52. We would now like to turn our attention to the Courses the Institute organises and could organise in the future, using the correspondence method and the possible implications of the successful operation of the Correspondence Unit during the first three years.

53. According to present plans, our programme of courses will be as follows in the near future:

List A

<u>Course</u>	<u>Teaching Method</u>
(a) Certificate in Adult Studies (absorbing some of our present Liberal Studies and Labour Studies programmes)	Correspondence and oral instruction
(b) Part-time Degree Courses (mainly in the Accra area)	Oral instruction
(c) GCE (OL & AL) Courses (to be phased out as from 1970 if we are able to work according to the present schedule)	Oral instruction
(d) Liberal Studies	Oral instruction
(e) Professional Courses	Oral instruction
(f) Residential Schools i. e. New Year, Bu Bere, Easter, one-day and week-end Schools.	

54. We recommend that the following programme of Courses should be adopted instead of the one outlined in para. 53 above:

List B

<u>Course</u>	<u>Teaching Method</u>
(a) Certificate in Adult Studies	Correspondence and oral instruction
(b) Part-time Degree Courses	Correspondence and oral instruction
(c) GCE (OL & AL) Courses	Correspondence and oral instruction
(d) Liberal Studies	The "Study Circle" method, backed by correspondence or purely oral instruction
(e) Professional Courses	Correspondence and oral instruction
(f) Residential Schools, i.e. New Year, Bu Bere, Easter, one-day and week-end schools.	

55. We have already given reasons for integrating the correspondence method with all the courses we organize, or will organize, in the future. It can also be seen that we have suggested additional courses and new teaching methods in List 'B', and we shall now give our reasons for doing this.

Part-time Degree Course

56. We have suggested the organization of our Part-time Degree Courses by correspondence and oral instruction mainly because we do not believe present arrangements and the dearth of qualified personnel would enable us to offer these courses in places other than Accra in the foreseeable future. The University of Zambia, for instance, started organizing degree courses by correspondence right from its inception. Oral instruction, which is compulsory for students, is given at residential schools.

57. There are certain features about the Zambian programme that we would like to mention for consideration. The University of Zambia as a rule expects every member on its academic staff to teach internal as well as external students; in fact, this condition is inserted in contracts of service. It is made clear on first appointment that the University has two categories of students, i. e. internal and external, and that a lecturer is expected to handle both categories. The Department of Correspondence Studies at the University then recruits its course writers, markers and lectures at residential schools, from among the academic staff through their heads of department. The question of payment to individual lecturers does not therefore arise.

58. Unfortunately, this is not the case in Ghana, and for the 1968/69 session, for instance, we are committed to spend approx. ₵17,500 on teaching expenses at our Degree Division. We have had to cut down on the number of subjects and courses in order to accommodate the cost. In addition, the difficulties and frustrations we experience in the recruitment of personnel for this programme are well known and this is mainly because of the nature of the present system.

59. We would therefore recommend that the Institute explore ways and means of creating the Zambian atmosphere in our Universities. The various Faculties would then take the Part-time Degree programme into consideration when

appointing lecturers, so that the lecturing load for that programme could be fully integrated into the internal teaching programme. It should also be obligatory on the part of internal lecturers to teach external degree students, and we might get this condition written into new contracts, and with old ones as and when they are due for renewal. We are aware of the magnitude of the issues involved in tackling this problem, but feel a start should be made now before the other two universities also get involved.

The General Certificate of Education Courses

60. The Institute at present does not regard the organization of the GCE Course as a normal function of a university department responsible for adult education, but runs the programme because of the shortage of facilities and manpower elsewhere. In fact, during 1966-67, 70% of the total number of our formal programmes was in this category. We would like to raise the question of continuing with this programme in view of the new element of correspondence education that we now propose should be integrated into our programmes.

61. If we are concerned about this programme because of the sizeable portion it takes of our resources, we would like to point out that the introduction of correspondence education would reduce our energies considerably in this field, and once we get the machinery for the Correspondence Unit set up, the addition of such a course would not mean much extra effort. In fact, we should be making the optimum use of our limited resources, and providing the mass consumption of correspondence courses which makes such a venture feasible economically.

62. It is most likely that there would be great pressure from the government for us to help with teacher training.¹ This may take the form of helping untrained teachers to

¹See Report of the Commission on the Structure and Remuneration of the Public Services in Ghana, page 45.

qualify as trained teachers. This means academic qualifications up to the GCE level as well as professional competence. If we consider the fact that 68% of teachers in the primary and middle schools are untrained, and that 55% in the secondary schools and 60% in the training colleges are unqualified, we feel the Institute has a moral obligation to take on at least part of the responsibility. The Mills-Odoi Report specifically mentions correspondence study and teacher training, and it is doubtful whether we can resist the pressure from government to help in such a great national need.

B. TRAINING

63. In one of its recommendations, the Advisory Committee set up by the Vice-Chancellor to review the work of the Institute of Public Education said that it had noted that opportunities exist for Senior Members of the University through the normal study leave entitlement to undertake research and further studies in their fields, but that it was particularly concerned that similar opportunities should be provided for Organisers. It therefore recommended that the University should devise and promulgate a training and research scheme for Senior Members and Organisers of the Institute of Adult Education. Considering the tasks that now face us within the next 5-10 years, we have no doubt that this recommendation was well-timed. Especially so as this University has not the privilege of possessing either an Institute or Department of Education, and the Institute of Adult Education is left to find its way as best it can.

64. Adult education has now become a special field in which special training and skills are required, and the Institute has done a lot to provide opportunities for training, especially for its Organisers. In this field, perhaps the Institute has been the most progressive of all other departments in the University. We have however now reached a stage where we feel training should first of all be specialized, and, secondly, specifically geared to the future development of the Institute.

65. Unlike other subjects, facilities for the study of adult education are not yet available in Ghana and will not be for sometime to come. This means training would have to be done outside the country. Most of our Organisers have already had the opportunity of familiarizing themselves with other systems abroad, and we feel the time has now come for the Resident Tutors also to be sent on short courses and seminars, of, say, 1-6 months duration.

66. In addition, our Resident Tutors should be encouraged to make themselves primarily adult educators by reading for further degrees (if they want to) in adult education whenever they take the opportunity of the normal study leave entitlement. In this regard, we have in mind special areas in which we feel we must have specialists. For instance, we would in future need someone who has studied Psychometrics in some depth, to help with our testing procedures in the correspondence programme. Part-timers here will not do, because there is only one such specialist we know of in this University.

67. Present university administrative rules and arrangements do not allow University personnel other than Senior Members to read for university degrees on paid study-leave terms and, although Organisers have had the opportunity of pursuing a wide range of short courses in adult education, we are yet to see sponsorship on study leave terms for serious academic work. We do not claim that promotion into the senior categories should be the exclusive property of those of our staff who are already engaged by the Institute, but certain qualities make for a good Resident Tutor which are not necessarily found in everyone with a good academic qualification. The training of the organizing personnel who have shown aptitude for work and ability to pursue further studies would therefore be a great asset to the Institute. We have in mind what excellent Resident Tutors some of our first four Organisers would have turned into if we had had such a plan.

68. The Committee set up by the Vice-Chancellor in 1966 must have had this state of affairs in mind when it called on the University to devise and promulgate a training and research scheme for Senior Members and Organisers of this Institute. We would however like to point out that the initiative would have to come from this Institute, and we therefore recommend the appointment of a committee made up of Resident Tutors and Organisers to draft such a scheme for the consideration of the Acting Director.

69. We would need substantial financial resources to implement the scheme, but we believe this could be worked into the whole development programme of the Institute, so that the funds we are now seeking from foreign sources could not only cover programmes but also the human resources needed for the implementation of these programmes.

C. CO-ORDINATION IN ADULT EDUCATION

70. The 1968 Dag Hammarskjold Seminar on Correspondence Instruction in Adult Education discussed the need for co-ordination in adult education activities. The economists have now dethroned capital and material resources as the keys to material development. The human factor is now paramount. Yet educators cannot provide the answers, except in general and vague terms, to the questions of the economic planners. As a matter of fact, adult educators do not know what is being done in the total field of adult education.

71. Sweden is now working on a movement to co-ordinate adult education activities. We are of the opinion that such a co-ordination of activity is now necessary in this country. It is necessary that with the limited resources, material and personnel, and the unlimited amount of work to be done in adult education, there should be no overlapping in areas of work. For instance, co-ordination should help us to determine whether the Productivity Centre should not be left to run courses on management, whilst we pioneer new fields.

72. There is also the danger that large areas of adult education will be left untouched when each providing body assumes that some other body should be responsible for these. We have a large group of middle-school leavers, a potential source of good or evil. When adult educators come together in a professional body, they can advise themselves about what is to be done, how best it could be done, and who should do it. For instance, the Accra Technical Institute could be asked to undertake evening part-time adult classes for middle-school leavers.

73. The proposed Joint Universities Council on adult education, when it finally materialises, will be responsible for university-based adult education as it involves the three university institutions. What we are suggesting is something larger in scope and less definite in executive function. Perhaps a local branch of the African Adult Education is the answer, and we would suggest that the Institute give it its blessing.

V. CONCLUSION

74. This has been a very lengthy report. What we have put down involves more than what we absorbed at the seminar. We have taken the opportunity to make some far-reaching recommendations. These affect the programmes of the Institute and the personnel involved in the execution of these programmes. We would therefore ask that the whole report be discussed at a staff meeting at the next Bu Bere School in Kumasi.

Legon

11th July, 1968

SUMMARY OF RECOMMENDATIONS

1. The People's Educational Association (Ghana) should stop being apologetic about government grants and demand them as of right. (para.10)
2. The Institute's residential colleges should each specialise in certain areas, and also organize short-term courses related to such areas as well as provide oral instruction to supplement correspondence courses. (para.17)
3. The correspondence method of teaching should be integrated with all courses. (para.25)
4. The Institute should adopt the "Study Circle Method" whereby a group pursuing a course is guided by a leader supplied with adequate course material. This would enable us reach more people and also help us make greater use of our limited tutorial resources. (para.29)
5. The Correspondence Unit should adopt the multi-media and multi-method approach. (para.40 & 41)
6. The Correspondence Unit should adopt the following methods of correspondence study for our various courses: supervised, group and individual study. (para.43)
7. The Head of the Course-Writing Section should organize a series of short courses on course-writing, as a matter of urgency, for our prospective course-writers and markers before the commencement of the scheme.
8. We should add to our present Printing Unit at Legon, to enable the unit handle normal printing requirements and also serve the Correspondence Unit. (paras.51 & 52)

9. The course programme of the Institute and the teaching methods to be used in future should be as follows:

	<u>Course</u>	<u>Teaching Method</u>
(a)	Certificate in Adult Studies	Correspondence and instruction
(b)	Part-time Degree Courses	Correspondence and oral instruction
(c)	GCE(OL & AL) Courses	Correspondence and oral instruction
(d)	Liberal Studies	The "Study Circle Method" backed by correspondence or purely oral instruction
(e)	Professional Courses	Correspondence and oral instruction
(f)	Residential Schools i. e. New Year, Bu Bere, One-day and Week-end Schools. (para. 55)	

10. The Institute should re-examine the organization of the Part-Time Degree courses. The various Faculties of the University of Ghana (and later, Kumasi and Cape Coast) should take the Degree Programme into consideration when appointing lecturers, so that the teaching load for that programme could be fully integrated into the internal teaching organisation. Secondly, it should be obligatory on the part of internal

lecturers to teach part-time degree students, and this condition might be written into new contracts; with old ones, as and when they are due for renewal.

11. Further training of staff should be specialized and geared to the future development of the Institute. (para 65)
12. Resident Tutors should be given the opportunity of familiarizing themselves with other systems of adult education, and also encouraged to make themselves primarily adult educators by reading for further degrees in adult education, whenever they take advantage of the normal study leave entitlement. (para. 67)
13. A committee of Senior Members and Organisers should be appointed to draft a training and research scheme for Senior Members and Organisers of this Institute. (para. 69)
14. The Institute should give its full blessing to the formation of a local branch of the African Adult Education Association, to co-ordinate adult education activities in the country. (para. 73).



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