

THE TRANSFORMATION OF CORRESPONDENCE EDUCATION
TO DISTANCE EDUCATION IN NIGERIA, 1927-1987

By

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ABSTRACT

This study examined the transformation of correspondence education to distance education in Nigeria, from 1927 to 1987. This was against the background of the transformation of the novel system of instruction in many other parts of the world. Investigations have shown the extreme attachment of the system in Nigeria to the old methods and media of instruction. This is in spite of the long history of correspondence education in Nigeria, where its first alumnus took his degree in 1927. Yet the prevalent use of the term distance education to describe practices in the field gives the impression that there has indeed been a transformation. This study was thus carried out to examine the extent to which transformation has taken place.

The historical approach was adopted in which an extensive study of archival materials and documents was carried out. Interviews were conducted with alumni, present students of the system and practitioners alike. The study identified a number of periods in the transformation process. These are:

- i. the period of external examinations and foreign correspondence colleges;
- ii. the period of local initiatives and entrepreneurship in correspondence education;
- iii. the period of university involvement; and
- iv. the transformation period in embryo.

These four periods exposed the gradual transformation of the methods, the media, support services, two-way communication system, courses in and clientele of correspondence education, thus paving the way for the emergence of distance education.

Some of the findings of the study are:

- i. the foundations for the transformation of correspondence education to distance education have not been totally laid;
- ii. most of the institutional providers of correspondence education in Nigeria are not fully committed to the promotion of its transformation;
- iii. the impact of an increased number of radio and television stations in the country,

or of the satellite and computer systems has not been fully felt in the transformation process.

In view of the above, the researcher recommends the following, among others:

- i. the need for more government involvement in the funding and quality control of distance education systems in Nigeria;
- ii. the need for distance education institutions to have policies on development aimed at further bridging the distance between them and their clientele;
- iii. the need to make existing structures which signify media development in the country relevant to media growth in distance education.

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Finally, I acknowledge the divine presence of God in all the efforts that have now culminated in this work.

DEDICATION

To God

from Whom my blessings flow

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CERTIFICATION

I certify that this work was carried out
by Mr. Gbolagade Adekanmbi in the Department
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1 September 1992.

TABLE OF CONTENTS

	PAGE
Abstract -----	ii
Acknowledgements -----	v
Dedication -----	ix
Certification -----	x
Table of Contents -----	xi
List of Tables -----	xviii
List of Figures -----	xix
List of Abbreviations -----	xx
CHAPTER ONE : INTRODUCTION -----	1
1.1 Background to the Study -----	1
1.2 Statement of the Problem -----	19
1.3 Objectives of the Study -----	21
1.4 Research Questions -----	23
1.5 Scope of the Study -----	25
1.6 Significance of the Study -----	28
1.7 Limitations of the Study -----	29
1.8 Definition of Terms -----	30

CHAPTER TWO : CONCEPTUAL FRAMEWORK -----	36
2.1 Introduction -----	36
2.2 Analysis of the Concept of Transform- ation, Correspondence Education and Distance Education -----	37
2.3 Models of Correspondence Education----	61
2.4 Summary -----	69
2.5 Models of Distance Education-----	72
2.6 A Model of Transformation of Correspon- dence Education to Distance Education	96
CHAPTER THREE : Review of Literature -----	101
3.1 Introduction -----	101
3.2 The origins of Correspondence Education	101
3.2.1 The Nigerian Origins -----	118
3.3 The Significance of the University of London Innovation -----	124
3.4 Trends in the Development of Correspondence Education Methods ---	141
3.5 Media Transformation and the Bridging of Distance -----	156
3.6 Two-way Communication and other Patterns of Interaction -----	179
3.7 Issues of Quality in Distance Education	184
3.8 Summary -----	193

	PAGE
CHAPTER FOUR : METHODOLOGY -----	197
4.1 Introduction -----	197
4.2 Sources of Data -----	200
4.3 Data Gathering Tools -----	202
4.4 Analysis of Data -----	208
 CHAPTER FIVE : THE ERA OF FOREIGN CORRESPONDENCE COLLEGES IN NIGERIA -----	 209
5.1 Introduction -----	209
5.1.1 Before 1927 : An Emerging Innovation Through External Examinations -----	 210
5.1.2 The Nature of Entry and the Category of Clientele -----	216
5.1.3 Methods of Instruction -----	218
5.1.4 The Media of Instruction -----	220
5.1.5 Nature of Support Services ---	222
5.1.6 Pattern of Two-way Interaction	223
5.1.7 Issues of Quality and Quantity	223
5.1.8 Summary -----	226
5.2 1927-1947 : Entrance of the Alumni and the Continuation of External Examin- ations -----	 228
5.2.1 The Coming of the Alumni -----	229
5.2.2 Growth of Media of Instruction	231
5.2.3 Nature of Support Services-----	234

	PAGE
5.2.4	Issues of Quality and Quantity 235
5.2.5	Pattern of Two-way Communication 238
5.2.6	Summary ----- 239
5.3	1948-1959 : Pre-Independence Developments ----- 241
5.3.1	The Founding of the University College, Ibadan ----- 241 ✓
5.3.2	The Emergence of Television--- 253
5.3.3.	Trends in the Growth of Methods and Media ----- 260
5.3.4	Issues of Quality and Quantity 261
5.3.5	Summary ----- 263
CHAPTER SIX : POST INDEPENDENCE DEVELOPMENTS--- 267	
6.1	1960-1973 : The Growth of Local Correspondence Colleges ----- 267
6.1.1	The Coming of Exam Success Correspondence College ----- 268
6.1.2	Ahmadu Bello University's Involvement in Correspondence Education ----- 281
6.1.3	Further Developments in Methods and Media ----- 283
6.1.4	Developments in the Nature of Support Services ----- 287
6.1.5	Summary ----- 296

6.2	1974-1987 : The Transformation in Embryo -----	299
6.2.1	The Emergence of the Correspondence and Open Studies Institute (COSIT) -----	299
6.2.2	The Coming of the National Teachers' Institute -----	310
6.2.3	The Nigerian Educational Technology Centre (NETC) -----	318
6.2.4	The Entry and Exit of the National Open University -----	322
6.2.5	New Perspectives on the Development of Media and Methods-----	334
6.2.6	Issues of Quality and Quantity	337
6.2.7	Summary -----	346
6.3	Post-1987 Developments : Projections of Pattern of Transformation-----	348
6.3.1	The Re-emergence of the University of Ibadan's External Studies Programme-----	348
6.3.2	The Coming of the Commonwealth of Learning (COL)-----	363
6.3.3	Return to Abuja : New Wine in an Old Bottle -----	373
6.3.4	Satellite Systems and the Computer Influx -----	379
6.3.5	Projections of the Transformation -----	389

	PAGE
6.2 1974-1987 : The Transformation in Embryo -----	299
6.2.1 The Emergence of the Correspondence and Open Studies Institute (COSIT) -----	299
6.2.2 The Coming of the National Teachers' Institute -----	310
6.2.3 The Nigerian Educational Technology Centre (NETC) -----	318
6.2.4 The Entry and Exit of the National Open University ----	322
6.2.5 New Perspectives on the Development of Media and Methods----	334
6.2.6 Issues of Quality and Quantity	337
6.2.7 Summary -----	346
6.3 Post-1987 Developments : Projections of Pattern of Transformation-----	348
6.3.1 The Re-emergence of the University of Ibadan's External Studies Programme-----	348
6.3.2 The Coming of the Commonwealth of Learning (COL)-----	363
6.3.3 Return to Abuja : New Wine in an Old Bottle -----	373
6.3.4 Satellite Systems and the Computer Influx -----	379
6.3.5 Projections of the Transformation -----	389

	PAGE
CHAPTER SEVEN : SUMMARY, CONCLUSION AND RECOMMENDATIONS -----	394
7.1 Introduction -----	394
7.2 Summary of Findings -----	394
7.3 Conclusion -----	406
7.4 Recommendations -----	409
7.4.1 Recommendation for Further Research -----	419
BIBLIOGRAPHY -----	422
APPENDICES -----	433
1. Transformation of Correspondence Education to Distance Education Tracer Study Questionnaire -----	433
2. Interview Guide I (Alumnae of Foreign Correspondence Education Institutions Interview) -----	435
3. Interview Guide II (Students of Cor- respondence Education Institutions Interview) -----	442
4. Interview Guide III (Administrators and Directors of Correspondence Education Institutions Interview)---	444
5. Interview with the Assistant Director of Education, Bilateral Agreement, Commonwealth and African Affairs, Federal Ministry of Education, Victoria Island, Lagos -----	446
6. Names, Status, Addresses of Inter- viewees and Places of Interview-----	449

7.	Cover page of <u>Chemistry</u> Course text of the Rapid Results College, London	454
8.	Cover page of <u>Government</u> Course text of the Exam Success Correspondence College -----	455
9.	Title page of <u>Biology</u> Course text of the Correspondence and Open Studies Institute of the University of Lagos	456
10.	Title page of the Course text ADE 309 (Field Work in Adult Education) of the University of Ibadan External Studies Programme -----	457
11.	Letter of admission of Fatumise Lawrence of P.O. Box 283, Epe, Lagos into the University of Abuja's Centre for Distance Learning and Continuing Education (9th March 1992)	458
12.	COSIT Newsletter of March 1992-----	460
13.	University of Ibadan's ESP News of April 1992 -----	466
14.	Blank copy of the Certificate of S Studentship of the Exam Success Correspondence College, Ikorodu Road, Lagos-----	475
15.	COSU Paper for the Ad-Hoc Committee on the Reorganisation of the Correspondence and Open Studies Unit, 8th November, 1982-----	476
16.	Educational Correspondence Colleges (Registration, etc.) Decree 1977----	491
17.	Educational Correspondence Colleges Accreditation Decree 1987 -----	497

LIST OF TABLES

TABLE	TITLE	PAGE
1	A Comparison of Correspondence Education and Distance Education-----	59
2	Enrolment at Formal Educational Institutions in Nigeria, 1926-1966-----	120
3	Performance of Nigerian Students at the December 1937 School Certificate Examinations -----	237
4	First Set of University of Ibadan's External Studies Programme Students---	356
5.	University of Ibadan's External Studies Programme Registered Students	357
6.	University of Ibadan External Studies Programme Study Centres and their Coordinators -----	360

LIST OF FIGURES

FIGURE

TITLE

1	The Correspondence School Model -----	64
2	The Consultation Model-----	78
3	A Distance Teaching University Model	83
4	A Model of Transformation of Correspondence Education to Distance Education -----	98

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LIST OF ABBREVIATIONS

BBC	-	British Broadcasting Corporation
CQL	-	Commonwealth of Learning
COSIT	-	Correspondence and Open Studies Institute
DLS	-	Distance Learning System
DSE	-	Schriftenreihe der Deutschen Stiftung für internationale Entwicklung (German Foundation for International Development)
ETV	-	Educational Television
FRCN	-	Federal Radio Corporation of Nigeria
ICCE	-	International Council for Correspondence Education
ICDE	-	International Council for Distance Education
ICS	-	International Correspondence Schools
IUC	-	Inter-University Council
NBS	-	Nigerian Broadcasting Service
NERDC	-	Nigerian Educational Research and Development Council
NHSC	-	National Home Study Council
NTA	-	Nigerian Television Authority
NTI	-	National Teachers' Institute
NUC	-	National Universities Commission
RRC	-	Rapid Results College

- TISEP - Teacher-In-Service Programme
UCC - University Correspondence College
ZIFF - Zentrales Institut Fur Fernstudien-
forschung

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

The emergence of the correspondence system of education in the early part of the 18th Century marked a turning point in the provision of educational opportunities for millions of people all over the world. It signified a major departure from the traditional face-to-face approach to teaching and learning, by making it possible for teachers and learners to be separated in time and space, for what Moore described as "both the preactive and the interactive phases of teaching".¹

While the growth of this novel approach and its consequent diffusion from Europe, Australia and America to other parts of the world was made possible by the various educational, geographical and socio-economic circumstances of the innovation-accepting countries, the development of new communication systems had greatly influenced its easy application. For example, the

1. M. G. Moore, cited in Borge Holmberg, Status and Trends in Distance Education. London Kogan Page. 1981, p. 11. For a discussion on the extensive use of the system to educate large number of citizens all over the world, see Mackenzie and E.L. Christensen, The Changing World of Correspondence Study. University Park: The Pennsylvania State University Press. 1971; and, Katia Siqueira de Freitas et. al. "Non-Traditional Study Program: An Overview" ICDE Bulletin. Vol. 12 Sept. 1986. pp. 38-40.

coming of the mail delivery system, whose art the University of Paris had perfected since the 13th century,¹ the emergence of the radio in 1902 and its further development in 1906 by one Fessenden of the University of Pittsburg in the U.S.A.²; and the earlier invention in 1875 of the telephone³ had provided some background for the avenues which the modalities for transmitting instructions would later take. The coming of improved transportation system as typified by the invention of the internal combustion engine towards the end of the 19th Century had made it possible for man and goods to be transported at a speed of 140 kilometres an hour.⁴ By 1945, it was reported that the jet aircraft was already doing ten times the

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1. The Encyclopedia Americana (International Edition) New York: Americana Corporation. 1967. p.428. Germany, Italy, England and the United States later had their postal systems begun in the 15th, 16th, and the 17th Centuries with England establishing a public post in 1635 while "American Post Proper" was started in 1691.
 2. Fessenden had succeeded in pioneering the "first broadcast in history" when he "used wireless waves to carry the human voice over a distance of more than one kilometre". See Olu Ladele, V.O. Adefela and O. Iasekan, History of the Nigerian Broadcasting Corporation, Ibadan: Ibadan University Press. 1979. p. 2.
 3. The invention of the telephone had preceeded that of the radio by about twenty-six years. One interesting observation has been the progressive reduction of distance over the years, between each invention and its application. For photocopy, it was 112 years; telephone, 56 years; for radio, 35 years and for television, it was 12 years.
 4. Edgar Faure, (Ed.) Learning to be. Paris: Unesco. 1972, p.89.

original speed of the improved wheel. Indeed, by the 1960's, astronauts who travelled to the moon, were on their landing, seen simultaneously on earth by hundreds of millions of people, millions of miles away.¹

These breakthroughs in the growth of communication were not the only events that helped in reducing the distance between man and his fellow men in time and space. The coming of the industrial revolution itself as a major harbinger of the communication breakthroughs made it possible for distance to be bridged. First, it brought a boost to the growth in technology and reduced the physical separatedness of nations and the various nationalities. Second, it brought with it a rapid increase in the spirit of merchantilism and free enterprise. Third, it ensured that a multiplier effect was given to goods production which then took on the mass edge to it. Any commodity,

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1. This development in human space travel pioneered by the Soviet Union with the landing of Sputnik in 1957 has had tremendous impact on the development of educational and other distance-reducing technologies. See Learning at a Distance and the New Technology, Vancouver: Educational Research Institute of British Columbia. 1982, pp. 31-39. Also, the recent widespread sale of mobile and cellular phones and the successful organisation of Satellite Conferences by American and Japanese executives who were afraid of travelling during the recently concluded Gulf War hostilities are fall-outs from space technology research. (The researcher was in the United States of America between February and March 1991 and listened to many reports on the Cable News Network (CNN) which discussed this phenomenon extensively).

services or materials could be mass produced, using an extended division of labour and stressing cooperation, team spirit and a growing sense of speciality. These issues later provided a basis for Otto Peter's theory in correspondence education as we shall see.

The attendant effect of all these developments on the various existing educational provisions, including correspondence education was extensive. While for instance the medium of instruction in correspondence education gradually gave way from an initial heavy reliance on print to other media, a significant shift was marked in the changes that were to inform the pattern of growth in the field. Consequently, new terms began to emerge in the literature in the field to further bring home these new dimensions of growth. Terms like "telekollegg", "teleconferencing", and "distance education" began to find various levels of usage. At another level of the spectrum, the relationship between the obvious appeal to the mass audience of post industrial revolution found some theoretical level of linkage with correspondence education. If industrial revolution signified

the coming of the division of labour; of the need to have areas of specialisation; of the need to mass produce to satisfy the clientele, then correspondence education, which shares these characteristics may have been the most industrialized form of education.¹

The general growth in the pattern of sophistication of the society; of the coming of the new nations as a result of the withdrawal of Colonial Governments; and of the growing demands on the purse of many a government to continue to finance fully the education of its citizens, led to the emergence of a new kind of clientele for correspondence education institutions. These changes and others were not without their effects on the general pattern of growth and development of correspondence education. In some ways, the programmes of correspondence education had to change to reflect the changes in the environment. At other times, the

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1. This is a major postulation and contribution to distance education theory which O. Peters has made. See for example his works: "Theoretical Aspects of Correspondence instruction" in O. Mackenzie and E.L. Christensen (eds). The Changing World of Correspondence Study. University Park: Pennsylvania State University Press 1971, pp.223-8 and "Distance teaching and industrial production: a Comparative interpretation in outline". In D. Sewart, D. Keegan and B. Holmberg (eds.) Distance Education International Perspectives, London: Croom Helm pp. 95 - 113.

methods of instruction had to change to reflect the more robust technology that the environment could offer, or relate to the liberal attitude which the new clientele demanded. Still at other times, the changes in approach to correspondence education activities were so subtle, so profoundly transient that they could not be easily traceable to any known factor. Where this was the case, changes are sometimes found to have resulted from an intrinsically woven factor in the entire process of correspondence education itself.

However, in ascertaining the nature of change and the factors that promote this, one major theme appears to have stood out more clearly than the others. Around this cauldron of the explanation of change in the growth of this novel approach to teaching and learning is the one arising from an attempt to consider the term correspondence education as not being capable of now fully carrying the weight of the totality of experience that actually operates in the field¹

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1. **The** change in name of the body, International Council for Correspondence Education (ICCE) to International Council for Distance Education (ICDE) on June 14, 1982 was a climax in the series of attempts to reflect a paradigmatic shift in the transition from "Correspondence education" to distance education". Apart from the new term catering for the growing diverse membership of the body, it also de-emphasises the extreme reliance in the medium of print which was the hallmark of the system of instruction of Correspondence education in view of the new technologies which adorn the field.

either at the level of practice or at the more foundational level of theory. It is the somehow simple explanation of its transformation from the generally accepted name, or perhaps culture of correspondence education to distance education. Going purely by the book, the term distance education is variously seen as properly locating the focus of the activities which correspondence education practices of old depict, or should depict at the present time. The element of time here is seen as a factor of the aggregate of the growth of communication and its related technology, and the tendency to want to explain correspondence education activities in the light of new ideas and actual happenings. Thus a transformation here, signifying change in the correspondence education of old, can only be in the direction of the latest term "distance education."¹

The attempt at this point is not to plot a graph of correspondence education along a path that sees the term growing and one day becoming distance education. The point however is that wherever correspondence education had found some level of usage in theory and in practice, it may as well be logical to expect that

¹ International Council for Distance Education, 1982 Conference Report and Handbook, pp. 28 - 30.

there has been a growth and development in correspondence education, with such growth being in the direction of creating new sets of descriptions for happenings in the field, based on changes in the media and methods used. Thus, in examining the transformation of correspondence education, we are examining the extent to which it has transformed into what could easily be referred to as distance education. The essence of this patterning thus automatically shifts from just the terms to the wider issue of determining how the changes have gone especially based on certain expectations.

In Nigeria, as in many developing nations, the transformation of correspondence education to distance education may well be an acknowledgement of the extent to which some specific methods and media have been significantly changed as to make the practice to be seen in terms of distance education. In view of the relative growth of the system and its new demands, it becomes necessary to historically place in appropriate perspectives what the nature of change has been. This change situates the medium of correspondence education within the context of its capacity for

bridging the distance between the learner and the institutional provider on the one hand, and between the learner and actual learning outcomes on the other. Between the greater epochs spanning the sixty-year period of the study, the pattern and trends of the transformation of the system will be examined along a historical dimension.

So far an examination of the development of the system of correspondence education in many parts of the world, especially in places where the idea originally diffused to Nigeria reveals that there has been a transformation from correspondence education to distance education. Such a transformation can only be best described as partial in the case of Nigeria. This description is not only contrary to the ideal when one considers the length of time the practice has been on in Nigeria, it is also dysfunctional and is a great indictment on the promotion of an educational innovation whose benefits, past, present and potential for the development of the nation's educational, social and economic and technological systems are tremendous.

Where there is a proper growth of the system of correspondence education in Nigeria, issues of continuous heavy reliance on the medium of print should not only have been reduced, other media, especially the modern ones should have emerged¹ in the field. A foray into the history of the system will explain this point more.

The use of the print medium to relay educational messages to the clientele of correspondence education in Nigeria in the early beginnings of the use of the novel teaching approach may have been in line with the level of development at the time. About 1887 when the London University first opened its doors to Nigerians to benefit from the opportunities of obtaining

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1. This was the issue which Anthony W. Bates was raising which he referred to Soren Nipper's assertion that there is already a third generation distance education, where a greater facility for two-way communication and more access to communication between student and teacher is provided. See A.W. Bates, "Third Generation Distance Education: The Challenge of New Technology," in Research in Distance Education. Vol. 3 No. 2, April, 1991. p.11

a degree at a distance,¹ the level of development of the general communication systems was very low.

In Britain, from which Nigeria, like most other Colonies had had the first contact with the use of radio through the "Empire Broadcasting",² up till 1929, attempts were still being made to ensure the launching

1. Michael Omolewa, "Historical Antecedents of Distance Education in Nigeria 1887-1960". Adult Education of Nigeria, Vol.7 Dec. 1982. p. 7. The University of London had in fact been established in 1836 and was a major innovation in opening university education provisions worldwide. Its 1858 **Charter** not only dispensed with the requirement of attendance at an approved examination, citizens from the "Empire" (later "Commonwealth") could register for external degree examinations. London University's examination-board" role thus created the tuition-support gap which only correspondence educational provisions could fill. See Leonard Valore and Grover E. Diehl, "The Effectiveness and Acceptance of Home Study" National Home Study Council Monograph. April, 1987. p. 15.
2. The first regular programmes from the British Broadcasting Corporation were broadcast to Australia, Canada, India, South Africa & West Africa on 19th Dec., 1932. The name of the service eventually became the External Service of the BBC in 1948. See. Asa Briggs, History of the Broadcasting in the United Kingdom, London: Oxford University Press 1965, Vol. II, p. 38.

of the scheme¹ not to talk of its possible educational or other uses, apart from news and entertainment. The same story is true of the use of the television and other electronic means for entertainment purposes and later, instructional use. However, there have been a lot of changes in the communication systems available for entertainment or other office uses in Nigeria² since these early beginnings but the same cannot be said of the field of correspondence education which has continued to rely on its same old medium of print, many years after it was introduced into the country. Unlike its counterparts in other parts of the world, it has continued to wear a totally conventional print gown.

-
1. A wired broadcasting service known as the Radio Distribution Service was finally commissioned in Lagos on December 1, 1935 with BBC programme being relayed from 11.30 a.m. to 1.00 p.m. and from 5.00 p.m. to 11.00 p.m. daily. Olu Ladele, V.O. Adefela, O. Iasekan, History of the Nigerian Broadcasting Corporation, op. cit. p. 8.
 2. This growth is noticeable in all the areas of communication, including transportation, media development and the general growth of mass media houses. In the mass media growth, Omolewa reports that 31 newspapers and 31 electronic media Stations and television stations were available in 1985. See M. Omolewa, "Survey of Current Out of School and Adult Education Programme and Resources" in Nigerian Educational Research Council (NERC) later (NERDC), Research Studies on Population Education in Nigeria. Lagos, 1985 pp. 171-177.

At another level of discourse, one of the major practices of correspondence education institutions in the country has been the use of a method that relies on the production of course texts, prepared as course units, and sent to learners, who on receiving them read up the modules, answer the questions raised and return same to the institutional providers for the tutor's comments.¹ This two-way communication, in the view of the original protagonists of the system, is germane to a healthy educational rapport between learner and teacher, and thus ensures a proper bridging of the physical distance between them. It may be necessary to ask in what direction this trend has grown in terms of transforming the system from its oldest practices to now, when the entire spectrum of knowledge has now expanded, and access to information by the learners is expected to be greater. Preliminary investigations do reveal however that rather than grow positively in the direction of having an improvement upon earlier activities, sharp commercial practices, the penchant

1. This practice was common in the heydays of Correspondence education in Nigeria when the Rapid Results College, the Wolsey Hall were patronised by many Nigerians. Scripts were promptly returned with corrections in submissions made by the students.

to rush things, and the relative growth in the number of clientele now undergoing correspondence education programmes, may have reduced the element of two-way communication in the field, thus reducing the method to a one-way traffic flow.¹

This negative development appears to be true of correspondence education at the secondary school or tertiary levels of activities in respect of what institutional providers do or do not do.

A possible resultant effect of the above is the issue of quality of instruction.² This is perhaps related to what organisations have over the years, especially within the period of this study, joined the queue in order to promote correspondence education. What are the exact motives for their coming and how prepared are they to deliberately make learning easier

1. A tendency towards a one-way traffic flow in Communication is antithetical to the views expressed by Baath, Holmberg and other writers on Distance Education. For Example, see J. A. Baath, Correspondence Education in the light of a number of Contemporary Teaching Models. Malmo: Liber Hermods, 1979.
2. The issue of quality becomes important here when one considers the growing number of clientele being served. At the National Teachers' Institute, more than 31,000 learners are being served while the University of Ibadan External Studies Programme has over 2,500 learners. Marking assignments and scripts of these learners thus becomes problematic. For more details of figures of those being served, see M.O. Akintayo, "Investment in Education in Nigeria. The Relevance of Distance Education". The Commonwealth of Learning Study Fellowships Programme 1990. pp. 77-78.

rather than just be another route to a Certificate or Degree for an estranged individual struggling to read and work at the same time? Investigations have indeed shown that it is one thing to talk about accreditation to ensure quality at official quarters (e.g. University Senates; Ministry of Education, or other agencies) but it is another thing to ensure the maintenance of standards at another level and succeed in the bridging of distance.

The nature of structures and organisations that daily emerge to carry out delegated responsibilities for correspondence education provision or to serve as the main institutional providers depends on a number of factors. Where individuals run correspondence education institutions as proprietors, street sense sometimes predicts the possibly expected static nature of activities and a lack of willingness to improve on the method and media of education because of the higher costs. Where Universities engage in correspondence

education activities in the country, the fact that they start such on their own and outside of the budget¹ statutorily allocated by the National Universities Commission sort of put them into a straight jacket of failing to develop the necessary method and media infrastructures that show a possible glide towards distance education.

In Nigeria, the only two major instances to show a possible development of the genre towards the expectations of distance education, are premised on:

- i. the statutory, and special nature of the founding of the National Teacher's Institute in Nigeria, and that of the Centre for Distance Learning of the University of Abuja, both of which show government's readiness to go the whole hog and develop these Centres along the most modern lines, in consonance with related development worldwide;

1. The National Universities Commission (NUC) had through a letter dated February 16, 1987, advised Universities wishing to, or already running external studies programmes to do so and that it (the N U C) was not responsible for financing such.

- ii. the coming of the Commonwealth of Learning (COL)¹ which is a multi-nation, multi-dollar and multi-media involvement in the field of correspondence education in Nigeria.

The latter point above, much as it signifies some sort of hope in the possible direction of growth of correspondence education, is not definitive enough, as to how it would be involved in all the correspondence education programmes springing up by their dozen in Nigeria.

Also in the examination of the changes over the years, the nature of the support services available to students is germane to the discussion. While the initial problem of the clientele of correspondence education ranged from physical separatedness to sometimes total isolation from their providers, they had the added problem of struggling with the problem of social distance as the subjects they studied were sometimes

1, The Commonwealth of Learning was established by the Commonwealth Heads of Government in September 1988. Among its major activities are the promotion and coordination of the sharing of distance teaching materials; giving support to distance teaching institutions through staff training, programmes of evaluation and research, and helping distance-teaching institutions to provide better services to students. See Research in Distance Education, April 1989, Vol. 1, No. 1. p. 20.

far removed from the cultural and social realities of their environment¹. As independence came, and learners later had the opportunity of battling with the bridging of distance at home, the need for support services, and problems of a different nature emerged. For example, the realities of the geographically vast national environment unmatched by appropriate technology now stares the systems in the face. One expects that letters would travel faster to serve counselling and guidance purposes for correspondence education students of today, while library facilities in formal institutions, even those institutions carrying out the programmes through the External Studies, units would be available for clientele use. Also, learners would be able to request and receive information on the dates for examinations or for the collection of course materials. Are the providers of correspondence

1. Onolewa's identification of this problem is extensively treated in his work, "Oxford University Delegacy of Local Examinations and Secondary Education in Nigeria, 1929-1937" in Journal of Educational Administration and History. University of Leeds. Vol. X, No.2, July 1978.

education ready to use newsletters or other information outlets to make appropriate information available to learners to ease the other strains they undergo?

1.2 Statement of the Problem

Against the background to the study just examined, the problem of this study can be stated thus;

1. the tendency on the part of correspondence education institutions to insist on the same methods and media of instruction while a transformation of correspondence education to distance education would have dictated a more progressive pattern of growth;
- ii. the inability of correspondence education institutions to have an appropriate environment for growth in the direction stated above;
- iii. the apparent lack of maximum utilization by the possibilities the environment offers to reduce the problems of distance that correspondence

- education learners undergo;
- iv. the absence of appropriate support services for distant learners to further help remove the various forms of distance they undergo;
 - v. the growth in quantity of practice in the field without a corresponding growth in the quality of same;
 - vi. the lack of a Co-ordinated System of ensuring the transformation of the correspondence system of education in Nigeria along the path of a full fledged distance education system;
 - vii. the inability of the medium of correspondence education to grow beyond its print level on the one hand, and on the other, the apparently widening varieties of distance now being created when the gap should have been shortened;
 - viii. the lack of appropriate replacement for the absent technological base which is best suited for bridging the distance.

Thus, the problem of partial transformation of the genre has the related sub-sets of inappropriate

growth of the medium of instruction; inappropriate utilisation of available media in the country by the system; lack of growth in two-way communication; extreme reliance on manually operated support service system; lack of proper management of a rise in student number; the trends in the promotion of the genre for the wrong reasons; lack of proper co-ordination of activities and related management of quality; and the wide gap between the assumptions underlying the theoretical and practical use of the term "distance education". All these emphasize the existence of a possible partial transformation of the genre.

1.3 OBJECTIVES OF THE STUDY

The objectives of this Study were to:

- i. examine the methods, media and scope of correspondence education in Nigeria, prior to and around 1927;
- ii. trace the changes that have taken place in the methods, media, and scope of correspondence education within a span of sixty years;

- iii. highlight the nature of these changes along the dimension of bridging the distance in distance education;
- iv. examine transformation in the light of quality of instruction, establishment of support services and the enhancement of the needed two-way communication;
- v. evaluate the extent to which changes have been positively directed for the promotion of the field of distance education.
- vi. identify the major problems that may have stifled the transformation of the system in the direction of distance education;
- vii. locate the pattern of change within specific periods and over the entire period under study;
- viii. make recommendations that would aid the future growth of distance education in Nigeria both at policy making levels and at the level of institutional providers of distance education.

1.4 RESEARCH QUESTIONS

Some of the research questions that would thus inform the nature and outcome of this inquiry are:

- i. What was the nature of the provision of correspondence education in terms of the methods, media, delivery strategies, support services and clientele in each identified period in the study?
- ii. What structures and agencies were available for running the programmes?
- iii. What specific problems emerged as a result of the methods and media that were used in bridging distance?
- iv. At what point specified, did a need for change emerge in the general practice of the field in respect of bridging the distance?

- v. What exactly has been the nature of change in the system in line with the expectations of distance education?
- vi. In what ways has the environment stifled a transformation towards distance education?
- vii. At what levels of the educational programmes which Correspondence education promotes has transformation been noticeable?
- viii. To what extent has there really been a transformation of Correspondence education to distance education? Has it been total, partial or insignificant?
- ix. How do existing correspondence education institutions maintain the growth of change in the system - in terms of search for co-operation or foreign support; enhancement of quality of instruction?
- x. In what specific ways should transformation be channelled?
- xi. What has been the greatest limitation to the process of transformation?

1.5 SCOPE OF THE STUDY

This study covers the entire sixty-year span from 1927 to 1987. The period chosen, including the starting year of the study are significant in a number of ways. First, the year 1927 marked the entry of the first Nigerian alumnus of degree by correspondence when Mr. E. O. Ajayi passed the B.A. Degree examination in Philosophy at home.¹ Such a tertiary level achievement in those days was celebrated with much funfare, and, considering the fact that the London University which awarded the degree from such a distance did not even provide the back-up tuition, it was a notable achievement worth using as a starting point for such a major study as this. Other significant events within this period include the organisation of other foreign examinations in the country. The Oxford University Delegacy of Local Examinations had operated in Nigeria between 1929 and 1937,² creating

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1. M. Omolewa, "Historical Antecedents of Distance Education in Nigeria, 1887-1960" op. cit. p.15.
 2. _____, "Oxford University Delegacy of Local Examinations and Secondary Education in Nigeria, 1929-1937" op. cit.

a significant interest in Nigerians for the use of the correspondence system of education to achieve the goal of passing the examinations. Also, up till 1951, when the West African Examinations Council (WAEC) was created,¹ the London University had continued to pursue its external examinations work which it started with a lot of vigour, and the WAEC had in fact gone on to promote the General Certificate of Examinations (GCE) of London University up till 1977.

While these examinations continued, foreign correspondence colleges continued to provide the tuition necessary for the Nigerians wishing to write the examinations. Part of the scope of this study is therefore the examination of media and methods of correspondence education at this period, and the pattern of transformation of the system over time.

The year 1987 which marks the end of the study is also significant. While it was the year of the reviewed accreditation decree of the Federal Government, ten years after the first one had been issued, it was also the year

1. M. Omolewa, "The Promotion of London University Examinations in Nigeria, 1887-1951". *The International Journal of African Historical Studies*, Vol. 3, No.4, 1980. p. 652.

of the foundation for the establishment of the Commonwealth of Learning (COL) before it was formerly set up in 1988. Representing a multi dollar, multi media, and multi-nation intervention in distance education in Nigeria, it marked a modality shift in the fortunes of the novel approach to teaching and learning in the country. While it may have been some kind of anti climax to the development of the genre in Nigeria, it nevertheless represents a significant pause, aimed at a re-direction of the growth of the system, going by its tall ambitions.

In between these years, 1927-1987, a categorisation of correspondence education institutions to be examined thus include:

- i. foreign-based correspondence colleges;
- ii. local correspondence colleges engaged in the preparation of students for post primary and other professional examinations;
- iii. correspondence, external, open or distance learning centres or units of various universities or colleges;
- iv. statutory bodies set up by government to conduct examinations and run distance learning programmes.

1.6 SIGNIFICANCE OF THE STUDY

Among other things, the study is capable of

- i. providing an account of the development of Correspondence education in Nigeria within a sixty-year period since the first Nigerian was awarded a degree through the same system;
- ii. providing an account of the nature of changes that have taken place in correspondence education in Nigeria over a sixty-year span;
- iii. equipping adult educators with the information on the changes in the field with the aim of assisting policy making;
- iv. equipping institutional providers of correspondence education, with detailed knowledge of their field in theory and in practice;
- v. helping to improve the quality of instruction and general practice in the field;
- vi. providing accounts of the activities of correspondence education institutions in the country and the programmes they run;

- vii. reducing the problems correspondence education clientele face like isolation and lack of support services by highlighting these;
- viii. promoting government's greater involvement in terms of increased financial and material support for correspondence education institutions;
- ix. providing new insights into the development of relevant local media of distance education to reduce learner isolation.
- x. indirectly promoting the development of the formal educational system, especially its technological growth."

1.7 LIMITATIONS OF THE STUDY

The limitations to this study were the absence of a related study in the past; the relative newness of the activities of tertiary institutions providing distance education at the university level and the near extinction of the activities of foreign Correspondence

Colleges in Nigeria. The research was also affected by the spate of ethnic, religious and economic riots that took place in the country in 1992 as well as the costs of extensive travelling around the country for interviews of personnel and on-the-spot assessment of distance education institutions.

Some of these limitations were however reduced through the use of interviews of some of the students of the institutions scattered across the country. Also, an extensive use was made of Omolewa's scholarly foray into the field, while the records of the National Archives in Ibadan, and those of institutions running the programme were studied.

1.8 DEFINITION OF TERMS

A number of terms are defined in this study to remove ambiguities in meaning and thus place the concepts properly within the context of the research. These terms are:

1. Correspondence Education

The term is used to describe an educational programme in which the teacher and the learner are separated in time and in place such that the teaching and learning process is carried out through the medium of print. This definition, which shows the system's adherence to the medium of print rather than other media, is the interpretation this study will adopt, except where otherwise explained.

2. Distance Education

This is related to the above but with a subtle difference. This term as used by Holmberg, covers the various forms of study in which the students are not in direct physical contact with their teachers, but which nevertheless, benefits from the services of a tutorial organisation. The content of instruction, between the learner and the

tutor is thus sent through the medium of print, audio, or any other electronic means, or a combination of these. This interpretation is adhered to in this study, and it thus shows the extent to which "distance education" is a development on the practice of "Correspondence education".

3. Media in the study refers to materials and equipment used in communicating didactic information between the teacher and the learner in Correspondence or distance education. While they may serve supplementary purposes, they lie at the core of distance bridging in correspondence or distance education. Coupled with the method of teaching, media here make this innovative process of teaching and learning possible. It is however these same media, as reflected in the study which serve entertainment purposes in the societal contexts in which distance education takes place. At the appropriate points, needed differentiation will be made between media which aid teachers and those which replace them.

4. Method refers to the way and manner of giving instruction to the learner, and having a feedback

from such, or vice versa, in correspondence and distance education. Examples here include ways of packaging the teaching content in such a way that the objectives, media, content and evaluation of learning are incorporated. It refers to, on the one hand, a description of what happens, when the face-to-face approach of teaching and learning is removed, while at the level of exceptions to the rule, the face-to-face method becomes supplemental to the process. A method here is also expected to leave room for a two-way interaction between the teacher and the learner. Method here also refers to the process of preparing the instructional material as such process represents the simulation of the teaching and learning situation.

5. Clientele

The "clientele" of distance education are the students or learners in the system.

6. Transformation

This term means change. In this study, it is used to describe the changes that have taken place in correspondence education practices, such as are reflective of a trend towards distance education.

7. Independent Study

In this study, the researcher shares the view of "independent study" taken by Charles Weddemeyer, who sees it as encompassing "several teaching-learning arrangements in which teachers and learners carry out their essential tasks and responsibilities apart from one another, communicating in a variety of ways".¹ This definition thus emphasizes the freedom of the learner from the conventional educational demands of time, space, and prescriptions.² Correspondence and distance education programmes are thus in theory, some form of independent study.

7. Open Learning

The term "open learning" refers to a context of learning, or a teaching-learning philosophy that gives more freedom to the learners such that learning "is not enclosed or encumbered by barriers, not confined or concealed, but accessible and available"³

1. Charles Weddemeyer, "Independent Study". In L. Deighton (ed.) Encyclopaedia of Education Vol. 4, New York: Macmillan and Free Press, 1971.
2. G.T. Gleason, "Technical Developments Related to Independent Learning" in G.T. Gleason (ed.) The Theory and Nature of Independent Learning. Scranton Pennsylvania: International Textbook, 1967. p.v.
3. C. Weddemeyer, "Independent Study," in A.S. Knowles (ed.) The International Encyclopedia of Higher Education. San Francisco: Jossey Bass. 1978, Vol. 5. p. 2115

This term is used in this study as an emerging philosophical ideal yet to find its true level of usage. This is because institutions that share elements of the ideal, at least in some extreme, still have their various levels of closeness or closure.¹

8. Teleconferencing

The term teleconferencing is used to describe the electronic communication between two or more people at a distance, and this may involve the use of the audio, video or interactive computer. It also refers to the combined use of any of the types identified here.

1. An example here is the British Open University whose openness in terms of admission criteria is unmatched anywhere in the world, but which nevertheless has its areas of "closure". See D. Harris, Openness and Closure in Distance Education. London: The Falmer Press. 1987.

CHAPTER TWO

CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION

In this Chapter, we shall examine the concepts of "transformation", "correspondence education" and "distance education". Transformation will be discussed within the framework of educational change although the social, economic and technological dimensions of such change will be considered. While 'correspondence education' is taken to represent the earliest description of educational provisions organised at a distance, 'distance education' represents the most modern description of the phenomenon, taking into perspectives the new technologies, media and methods that the system utilises.

A conceptualisation of the transformation of correspondence education to distance education thus implies a paradigm shift reflected in trends in the various change processes, practices and significant epochs in the provision of education at a distance. In it are expected to be identified a set of criteria, principles and theoretical postulations emerging from

literature which have implications for practice and which specifically describe change.

In the process, models of correspondence education and distance education will be given, while a model of the transformation process itself will be preferred for the Study.

2.2 ANALYSIS OF THE CONCEPTS OF TRANSFORMATION, CORRESPONDENCE EDUCATION AND DISTANCE EDUCATION

Transformation:

The concept of transformation refers to an instance of change, whether in the appearance, shape, quality or nature of a situation, process, object or a phenomenon. It is therefore in this sense normal to talk about economic, social, political or educational transformation when a change is observed over any of the processes identified. In the view of Lippitt,¹

The very nature of change implies there is some perceptible difference - in a situation, a circumstance, a person, a group, or an organisation - between some original time and some later time.

1. Gordon L. Lippitt, Visualizing Change: Model Building and the Change Process, Virginia: NTL Resources Corporation, 1973, p. 38.

I suppose hardly anything is measured that will not display some difference between two successive points in time, if the time interval is long enough.

In specifically locating the concept of transformation within the general purview of change, Lippitt identifies and categorises social change within the sub-divisions of change through transmission and change through transformation. In transmission, he observes that change is evolutionary here, occurs without conscious direction and could just be described as changes that "just happen".¹ Of change by transformation, he sees this occurring

when individuals, groups or organizations change themselves or others through conscious actions or decisions.²

Such change by transformation can be seen as reactive change on the one hand, or inventive or planned change on the other hand. When the change is reactive, it is seen as "a response to some specific triggering" thus making it automatic and instinctive. When it is planned, its major feature is that it moves the organisation or individual in a new direction. The change presupposes

1. *ibid.*

2. G.L. Lippitt, *op. cit.* p.28

that the organism or phenomenon involved must be so out of balance as to require an entirely new organization structure or mechanism.

There is however a sense in which the lines may sometimes be blurred in between change by transmission and change by transformation. For example, changes in culture, life patterns and other behavioural patterns of individuals may be appropriately seen as some form of transformation which is a reflection of the new directions which technological and other innovations may have brought about. Educational processes, methods and media can also be affected by change in such a way as to imply a transformation of the educational phenomenon.

Transformation in education may occur as a result of political changes, technological growth, change in government policies, economic growth or an upsurge in social demand for it, or the meeting of such a demand. It may also be a reflection of the improvement or growth in the activities of the mass media and communication systems, or more succinctly put, the application of the communication systems to educational activities. As Schram notes,

Instructional television comes out of the same box that provides family entertainment and professional football; instructional radio, from the same sound system that offers news bulletins; talk shows, from the same photographic process that makes and projects theatres and home movies. The computers used for computer-assisted instruction are the same kind that set our type, keep our bank statements and plot the paths of our ships.¹

Thus, when these communication systems change, either in terms of a wider scope of activities, a wider range or a greater thrust, education benefits from an entirely new culture of practice and a transformation of the educational system is observed.

The transformation process in education takes into consideration a lot of elements. Considering the human element, learners and teachers in educational systems tend to be transformed in time and in place. In time, teachers and learners may, after a period of time, be no longer satisfied with the practices of old, based on the new demands which the dynamics of society place on them. Their new ideals and characteristics, their pressing desires and want do call for change over a period of time.

1. Wilbur Schramm, Big Media Little Media. Beverly Hills: Sage Publications. 1977, p.13.

While it may have been appropriate to be taught using the eye-ball to-eye-ball Plato practices of old, over time, new dimensions of curriculum orientation, of available time for instructional purposes; and of the greater number of clientele to attend to, may thus lead to the transformation of the educational activities.

In terms of space, the human element does not operate in a vacuum. The geographical, political or social setting in which change is taking place also affects the pattern of transformation. For example, the building of roads, the rail system or the air transportation system normally affects the balance of relationships between men, including such relationships as may be operational in educational settings. Any detailed study of institutions that run conventional and evening programmes shows an entirely different set of attitudes operating between learners and tutors in such a school, in its evening and morning programmes.

The degree of transformation of a particular phenomenon may be described as being low or partial, average, high or extremely high based on the extent to

which specific ideal expectations are matched.

In the field of correspondence education, the theme of transformation has been identified by various writers along different dimensions of thought. Two of these dimensions address the issues of terminology and technology. The third relates to a general appraisal of the reactions to the development of the genre.

Weddemeyer's exploration of the changing nature of the nomenclature shows "correspondence study" giving way to the adoption of "independent study" in the U.S.A. by the mid 1960's. While "independent study" represents a more generic term, both terms have their roots in the British tutorial and extension movements of the 19th and early 20th centuries.¹ In Europe, distance education later became adopted as an omnibus term, which according to Weddemeyer, "represents essentially a difference in terminology, not in method."² This reservation is debatable. However, when the International Council for Correspondence Education later changed its name to the International Council for Distance

1. Charles Weddemeyer, "Independent Study" op. cit. p. 2115

2. *ibid.*, p. 2121.

Education, it became clear to all that the climax of the need for a change in name, representative of a transformation of the genre, had been reached.

Through the titles of books, the trend in the change in nomenclature became apparent. Thus, Borje Holmberg's Correspondence Education published in 1967, was revised and re-issued under a new title, Distance Education in 1975. Mackenzie and Christensen's edited book, The Changing World of Correspondence Study, also reflected a pattern of changes in the field.¹

Soren Nipper's classification of the three generations of distance education also reveals the trends in the transformation process. The generations he identified are:²

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|-----|---|---|
| 1st | - | Correspondence teaching/single media |
| 2nd | - | Multi-media distance education |
| 3rd | - | Tele-education and "third generation" distance education. |

Of the first generation, he observes that this was characterised by little or no production of materials

1. O. Mackenzie and E.L. Christensen, The Changing World of Correspondence Study, University Park: The Pennsylvania State Univ. Press. 1971.
2. Cited in A.W. Bates, "Third Generation Distance Education: The Challenge of New Technology" Research in Distance Education. pp. 10-11

or the students' attention being called to a reading list, but based on a set of simple questions and a two-way communication system. The second generation saw the coming of the British Open University where the media range became expanded with emphasis on print but the use of other media, including sometimes, face-to-face sessions. Of the third generation, he identifies the use of what he calls third generation technologies, such as telecommunications and computers, computer conferencing or networking, audio and video-conferencing.

The issues raised by Nipper border extensively on the transformation of the Correspondence System of education, to distance education. Apart from presupposing a change in name of the system, it also specifically shows the change in technologies of the system and the possibility of the provision of more and faster access to communication by the students. There is also expected to be a greater facility for two-way communication.

From Nipper's views, the extent to which communication becomes faster between the teacher and the learner is reflective of the slight change in method which

albeit is based on medium change. To say then that the method has not been affected, as Weddemeyer is wont to add, is to treat as an oversight the capabilities of the third generation phenomenon.

Two other views, differently treated but related to the concept of transformation are also noted here. Levinson perceives the coming of the new media into distance education, especially the integration of such, as a call for the transformation of the system. He notes:

The moral for the introduction of new media into educational settings is that the new medium will almost always transform the educational setting.

The second point raised by Pelton in his "Technology and Education: Friend or Foe"² also has implications for the transformation process in correspondence education" which borders on global homogeneity, the global mudball view of society and the search for humanity's survival.

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1. Paul Levinson, "Media Relations: Integrating Computer Telecommunicating with Educational Media" in R. Mason and A. Kaye (ed.) Mindweave. Oxford: Pergamon Press. 1989, p. 42.
 2. Joseph N. Pelton, "Technology and Education: Friend or Foe" in Research in Distance Education April 1991, Vol.3 Number 2, pp. 2-3.

While the issue of global homogeneity brings man close to a oneness of purpose, that of mudball is a rehash of McLuhan's view of the possibility of the spontaneity of our interactivity at any given moment because of the tremendous potential of the new media. The so called division of the world into mesh blocks, via satellite is itself a transformation which Pelton's view is repeating.¹

The caveat about humanity's survival is representative of the view that with human beings brought close and distance diminished through new technologies, there may be a loss of jobs and positions by individuals, as machines take over people's jobs. The relevance of this is that there may be the other side to the transformation process, but the point is maintained that correspondence education has witnessed some transformation.

Finally, the view expressed by Mavis E. Kelly in a review of Harris' Openness and Closure in Distance Education, and Hodgson, et al's Beyond Distance Teaching: Towards Open Learning further raises the existence of the trend in transformation. As he notes:

1. See for example, J.N. Pelton, op. cit. p.2

Within the past few years, our attention has been drawn to distance education in a new and interesting way that could foreshadow a transformation, not only of distance education, but of education in general.¹

From these discussions, it therefore becomes normal that when there is transformation in correspondence education, more clientele are served; information travels faster while the distance between the learner and the teacher is reduced.

CORRESPONDENCE EDUCATION:

The concept of correspondence education is a composite one in which the term "correspondence" describes the type of education which the composite concept represents or signifies. In a sense, Correspondence presupposes the exchange of information and ideas, which may or may not have the didactic element attached to it. Since the education here automatically implies the process or product of the activities of a teacher and learner in a dynamic relationship

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1. Mavis E. Kelly, "Book Review" in Peter Jarvis & J. E. Thomas (ed) International Journal of Lifelong Education, Vol. 7 No. 3. July-September, 1988. p. 228.

with the teaching content to be learnt, the nature of correspondence here should presuppose a sort of didactic two-way communication taking place. Thus in correspondence education, knowledge, skills and other didactic information are expected to change hands between learner and tutor with possibly an organisation directing the process of such exchange and following the activities progressively until the objectives or goals of learning are eventually achieved.

Making a recourse to historical links, the concept of "correspondence education" has been in existence for more than two hundred and sixty years, at least in theory. The activities of Caleb Phillipps, so conspicuously advertised in the Boston Gazette of 1728 did not specifically mention the concept but did hint at it.¹ In the same vein, Pitman's 1840 efforts in Britain, though then described as "postal tuition" perhaps only found some convenience in nomenclature by emphasizing the "postal" aspect of the correspondence education business while de-emphasizing the actual

1. Cited in Leonard Valore and G.E. Diehl, The Effectiveness and Acceptance of Home Study. A monograph of the National Home Study Council. April, 1987, p.1

method of promoting the learner-tutor interaction which the term correspondence appears best suited for, and eventually did.

Based on this initial foray, many writers have attempted to define the concept of correspondence education along three dimensions of theory and practice. These are:

- i. definitions or explanations that emphasize the image of the actual process and innovative method and are thus descriptive;
- ii. descriptions that include terminologies which portray other pictures of the system and are thus normative;
- iii. definitions that attach other conditions, especially of a new experience in the field, and thus make the concept incapable of carrying the full weight of the new experience attached to it; or
- iv. ^{DR} definitions that pretend the concept is all in all and can describe all situations in the field.

We shall briefly examine all these as they occur in the literature and make specific comments on them. On the first category of definitions, the following are identified:

- a. correspondence study can be described as organised provision of instruction and education through the post.¹

1. W.J.A. Harris, "Education by Post" Adult Education Vol. 39, No. 5. 1967, p.269.

- b. correspondence teaching is a method of teaching in which the teacher bears the responsibility of imparting knowledge and skill to a student who does not receive instruction orally, but who studies in a place and at a time determined by his individual circumstances.¹
- c. correspondence study is a systematic method of training in which an exchange of materials and examinations, usually by mail is the main means of interaction between the student and the source of instruction.²

The thrust of the three definitions above, by Harris, Erdos, and Salinger respectively satisfy the first dimension already identified which is one that explains the actual process.

Terminologies which portray other pictures of the correspondence system are home study, independent study, postal tuition, correspondence instruction, correspondence study, correspondence teaching, or correspondence learning. While "postal tuition" emphasizes the delivery aspect of the correspondence education process, correspondence instruction or

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1. R. F. Erdos, Teaching by Correspondence. Paris: Unesco. 1967, p.10.
 2. Ruth D. Salinger, "Correspondence Study" in R.L. Craig (ed.) Training and Development Handbook. New York: McGraw-Hill, 1976, p. 38-1.

correspondence teaching emphasizes the aspect of the teacher's activity in the process, in the same way that correspondence study or correspondence learning emphasizes the learner's aspect of the process. The term "independent study" however goes beyond emphasizing the learner's autonomy or possible freedom to include the possibility of the absence of even a tutorial organisation or teacher on the one hand, or the possibility of having other means of bringing about mediated communication apart from the use of a correspondence text or material. In the same manner, "home study" also allows for these interpretations although a greater percentage of the activities of the National Home Study Council (NHSC) in the U.S.A. established in 1926,¹ or Eliot Ticknor's Society to Encourage Studies at Home² established in 1873 (though extinct) adopt the correspondence education mode in their programmes.

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1. The National Home Study Council (NHSC) was started in 1926 by one John Noffsinger and many leaders of the more reputable proprietary correspondence colleges with a view to alleviating, with the support of the Federal Trade Commission, the abuses of the fraudulent schools. See D.C. Mathieson, Correspondence Study: A Summary Review of the Research and Development Literature. Washington, NHSC. 1971, p.13
 2. Elizabeth C. Agassiz, "Society to Encourage Studies at Home" in O. Mackenzie and E.L. Christensen, op. cit. p.27.

Weddemeyer's explanation in this regard is appropriate. He observes,

The term correspondence study still clings to certain processes employed in nearly all forms of independent study, in part because it was the name given to the first alternative to conventional schooling for external learners, but a variety of names has been adopted ... home study, tele-tuition, postal tuition, correspondence instruction, and correspondence education.¹

The second categorisation seen above has helped to broaden the scope of terminologies while the first categorisation concentrates on correspondence study. A list of definitions that gives correspondence study the extra burden will now be given. They are:

- a. The teacher in Correspondence study provides instruction on the basis of materials (usually written, but sometimes dispatched by other methods) submitted by the students. This is the heart of the correspondence study process.²
- b. The correspondence process is essentially personal tutoring carried on by mail (or other forms of communication) with the teacher aiding the learner in the three basic learning processes: acquiring information, transmitting information into ideas and applications, and evaluating progress.³

1. C. Weddemeyer, "Independent Study" op. cit. p.2116.
2. *ibid*, p.2117
3. *ibid*.

- c. (A review of Skinner's behaviour control model, Rothkopf's model of written instruction, Ausubel's advance organizer model, Egan's Structural Communication Model, Bruner's discovery learning and Gagne's general teaching model as applied to correspondence education by Baath,¹ go beyond the written text in identifying the medium of correspondence education

One major feature of the last set of explanations is that in addition to the written word or text used as a form of communication between the learner and the tutor, the use of electronic and other means of communication have crept into the process of correspondence education. It is significant to note that one major reason for the change in terminology from "correspondence education" to "distance education" has been the need to acknowledge the coming of these other media into the activities of correspondence education.²

In therefore defining the concept of correspondence education, we shall use the following criteria:

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1. J.A. Baath, Correspondence Education in the Light of a Number of Contemporary Teaching Models. Malmo: Liber Hermods. 1979,
 2. The International Council for Distance Education (ICDE) indeed pre-empted its change in name from the International Council for Correspondence Education (ICCE) when it titled its ninth proceedings; that of 1972. Current Issues and Approaches in Distance Education See C. Weddemeyer, "Independent Study", op. cit, p.2121.

- i. that it must be an educational programme in which the teacher and the learner exchange instructional materials and assignments purposely for the aim of satisfying some identifiable educational goals
- ii. there must be an organisation coordinating such an exchange
- iii. the medium of communication is print;
- iv. the use of additional face-to-face interactions to supplement the teaching and learning carried out, as an exception, not the rule
- v. a process of evaluation must be built in to assess progress
- vi. the method must be sound as to ensure effective teaching and learning and this includes the presence of two-way communication
- vii. there must be a system of accreditation to ensure that quality is maintained.

DISTANCE EDUCATION:

An explanation of the concept of distance education may have to take an initial historical dimension to the picture of the promotion of educational programmes at a distance in spite of its seemingly obvious explication of itself. As Weddemeyer reports:

Distance education as an alternative to correspondence study first appeared in South Africa, where the term tele tuition (distance teaching) has been used by the University of South Africa for many

years. In the Federal Republic of Germany the term Fernunterricht (distance teaching) has also been used for some time in place of correspondence instruction, and the new Open University at Hagen is called the FernUniversität (distance University). In France the term tele-enseignement (distance teaching) is used to describe instruction that is intended for learners at a distance from the regular schools.¹

It is significant to know that the International Council for Correspondence Education, established in 1938 had had two proposals for name change in its 1972 and 1975 Conferences, held in the U.S.A. and United Kingdom respectively. Finally in Canada in 1982, the name changed to the International Council for Distance Education (ICDE). The main reason for this, as earlier stated in this work, was the need to have a term that has some room for the appropriation of the new technologies like radio, television, telephone and computers that were becoming increasingly used in the field, and thus de-emphasize the reference to the medium of print which the term correspondence education tends to suggest. A few definitions will

1. Charles Weddemeyer, op. cit. p. 2121

clearly show this trend.

Distance education is seen as

- a. ... an omnibus term to include correspondence study, open learning, instruction by radio and television - in short, all learning-teaching arrangements that are not face-to-face.¹
- b. ... a generic term that includes the range of teaching/learning strategies referred to as 'correspondence education/study' at higher education level in the United States, 'external studies' at all levels in Australia and 'distance teaching' or teaching at a distance 'by the Open University of the United Kingdom'.²
- c. ... covering the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organisation.³

1. C. Weddemeyer, op. cit. p. 2115

2. Desmond Keegan, Foundations of Distance Education London: Routledge, 1990. p.29.

3. Borje Holmberg, "The feasibility of a Theory of Teaching for Distance Education and a Proposed Theory." ZIFF PAPIERE 60. Hagen: ZIFF, October 1985. p. 7

- d. ... distance teaching .. the family of instructional methods in which the teaching behaviours are performed apart from the learning behaviours including those that in contiguous situation would be performed in the learners presence, so that learning must be facilitated by print, electronic, mechanical and other devices.¹

The conclusions to be drawn from the definitions of distance education here show the following:

- i. that it presupposes the existence of some distance mostly geographical but possibly also social, which lies between the learner and the tutor or institutional provider of education;
- ii. that in bridging this distance, various media, like print, electronic, radio, television, computer, video discs, telephone, electronic mail are used with the sole aim of transmitting instructional information;
- iii. that there is room for two-way communication in such a way that both the learner and the tutor can initiate or respond to the information which the other has passed.
- iv. that an institutional provider of the education plans, guides and monitors the entire process of education;
- v. that face-to-face teaching and learning may feature in this educational process not necessarily as a rule; but as convenient exceptions to methods used;

1. Michael G. Moore, "On a theory of Independent Study" Hagen: FernUnive~~s~~sitat (ZIFF) 1977. p.8.

Having examined the concepts of correspondence education and distance education, it is necessary to draw some lines of major differences which occur both as a result of need for conceptual clarification, and as a result of evolutionary development of the terms. These will be done in Table 1 using as major variables:

- i. Historical reference
- ii. Meaning
- iii. Related term
- iv. Method
- v. Medium of interaction
- vi. Clientele
- vii. Support Services

A Comparison of Correspondence Education and Distance Education

Variables	Correspondence Education	Distance Education
1. Historical reference	Has its origins in Caleb Phillipps 1728 activities in the USA and Pitman's in the 1840's in which both sent instructions by mail to teach their students shorthand.	First used as a term in South Africa in the early 60's to describe education organised at a distance. More Formal acceptance of the term recorded in the International Council for Correspondence Education's (ICCE) change of same to the ICDE in 1982 to reflect a major change in nomenclature, methods and media used in Correspondence education.
2. Meaning	A systematic method of imparting knowledge and skills, usually by mail, to a learner, who is separated from the tutor or organisation promoting and planning the education, in which the medium of print is the means of the two-way communication.	A systematic method of imparting knowledge and skills, by a variety of available media, including print, electronic or others with the possible addition of face-to-face contact, such that the distance between the learner and the organisation providing learning is bridged, and a two-way Communication System is emphasized.
3. Related term	Correspondence Study; Correspondence teaching or learning; postal tuition, education by post.	It is an umbrella term for all educational programmes organised at a distance including Correspondence Study, independent study, home study, external studies, open university etc.

Variables	Correspondence Education	Distance Education
4. Method	Two-way Communication between tutor and learner which includes the sending of course materials, assignments and other information to the learner while the learner studies, does the assignment and returns to the institutional provider of education	Same as in Correspondence education, but with the two-way Communication faster and with greater accessibility for interaction based on new technologies.
5. Medium of Interaction	Print-based such that the information can be read by both the learner and the tutor. The face-to-face sessions are an exception rather than the rule.	All forms of Communication, including the print medium, electronic media like radio, television, video and video discs, satellite systems, Computer etc. Face-to-face sessions may feature here.
6. Clientele	Mostly adults from all walks of life who require vocational, liberal, professional, or school or College based educational programmes either as an addition to other educational programmes they currently receive, or as the main educational programme they are undertaking, whether as workers or not. Children form a considerable part of the clientele.	Same as in Correspondence education, but with the tremendous growth in tertiary level involvement, and a general increase in the variety and volume of clientele being served.
7. Support Services	These include little or no provision of guidance and counselling services, tutorials, administrative support, link with libraries or study groups	This includes extensive provisions of guidance counselling services; tutorials, administrative support link with libraries or study groups.

2.3 Models of Correspondence Education

According to Lippitt,

a model is a symbolic representation of the various aspects of a complex event or situation, and their inter-relationships ... it is an abstraction of reality that can be used for analytical purposes.¹

As the author further notes, it is

... a representation of a phenomenon which displays the identifiable structural elements of that phenomenon, the relationships among those elements, and the processes involved.³

When applied to correspondence education, a model must identify the basic issues in the correspondence education process as to fully show the elements involved such that this can be used for analytical purposes. In this research, a model of correspondence education must not only show the processes of teaching and learning including the methods, media, evaluation procedures as they inter-relate, it must also show the possibilities of rooms for change and development of the system, and possibly

1. G.L. Lippitt, op. cit., p. 2

2. *ibid*, p.73

its transformation. In doing this we shall examine a number of submissions. The first is by William Rainey Harper, the "father" of Correspondence instruction in the United States of America.

Harper's explanation of the process of correspondence education is thus presented:¹

1. An instruction sheet is mailed to the student each week. The sheet -
 - (a) assigns the tasks to be performed;
 - (b) indicates the order of work to be followed;
 - (c) offers suggestions on points in the lesson which are liable to be misunderstood;
 - (d) furnishes special assistance where necessary;
 - (e) marks out a specified amount of review work;
 - (f) includes an examination paper which the student later wrote out.
2. The examination paper is constructed on the basis of the hitherto well prepared lesson.
3. A recitation paper is submitted to the instructor which includes the students' response to the examination paper and additional questions which the students may wish to ask. The recitation paper is then returned quickly to the student, with all the errors corrected and the questions answered. Special suggestions for each learner may be added by the tutor. Each lesson of the course is thus given and studied in this manner until the end of the course is reached.

To achieve quality performance, Harper suggests that the correspondence teacher must be painstaking, patient, sympathetic and alive, while the learner must be "earnest, ambitious, appreciative and likewise alive".

Valore and Diehl's explanation of the "Home Study Process"² which appears to represent the method in most programmes of the NHSC follows this pattern:

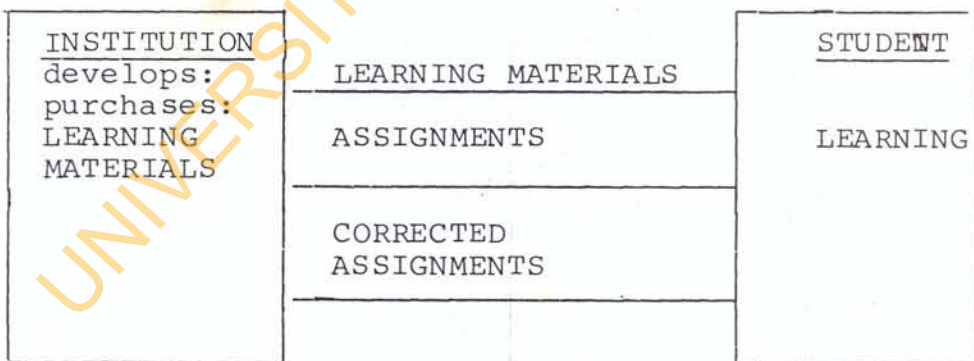
1. Enrolment application completed at home, then submitted by mail.
2. Acceptance of enrolment at school.
3. Lesson materials sent to enrollees.
4. Student completes lessons at own pace, according to directions provided.
5. Student receives individual assistance whenever necessary via contact with school, and additional instructional materials are sent to student as required.

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1. William Rainey Harper, "The System of Correspondence" in O. Mackenzie and E.L. Christensen, op. cit. pp. 8-9
 2. Leonard Valore and Grover E. Diehl, op. cit. p.9

6. Examinations or projects are completed at home and mailed to school.
7. Exams graded and recorded at school.
8. Grades and examinations returned to student.
9. Student receives credit for work completed; progress reports are given.
10. Upon completion, student receives
 - a diploma or certificate of completion under authority of state department of education, or
 - qualifying credit to enter resident, "hands on" training sessions.

A third model is Keegan's correspondence school model which is diagrammatically shown below:¹

Figure 1: The Correspondence School Model



1. Desmond Keegan, "On the Nature of Distance Education", ZIFF PAPIERE 33, Hagen: ZIFF Nov. 1980. p. 3

Here the correspondence school sends learning materials to the student by post. The student in turn studies the materials and posts them back. Comments are given on the assignments and posted back to the student. The student reads the comments and writes out the next assignment until the course is completed.

An Analysis

We shall briefly examine the three submissions just given. Harper's explications specifically identify the following features:

- i. the instruction that is sent to the learner
- ii. an order of work
- iii. clarifications by the tutor
- iv. examination
- v. recitation paper which is the student's response to the institution's assignments or examination
- vi. further clarification by the institutional provider of education

While the above gives a picture of the teaching learning process in which the use of the print-medium is emphasized, it fails to suggest other ways by which support could be given to the learner in reducing

isolation, apart from the clarifications offered by the teacher in the course of exchanges with the learner.

Valore and Diehl's account go a bit further by adding to Harper's views:

- i. the administrative procedure followed at the initial level of contact;
- ii. the air of relative independence and autonomy enjoyed by the learner who studies at his own pace;
- iii. the possibility of a student receiving a diploma or certificate at the end of the programme.

However, Valore and Diehl's position tends to suggest that there is absolute trust, and that all the examinations done by the learner can be sent in my mail with awards of diploma following. There appears to be no room for sit-in examinations or specially arranged ways to ensure that others do not write the examinations for them. Also, the area of higher education, or the possible award of degrees is not mentioned at all. This seems to have limited correspondence education to the provision of education below the tertiary level which is not true.

The third submission by Keegan brings in two added elements:

- i. institutional providers of correspondence education may indeed develop their own materials, referred to by Baath as self-contained materials, or purchase same in the open market.
- ii. while two-way communication is basic to the interaction between the learner and the institution, the institution's position rather than the tutor's is emphasized.

In properly harnessing the points raised above, and in proposing a model of correspondence education here, it may be necessary to examine Baath's short description of correspondence education.¹

Quoting Nilsen, he sees it as a variety of distance education which is distinguished by "two-way distant communication between teacher and learner by means of stored information".² A special teaching material which is intended for self studies is used. This may consist of a textbook with a study-guide containing directions, encouraging comments, explanation, exercises, problems and solutions." On the other hand,

1. J. A. Baath, op. cit.,

2. *ibid.*

a self-contained material could be developed which is also called the course text which thus contains the needed detailed knowledge to be imparted.¹

While the teaching material is thus divided into Study Units, with summaries and assignments added at the end of each study unit, solutions to such assignments are sent in to a correspondence tutor who gives his comments and a grade. This is an opportunity for the student to pass his own comments and this ensures what Baath calls a "postal two-way communication". Thus the student can really be said to have two teachers - one the course writer (supported by the editor) and the other the tutor. Where there are face-to-face sessions, the tutor or oral teacher may come in. Counselling may be carried out through the handbooks provided by the Institutional provider, or through the activities of designated counsellors.

Baath's findings from a detailed study of some Correspondence education models finally led him to

1. The University of Ibadan External Studies Programme has perfected this art of developing self-contained course texts.

identify two major lines of discourse here.¹ These are:

1. the design of teaching material
2. the two-way communication

Noticeably, the design of the teaching material takes into consideration the method of teaching, while the two-way communication takes into consideration the medium used. It must be noted however that these two issues lie at the core of the major expositions that can be made on either correspondence education or distance education.

2.4 Summary

In summary, the major issues that should be considered in any correspondence education model or approach are those related to the clientele, course material, the two-way communication process between learner and tutor and the permissiveness of such a system to possible growth and transformation.

While the clientele may be relatively homogenous or heterogenous both in terms of their general professional

1. See J.A. Baath, Correspondence Education in the Light of a Number of Contemporary Teaching Models. Malmo: LiberHermods, 1979.

background and other features that may distinguish them, there is a sense in which their overall goals determine the nature of a correspondence text, or the choice of an appropriate set of courses for them. Their past experience may also inform the structure and content of the course to be written. Sometimes, they have preferred learning styles which may also, especially in a state of openness or demand for freedom, determine whether the content or the method of learning should be controlled. This also has implications for additional media input into the correspondence education process, which thus makes its transformation possible.

The design of course materials may be based on some of the issues already raised. However, this is usually a self-contained course, or one that comprises a set of identified reference materials plus an accompanying guide to study, which contains a lot of information for the learner, including assignments to be submitted or self-test ones. The combined text plus the guide may be more applicable, either to some subject areas like Literature and English, or to higher cognitive levels of education where self-contained

materials may not be able to supply all the needed information, or allowed for higher levels of cognitive content and demands upon the learner.

At some other level, the choice of the alternative may be based on the premise of having a more "open" correspondence education system that allows for a lot of learner initiative.

The levels of complexity of the course text either in terms of choice of diction or the grammatical structures are also important. The basis for any approach here should be the reduction of learner isolation and the facilitation and transfer of learning. Texts are also expected to reach a high level of comprehensiveness.

Two-way communication is central to the correspondence education process. To a great extent, both the learner and the tutor must be able to initiate this through the medium of print available in correspondence education. While assignments for submission should be an integral part of the communication, self-test exercises with model answers should help, especially where correspondence education programmes

appear handicapped, although a removal of this handicap within the organisation should be a major goal. Noticeably, the medium of communication is print while the postal system promotes the communication process. However, rooms are made for the transformation of the correspondence education in such a way that face-to-face contacts, telephone tutoring and computer assisted instruction may find various levels of supplemental usage. With additional media, the road to distance education thus appears to have being begun.

2.5 Models of Distance Education

A number of models of distance education have been identified by various scholars and theorists in the field. These are:¹

1. the Correspondence school model
2. the consultation model
3. the integrated model
4. the distance teaching or open University model.

1. Desmond Keegan, Foundations of Distance Education. London: Routledge. 1990, pp. 124-133.

The aim in this unit is to examine these models and show their implications for the use of methods and media in distance education. A detailed examination of the design of the teaching process here and the possible two-way communication process which also covers a wider area, includes the examination of the use of electronic means to facilitate two-way communication, as well as possible face-to-face sessions to reduce learning isolation. The second point relates to the emphasis, perhaps as a result of historical factors, of the theorists on the administrative structures of the models, more than is the case with the correspondence education models earlier examined. Finally, the recently mentioned issue of reducing learners' isolation, through possible face-to-face contacts appears antithetical to the issue of learner autonomy, and attempts to destroy one of the laudable objectives of independent study which distance education also promotes. This may however be an issue of the end justifying the means, but this will be discussed more later.

The Correspondence School Model

This model is similar to the one, by the same name already examined under correspondence education (Fig. 1). The major difference is that in distance education, the model does not rely only on the medium of print. Other media like the telephone, audio and video tapes are used either solely, or supplementarily to facilitate pedagogical or social interaction. Another major feature here is the clientele. As most of the schools that use the model are usually proprietary, the clientele are mostly those who strive to pass either the secondary school examinations or some other professional examinations. It is uncommon to have university based programmes here although in more developed settings, proprietary schools take on the tertiary function.¹

The process of sending instruction to learners here is similar to those indentified by Harper, Valore and Diehl, as earlier seen in Section 2.3. The maintenance of a two-way communication channel

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1. The Exam Success Correspondence College in Nigeria is an example of a proprietary college here. In the U.S.A. some schools operating under the aegis of the NHSC offer tertiary level academic programmes.

may however follow the pattern suggested by Rothkopf. This is that the aspect of submitting assignments for correction constitutes a major part of the two-way communication process. Also, there may be the need for face-to-face contacts, especially at the beginning of the programme to serve orientation purposes, as well as during the programme to reduce isolation and allow for evaluation.

In the early days of correspondence education in Nigeria, two-way communication between the institutional provider of correspondence education and the learner was limited to the use of print through the submission of assignments and the collection of materials by post. While there was no room for immediacy of feedback through electronic systems, learner isolation was further hampered by the absence of face-to-face sessions. This was one of the reasons why in March 1, 1919, the following petition was sent by some workers in Lagos to the Director of Education, asking that he "may be pleased to arrange for the inauguration of a continuation class at the King's

College". The petition further reads:

Our several vocations in life do not permit us to join the regular courses of the College and we hope as external students to be able to if the concession is made to us, to compensate a long felt want and the institution of such a class will, we feel convinced, meet the approbation of the community.¹

The Consultation Model

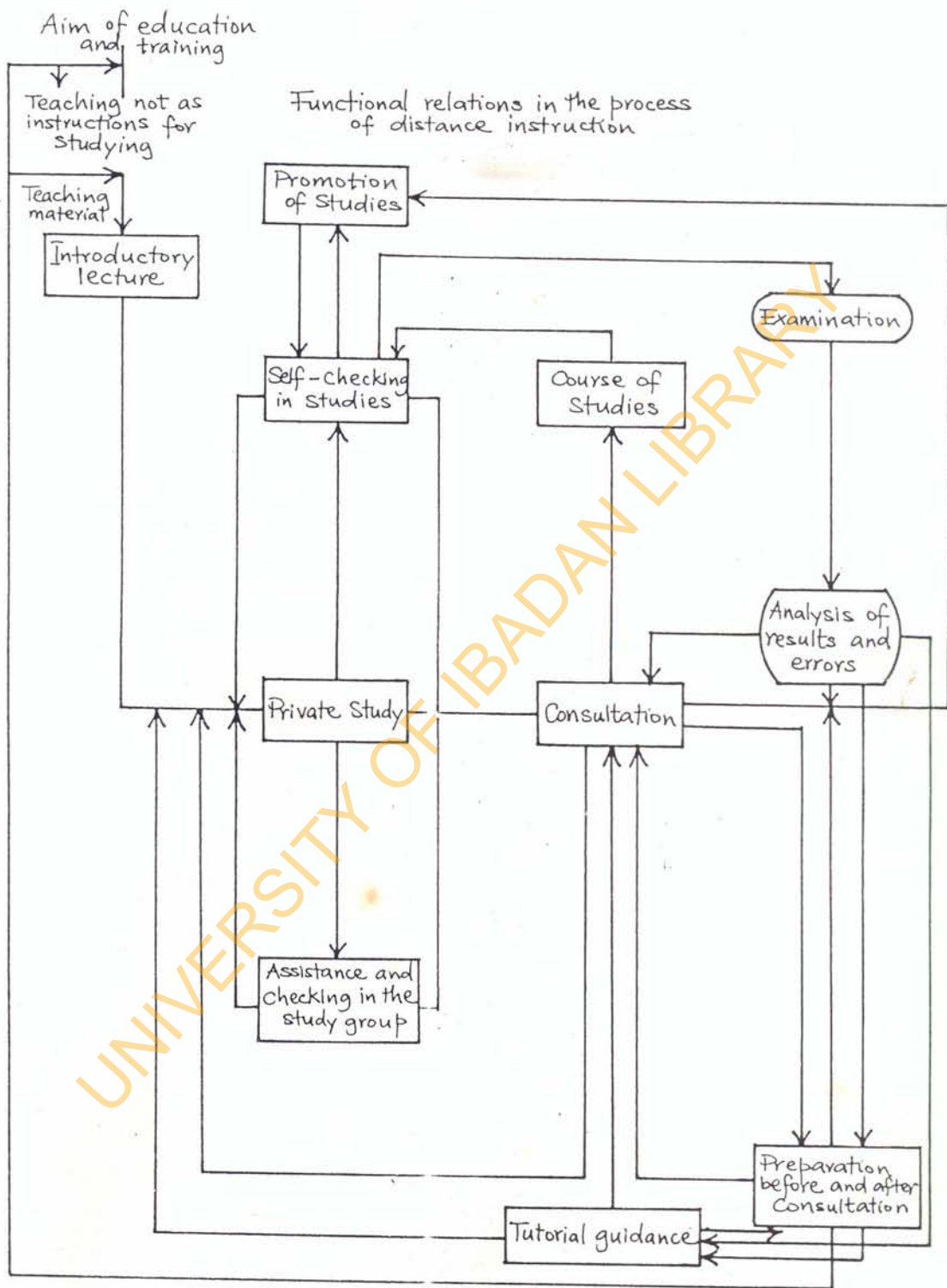
In the consultation model, Keegan, adapting Schwarz and Mohle's models, notes that the model has the element of correspondence education reduced while emphasis is placed on compulsory fortnightly attendance and seminars. These are called consultations. After the study materials have been sent to the students, the system relies on the private study which the students undertake.

A further clarification on this is then made at the seminars. A major point in this model is that distance education need not be totally removed from conventional face-to-face teaching. A historical foray into the users of this model shows that the type of

1. Michael Omolewa, "Historical Antecedents of Distance Education in Nigeria, 1887-1960" in Adult Education in Nigeria Dec. 1982, Vol. 7, p. 11.

population envisaged for the programme and the level of relatedness of the courses being run are quite high. Of a fact, this idea is commonly practised in the eastern bloc countries like the former German Democratic Republic, the former Soviet Union and Poland. The history of these settings, the general national control of the educational processes, and the strong link distance education has with work and formal educational programmes make the approach more suitable. A purely correspondence system of education would not have been able to take up the expected crowd and wide range of courses needed here. The diagramatic representation on page 78 (Fig. 2) further shows the nature of the activities involved here.

Figure 2: The Consultation Model



Source: Desmond Keechan, Foundations of Distance Education
New York. Routledge. 1990. p. 136.

The Integrated Model¹

In this model, there is the basic assumption that the distance teaching programme of a university or school is an extension of an already existing internal teaching programme. Thus here, the internal and external teaching activities are integrated. In addition to the fact that the same staff teach and assess both sets of students in the conventional and distance teaching systems, the courses, examinations, awarded diplomas and degrees in the programme are the same. It is thus common to have an External Studies Department of a University or College taking care of the administrative activities here. Usually, such a Department carries out no teaching functions but undertakes the administrative work in the programme. The University of Ibadan has something very close to this.²

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1. This model has been regarded as Australia's major contribution to distance education and takes care of the usual problem of accreditation faced by autonomous distance teaching systems just starting out. See Desmond Keegan, *op. cit.* p. 137.
 2. The External Studies Programme (ESP) of the University of Ibadan is academically coordinated by the Department of Adult Education while a lot of the administrative details is left with the ESP unit.

Unlike the consultation model, the historical link with this system, traceable to Austratia at the beginning, is not based on the need to address large audiences. The audiences were generally small compared with what the open universities eventually handle, but they were geographically scattered. Thus, the system grew out of the need to ensure that existing formal institutions practised the integrated mode for the scattered clientele, thus finally achieving the goal of meeting larger audience's needs, and maximising the potential of the conventional universities, in the same way extra-mural programmes were carried out from their hey-days up till now.

The Distance Teaching or Open University Model

Another name for this model by which Keegan refers to it is the multi-media system model. As early as 1965, Otto Peters had hinted that the only distance teaching universities existing were in South Africa and the U.S.S.R.¹ Keegan, 25 years later, observes this dramatic growth of the phenomenon, hinting at

1. Cited in Desmond Keegan, op. cit. p. 116 and 127.

its "fairly-tale like transformation"¹.

The characteristics of the distance teaching universities is that they do not have students in residence. In the same sense, there are no "full-time day time students, nor "part-time night-time students". Examples of this are the Open University of the United Kingdom, Everyman University of Israel, or the suspended National Open University at Abuja in Nigeria.

The use of the multi-media system to describe the activities here is based on the nature of, or indeed, lack of provisions of the usual resident university facilities, which gap now has to be filled by the media.

Of this phenomenon, Keegan notes of the British Open University:

One looks in vain for students as one walks around the campus at Milton Keynes. Many of the other universities are off-putting, factory-like buildings and there is little or nothing for students to do at them. Gone too is the concept of the university library with places for undergraduate and post-graduate research, gone are the lecture rooms, tutorial rooms, seminars rooms, laboratories for student research, and facilities for the

1. *ibid*, p. 128.

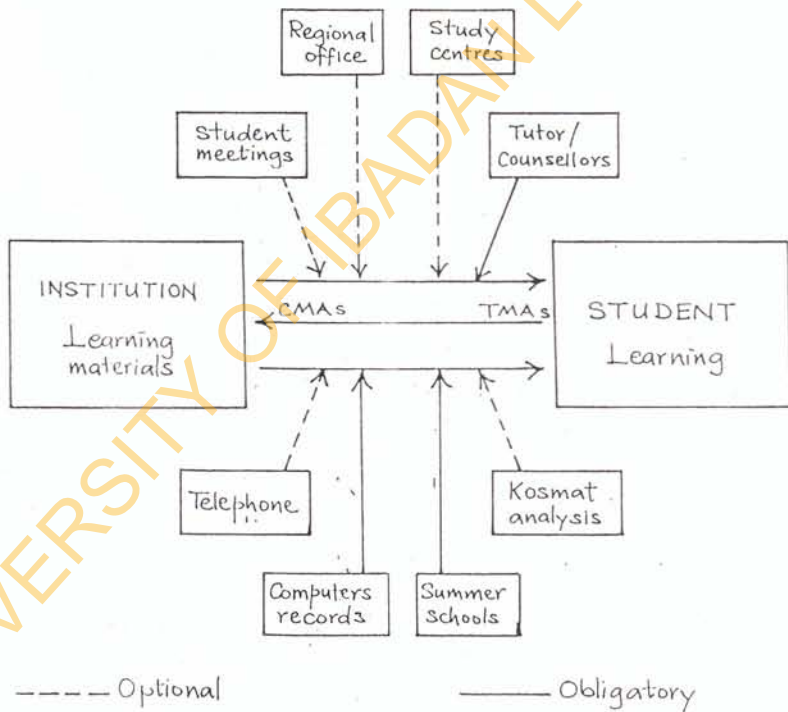
student community.¹

The distance-teaching university is an innovation in terms of its exclusiveness and autonomy and in terms of media layout which the correspondence schools cannot match in stature and clientele volume. It is indeed the climax of the transformation process in distance education, of which Nigeria had only a stint in 1984 before the suspension of the National Open University.

A look at the diagrammatic representation of the model (Fig. 3) shows the extent of media input:

1. Desmond Keegan, *op. cit.* p. 129

Figure 3: A Distance Teaching University Model



Source: Desmond Keegan, Foundations of Distance Education. London: Routledge. 1990, p. 129.

The examination of the models so far reveals a number of features, which have implications for classifying the distance education programmes along the lines of a typology. While the correspondence school model and the distance teaching models show the autonomous nature of the institutions operating here, the consultation and the integration models are examples of mixed institutions. The autonomy referred to above according to Neil¹ relates to issues of finance, examination and accreditation, curriculum and materials, delivery and student support systems. Thus the mixed institutions share the control and authority over the four areas already listed above.

In view of the nature of this research, there is the need to fully examine the implications of the models shown for teaching and learning, and the mode of the two-way communication system central to them. These issues border on the methods and the media proffered by the models and the nature of the support system in distance education.

1. D. Keegan, *op. cit.* p. 119.

In discussing the teaching material in models of distance education, the term didactic structure will be used occasionally. This is because the teaching material, or the process of preparing it in distance education is more elaborate than what operates in just pure correspondence teaching. This is based on the addition of such elements like occasional face to face tutoring, the use of other media apart from print, and the involvement of other personalities in the course writing process, apart from the original single-course writer; a situation common in the correspondence school model.

The options thus open in the preparation of course materials in distance education are:

- i. the contracting of course materials out to writers (common in both the correspondence school models and other autonomous distance teaching institutions);
- ii. the identification of tutors to conduct face-to-face components of teaching;
- iii. the identification of editors and other members of the course production team e.g. layout artists, etc.;

- iv. the merging of the content of instruction with the medium.

The nature of the content and the general goals which an institutional provider of distance education pursues in a course of study, may determine the nature of the medium to be used. Where the content is print-oriented, the activities of the course writer, the editor and the layout artists are of paramount importance.

When the materials are audio-based or video-based, the issue of production techniques take the scope of activities away from the course writer to, in addition to the writer's early activities, the instructional designers or technologists and programme producers. The production techniques to adopt then become as crucial as the writing style to emphasize.

The distance teaching universities such as the Open University appear best suited to undertake this style of using the course team approach in the preparation of their instructional materials. Usually, the content of the course material prepared may never be the same as originally written by the course writer. A way of reducing the possible differences

created in content here is for the academics themselves to undergo training in instructional technology. They are then adequately equipped to co-ordinate their thoughts in a manner that considers the use of additional technology.

At the level of distance education systems which are of an integrated mode, a course material benefits extensively from the experience of the course writer who already teaches the internal students. The structure of the course content is thus a replica of what the internal students have, including the assessment practices. Course teams are also used here and they somehow show a marked difference between the original course writer's teaching and his new distance education course text or course content. In addition

- i. the distance teaching universities have as clientele adults whose goals is further education at the university level;
- ii. there is a move towards a more extensive use of non-print educational media;
- iii. a more didactic link is made between the learning materials and learning.

In the consultation model, the use of face-to-face sessions is a major component of the system. The ratio of the face-to-face consultations to individual study is usually shown in the structure of the programme. There are also elements of the interaction between work and study as students who are sponsored by firms have the chance of being promoted after graduation. This practice is common in the former U.S.S.R. and other eastern countries.

The student in this approach usually starts with a seminar (residential) that is held on campus, followed by home study, which is itself broken by regular consultations. Correspondence is seen to play very little role in the whole process. There are cases where students are allocated to a consultation centre at an institution close to their home and work. Other systems have the enrolment and the consultation centre within the same university. This practice is not yet operating in Nigeria. The closest to it is an example of the special arrangements the National Teachers Institute, the University of Ibadan External Studies Programme or the Correspondence

and Open Studies Institute of the University of Lagos make with higher institutions in locations away from them where their clientele reside. With such arrangements, tutors are found for the face-to-face components of their distance teaching programmes, while teaching practice activities are arranged. The closest to this in the colonial days was the University of London examinations and other foreign examinations which Nigerians sat for here with the administrative support of the Colonial Education Department.

Two-way Communication

The promotion of two-way communication in distance education is done through a variety of media. Some of these had earlier been identified. Additional media that may be added here are the computer mediated communication and the element of face-to-face teaching which is sometimes brought in to reduce student isolation and increase learner effectiveness.

The nature of two-way communication in the correspondence school model is such that developed or purchased learning materials are sent to the students by post or any other means of communication. The student then studies the materials and sends his assignments back to the tutor. The assignment is commented upon and returned to him. Sometimes, these assignments can be in form of the prepared audio tapes or even video cassettes, depending on the nature of the course being taught and the amount of money the learner is investing. Usually, most proprietary schools that fall within this category emphasize the medium of print. In developing nations, print is overtly emphasized. Face to face sessions are very rare here but the telephone is also used to facilitate the social or even pedagogical aspects of the learning process.

In the distance teaching university model, a look at the diagram originally shown (see Fig. 3) shows that a number of differences are seen especially in the use of media, the level of provision and the link between learning materials and potential learning.

The nature of interaction and two-way communication in the integrated model is such that the printed course or other course materials are prepared by the course writers who are full-time lecturers in the Conventional University. This is done through a combination of face-to-face teachings and the supply of independent study materials.¹

Assessment of students is then done through the assignments given and formal examinations. The learning materials thus developed are upgraded and reviewed from time to time, based on different needs and growth in knowledge.

While the process of two-way interaction identified above exists in the various models, an extra attempt is made to reduce learner isolation which the physical separatedness of the learners and the writers cause. Some of these troubles expressed by distance education students, as identified by Ana Kranjc include the fact that:²

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1. D. Keegan, op. cit. p. 138.
 2. Ana Kranjc, Social Isolation and Learning Effectiveness in Distance education. ZIFF PAPIERE 71, Hagen: ZIFF. June, 1988. p. 14.

1. they do not understand certain parts of the subject matter.
2. the explanations are missing in course texts.
3. the rhythm set by the educational model is too fast.
4. time for preparation for examinations is not enough;
5. the written material is not sufficient;
6. opportunities for attending short face-to-face seminars are not available;
7. there are difficulties in adjusting to the general organisational structure (examination terms, frequency of units, days for consultations);
8. loneliness and social isolation (nobody to talk to, very few of their acquaintances study) exists.

In view of the troubles listed, distance education thus requires additional face-to-face elements in the following manner:¹

- contacts with other students
- contacts with individual tutors
- group consultations
- attendance at short seminars
- Possibility to discuss personal learning problems with others

1. Kranjc had in fact measured the frequency of student isolation by the absence of these same suggestions. See Ana Kranjc, op. cit. p.5.

The various issues already raised by Baath especially concerning the need to stimulate the interest of the students at the beginning of the course; help them to understand freely the basis of the structure of their programme; and, make room for tutorial aspects of the programme are issues the face-to-face components of a distance education programme can conveniently take up. While Baath had observed the possible use of the telephone, the computer mediated communication system and audio or video cassettes to stimulate and promote needed contacts here, the problems faced in developing nations stemming from the lack of appropriate financial ability of both the institutional provider and the distant learner, make such technological input problematic. Thus, in reducing isolation and promoting other counselling and motivational services, the element of face-to-face contact hours, which the consultation model supports, and which many distance education systems use, becomes a necessary addition to the system. While this appears to run contradictory to the meaning of correspondence education as a method in distance education, or to

distance education itself, as a wider area in this unique arrangement, the emphasis on distance bridging can not but benefit from this exception.

In summary, the models of distance education subscribe significantly to most of the issues raised in the models of correspondence education. Indeed, the earlier examined correspondence education models had pre-empted the emergence of distance education by the various suggestions of media use that tend to address the motivating effects telephones and the new technologies generally could have when applied in a distance education situation. Distance education only goes a step further by fully maximising the use of these technologies, in addition to print, and allowing for the added face-to-face elements. This inclusion of the exception appears to be based on the need to appropriately react to the complexities of the field both in terms of additional variety of clientele, the increasing level of operations in the field, and the nature of the subject matter which has become increased over the years. Yet one other dimension of the allowance for the face-to-face component is the humanistic expectations of a distance

learning philosophy, that while asking for individualised learning, still attempts to remove isolation; while promoting the growth of independent and home study, still strives for group and teacher/learner interaction; while promoting the extensive use of print to bridge the distance in learning, still has to react to new technological developments and thus apply faster means of communicating with the learner; and, which while appearing to create an innovation in a non-conventional educational system, appears to be bridging the distance between the conventional education and the mainstream. With developments like these, the transformation from correspondence education to distance education thus appears in the main, to be:

- i. the development of new methods in the correspondence education system which; in addition to its reliance on print allows for other media to appeal to learners' various stimuli and promote better learning;
- ii. the promotion of better interaction between the learner and the correspondence education course writer through the addition of either face-toface components or/and mediated

interactions that speed up the feedback process;

- iii. the reduction of social isolation through print, electronic or other media;
- iv. the introduction of support services that take additional care of learner needs through all of the media available in the system;
- v. the maximisation of existing media components in the environment to get all these done;
- vi. the possible move towards the bridging of distance education and the mainstream in all ramifications, such that distance education becomes a positive factor in the growth of teaching and learning in the conventional system of education.
- vii. the capacity to cater for larger audiences in remote areas.

2.6 A Model of Transformation of Correspondence Education to Distance Education

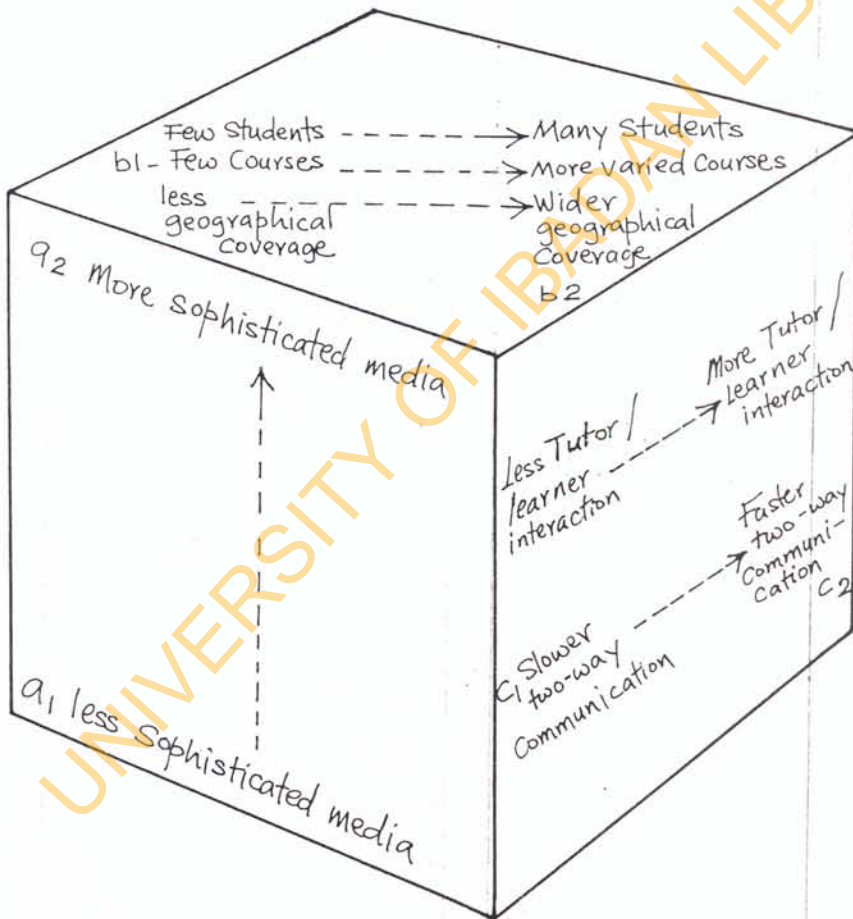
There is the need to evolve and describe a model of transformation of correspondence education to distance education.

This will among others:

- i. help to summarise the various views expressed so far and thus allow for easy understanding of the nature of the research itself.
- ii. create a frame of reference for the later discussions to follow and the method to be adopted in this research.
- iii. allow for the ideal transformation of correspondence education to distance education in Nigeria, in spite of an obvious low technological environment and thus promote a maximal use of existing structures.

The model will be described in two parts; the graphical illustration and the follow-up discussion.

Fig. 4: A Model of Transformation of Correspondence Education to Distance Education.



Follow -----> to transform the system.

Adapted from Hilary Perraton, The Role of theory and generalisation in the practice of distance education. Hagen : ZIFF, October 1987. (Cover

The diagrammatic illustration in Fig. 4 is adapted from an earlier one by Hilary Perraton in which he attempted to simply identify ways of reducing cost per student in distance education. Following any of the arrows shown in Figure 4 reflects in a simple manner a pattern of transformation of correspondence education to distance education. In Hilary Perraton's original diagrammatic presentation, the arrows followed variables which reflected a reduction in the cost of a distance education programme.

A transformation of correspondence education to distance education presupposes a number of things already shown in the diagram. These are:

- i. an increase in the number and variety of clientele;
- ii. an increase in both the variety and number of courses;
- iii. an increase in the geographical areas covered in the programme;

- iv. a move from less sophisticated media (e.g. print) to more sophisticated ones (e.g. print, computer, telephone, satellite systems etc.);
- v. a movement from less learner/tutor interaction to greater learner/tutor interaction.
- vi. a movement from slower two-way communication to faster two-way communication making possible greater learner access to interaction.

Where there is a transformation of the correspondence system of education to distance education, the six issues raised above are major areas that must be addressed by such transformation. However, the nature of transformation may not sometimes reflect all the indices shown especially in micro-studies of specific correspondence education institutions. A macro study of this nature should therefore adequately reflect the pattern of transformation envisaged.

CHAPTER THREE

REVIEW OF LITERATURE

3.1 INTRODUCTION

This Chapter reviews the literature on the transformation of correspondence education to distance education through the examination of

- i. the origins of correspondence education including its Nigerian origins;
- ii. the significance of the University of London Innovation and the External Degree;
- iii. the trends in the transformation of methods of correspondence instruction;
- iv. media development and the bridging of distance;
- v. the emergence of distance education;
- vi. patterns of interaction and two-way communication;
- vii. issues of quality in distance education.

3.2 THE ORIGINS OF CORRESPONDENCE EDUCATION

Attempts to situate the emergence of the correspondence system of instruction in time have led to the views that the epistles sent by Plato in the

Classical times to Dionysius and the one from Elder Piny to the younger Piny may have been the first traces of the system in use.¹

Related to this is the citing of the Biblical records of Paul's letters to the Romans, Corinthians, the Galatians, among others which had their didactic components.² Some scholars indeed suggest that the early man may have used some form of correspondence education, even in his extensively oral traditional society to get messages across to his kith and kin.³

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1. This classical view is proffered by Rene F. Erdos in Teaching by Correspondence, Paris: Unesco, 1967 p.2.
 2. The didactic nature of Paul's letters seem not to be in doubt at all. His introductory notes in these letters, the use of the first person "I" and the direct reference to people or individuals to whom the letters are addressed point to not only their pedagogic content, but to their Correspondence education relevance. See for example the introduction in Romans 1 : 1-8; the direct address to the second person (Plural) "you" in Galatians 3 : 1-4 and his extensive use of "I" in all the books. Part of the transformation process here is noticeable in the use of tracts, cassette and video tapes to reach wider audiences.
 3. The drum was a **very** common medium of message transfer in many traditional African societies. Ayo Ogunranti paints a vivid example of this in his mimeograph, "Educational Technology, please step in". June 1984, P.58

Yet, a more African interpretation sees the practices of Yorubas of old in sending messages across distance through some peculiar means as representing a pattern of the genre in historical reminiscence.¹

While these early assertions and explanations may have some basis as being accepted in such (e.g. Paul's letters were indeed didactic, detailed, methodical and effective. Attempts to create a more scholarly acceptable historical base for the emergence of this novel genre appear to have shifted the focus to the practice's 18th century origins.² Freitas et al's account, while citing Katz³ see the correspondence system of instruction as emerging in

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1. In the course of this research, a colleague had talked about the Yoruba system of using "Aroko" to symbolise information sent to another. In another vein, others, especially travellers used "kannako" (literarily translated, distance reducer) to bridge the physical distance when travelling to long distances.
 2. This assertion is also supported by Valore and Diehl, op. cit. in their account in the NHSC Monograph (see 2.2).
 3. H.H. Katz, "A State of the Art Study of an Independent Private School Industry in the state of Illinois." Advisory Council on Vocational Education, pp. 6-7.

1728 when an advertisement appeared in the Boston Gazette in the State of Massachusetts in the U.S.A. Gachuchi and Matiru give an account of the advertisement thus:

Any person who wishes to study shorthand may have several lessons sent him weekly and he would be as perfectly instructed as the person in Boston.¹

The wording of this advertisement appears to have been ^{linguistically} altered, perhaps to suit the grammatical acceptance of the day. This is because Valore and Diehl's account of this beginning which had a photocopy of the March 20, 1728 announcement shown in their work has the following fuller details as the original advertisement:

Caleb Philipps, Teacher of the New Method of Short Hand, is remov'd opposite to the north door of the Town House in King-street. As this way of Joyning 3, 4, 5 and C words in one in every Sentence by the Moods, Tenses, Persons, and Verb, do's not in the least spoil the Long Hand, so it is not anything like the Marks for sentences in the printed Character Books being all wrote according to the Letter, and a few Plain and Easy Rules.

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1. D. Gachuchi and B. Matiru (eds.) Handbook for Designing and Writing Distance Education Materials. Bonn: DSE. 1989, p.12.

N.B. Any persons in the Country desirous to learn this Art, may by having the several Lessons sent Weekly to them, be as perfectly instructed as those that live in Boston.¹

In Britain, the origins of the innovation is traceable to the 1840 experiment of one Isaac Pitman of the Shorthand fame who sent instructions to his students by postcard.² Wellman has observed of Pitman's interactions with his students thus:

.... the students wrote passages from the Bible in Shorthand and mailed them to Pitman for grading and comment.³

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1. Leonard Valore and Grover E. Diehl, op. cit. p.1.
 2. This 1840 experiment by Pitman has been the most cited in terms of tracing the origins of correspondence study, until the Caleb Philipp's advertisement in the Boston Gazette of 1728 was unearthed. See Henry Q. Wellman, The Teenager and Home Study New York: Richards Rossen Press, Inc. 1970, p.15.
 3. It is significant to note the increasing relevance of both the shorthand as a Correspondence education subject, and the biblical link at the early days of correspondence teaching. Caleb Philipp's attempt in Boston was to teach shorthand too. William Rainey Harper's correspondence education activities were with the American Institute of Sacred Literature which he founded. See Maureen A. Fay, "Harper, William Rainey (1856-1906)" in J.E. Thomas and B. Elsey (eds.) International Biography of Adult Education. Department of Adult Education, University of Nottingham, 1985, p. 240.

While this marked the start of the system in Britain, more modern beginnings were recorded when between the 1880's and the 1890's, other correspondence schools soon emerged. These were the Skerry's (started in 1890), the Foulks Lynch (begun in 1884) and the Wolsey Hall (started in 1894). There were also the University Correspondence College, the Chamber's and the Clough's which, in addition to the earlier listed ones, were some of the better known colleges at the time.¹ Most of them had also been known to have begun with the coaching of only a few pupils. Significantly too, Skerry's was started by a retired Civil Servant who indeed did the coaching; Foulks Lynch by a solicitor, while a Schoolmaster started Wolsey Hall.² The Colleges were all concerned

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1. W.J.A. Harris, "Education by Post" op. cit. p.270. It is interesting to note that the Colleges listed later became the pioneers of correspondence education in Nigeria.
 2. Wolsey Hall was started by one Joseph William Knipe, in 1894, based in his successful experiment at preparing himself to pass the then Certificate Teachers' Examination. Through an advertisement of his in 'The schoolmaster', he enrolled six students and thus began an experiment in Correspondence education. See R. F. Erdos, Teaching by Correspondence, op. cit. p.3

with a single subject but a growth in the number of students later suggested commercial possibilities.

As Harris notes,

Many of these very early Colleges still survive today as the stalwarts of the postal tuition world.¹

In Germany, in 1856, one Charles Touissant, a French man teaching French in Berlin, and another Gustav Langenscheidt, a member of the Society of Modern Languages in Berlin had co-founded a School for teaching languages by correspondence.² Later in 1873, another Anna Eliot Ticknor, the daughter of a University of Harvard Professor started the Society to

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1. W.J.A. Harris, op. cit. p.270
 2. Touissant and Langenscheidt's experiment may have arisen out of the need to address urgent socio-cultural and linguistic need. R.F. Erdos, op. cit. p.3

Encourage Studies at Home in the U.S.A.¹ In the same country, another J. Forster, an editor and proprietor of a Newspaper in Pennsylvania, U.S.A. had been moved by the alarming rate at which miners were meeting their deaths in the mines. He then pursued his humanitarian aim by directing the writing of a course of instruction on mine accidents, initially using a column in his paper the Shenandoah. This humanitarian gesture marked the beginning of the International Correspondence Schools (ICS) of Scranton, Pennsylvania, U.S.A.² There are also the records of William Rainey Harper, whose activities in the area of correspondence education left an indelible mark on the growth of the system. As it

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1. Ticknor relied extensively on the use of letters to get instructions across to her students, was motivated by the need to promote women education, and had as her least concern the lure of lucre. See Elizabeth Gary Agassiz, "Society to Encourage Studies at Home" in O. Mackenzie and E. L. Christensen (eds.) The Changing World of Correspondence Study, op. cit. p.27
 2. Thomas J. Forster, who founded the ICS had been moved by the alarming rate at which miners met their death, and thus began an experiment which has led to the founding of the ICS, which still thrives successfully today. See Henry Q. Wellman, op. cit. p.15. See also W.J.A. Harris, op. cit. p.300.

was once remarked of this father of Correspondence instruction in the U.S.A., wherever he went, he took the system along with him.¹

To a very great extent, the same humanitarian gestures that had informed the activities of Ticknor and Forster may have played a great part in the Harper story. But his involvement in the growth of the system also has the biblical edge to it. By 1881, Harper was reported to have just completed a religion seminar at the Baptist Theological Seminary in Illinois when his enthusiastic students asked if they could continue to receive his lectures. This he agreed to do by mail and thus began a major experiment in correspondence education.²

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1. O. Mackenzie, E. L. Christensen and P. H. Rigby, Correspondence Instruction in the United States. New York: McGraw-Hill Book Company. p.28
 2. As Thomas W. Goodspeed reports of him, "The first lesson was sent out February 14, 1881" and "the next year, the lesson slips were printed ... and alluring circulars were sent broadcast over the land, inviting the study or restudy of the language of the Old Testament ... " T. W. Goodspeed, William Rainey Harper. Chicago: The University of Chicago Press, 1928. p.53

Later as a Professor of Semitic Languages at the Yale Divinity School in 1886, he tried the system again, and was to later start a Division of Correspondence Study when he became the President of the University of Chicago in 1892.¹

As Erdos reports, the last half of the 19th century in the U.S.A. witnessed a flurry of activities on the part of the Universities in the U.S.A. to start extension divisions. By 14 July, 1891, the Regents of the University of Wisconsin had approved a Faculty resolution for the development of the University extension Correspondence Study Courses.²

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1. Harper's initial plans to evolve a unique University of Chicago at its opening in 1892 led him to start five divisions for it, the university extension division being a veritable part. While his attempts to make the extension divisions independent ran into some hitches, the Department of Correspondence Study was one of those that stayed, and which Harper qualitatively saw to fruition. See Maureen A. Fay, op. cit. p. 244
 2. R. F. Erdos, op. cit, p. 2. See also Katia de Freitas, P. D. Lynch, and R. Sweitzer, "Non-traditional Study Program: An Overview" ICDE Bulletin Sept. 1986, Vol. 12, -. 39.

It is thus seen how individually initiated humanitarian gestures, and the need to break the barriers of communication and distance have led to the beginning of the correspondence system of instruction in many parts of the world. While the activities of the stalwarts of the system in Britain had borrowed extensively from commercial possibilities observed in an innovation, there were the added factors of the coming of the "penny post" in England, and the growth of professional associations which further promoted the development of the system. In other places, the need to bridge the terrains of geographical distance between learners and tutors, and thus maximise on the gains already made in the successful trials of the system elsewhere and also promote egalitarianism, further fuelled the system's growth. Sweden, Australia, and some countries in the eastern bloc have experiences which appear to support this assertion.

In Sweden in the 1890's, one Hans Hermod was reported to be "conducting an ordinary school in Malmo" teaching languages and commercial subjects. The movement of one of his students to a place some twelve miles from the school setting coupled with Hermod's interest

to continue teaching him led Hermod to start writing instructional letters to him. By 1898, he had, based on this initial experiment, published his first correspondence course on Book-Keeping.¹

Some scholars have suggested that Hermod may have known about Langenscheidt's work in Germany.²

The experience of Hermod may have been replicated elsewhere. The 1914 story of the beginning of the correspondence system of instruction in Australia has a similar pattern to Hermod's successful attempts and Harper's yielding to his religious students pleas in Illinois. This time though, the innovation had shifted slightly from experimenting individuals to an innovation-seeking bureaucracy. As reported by Erdos:

... in 1914, a pioneer farmer moving into an isolated area wrote to the Director of Education to ask what provision could be made to educate his two sons. This letter was referred to the Vice-Principal of the Teachers' College, who asked the students if any would be interested

1. R. F. Erdos, *op. cit.*, p.2.

2. R. F. Erdos, *ibid.*

in the experiment of teaching the boy by letter. Five volunteers undertook the task.¹

After the volunteers started supplying the lessons to the children by post, other requests followed. By 1916, the volume of requests was high enough to justify the training of teachers for this all-important assignment. By 1922, virtually every state in the Federation, led by New South Wales, had evolved one form of correspondence education or the other.²

The beginnings of correspondence education in Canada may have had its origin in the 1919 initiation of correspondence education at the elementary school level in British Columbia.³ At the first International

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1. R.F. Erdos, Some Developments in Distance Education in Australia. ZIFF PAPIERE 61, Hagen: ZIFF, January, 1986.p . 2
 2. It is significant to note that unlike most other countries, "the regular use of correspondence tuition began at the elementary school in Australia" See A. G. Maclaine, "Education by Correspondence (Australia)" in O. Mackenzie and E.L. Christensen (eds.). The Changing World World of Correspondence Study, op. cit. p.273.
 3. Report of the First International Conference on Correspondence Education. Victoria, 1938, p.92.

Conference on Correspondence education held in Victoria,
a passage from the conference report had noted:

In an attempt to develop the primary industries of the Province, such as fishing, trapping, mining, lumbering and ranching, many small and widely-scattered settlements were started, some of which lasted only for a short time. Isolated families found their way into the more remote parts of the Province and were, of course, completely cut off from organised schools of any kind. Up until 1919 no attempt was made to provide educational facilities for such families. In the spring of that year, a lighthouse keeper, living in one of the small islands of the west coast, made a request for assistance in teaching his small children since they were quite out of reach of an organized school. It was the belief that a plan could be made to work whereby lesson outlines and text material would be supplied to families anywhere who were out of reach of schools. The attempt was made and before the year was out, 122 pupils were studying under the direction of teachers appointed by the Provincial Department of Education, and the first Elementary Correspondence School in America was under way.

This later developed to include the secondary school level in 1929 while University involvement, starting with the University of British, Columbia was begun in 1949.

A survey of the subjects taught and the courses pursued through Correspondence Study reveals a wide array of choices available. In Britain, the subjects originally served in the early days of the system fell under five major headings. These were:¹

- i. professional courses which included accountancy, banking, surveying and engineering;
- ii. University and School subjects;
- iii. Technical subjects;
- iv. Civil Service and local government related subjects; and
- v. general and recreational subjects.

Most of the colleges had areas of specialisation while they yet offered many other courses. For example, the Metropolitan and Foulks Lynch were noted for professional qualifications; the British Institute of Technology for industrial and engineering subjects, the University Correspondence College and

1. W.J.A. Harris, op. cit. p.272. One Dr G. Millerson, in his The Qualifying Associations had linked the Spread of Correspondence education closely to the rise of the professional associations in Commerce Administration and private practice, and their adoption of qualifying examinations in the late nineteenth century. G. Millerson, The Qualifying Associations : A Study in Professionalization. London : Routledge and Kegan Paul, 1964, Chapter 5.

Wolsey Hall for University qualifications while Clough's, Wolsey Hall and the Rapid Results College were noted for Teacher Training and the General Certificate of Examination subjects. The Skerry's and the School of Careers specialised in Civil Service Training.¹

In the United States of America, the Correspondence Education Research Report² published in 1968; the Bulletin of the National Home Study Council³ and the Macmillan Guide to Correspondence⁴ Study

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1. Harris further notes that "a multiple of smaller forms taught subjects as piano playing and sketching, judo and body building, Pelmanism (memory training) and Rapid Reading." W.J.A. Harris, op. cit. p.272.
 2. O. Mackenzie, E. L. Christensen and P.H. Rigby, Correspondence Instruction in the United States New York: McGraw-Hill Book Company. 1968.
 3. 1990/91 Bulletin of the National Home Study Council. Washington : NHSC, 1990.
 4. The Macmillan Guide to Correspondence Study. New York : Macmillan Pub. Company, 1988.

list a wide array of course choices available at vocational, Secondary School, University, religious, and armed forces levels for the clientele of Correspondence education. Every phase of educational life that is covered in the conventional education system has been served by correspondence education. The use in Canada, the U.S.A., Soviet Union, Australia and Norway of the correspondence education system in the primary and secondary school educational system further confirms the extensive coverage of Syllabi which the system undertakes. In addition, areas that have usually not been covered by formal school systems, like the professional and qualifying examinations are easily handled by correspondence education.

The growth of the system, in terms of the number of clientele served, of new media processes used and of more interactive methods of organising teaching and learning, has been a major feature in the system's transformation to distance education. In the process, some of the colleges have folded while others have re-emerged under new names, while yet others have adjusted to the transformation and have continued to serve the teeming populace.

The on-going discussion has thus revealed that while the correspondence system of education emerged as experiments in innovation, they later became systematised and more organised. Many started with a few clientele but have grown as a result of the strong commercial possibilities they offered and the growth in population of an adult audience ready to use their system. Many of the systems which survive till today may have been generally examination-oriented. Apart from individuals accepting the system, government departments and other statutory bodies have found the need to utilise this novel approach to teaching and learning.

3.2.1 The Nigerian Origins

The issue of identifying the origins of correspondence education in Nigeria has been well documented in the works of Omolewa.¹ He observes that just after the world war, the European trend of correspondence

1. Michael Omolewa, "Correspondence Education in Nigeria, 1915-75" in Adult Education and Development No.72, 1978: "Historical Antecedents of Distance Education in Nigeria, 1887-1960": Adult Education in Nigeria, Vol. 7, Dec. 1982.

education, which had found some berth in Britain in 1840, and in France and Germany at about 1856¹ finally became the turning point for Nigerians, when, as he noted:

Nigerian Secondary Schools could no longer cope with the intake from primary schools and very few Nigerians could afford to go overseas for higher education.²

Related to these points was the fact that the nature of educational activities available in Nigeria was very low at this time and this trend continued without any major solution in sight. A great demand however arose after the cessation of World War II hostilities, and even, existing evening schools had problems of providing the adequate personnel and qualified staff to teach the skills which were increasingly growing daily.³

Thus as far back as 1915, a number of English journals had started circulating their advertisements

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1. R. F. Erdos, *op. cit.*, p.2
 2. M. Omolewa, "Correspondence Education in Nigeria, 1915-75." *op. cit.*, p. 157.
 3. *ibid*, p. 158.

in Nigeria, of leading British Colleges, among them the Wolsey Hall, the University Correspondence College, the Rapid Results College, the Foulks and Lynch and the others.¹ Many students who normally would not have found places in either the Secondary schools, or have the opportunity of getting a University to attend, moved en masse to try the correspondence education option.

Table 2
Enrolment at Formal Educational Institutions in Nigeria

Year	University Session	Primary School Enrolment	Secondary School Enrolment	University Enrolment
1926		+	518	-
1937		238,879	3,851	-
1947		626,000	9,908	-
1952	1952/53	1,039,659	+	368
1954	1954/55	1,275,003	21,185	476
1956	1956/57	2,036,613	39,017	563
1958	1958/59	2,544,512	41,391	1,005
1960	1960/61	2,912,619	55,235	1,256
1962	1962/63	2,834,010	195,499	3,606
1964	1964/65	2,849,488	205,012	6,707
1966	1966/67	3,025,023	211,305	9,170

Source: Michael Omolewa, "Correspondence Education in Nigeria, 1915-1975" in *Adult Education and Development*, No.72 June 1978, p.158

+ Figure not available

1. W.J.A. Harris, *op. cit.* in O. Mackenzie and E.L. Christensen, *op. cit.* p. 270.

These early colleges helped Nigerians to pass the examinations set by the University of London, the College of Preceptors and those of Oxford and Cambridge Universities. Sometimes, some of the students had to repeat the examinations many times before passing. It was therefore not uncommon to have students of the St. Andrews College Oyo in Nigeria go on holidays anytime any of their teachers passed any of these examinations.¹

This was how E. O. Ajayi became the first Nigerian to bag a degree of the University of London in 1927, relying exclusively on Correspondence education. Others soon followed suit. Alvan Ikoku, whose name and picture adorns Nigeria's ten naira note got his B.A. degree in Philosophy in 1929, the same field as Ajayi's. In 1933 Samuel Ayodele Banjo, the father of the former Vice-Chancellor of the University of Ibadan also got his B.A. degree in Philosophy.²

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1. M. Omolewa, J.T. Okedara, A. Okediran and G. Adekanmbi (eds.). J. S. Ogunlesi, 1902-1981, p. 11
 2. M. Omolewa, "Historical Antecedents ...", op. cit. p. 15.

By 1943, Nigerians had started making some attempts to found their own Correspondence Colleges. The City Correspondence College that was set up in 1943 did not last long.¹ After independence in 1960, new proprietors had an in-road into the scene. One of them, Mr. Okudolo, who himself had been an alumnus of the Wolsey Hall, founded the continually growing Examination Success Correspondence College in Lagos in 1967.² Others soon followed suit.

Coincidentally, the year 1967 also marked the first incursion of Universities in Nigeria into correspondence work, with the Ahmadu Bello University in Zaria starting the Teacher-In-Service Education Programme (TISEP).³ This was actually TISEP's second coming, having been first instituted by the Northern Nigeria Ministry of Education in the late '50's but had to

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1. M. Omolewa, "Correspondence Education in Nigeria, 1915-75", op. cit. p. 160.
 2. Interview with Mrs. V.A. Okudolo, wife of the founder of the College (also, Corporate Affairs Manager) on 5th April, 1990 at 2088 Ikoro Road, Palm Grove, Yaba, Lagos.
 3. Lara Euler-Ajayi, "The Status and Trends of Distance Education in Nigeria" Paper presented at the 13th World Conference of International Council for Distance Education, Melbourne, Australia. 13-20 August, 1985, p. 7.

pack up because the American Peace Corps, the British and Canadian Volunteers engaged then had to leave because of the Civil War of 1966.

A related programme to TISEP's because of its extremely teacher-oriented content is the Nigeria Certificate in Education by Distance Learning System (NCE/DLS) which the National Teachers' Institute (NTI) in Kaduna is handling. In 1976, the Correspondence and Open Studies Institute (COSIT) of the University of Lagos was set up with its initial degree programmes on teacher education and business administration. The Universities of Ibadan and Abuja have since joined the list of universities running distance education programmes.

A critical look at the development of the genre in Nigeria shows that there has been a change over the years in the system of correspondence education. Apart from a greater reliance by clientele on local correspondence colleges, the involvement of universities has been rising, leading to an increase

in clientele and a growth in the list of courses offered. The suspended National Open University of Nigeria which was to climax the development and thus lead the way, with the University of Lagos phenomenon, in the transformation process, appears to have re-surfaced in the new University of Abuja Distance Learning Centre. A careful study of the development of the genre, especially the growth in methods and media used, and the management of two-way interaction between the learner and the institutional provider of distance education should reveal the nature of the transformation.

3.3 THE SIGNIFICANCE OF THE UNIVERSITY OF LONDON INNOVATION

The emergence of the University of London as a major promoter of correspondence education is highly significant. At its establishment in 1836,¹ the aim of the University was to conduct examinations and offer degrees without providing the necessary

1. Ron Glatter and E.G. Wedell, Study by Correspondence, London: Longman. 1971, p. 13.

tuition, a practice which veered away from the traditions of Bologna in Italy and thus, the general traditions of most university systems in the world.¹

Citing the Haldane Commission's view of this arrangement, Houle notes that the University was

an examining board with the

title of the University of London.²

Armytage is also reported to have described the university as a "great examination machine" without any teaching responsibility.³ An examination of the original plan of this mandate shows the process of the awarding of the degrees.

1. The University of London did not fit into any of the characteristics of a university at this time. It had no simultaneous presence of senior and junior scholars; it was not a society of scholars; more senior scholars could not be said to be teaching the junior ones; there seems to be no plans to seek to increase the bounds of knowledge. See Nduka Okafor, The Development of Universities in Nigeria. London: Longman Group Ltd. 1971.
2. Cyril Houle, The External Degree. San Francisco Jossey Bass. 1974, p. 21.
3. Ron Glatter and E. G. Wedell, op. cit. p. 13

A candidate for the degree must matriculate, meeting the requirements for doing so. Before he is admitted to the examinations, he must produce a certificate showing that he had followed a course of instruction at one of the two London Colleges¹ or at some other institution approved by the Privy Council. This arrangement was later broadened to include institutions anywhere in the British Empire.² As Logan reports, the number of institutions thus recognised for the purpose of providing tuition for the students had become so many that by 1858, a new Charter had been passed which

quietly dispensed with the requirement of attendance at an appropriate institution, and therefore, the university accepted as candidates all who presented themselves for examination provided of course that they had passed the matriculation examination and had paid their fees.³

Thus, degrees in all disciplines, except medicine, could be conferred on candidates in this manner.

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1. Cyril Houle, op. cit. p. 21
 2. Cyril Houle, The External Degree. San Francisco: Jossey Bass, 1974, p. 21.
 3. *ibid.* See also D. Logan, The University of London. London: Athlone Press, 1962, p. 11.

This then marked the real beginning of the London External Degree. The process continued until about 1900, when as a result of much criticism of the University's peculiar character and role, and the findings of two royal Commissions, there was some change in this direction. As Houle notes of the University's external degree,

it remained the only degree of the University until 1900 when as the eventual result of twenty-five years of increasing pressure, the institution began to admit students and provide instruction to them.¹

There were a number of distinctions in the nature of the programmes for the internal and external students. The first was in the area of administration which was the originally recognised distinguishing element in the system, thus creating separate paths for their academic programmes. This cleavage however became blurred as both internal and external students were to be equally eligible as candidates for any of the University's degrees.² Some have indeed argued

1. Cyril Houle, *op. cit.*, p. 22.

2. Ron Glatter and E. G. Wedell, *op. cit.* p.14.

that the University of London may have lost its patent on the term "External Degree" as a result of its veering into the internal degree circles since the early part of the 20th Century. One point that is however clear, is that with London's foray into the external degree, and even its eventual starting of an internal programme, it may have paved the way for such University based correspondence education programmes that have their practice based on an integrated model of distance education.¹

So far, the University of London thus represents the first major attempt to make correspondence education available at the University level, although in what Valore and Diehl have described as a rather circuitous manner.² This manner of its coming, which removes a teaching role, to the two writers, allowed seedlings which grew into bona fide home study programmes ascended by default.³

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1. This raises the issue of London foreshadowing Australia in the area of promoting the integrated model in distance education practice but the examination orientation of the London degree still puts Australia in contention for this honour.
 2. It is circuitous in the sense that correspondence education was brought into the picture by proxy. See L. Valore and Grover E. Diehl, op. cit. p. 15.
 3. *ibid.*

This latter view is premised on two possible explanations. The first is in respect of the timing of the University's coming which preceded the activities of Isaac Pitman's correspondence education activities of the 1840's. The second, which has a greater implication for the growth of correspondence education, is in the coming of the London University to create a gap in educational provisions which the emergence of correspondence schools may have attempted to bridge. These two assumptions are quite strong as the relationship between the University and the correspondence colleges continued to grow.

The University did more than organising examinations at this time. It later became a kind of guide and counsellor for some other institutions of higher learning until such gained "sufficient strength to attain University status and award their own degrees".¹ As further reported,

- i. between 1836 and 1949, every University established in England and Wales went through apprenticeship during which its students were prepared for London External Degrees;

1. Cyril Houle, op. cit. p. 22.

- ii. the University aided the movement towards colonial independence, initially assisting University colleges in the colonies with granting of degrees;¹
- iii. it became a model to be copied elsewhere.²

While the University of London made significant contributions to the promotion of the concept of "degree-by-examinations" and thus helped many of the British institutions to develop, its impact became felt in nations colonised by the United Kingdom. Writing on this phenomenon, Omolewa notes that by 1860, the University had started operating in some parts of the British Colonies. In Nigeria, its first examination was organised in 1887.³ Such examinations organised were then designated "colonial examinations" and

the University regulations stipulated that the University examinations could be held at overseas centres provided applications came through the Department of Education and the British Colony

1. *ibid.*

2. *ibid.*

3. Michael Omolewa, "London University's Earliest Examinations in Nigeria; 1887-1931" in West African Journal of Education 1976, Vol XX No.2, p. 347.

or from some other officer or person specially appointed for that purpose by the Colonial Government.¹

The nature of the method of instruction which nonetheless took care of the pedagogical gap created by the University was two-fold. First, publishing firms in Britain were quick to cash in on the gap and take on the role of counsellors for students who went into the programme. As Omolewa observes, a number of periodicals and newspapers circulated in Nigeria had the publishers' advertisements and book notices on what they called, "Educational works for London University Examinations".² Some of these were also found in the University of London Calendars.³ The implication here is that the book published by these companies could supply the tuition needed by the external degree students. This is in spite of the fact that such books may not have been written specifically by correspondence education experts or other writers using the correspond-

1. Michael Omolewa, "The Promotion of London University Examinations in Nigeria, 1887-1951" in The International Journal of Historical Studies. Vol. 13 No.4, 1980, p. 653

2. *ibid*, p. 654

3. *ibid*.

ence education methods in preparing the text.

The unique pedagogical approaches needed for the distance learners' course texts, and possibly aimed at bridging the obvious distance, were thus missing from the texts provided.

In addition to the publisher's foray into filling this pedagogical gap, correspondence colleges owned by various proprietors were said to have advertised details of the University's external examinations in the "educational periodicals and leading newspapers" at the time.¹ They then played the role of supplying the needed tuition to the external students. However, the University of London also had its own arrangements aimed at meeting the external learners' needs.

One way of assisting learners was through direct intervention in the provision of tuition, a practice which ran contrary to the dictates of either the 1836 mandate or its 1858 Charter. In 1920, at the introduction of the Bachelor of Commerce degree, the University's commerce Degree Bureau was set up by a Deed of Trust.² Students who thus enrolled for the

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1. M. Omolewa, "The Promotion of London University Examination Nigeria, 1887-1951" op. cit. p.655.
 2. Ron Glatter and E. G. Wedell, op. cit. p. 12.

External B.Sc. (Economics) were allowed to take the correspondence course which the Bureau provided.

Another provision which the University made (and still does) was in the giving of tutorial assistance to those undergraduates preparing for external degrees by correspondence or others doing this privately. This the University does through the External Advisory Service. As noted in the General Information for External Students, the Service

has been established for the benefit of the private student, including the student studying by means of a correspondence course, who may have no access to tutorial advice and assistance in his studies.¹

Usually, there are three advisory assistants in Arts, Theology and Music; in Law and Economics; and in Science and Engineering. They thus advise students on such issues as the qualifications to study for, "Syllabus requirements, Study facilities and the reasons for unsuccessful examination results". In addition to these, and as Glatter and Wedell note of the Service:

1. R. Glatter and E. G. Wedell, op. cit. p.19

It also provides free of charge, copies of brief study notes for most of the examinations open to external students studying privately or by correspondence. The notes consist mainly of reading lists, and some general guidance on how to approach the syllabus. They can in no sense be regarded as a substitute for a course of tuition,¹ either orally or by correspondence.

A number of vacation courses are also arranged. These are in French language and literature, Geography and Psychology. When pressure is high based on the number of students wishing to enrol for such priority is given to the external students who are studying privately, or by correspondence. This clarification is necessary in view of the fact that some of the registered external students are full-time or part-time students of existing formal institutions. Most of the courses for which these provisions are made are selected more on the basis of the need for an added oral tuition than on the popularity of such courses among the students.² Also not all the courses are residential while they

1. *ibid.*

2. Ron Glatter and E. G. Wedell, *op. cit.* p.20

are also self-financing as students have to pay for the extra services. Existing extra-mural departments of other universities also help in this regard by making such residential or non-residential back-up education available.

Only a very small proportion of the correspondence colleges in the United Kingdom really offer courses for the London external degree.¹ Wolsey Hall, Oxford is said to provide courses for all the following listed degrees:

B.D. (Pass and Honours)
 B.A. General
 B.A. (Honours)

- English
- French
- History

LLB.
 B.Sc. Special Maths
 B.Sc. (Econs)

Metropolitan College at St. Albans provides courses for the B.A. General, LL.B and B.Sc. (Econs); the College of Law at Guildford and the Rapid Results College provide for the LL.B while the London

1. *ibid.*

University's Commerce Degree Bureau provides for the B.Sc. (Econs).¹ All these provisions are, noticeably, without the oral tuition back-up, and as such use the pure correspondence approach.

Writing on the content of the external examinations organised by the London University, and with particular reference to Nigeria, Omolewa notes that the examinations were primarily designed for the British, containing in most part, a lot in "English, History, English Language, English Literature and the Geography of England". While the humanities, law and some aspects of the Social Sciences appear emphasized, such relevant subject areas like medicine, technology, education and the basic sciences were not promoted.² Nationalists were later to question the relevance of the external examinations, and what has been referred to as the "problems of possible indoctrination and mental enslavement".

In spite of these criticisms, many Nigerians used the system to obtain qualifications which later increased the social status within the society.

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1. Ron Glatter and E. G. Wedell, *op. cit.* p.21
 2. Michael Omolewa, "The Promotion of the London University Examinations in Nigeria, 1887-1951," *op. cit.* p.658.

Many studied under extremely hard conditions, and with the added separation from London, their process of self-instruction and home study was somehow cumbersome. While the failure rate at the beginning of the taking of the examinations was high, the coming of King's College in Lagos, and the foray of the government into the development of the Secondary and Higher School system allowed for the organisation of evening classes to provide additional tuition for the candidates.

Generally, the London matriculation, intermediate and Degree examinations were registered for by candidates. While many were recorded to have earned the London Matriculation Certificate, a few of them earned the Intermediate Law degree.¹ The climax of the successes appeared to have been reached in 1927, when for the first time, an *alumnus* of the correspondence system of education was recorded. E.O. Ajayi, a teacher at the St. Andrews College in Oyo had bagged a degree in Philosophy.² In 1929 and 1933 respectively

1. Michael Omolewa, "Historical Antecedents of Distance Education in Nigeria, 1887-1960" op. cit. p.15

2. *ibid.*

Alvan Ikoku and Samuel Ayodele Banjo had passed the degree examinations as external candidates, both doing so in Philosophy. J.S. Ogunlesi also bagged his B.A. degree in 1933.¹

The significance of the emergence of the University of London can thus be seen in a number of ways. These are theoretical, developmental and social. While coming as an innovation to promote the ideals of egalitarianism in education as expounded by the ideas of thinkers preceding its coming, its major theoretical significance in charting the way for a lot of the practices in distance education today is obvious. A look at either the integrated model of distance education, identified later by Keegan, and practised extensively in Australia, shows the extent to which London's ideas are now replicated. This is because the awarding of external degrees by London University, a setting which later added internal programmes, has a lot of implications for the practice of conventional universities who now do this. Also, the consultation model in distance education, which recognises the nature of isolation of distant learners, and the need

1. *ibid.*

to make face-to-face teaching an integral part of the teaching learning process, as practised in most eastern countries, also has London's activities of the Degree Commerce Bureau as antecedents. Indeed, the future developments in the British Open University System had their antecedents in London's practices. The tendency on the part of External Studies Programme units to attempt to be self-supporting, or organise vacation courses for learners may also have benefitted from the University of London's early practices.

While the London experiment led to the involvement of correspondence colleges in its activities, it also paved the way for some level of parity of esteem, at least between its internal and external students.

At the level of social significance, the London University, succeeded in promoting higher education not only in the British colonies but also in Britain by way of creating standards through examinations, and thus serving as a model. Perhaps a more appropriate description of this phenomenon is that in attempting to merge practices in non-traditional and conventional tertiary study, it brought its influence to bear upon improving the mainstream, which had traditionally been

seen as the ideal. It not only raised the status of individuals in societies where such external students existed, it gave them added respect and values, the type propounded by most theorists in adult education clientele generally and those in the field of distance education specifically. The privileged status which correspondence education or private students were conferred with especially in terms of selecting who to consider for the vacation courses were antecedents to the expected ideal distance education practices of today, which is expected to confer on students no less status.

The implications of the London University System for future developments in the methods, media and the provision of support service, for distance education are quite obvious. While its suggested method of instruction may have been through the medium of print, its understanding of the benefits of additional face-to-face sessions, especially for organisations adding the missing tuition back-up in its own system, are salient points for any modern developer of the system. The London University may not have made much impact

in the examination of possible use of the electronic media to undertake instruction for private or correspondence education students, but its interest in the provision of guidelines for learners, counselling services and the wider one of replicating itself through other University extension programmes in the U.S.A. and other parts of the world have significant contributions to the possible development of the system.

3.4 TRENDS IN THE DEVELOPMENT OF CORRESPONDENCE EDUCATION METHODS

The nature of the growth of methods of correspondence education may be better examined from the dimensions of two major organisational providers of the system of instruction. The two major providers are classified separately as:

- i. proprietary schools and correspondence colleges whose educational provisions are mostly at the level of promoting secondary school type of education, professional and vocational training and other educational programmes leading to the award of diploma, or the clientele sitting for other national examinations;

- ii. Colleges or Universities which provide mainly tertiary level education through their independent or external study divisions; open studies units or correspondence study divisions.

There are of course other categorisations of these provisions whose activities can easily be identified within the scope of the typology identified above, using the educational levels at which the students are. For example, the activities of religious organisations or the provision of religion-based instruction through correspondence can easily fall within any of the two types above. In the same manner, the example of the United States Armed Forces Institute in the United States of America which has had a lot of linkage with the National Universities Education Association (NUEA) of the U.S.A. may also fall within any of the groups.

To a great extent, it is right to assert that the development of the methods of the correspondence system of instruction has benefitted from the various findings in the area of psychology as well as in

philosophy of not just adult education, but in the wider area of education itself. At the level of adult education discourse, the thematic positions of writers like Paulo Freire to the effect that the banking concept of education be discontinued; Everett Reimer's charge that the school is dead; Ivan Illich's call for a deschooled society and Malcolm Knowles' glide from pedagogy to andragogy are major movements in adult education which have had implications for a change in the method of teaching and learning in adult education.¹ Their various positions, including the ones given by Lindeman, Nyerere, Kidd and other adult educators, concerned with method, have been to the effect that the adult learners be put first, his characteristics considered when determining method and that attempts should be made to pace the learners' learning, using the learners' own experience as a springboard, and according him the due respect.

The emergence of the concept of life-long education is indeed a progress in the liberalisation of adult educational methodology, of which correspondence education has benefitted tremendously. In this regard,

1. Gbolagade Adekanmbi, "The Concept of Distance in Self-Directed Learning" in Huey B. Long and Associates, Advances in Research and Practice in Self-Directed Learning. Oklahoma Research Center for Continuing Professional and Higher Education of the University of Oklahoma. 1990. p. 181.

Ireland's view, when citing R.H. Dave, is appropriate. He notes

Life-long education is a dynamic approach to education which allows adaptation of materials and media as and when new developments take place. Learning tools and techniques, content and time of learning are all flexible and diverse.¹

Taking the dimension of this possibility of a change in medium and methods further, which fully represents the later demands on the correspondence system of education, Gelpi, quoting Kirpal, further notes:

Without the new technologies of communication the concept of life-long education could not enter the realm of realist action.²

The first epoch in the evolution of methods in correspondence education can be rightly described as the era of postal tuition, which the penny post in England facilitated, and which later ensured that students received their instructional packages through the mail system. Harris' title of his article "Education by Post" in Adult Education (Vol. 39 No. 5) easily suggests the manner of interaction between students

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1. R. H. Dave, cited in Timothy D. Ireland, "Gelpi's View of Life-long Education. University of Manchester, Monograph. 1979 p. 20
 2. Kirpal, cited in Timothy D. Ireland, *ibid*, p. 24.

and learners. While the teacher sends his instructions, the learner engages in home study, which is why the term is sometimes used to describe the process.

Post cards were the first course texts sent by Pitman in his days¹ while in 1870 Forster in the United States began his courses on mine safety through the column created in his newspaper called the Shenandoah Herald which was a weekly paper. At the Society to Encourage Studies at Home started by Anna Eliot Ticknor in 1873 it was the use of monthly letters between teacher and student which was the original method adopted. While she shied away from advertising her programme, saying "If it is really needed, it will soon make itself known", others, including Caleb Phillips of the 1728 Boston Gazette advert fame did publicise their activities.

The fact that most of these early correspondence study schools began with just a few individuals as clientele, and their subjects mostly single subjects,

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1. W.J.A. Harris, "Education by Post (England)" in O. Mackenzie and E.L. Christensen (eds.), op. cit. p.300
 2. O. Mackenzie and E.L. Christensen, *ibid.* p.31
 3. E.C. Agassiz, "Society to Encourage Studies at Home" in O. Mackenzie and E.L. Christensen (eds.) p.28.

the use of this method of instruction appeared appropriate for them. Most were also examination-centred, and concerned with the technical, professional and vocational fields. However, and perhaps as a result of growth in the system, both of clientele and subject areas served, the programmes began being supplemented by occasional lectures and classes, tutorial sessions and residential courses. In Britain, Harris notes that some of the schools later

combined teaching by correspondence with classroom lecture instruction. For the greater majority however, the work was conducted almost entirely from a group of offices and such a centre of operations demanded convenient postal services and an address which would not detract from its attractiveness for intending postal students.¹

It was therefore not uncommon, based on a growing volume of work, and a related growing number of part-time tutorial staff, to have the colleges operating from "a pool of school or college staffs". This was a process of transformation for the colleges as they appeared to be promoting the development of study centres, where learners could meet in groups

1. W.J.A. Harris, "Education by Post" Adult Education Vol. 39, No. 5 1967. p. 270.

and discuss related problems, apart from meeting some part-time tutors. But this was still more of an exception than the rule.

The incidence of drop-out amongst those studying by correspondence was reported by Jones to be very high. It was thus with a view to finding solutions to this that:¹

1. the Rapid Results College sought the cooperation of technical colleges in Britain;
2. the National Extension College evolved a number of schemes to introduce a measure of oral tuition;
3. since 1965, the South West London College had been running a number of linked oral-postal tuition courses.

Of the South West London College, Jones further notes that after tutors had satisfied the correspondence two-way communication system with the learners, they are also on duty in the evening in order to see visiting registered students who may require some guidance on specific points they found difficult. The scheme thus ensured contact with tutors, contact

1. Lyndon H. Jones, "Directed Private Study" Adult Education Vol. 44, No. 6, March 1972, p. 376

with other students and contact with the practical side of the work to be done. Yet, this was an exception. Perhaps a detailed examination of the two stories that follow will show the extent to which a great many colleges, especially proprietary ones, continued to rely on a method which emphasized the medium of print. The first story is that of the International Correspondence Schools.¹

After successfully founding the Shenandoah Herald in 1870, and having begun the weekly articles on mine safety, Forster turned the Herald into a daily in 1875, and by 1879, had changed the name to the Mining Herald. Luckily, a law was passed in Pennsylvania in 1885, making it illegal for anyone to be a mine inspector without obtaining a Certificate of Competency. Forster quickly sought questions from the miners, got college trained engineers to work out the solutions and published both questions and answers in the Minning Herald. These engineers were his

1. O. Mackenzie and E.L. Christensen, "The Workingman's School" in edited book by the same authors, op. cit. p. 31. Cited as extract from "The ICS story" in International Correspondence Schools, Scranton, Pennsylvania. (N.d., N.p.).

course writers. Next he gathered "all available state examination that had been given in recent years and published answers to these also". One success led to another, and soon, the initially back page column occupied front-page position, filling out the entire front-page of his Herald.

A careful analysis of the questions submitted by his clientele, led Foster to introduce, in addition to subjects like arithmetic, mensuration, formulas, such other areas as training in elementary subjects (e.g. calculations), in the laws of Gravity, flow of liquids and gases and others. Soon pamphlets emerged on the subjects, and this was the beginning of the issuing of course texts. Soon his clientele demanded application of the principles learnt. Foster quickly "interspersed the reading matter of his pamphlets with numerous problems whose solution demanded the application of the principles contained in the pamphlets." In addition to this opportunity for practice, Foster added a comprehensive examination covering the text. He then looked for qualified persons "to check, correct and grade the answers

to the examination questions". Thus, he brought in the concept of the course tutor.

Having changed the name of the Herald to The Colliery Engineer, what Foster had just started thus became the Correspondence Education Department of the company. Soon, Foster asked his course writers to publish a short course on mining. The course, which was advertised in 1891, finally laid the foundation for the International Correspondence Schools of Scranton. In quick succession, courses on steam engineering, electricity, architecture, plumbing, sheet metal pattern drafting, civil engineering, heating, book-keeping, stenography and English followed. By 1968, ICS had passed the 8,000,000 mark in terms of students it had trained.¹

An examination of I.C.S.'s present methods of teaching now, as reported in a 1990 study shows the following characteristics:²

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1. "The Workingman's School" in O. Mackenzie and E. L. Christensen, op. cit. (eds.) pp. 31 - 34.
 2. F. Doerfert, R. Schlemmer & C. Tomachewski, Short Descriptions of Selected Distance Education Institutions. Hagen: ZIFF 1989. p. 360.

- i. a course team approach which combines the subject specialist, media specialist and the students of the subject;
- ii. the existence and use of local study centres;
- iii. allowance for curriculum flexibility depending on the type of diploma offered;
- iv. use of various media for teaching, from written course texts to personal computers;
- v. distance teaching with a few face-to-face components;
- vi. existence of two-way communication through
 - correcting of assignments
 - Commenting on assignments
 - Answering of learner's queries, requests etc.
 - telephone interaction.
- vii. existence of measures to reduce non-starter or drop-out rates, such as:
 - mailing of standardized letters of encouragement or reminders,
 - mailing of individualized letters.

The study above is a trend in the transformation of co-correspondence education to distance education, as

seen from the development in the method of instruction on a proprietary school setting.

The second example is based on a review of the transformation of the methods of teaching and learning, and ensuring two-way interaction in university-based correspondence education programmes.

Available literature on the development of the system in Britain and the United States shows the usual pattern of the clientele depending on the course texts prepared by the course writers. At the earlier stages, these were indeed not self-contained texts as they were guides which contained a lot of references, and questions that learners eventually studied, and later sat for examinations. The coming of the self contained course texts appeared to have been a development on this earlier system. However, in the case of correspondence colleges which complemented the circuitous entry of the University of London to Correspondence education, through its degree-by-examination activities,

they had to study the university's syllabus and use it to prepare their own courses.¹

The method of university-type correspondence education is further shown in the detailed report given by one Smithson, at a National Universities Association Conference held in 1925 in the State of Virginia, U.S.A. The pattern, for the teaching of English by correspondence then by the University of California follows thus:

Step 1: Students are sent a set of instructions, guides to study, reference materials to use, and accompanying assignments. The academic Senate expects fifteen assignments to be the equivalent of one unit of work.

Step 2: The student goes on to do the first assignment and returns this to the tutor for his comments, corrections and advice, which later turns out to be the real teaching of the student. As Smithson observes,

The assignments of a correspondence course in English are not depended on to teach themselves. The main part of the teaching "comes from" the instructor's reactions to the papers submitted by the student.

1. Michael Omolewa, "The Promotion of London University's Examinations in Nigeria, 1887-1951" *op. cit.* p. 654.

Step 3: The instructor, on receiving the student's assignment and correcting him, adds additional instructions, emphasizing and supplementing particular points and furnishing special exercises to correct faults. Series of activities which the student may be asked to perform may not be part of the regular assignment.

Step 4: Sometimes supplementary lessons are put in form of personal letters or accompanied by personal letters to convince the student that the instructor is interested in him.

The process then continues until a final examination is written and the student awarded a degree.

It is however not uncommon, later, for some university correspondence programmes to offer tutorial type instruction and discussion with study groups. Wedemeyer notes that even students who are resident in campus, combine correspondence study with resident class study. He attributes this variation in method to the inherent flexibility of the correspondence method and its "ready adaptation or combination with other learning methods."¹ A list of his predictions about university correspondence study further shows the possible changes in method over the years. These

1. Charles Weddemeyer, op. cit., p. 212

are, among others:

- i. correspondence instruction methodology will employ all appropriate media and will develop new techniques of adaptation to individual differences through the use of interchangeable study units employed by instructors in a way not unlike the branching techniques employed in some programmed learning courses.
- ii. correspondence instruction will be remade in structure, form and methodology as to fit the needs, technology, and aspirations of the new age.
- iii. the correspondence study system, the pen and ink system, the postal tuition or tutorial system may give way to cross-media learning or some other term implying modernization of the old, simple pen and ink.

A look at the distance education practices of the Open University of Great Britain reveals that some of these projections have come true. They are indeed indications of the transformation of the method

of instruction especially when issues like computer marked assignments, computer mediated communication and the use of telephone tutoring are considered alongside the use of the printed text.

3.5 MEDIA TRANSFORMATION AND THE BRIDGING OF DISTANCE

A discussion on the development of the media in distance education cannot be totally removed from the related issue of the growth of either educational media or technology, or the general development of communication systems. The term "media" itself has been simply described as channels of communication which increase the number of and speed of messages sent, and as such are seen as message multipliers. However, media need not be mostly inanimate as the oral medium of sending message by man had been in existence since creation. This presupposes that even the individual is a medium of communication, using the various verbal and non-verbal cues he sends as signals for various purposes.

The consideration of the medium of communication has always been a major issue in education since the

days of Socrates. This is because in his activities as a teacher, (even though he claims he does not know) the person-to-person medium had been his main method of teaching. This oral medium which had been supplemented with the invention of writing, later got a boost when the coming of the Gutenberg press revolutionised education. With the coming of print, large volumes of written material could be reduced to portable materials, and its copies multiplied. When correspondence education later emerged, both the written and the printed word became the main medium of instruction, as such instruction could easily be sent through letters written, or printed words sent over a distance which the early courier systems could cover, or the distance that the later mail delivery system could bridge.

Print itself underwent transformation, as its qualities and unique characteristics began to show. Of these qualities, Gordon notes, print is permanent, finite and flexible.¹ What print really does is act on behalf of people or machines in such a way as to facilitate efforts to replicate their

1. Donald R. Gordon, "Print as a visual medium" in Asheim and Fenwick (eds.). Differentiating the Media. Chicago: The University of Chicago Press. 1975, p.34.

sensory-cerebral experiences. In doing this, print thus possesses shape, size, colour, intensity and punctuation devices which, when juxtaposed, can be orchestrated with very broad parameters.

This began to be used in correspondence education.

In addition, it was also found that print can use the following to advantages, especially when conveying educational information:¹

- i. as a separate and distinct language in itself, it consists of a vocabulary, a way of using it which any expression in print format can maximise;
- ii. it is neither oral nor aural and as such there is a difference between Print-English and Print-French;
- iii. its shape and form when orchestrated can persuade people to read it slowly or rapidly;
- iv. its texture, and colour can show mood, credibility, acceptability and a degree of seriousness.

In finally comparing print with the other media that can be applied to education, Gordon notes that its characteristics as a primary visual medium, and its inability to cover sounds, smells, tastes and touches at first hand need not be a problem, considering

1. D. R. Gordon, *op. cit.* p. 38.

its identified qualities. This is because it has a way of helping to filter, mute, and translate the information received into visual approximations. And he expressed his fears thus:

Our sensory-cerebral systems would probably pop like fire-crackers if exposed to the full array of sounds, smells, tastes, touches

The printed word has thus been extensively used in correspondence education, even in educational systems in the world that have developed, extensively, the later media that emerged. This is because of its relative cheapness and amiability to individualized instruction which the correspondence system of education promotes. In a study carried out by Schuemer in 1988, 176 schools and universities promoting distance education, of the 200 schools studied, gave information on the media used in promoting two-way communication. 145 of them stated that they use written communication.² In another study carried out

1. *ibid.* p. 37

2. F. Doerfert, R. Schuemer & C. Tomaschewski, *op cit.*

by the UNESCO Regional Office for Education, and published in 1984¹ all the distance education systems use the medium of print in addition to others. Omolewa and Adekanmbi's "The hegemony of the Print Media in Distance Education Delivery" also discussed the issue extensively² while Freitas et al confirm this assertion.³ In the British Open University where the name "University of the Air" had been initially proposed to veer the system towards only the electronic media realm, the print medium has been dominant as "65% of students' time is devoted to the use of the printed word".⁴ These developments have however not stalled the transformation of Correspondence education.

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1. Resource Materials Used in Distance Teaching by Higher Education Institutions. Bangkok: Unesco, 1984.
 2. Michael Omolewa and Gbolagade Adekanmbi, "The hegemony of the Print Media in Distance Education Delivery". Innovation in Distance Education. Harare: African Association for Distance Education.
 3. Katia de Freitas et al, op. cit. p. 41
 4. Learning at a Distance and the New Technology. Vancouver: Educational Research Institute of British Columbia. 1982, Of other categories: television and radio course broadcasts carry 10%, tutoring and counselling on an individual and group basis, 15%; assignments and assessments, 10%; *ibid.*

While the printed word was the only medium available to most distance education institutions at the beginning, Hertz's proving of the existence of radio waves in the 1880s and the transmitting or radio signals less than twenty years later, added a new dimension of medium use in distance education.¹ The transformation process had begun. Farrant considers three broadcast types possible with radio. These are the stimulative, enrichment and the core broadcast.² The stimulation purpose is achieved when radio is used to motivate learners in a kind of informal way. The second type, enrichment is like a documentary which provides a background to the learners' experience. The core broadcast is the one involving the broadcast of the core lectures. It is the direct teaching broadcast.

1. *ibid*, p. 8

2. M. Omolewa and G. Adekanmbi, "The Hegemony of the Print Media in Distance Education Delivery" *op. cit.* p. 171.

Radio has the capacity for extending learning at a distance and is useful in reaching isolated rural audiences, especially where the mail delivery system may not easily reach or not reach at all. It also complements the printed word and this has been the use mostly in literacy programmes in developing countries that, in addition to the texts prepared, are complemented thus. It is also relatively cheaper than the other electronic media, and this may have warranted its categorisation in Schram's Big Media, Little Media as part of the little media.¹ The invention of the transistor,² a smaller version of the radio in 1948 indeed made its application become more widespread and more highly cost effective.

Examples of the use of the radio for running distance education programmes abound all over the world. The school of the Air programmes in Australia; the Ryerson Open College in Ontario, Canada; the University of the Air in Japan and even the aborted National Open University of Nigeria are examples of such systems.

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1. Wilbur Schramm, Big Media, Little Media, op. cit. p.16.
 2. Learning at a Distance and the New Technology, op. cit. p. 8.

At some other levels, the Federal Radio Corporation of Nigeria (FRCN) has a number of School educational broadcasts, which though are not distance education programmes in a sense, still have the potentials for being used for that purpose. In Kenya, Tanzania and Ghana, the extensive use of the radio for distance education has been reported.¹

Elsewhere, there have been other records of radio use for distance education in Brazil, Mexico, Nicaragua and India. The World Bank two-volume work published in 1977 and titled Radio for Education and Development: Case Studies has a lot of information in this regard.² The programme titled "Medurezia" in Brazil which was cited by Osoro in his research reported by Freitas et al,³ the work of the Institute of Radio and Broadcasting of Bahia in Brazil and others reported by Moore⁴ in the U.S.A. are examples of distance education programmes by radio specially designed for the elementary and secondary grades, including those

1. Learning at a Distance and the New Technology, op. cit. p.8

2. Katia de Freitas, et. al., op. cit, p.41.

3. *ibid.*

4. *ibid.*

to promote literacy and continuing education. Still in the U.S.A., the Purdue University was by 1969 offering 14 various radio broadcast Study programmes while in 1980, a complete Bachelor's degree programmes was carried out through the use of the radio by the West Virginia Wesleyan University.¹

It is also important to take note of the significant contribution of the British Broadcasting Corporation in this area. This is because as early as 1926, in what was an internal BBC memorandum, a proposal had been put to the then head of the Corporation, John Reith, to set up a 'wireless University'² Although Perry reports that there was no formalisation at that stage, earlier moves were said to have been made in 1924 when the Adult Education Committee of the Board of Education, the BBC and the British Institution of Adult Education, all in U.K., had agreed to hold a series of regular talks, with 20,000 copies of the printed syllabus of

1. Katia de Freitas et. al., op. cit., p. 41

2. Walter Perry, Open University. Milton Keynes: Open University Press. 1976, p.5

same circulated.¹ In 1927 the BBC went ahead to set up its own adult education section. Thus, a systematic teaching of language, with the additional support of specially written text book and gramophone records emerged as a programme.² These early thrusts, and the eventual series of working agreements between the BBC staff and the Committee working on the development of British University of the Air, later served as the precursor of the Open University itself.

While most radio broadcasts have been found to be restricted by broadcast time schedules, thus creating a peculiar problem for the distant learner, the coming of the audio cassette whose development followed on the heels of Thomas Edison's acoustic recording systems of 1877 and the electronic recordings of the 1920s, later paved the way for the needed flexibility in radio broadcasts and was thus another step in the transformation process.³ Tape recorders

1. *ibid.*

2. Walter Perry, *op. cit.* p.5

3. Learning at a Distance and the New Technology, *op. cit.*, p.9.

became available from the 1950s, the open-reel recorders came in the 1960s and the manufacture of the Cassette tape in 1963 by Philips later made recorders a common place phenomenon.¹

Describing the use of the audio tape for distance education purposes, Leslie of the University of Waterloo writes:²

The actual way that professors prepare one of our taped correspondence courses is that they sit down at a desk with a tape recorder, the formal visual material and a pad of paper. The professor talks into the tape recorder, and can refer the student to various aspects of the formal visual material. The professors can do examples or present written notes, using the pad of paper just as they would use a blackboard in a classroom.

The coming of up-to-date communication systems, and the existence of many broadcast organisations has reduced the work of the professor here and thus allow models to speak into the tapes in place of the professors who probably teach these courses in conventional education programmes. However, where

1. Learning at a Distance and the New Technology,
op. cit. p.9.

2. *ibid.*

professors "teach" their courses through the tapes, facilities are available at the course production stage to refine them for eventual use by the clientele. The amount of information that goes into the recorded tape is based on the institutional provider of distance education's calculation of the ratio of the printed word to that of the audio presentation.

Like the radio whose original use was for the sending of information across distances, the coming of the television in the early 1880's and its public demonstration in 1926 by one John Baird,¹ were pioneer moves in the system's development for educational purposes. By the early 1930s and the end of the 1940s, television broadcasts had begun in the United Kingdom and the U.S.A. respectively.² The production of such programmes as "Sesame Street" or "The Ascent of Man" influenced the initial use of the system for educational purposes by educators.³

1. Learning at a Distance and the New Technologies,
op. cit. p. 10.

2. *ibid.*

3. *ibid.*

Research has shown that it has been-used in Senegal to teach English as a second language while the Catholic University of Peru and the West German Konrad Adnamer Foundation have used it.¹ In the 1950's, it was reported that 114 Colleges and Universities in the U.S.A. teamed up with television stations to present college lectures.² This practice has been replicated in Japan where national television networks have co-operated with correspondence schools to bring instruction to the homes of their clientele.³ The improvement of the quality of instruction in broadcast types in such co-operative ventures thus appears to be based on the improvement of the network itself.⁴

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1. Katia de Freitas, et. al. op. cit. p.42
 2. Katia de Freitas et al, op. cit. p. 43.
 3. Henry Q. Wellman, "Educational Technology: The Advantage and the Problems." in O. Mackenzie and E. L. Christensen, op. cit. p. 178.
 4. Peter H. Rossi and Bruce J. Biddle (eds.), The New Media and Education. Garden City: Doubleday & Company Inc. 1967, p. 58.

The initial nature of television use for distance education can thus be categorised under Farrant's earlier identification of the stimulative, enrichment and the core broadcast uses.¹ While the television thus affords the teacher the opportunity of reaching a greater number of his pupils, it shares the additional advantage of added motion pictures which can faithfully create a sense of reality and of movements in life. It is also used to teach laboratory-based sciences or historical events which may have been recorded before hand. When it does this, it combines the effect of the film element or that of the video. However, Bates notes that the use of broadcast television, especially over nationally networks can be very expensive. This problem and the need to have repeated viewing of the same programme which the broadcast type may not be able to give may have warranted the coming of the Video Cassettes.

The advantages of the video-cassettes over broadcast television are listed by Bates thus:

1. J. S. Farrant, op. cit. p. 171.

1. independence of transmission times as students study material when they find such suitable;
2. lower production cost;
3. with video, you only pay for what you use, especially if production is commissioned externally;
4. the video cassette is more effective instructionally than production for broadcasting.

The designing and production of video cassettes should therefore take the following into consideration, as raised by Bates and summarised below:

1. Only aspects that require televisual presentation should be properly segmented, with such segments varying in length;
2. Students should be given clear clues as to when to stop as they may watch the video continuously;
3. Selection of meaningful activities with the segments is necessary;
4. Segments need to be clearly indexed with a number on the screen so that students can easily search them out when needed;
5. The possibility of students frequently switching from video to audio cassette or to print should be reduced;
6. Clear directions should be given.

A programme of video cassette loan such as the one administered by the Open University of U.K. could be used.

The Cable T.V. is another variation of the television. The difference here is that specially pre-paid for programmes can be aired on the national television network based on the individual's payment of the established fees. In developed countries, it is possible to pick more than sixty television stations, for entertainment and various purposes depending on how much and for what interest areas one has paid to the Cable Television organisations. The coming of the cable television, tele courses, slow scan television or the tele-conferencing are modern developments in this regard. Thus, while the telephone is linked with the television in the slow scan television, tele-conferencing may include the use of additional media, which combine audio, video or text signals for the purpose of engaging in interactions in groups. On the other hand, there may be distinct types of tele-conferencing namely; audio tele-conferencing, video tele-conferencing and also computer tele-conferencing.

Historically, Pye and Williams note that the German post office operated teleconferencing between

1935 and 1958 while the Bank of America and the British Post Office used it respectively in 1958 and since 1934.¹

Of its definition, Parker says:

Teleconferencing is electronic communication between two or more people at a distance.²

Thus audio conferencing is actually telephone conferencing because it is the telephone technology that allows the network that connect conferences together.

Among its advantages are:

- its use of familiar technology - the telephone
- its wide accessibility (in developed countries)
- its possibility of being set up at short notice
- its comparatively unexpensive nature
(in developed countries)

Among the options available here are the dedicated conference network such as the one used by the University of Wisconsin; the dial-up networks

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1. Learning at a Distance and the New Technology, op. cit. p.12.
 2. Lorne H. Parker, "Tele-Conferencing in Education" in ERIC Digest Syracuse: ERIC n.d.

which engages the services of a public switched telephone network where the operator can link all participants together; the meet-me conferencing which is the brain-child of private telephone conferencing companies where the quality of service is high; and the direct-dial conferencing which allows one caller "to set up a telephone conference with up to six additional participants by using a touch tone phone". Speaker phones have indeed been made to make the process of interacting easier.¹

In Video Conferencing, the audio and the visual media are combined such that interactive voice communication and television pictures occur at the same time. While the slow scan television and the compressed video systems are versions of this, the full motion video system is most useful as it transmits a full video picture and uses wideband channels. This is however very expensive..

1 Lorne H. Parker, ibid.

The audio-graphics tele-conferencing combines the characteristics of the video and audio conferencing and the term "audiographics" refers to "the transmission of print and graphic information over telephone lines to complement voice communication with visual information."¹ This has been used extensively in distance education.²

The latest development in the transformation of correspondence education to distance education in the area of media development is that of satellite systems and computer mediated communication.

Satellite communication technology is as old as the Soviet Union's Sputnik.³ As Telesat Canada states,

a satellite communication system is a microwave link consisting of a number of dish shaped antennas which transmit and receive microwave frequency signals to and from satellites stationed in equatorial orbit. These links allow for all types of communication to be carried - telephone conversations, radio and television programs, teletype messages and computer data transmission.⁴

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1. "Teleconferencing in Education". Syracuse: ERIC DIGEST, 1990.
 2. *ibid.*
 3. Learning at a Distance and the New Technology, *op. cit.* p. 32.
 4. *ibid.*

On the development of computers, it was noted that the 1943 coming of the "Colosus" in 1943 in the U.K., and that of ENAC in the U.S.A. in 1946 opened the way for the calculation of numerous computations, and keeping of records by Western Scientists, although at a high cost.¹ The follow-up miniaturisation of such; which was as a result of the growth in aerospace technology thus led to the appearance on the market of cheap micro-computers for the home, offices and schools. A computer by definition is a device that accepts data, performs operations on that data in a sequence decided by a program and outputs the results.²

In distance education, micro computers have been used in keeping data in students' records and providing students with such information quickly; it has been used for pedagogical purposes as in on-line education³ (e.g. electronic mail, computer

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1. Learning at a Distance and the New Technology, op. cit. p. 63
 2. *ibid.*, pp. 64-65.
 3. Robin Mason and Anthony Kaye, Mindweave. Milton Keynes: Open University Press. p 4

conferencing and as on-line data bases and information banks); for computer-mediated-communication (CMC); and for marking students' assignments (i.e., CMA's). Existing literature shows that most of these uses have been made more in the advanced countries than in developing ones. The reasons for non-use are the high costs involved, the lack of needed technological back-up and the inability on the part of the institutional providers of distance education to want to try out the innovation. The advantages of the satellite system are already being appropriated in distance education programmes. These have been tried successfully in Canada, U.S.A., India, Brazil and Indonesia.¹ There are various satellite organisations set up to coordinate and lease satellite space in orbit at both domestic and international levels.² Among these are the Telesat of Canada, Communication Satellite Corporation (Comsat) of the U.S.A.; the International Telecommunications Satellite Organisation (Intelsat) with headquarters in Washington D.C. U.S.A.; Soviet Unions Intersputnik;

1. Learning at a Distance, op. cit. p. 39.

2. ibid, pp. 34-35.

the European Space Agency (ESA) and the International Telecommunications Union (ITU). Nigeria leases satellite capacity from Intelsat¹ and is a member of the ITU.

The ensurance of the clear and faster accessibility of information by distance education students over long distances appears to rest on the active development of satellite systems in various nations where the programmes are run. This is because the use of all other sophisticated media which signify a trend in the transformation of correspondence education rest on the availability of satellite communication facilities.

The gradual transformation of the media of distance education can then be said to follow this pattern, based on the development of media systems available.

- i. the initial reliance on hand-written letters, post card notes and briefs on various subject area by the proprietors of the system;

1. *ibid*, p. 35.

- ii. the veering into printing of such message as a result of the development of printing, and an increase in clientele being served;
- iii. the use of the radio, as in the Benton Harbour plan to transmit messages, to learners;
- iv. the follow-up use of audio cassettes to relay information to learners;
- v. the use of video cassettes to teach;
- vi. the use of tele-conferencing as practised in some developed countries;
- vii. the use of satellite systems to relay messages over national television stations;
- viii. the application of computers for both pedagogical and administrative use in distance education.

Levinson and Nipper have in fact taken note of this trend in transformation. In Levinson's view:

The dominant media in education, now and prior to the arrival of computer conferencing are (in descending order of importance): in-person classes, books and related printed documents, and audio-visual media (recorded and broadcast)¹

1. Paul Levinson, op. cit. pp. 43-44.

To Nipper, there have been three generations of distance learning. In the first and second generations:

- communication with the learners has been marginal, and communication amongst the learners has been more or less non-existent.¹

But the third generation distance education which has embedded in it the new media has a great propensity for the facilitation of easier access to two-way communication.

These two views further buttress the point that correspondence education has undergone some transformation as it veers into distance education.

3.6 TWO-WAY COMMUNICATION AND OTHER PATTERNS OF INTERACTION

The transformation of correspondence education to distance education has brought with it a continuity of concern for the necessary existence of a two-way communication system in distance education. Beyond this, it has also placed a call for faster link and easier accessibility to the institutional provider of distance education by the learner. More than

1. Soren, Nipper, op. cit. p. 63.

the former situation of learners having to wait very long for the mail to bring them a response from the correspondence education supplier, the existence of faster means of communication then makes it necessary for tutors, course writers and counsellors to liaise with the learner faster than they used to do.

In systems where these technological developments are still a luxury, there is a sense in which a recourse to additional face-to-face elements, apart from the usual prompted texts, may be fully required. The increasing number of learners who use the distance education system however show that the option for the use of more sophisticated technology will still hold sway especially when other issues like the administrative problems associated with such a large clientele is involved. Also, there is the possibility of a lower cost for some of the technological support systems that may be embarked upon.

In locating the general pattern which the two-way interaction in distance education has followed in recent

times, a survey of the processes some of the 200 correspondence colleges and universities studied by Schuemer for ZIFF engaged in

- (a) reducing the non-starter and drop-out rates:
 - i. mailing of pre-produced (standardized) letters of encouragement or reminders
 - ii. visit to learners by people appointed by the institution
 - iii. mailing of individualized letters
 - iv. phone calls to learners
 - v. having an orientation program
 - vi. having orientation workshops (voluntary)
- (b) ensuring two-way communication
 - i. correcting of assignments
 - ii. commenting on assignments
 - iii. regular contacts between tutor and learner, mediated contact (by telephone)
 - iv. answering of learner's queries, requests etc.
 - v. mediated/direct face-to-face contact
 - vi. contacts with learners initiated by the institution;
 - vii. use of telephone
 - viii. use of tapes
 - ix. audio conferencing

- (c) there is also expected a general improvement in the average turn-around-time for tutor's corrections and comments on assignments given to learners.

As the demand for more interaction thus stares the transformed distance education system in the face, so is the nature of the demand which may also go a bit into the extreme. Nipper's criticism here, of distance education brings this to mind. Specifically he sees it, even in its call for two-way communication as being old hag and not in tune with the ideals of a liberal system. He criticises the mode of getting messages across to learners as being

- i. authoritarian as it imposes text or broadcast material upon the learners;
- ii. non-interactive, since learners cannot react or stimulate a dialogue
- iii. isolative, as it is capable of isolating learners from one another.¹

1. Soren Nipper, op. cit. p. 65.

He submits that neither the one-way nor the two-way technology is enough for the learner.

Nipper's arguments may indeed be tenable, at least when one considers the need for learners to be able to interact freely through such things as computer mediated communication systems. However, the argument smacks of specifically asking for a paradigm shift, such that the classroom situation is re-enacted in the distance education system. This is of course what will happen when the issue of computer mediated communication is carried to its logical conclusions. While this represents an extreme view that may not be practised now, there is a sense in which our earlier discussed mud-ball view of the global setting is vindicated by a situation where everybody learns at home as Nipper seems to be working towards. Even where this happens, the goals of transformation which continues to be an on-going one is further vindicated and satisfied.

In view of the above, no correspondence education system can thus conveniently lay claim to growth if it cannot ensure a speedy form of at least the expected two-way communication. Where a one-way

communication is operating, it is even worse. At another level, it appears that the concept of two-way communication has indeed given way to a call for a multiple forms of communication. The example of the computer-mediated interaction is only one of such possibilities. The use of teleconferencing, either video, audio and conference telephones also make possible communication possibilities that transcend the two-way approach. Considering the level of technological development in developing countries, such multi-interactive modes may be difficult thus paving the way for other convenient models of the multi-communication ideal.

3.7 ISSUES OF QUALITY IN DISTANCE EDUCATION

Discussions on the quality question in distance education, right from the hey-days of its practice and recognition as correspondence education have been common. The trends of such discussion appear to have shifted from an initial emphasis in fears of a possible achievement of parity of esteem between correspondence education provisions and conventional

educational activities. Usually, the more emphasized areas of discourse have centred on the quality of candidates that enrol in correspondence education; the nature of the provisions, whether such match the seemingly qualitative paradigms assumed for conventional education, the fear that the quality of instruction through the novel methodology may not be good enough, and the general assumptions of the possible low quality of the clientele of correspondence education. Again, the reaction to the quality of the system is characterised by society's acceptance of the worth of the certificates given to students of distance education, especially where tertiary level provisions are concerned.

However, while there thus appeared to have been some apathy at the early days of correspondence education, there has been a change over the years in the level of acceptance of the genre. The level of this change is significant enough to suggest that there has been a transformation of some sort as shown in the part of the review that follows.

The initial reactions to the emergence of the Correspondence System of instruction, in spite of a-growing army of its clientele revolve around the perceived inadequacies considered inherent in the system while others revolve around the possible sharp practices of its proprietors and other institutional providers. William Rainey Harper, in one of his earliest essays on the use of correspondence education listed the following as disadvantages usually voiced by the antagonists of the system:¹

- i. lack of the personal magnetism of the instructor in a face-to-face setting;
- ii. the lack of a certain class spirit of emulation;
- iii. the missing hints a regular face-to-face teacher will drop;
- iv. the general irregularity in the mode of attendance plus the high drop-out rate;
- v. the possibility of dishonesty on the part of correspondence students;

1. William Rainey Harper, "The System of Correspondence" in The Changing World of Correspondence Study op. cit. pp. 9-11.

In Britain, where such correspondence colleges as the Rapid Results College, Pitman's Skerry's, Foulks Lynch, the Wolsey Hall, the International Correspondence Schools and the University Correspondence Colleges held sway as pioneer schools, they were mostly at the initial stages, distanced as purely commercial concerns.¹ For a long time, they were not considered worthy of government assistance. Committees later set up to examine the existing situations of such correspondence educational institutions came up with scathing remarks on the practices in the field. Some of these were the Carr-Saunders Committee (on education for commerce), which disapproved of postal tuition; the Crowther Committee set up in 1959 which complained of the "lack of opportunity for the free and spontaneous interplay of mind on mind"² while the Robbins Committee criticised the system for its "lack of humanistic breadth". Another individual commentator, Milerson, as reported by Glatter and

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1. Ron Glatter and E.G. Wedell, Study by Correspondence London: Longman. 1971, p. 9.
 2. *ibid*, pp. 8 & 9.

Wedell notes:

.... the reliance of qualifying associations on postal tuition and evening classes has created a second order in higher education.¹

Meanwhile, and in spite of these criticisms, "the number of students taking a correspondence course (in Britain at the time) is likely to be about 5000,000"².

The emergence of the Open University in Britain, a major revolution in non-traditional educational provisions at the tertiary level had no less an attack. Indeed, the criticisms took a new dimension.

Harold Wilson, the then head of the Labour Party on September 8, 1963 showed his interests in pursuing the establishment of the University of the Air³, the general tune of reactions to the idea was described by Walter Perry, the first Vice-Chancellor, as being highly critical. As the editorial of The Times Educational Supplement of 13 September 1963 wrote:

1. *ibid*, p. 26.

2. *ibid*, p. 3

3. This was the original name proposed for the British Open University until the initial plan of emphasizing its media component was altered.

How far is it really true that people are hindered by lack of facilities? If the resources that were to be poured on Mr. Wilson's pipe dream were to be spent on improving the schools, then more people would come out resolved to continuing learning. When this was done and the demand still unsatiated, then, and not till then, will be the time for Mr. Wilson's imaginative leaps.¹

Critics were later to see the Advisory Committee set up on the University of the Air as a "flash in the pan" an idea that "would soon be dropped like a hot potato". The Times Educational Supplement of March 4, 1966, after observing the points raised in the first white paper on the project notes:

Mr. Wilson's pipe Dream of a University of the Air now adumbrated in a White Paper, as vague as it is unsubstantial, is just the sort of cosy scheme that shows the socialists at their most endearing but impractical worst.²

To make matters worse, even individuals who had had a stint with pursuing degree programmes through unconventional means raised some dust. Margaret

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1. Quoted in Walter Perry, The Open University. Milton Keynes: Open University Press, 1976, p.10.
 2. Quoted in Walter Perry, op. cit. p. 18.

Thatcher, the erstwhile Prime Minister of Britain, who was some point in the development of the Open University idea the Opposition Spokesman on Education, had suggested to the officers of the University, rather sarcastically, that perhaps their first main activities would be to offer courses on hobbies¹. Thatcher had obtained an external degree from the University of London.

In Japan, it was a different kind of opposition. The attempts in Japan to initiate the country's University of the Air met stiff opposition from the All Japan Association of Private Universities Correspondence Education.² Sakamoto and Fujita observe a number of criticisms raised some of which are that³:

- i. there is a doubt whether a University of the Air (a University without a campus) could function adequately as a research and educational institution;
- ii. major differences in operation between

1. *ibid*,

2. Takashi Sakamoto, and Kenji Funta, "The Present State of the University of the Air Project in Japan". Overseas Universities. 1980. 27 September. p. 28.

3. *ibid*.

the University of the Air and University Correspondence Education will result in impediments to the development of University education.

The observations made by Omolewa of aspects of the non-recognition accorded the alumni of correspondence education is also worthy of note. As far back as 1943, and sixteen years after the first Nigerian had received a B.A. degree by correspondence, and others had followed suit, the Elliot Commission on Higher Education which was set up in West Africa had all the three West African nominations on the Commission being products of formal educational institutions.¹ Also, while the University of London had opened its gates wide to Nigerians as far back as 1887 for those who wished to sit for the University's External Degree Examinations, it was not until 1977, some 90 years later that an act, in form of a decree specifically spelling out the policy of government on correspondence education was published. Also, one

1. Michael Omolewa, "Historical Antecedents of Distance Education in Nigeria, 1887-1960" Adult Education in Nigeria, 1982, Vol.7 December. p. 17

of the major reasons adduced by government (apart from that of finance) for the closure of the National Open University was the fear of quality of provisions. The Head of a new military administration then that had sounded the death knell, noted in his first budgetary speech:¹

In spite of the various criticisms, the distance education system has come to be respected by many, with governments now relying on its provisions to meet national needs and objectives in this regard. A number of factors have raised the shift in paradigm in respect of the issue of quality of provisions. Some of these are:

- i. the growing number of associations of correspondence or distance education institutions coming together to promote better practice;
- ii. the setting up of accrediting agencies in respect of practice, and
- iii. the emphasis on the use of the integrated model of distance education provisions by

1. Daily Times, 19 May 1984.

- universities engaged in the system such that the Senate of universities monitor the provisions;
- iv. the increase in the number of research activities and conferences by international bodies and the establishment of network among practitioners.

3.8 SUMMARY

Attempts to situate the origins of correspondence education in the world have shown some links with the classical times and also possible biblical links in this regard. A more formal explanation relates to the 1728 advertisement in Boston in the United States and the Isaac Pitman experiment of 1840 when he sent instructions to his students by postcard. The emergence of the system later became reported in other parts of Europe and Asia including France, Germany, Australia and the former Soviet Union.

The significance of the University of London innovation in non-traditional provisions of tertiary education is a pointer to the 1969 emergence of the

Open University in Britain and the development of the integrated mode of distance education provisions. It also shows the antecedents of some of the support services in distance education that are now a development in correspondence education practices of old. Again, the London innovation is significant for its indirect promotion of correspondence education at the tertiary level in Nigeria as far back as 1887.

The methods of instruction in correspondence education have undergone some transformation, from the earliest reliance on the mailing of instructions by post card to the use of course texts and to the use of newer technologies of communication. Also, the use of support systems such as study groups, computer-mediated interaction have emerged. Face-to-face instruction have come to be added as integral parts of major distance education provisions, especially where such high technology is costly and incapable of meeting the client's needs.

Newspapers which had also operated through their columns as instructional package avenues have

grown into big time correspondence schools.

Media transformation in distance education has been highly noticeable especially in the addition to improved course texts, such paraphernalia of instructional communication channels as the audio and video tapes; the radio, television, cable T.V.; teleconferencing, (whether video or audio-graphics) and the use of satellite systems to transmit information. Also there is the use of computers to store student information and carry out teaching and learning.

The need to ensure two-way communication has been greatly enhanced through these media, and other ways of promoting interaction are already being experimented, even in the developing nations.

On the issue of quality of instruction, the reaction to the emergence of correspondence education, by governments and other individuals, which had taken on a critical bent appears to have undergone some transformation. The need to meet up with enormous educational plans by government; the awareness of the existing in-built mechanisms for monitoring quality

in the system; the recognition by individuals and governments that there is the need to build a learning society; and the recognition of the untapped potential of man's developed available technology of communication appear to have led to a transformation in thinking along the line of accepting distance education quality.

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CHAPTER FOUR

METHODOLOGY

4.1 INTRODUCTION

The adoption of the historical research method for this study has its parallels in related studies on distance education carried out in the past. The various works of Omolewa¹ which eventually became a model in Namie's doctoral study on the "University of London's Colonial Examinations in Mauritius, the Gold Coast and Ceylon from 1900-1939"² are relevant examples. The Broady Lecture³ instituted by the International Council on Distance Education (ICDE) to honour Knute O. Broady and other works on developments in the field in its bulletins and reports, have benefitted tremendously from the use of the historical

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1. Omolewa's works are already variously cited in this research.
 2. Yoshiko Namie, "University of London's Colonial Examinations in Mauritius, the Gold Coast and Ceylon from 1900-1939" Unpublished Ph.D. Thesis. Institute of Education, University of London, 1989.
 3. The Broady Lecture, was started by the ICDE to commemorate Knute O. Broady's contribution as a pioneer in the development of correspondence education in the United States, and a past president of the ICDE. Report of the Thirteenth World Conference of ICDE, 1985.

research method. The Correspondence Education Research Project (CERP)¹ in the USA whose work Correspondence Instruction in the United States was later published in 1971, and O. Mackenzie and E. L. Christensen' edited work The Changing World of Correspondence Study² also provide an insight. So also are Walter Perry's Open University³, and Postgate et al's Open Learning Systems.⁴ Otto Peter's⁴ major theoretical ideas in distance education have emerged from his historical examinations of the industrial revolution era, and the attendant parallel characteristics which distance education and the industrial revolution era share. Issues like specialisation, division of labour, and bureaucratic norms are examples. It is thus not surprising

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1. The CERP was sponsored by the American Council in Education (ACE) and the National Commission on Accrediting (NCA) and supported by the Carnegie Corporation of New York to examine what the Study of correspondence education is in the United States, how it functions and what its potential may be. See O. Mackenzie, E.L. Christensen and P.H. Rigby, Correspondence Instruction in the United States. op. cit.
 2. O. Mackenzie and E.L. Christensen, op. cit.
 3. Open University is an account of its early years by the University's first Vice-Chancellor. See Walter Perry, op. cit.
 4. Otto Peters, "Theoretical Aspects of Correspondence Instruction in O. Mackenzie and E.L. Christensen (eds.) op. cit. p.221-228.

that the major thesis of Peters is that distance education is "the most industrialised form of education". The use of the historical research method in correspondence education has resulted in its having four identifiable functions. These are:

- i. the explanation of the events that have led to the emergence of the correspondence education as an educational method;
- ii. the explanation of the development of the system and the factors that have aided and shaped this development;
- iii. the projection of development given the present circumstances and practices;
- iv. the identification of major epochs in the field.

The present research was aimed at realising some of these goals just identified within the purview of the demands of the methods of historical research and the stated objectives of this study itself.

Correspondence education, and its most modern form, distance education, have benefitted from the provisions of geography, sociology, economics, psychology and other knowledge areas, in the same way that history

has had a great link with these fields. Specifically, issues bordering on the distance to be bridged in distance education; of learners' social isolation; of the factors of cost and educational technology; of the demands upon the pedagogical structures in correspondence education programmes all have implications for these subject areas, and for an evolutionary analysis of what their passages in time have been. Even within the historical contexts of such a study, there are implications for quantitative analysis of growing population of clientele and related issues.

In this chapter, we shall therefore examine the sources of data for the study on transformation: the instruments for gathering the data; the mode of data analysis and verification of dates, events and personalities; as the methods, media and support services of distance education in Nigeria are explored within a span of sixty years.

4.2 SOURCES OF DATA

The main sources of data in this study were:

- i. the records of the activities of correspondence colleges in Nigeria available in the National Archives Ibadan;
- ii. records of notices, reports and results of external examinations undertaken by Nigerians before, and since 1927, present in the same Archives;
- iii. reports of meetings of foreign and local correspondence colleges, especially the activities of the National Universities Extension Association of the U.S.A. mostly located in the Stevenson Bird Library of the Syracuse University, U.S.A.
- iv. the study guides, and course texts of the correspondence colleges and the University based distance education institutions based in Nigeria and overseas;
- v. government gazettes and decrees;
- vi. government educational plans and major policies e.g. the National Policy on Education and the Ashby Report;

- vii. records at the Federal Ministry of Education on Correspondence and Distance Education;
- viii. Other relevant manuscripts
- ix. various relevant publications on distance education, including the International Council for Distance Education (ICDE) Bulletins;
- x. books and other publications on correspondence education, including those specially published by the Fern Universitat & ZIFF based in Germany;
- xi. minutes of meetings of the National Association of Accredited Correspondence Colleges in Nigeria;
- xii. relevant documents and publications of the National Home Study Council (NHSC) in Washington D.C., U.S.A.
- xiii. reports of Seminars, workshops, Conferences on Distance Education;
- xiv. books and other materials on distance education.

4.3 DATA GATHERING TOOLS

Information Required

The data gathering tools for this study were aimed at obtaining the information related to:

- i. the methods of teaching and learning in correspondence education in Nigeria from 1927 to 1987;
- ii. the media of instruction of correspondence education from 1927 to 1987;
- iii. the nature of support services in the system and the related growth of face-to-face instruction within the period;
- iv. the emergence of distance education in Nigeria as it relates to some specific changes in the system of correspondence education;
- v. the development of the technological environment of distance education;
- vi. the growth of media systems;
- vii. the development of postal services and other forms of postal communication, including electronic forms of communication;
- viii. the growth in the number of clientele being served in distance education as a reflection of the development of the system;

- ix. the perception of the proprietors and directors of correspondence education of the mode of change in various aspects of the system.

Instruments Used

(A) Tracer Study Questionnaire (TSQ):

The Tracer Study Questionnaire (TSQ) was a simple four-item instrument designed to ask various Nigerians to identify individuals in Nigeria who are still alive, and who had in the past, used the foreign correspondence colleges in Nigeria to undertake either their first degrees, or to pursue any other qualifications. The specific time of such use fell within 1927-1987, the period of the study.

The use of the TSQ (see Appendix 1) became necessary because of the dearth of information on such individuals and because most of the affected colleges have mostly stopped their operations in Nigeria for various reasons. Among these reasons are:

- i. the growth of formal education
- ii. the growth of local correspondence colleges;
- iii. the inability of students to pay the colleges' fees in foreign currency;
- iv. the existence of other cheaper avenues at home, such as evening classes and local examination boards.

The main information required in the questionnaire were:

- i. the name of the respondent;
- ii. his/her address;
- iii. names and addresses of individuals he/she was aware had used the foreign correspondence colleges in the past;
- iv. any other comments the respondent wished to pass.

The information obtained from this preliminary study thus provided the basis for the interviews conducted with the various users of the foreign correspondence education system. Thus, a number of interview guides were designed.

(B) Interview Guide I (AFCEII)

The Interview Guide, the Alumnae of Foreign Correspondence Education Institutions Interview was designed to solicit responses from the subjects identified from the Tracer Study Questionnaire. The main issues raised in the interview were (see Appendix 2).

- i. Name and address of respondent;
- ii. How respondent learnt about the specific foreign correspondence college used;

- iii. The qualification and work of the respondent at the time of the decision to use the college;
- iv. Qualification sought at the end of the completion of programme;
- v. Method and media of instruction;
- vi. Nature of two-way communication and interaction;
- vii. Nature of support systems and quality of instruction;
- viii. Problems faced during the course of study
(See Appendices 2 and 4 for the Interview Guide and those actually interviewed respectively.)

(C) Interview Guide II (SCEII)

A modified form of the first Interview Guide, Students of Correspondence Education Institutions Interview (SCEII) was also designed and used for selected students undergoing the University of Ibadan External Studies Programme, the Correspondence and Open Studies Institute and the National Teachers Institute, (see Appendix 3). The same issues as in the Interview Guide I were raised except that this was now done with the realisation that these were current students in the programmes identified. There were a few cases, as in the COSIT students identified where

a student had completed his course of study. It was easy to switch the tenses in the questions asked to reflect a past activity being examined.

(D) Interview Guide III (ADCEII)

A third Interview Guide, the Administrators and Directors of Correspondence Education Institutions Interview, (ADCEII) was also designed to solicit information on their institutions on the issues of programme of study, clientele, method and media of instruction, nature of two-way communication and support services. A list of those interviewed is shown in Appendix 4.

(E) Other Methods of Gathering Data

In addition to the formal interviews already discussed, there were a lot of on-the-spot interviews conducted with various individuals, distance education scholars and practitioners, government officials and personnel of correspondence education institutions whose names feature in the footnotes that adorn this study. There were also visits and direct observations made to verify some of the issues already discussed by respondents in the various interviews. Various

newspapers such as The Guardian and the Daily Times were also used.

4.4 ANALYSIS OF DATA

The data collected were analysed through a system of content analysis which benefits from both external and internal criticism. Facts and evidences collected were validated through a synthesis with supplementary sources such as the examination of records and documents. Quantitative evidence was also qualitatively analysed.

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CHAPTER FIVE

5.0 THE ERA OF FOREIGN CORRESPONDENCE COLLEGES IN NIGERIA

This chapter examines the emergence of correspondence education in Nigeria, a phenomenon championed by foreign Correspondence Colleges. In it, a review of the developments in correspondence education before the first alumnus of the system was recorded is done. The events discussed date back as early as 1887 when the University of London Opened its gates for the first time for Nigerian private candidates to write its examinations. Soon, the foreign correspondence colleges started meeting the needs of a wider category of clientele including those studying for degrees and such secondary school certificate examinations as the General Certificate of Education. The hegemony of foreign correspondence colleges continued until the 60's, when, after independence, successful local correspondence colleges emerged.

5.1.1 BEFORE 1927: AN EMERGING INNOVATION THROUGH EXTERNAL EXAMINATIONS

The practice by Nigerians, of participating in external examinations conducted by bodies and other institutions outside Nigeria, preceeded the emergence of correspondence education as a distinct method of receiving instruction. In another vein, the coming of external examinations made the determination of the choice of methods of instruction, the media of instruction, the issue of support services and pattern of two-way interaction between the earliest Nigerian students of correspondence education and their institutional providers of education a second-priority phenomenon. However, in spite of the British orientation of the external examinations, both in contextual and social relevance, the overall quality of correspondence education provisions was comparable to what operated in Britain. At another level the factors of distance, manifested at the physical, social and pedagogical levels, affected the performance of Nigerian candidates in the external examinations at their inception.

Among the major external examinations in Nigeria were those of London University, Cambridge University and those of the Oxford University Delegacy. First we shall examine the case of the University of London.

With the University of London undertaking to extend its examination services overseas, the road was opened to many Nigerians to benefit from its provisions. The original title given to the Examinations was "Colonial examinations" but this was later changed to "Colonial and Indian Examinations"¹. The condition upon which such examinations could be held was that applications for such examinations must come through the Department of Education in Nigeria or from any other person appointed for the purpose by the colonial government. According to Omolewa, the reason for this step was to promote the values and standards of the examinations. Also added was the proviso that the supervision of such examinations be done by the Director of Education or any other person so appointed by him.

1. M. Omolewa, "The Promotion of London University Examinations in Nigeria, 1887-1951". The International Journal of African Historical Studies, (IJAHS) 13, 4 (1980) p.653.

The London University examinations were in three sections. The first was the matriculation examinations which those preparing for its degree had to first pass. It was in a way a kind of introductory examination. The examination was designed to "test the candidates' power of expression, thought and command of English."¹ The paper on language included an essay, a passage which students have to paraphrase and general reading and knowledge of English.

Other subjects which students were supposed to choose from are:²

Group 2 Elementary Mathematics

Group 3 Latin or Greek or Botany or Chemistry
or Heat and Light and Sound

Group 4 Latin, Greek, Italian, French, Spanish,
Welsh, German, Russian, History, Geography,
Logic, Chemistry.

Once candidates have satisfied examiners in the matriculation examinations, they proceeded to do the intermediate examinations, the second in the

1. Omolewa, "London University's Earliest Examinations in Nigeria" WAJE, p. 348

2. *ibid.*

series of the London University examinations. Later students can move on to do the Bachelor of Arts and Bachelor of Philosophy examinations.

While the London University examinations were geared towards the obtainance of university education by Nigerians, the introduction of the Cambridge University Local Examinations promoted the development of secondary education. The initial goal of the Cambridge University's in promoting secondary school level examinations was to help develop schools for the middle classes in Britain. The various classes of examinations were the preliminary, junior and senior categories of students. As Omolewa reports:¹

'A' Forms were distributed for Preliminary candidates under 14; 'B' Forms for Preliminary candidates over 14; 'C' Forms for Junior candidates under 16; 'D' Forms for Junior candidates above 16; 'E' Forms for Senior candidates under 19; and 'F' Forms for Senior candidates above 19.

By December 1910, the Cambridge University Syndicate for Local Examinations had conducted the

1. M. Omolewa, "The Cambridge University Local Examinations Syndicate and the Development of Secondary Education in Nigeria, 1910-1926" Journal of the Historical Society of Nigeria, Vol. III, No.14, June 1977, p.113.

first Preliminary Examination in Lagos where two candidates were tested in Religious Knowledge, English, History, Geography, Geometry and Algebra. These were all compulsory subjects. Of the Junior examination, seven candidates entered and they were examined in Religious Knowledge, English, History, Geography, Latin, French, Mathematics, Chemistry, Drawing and Music which were compulsory subjects.

Among the schools which presented candidates for the examinations were King's College, C.M.S. Grammar School, Wesleyan Boys' High School, Eko Boys High School and St. Gregory's Grammar School, all in Lagos, and Abeokuta Grammar School and Hope Waddell Training Institute in Calabar.¹

The third British-oriented examining body is the Oxford University Delegacy of Local Examinations which also promoted Secondary education in Nigeria from 1929 to 1937. Unlike the other bodies, its own activities in Nigeria started after 1927, but again unlike the others, it was the first of such examining

1. M. Omolewa, *ibid.*

bodies to be inaugurated in England. The passing of the statue was done in 18 June 1857 while those of Cambridge had come on February 11, 1858 and that of London also in 1858.¹

Many other countries such as South Africa, India, Jamaica, Mauritius, Natal, Penang, Singapore, Trinidad, Bengal and Barbados had enjoyed these facilities.

With approval given to conduct the examinations in Nigeria, two centres were then approved by the Delegacy. They were King's College (for the July examinations) and a second one also in Lagos for the December examinations.

The curriculum followed for the examinations did not depart from those of Cambridge and the Secondary school curriculum being operated in the country. The classification of the levels of examinations also followed pattern of Cambridge's with the Preliminary, Junior and Senior Local Examinations conducted.

1. M. Omolewa, *ibid.*

5.1.2. THE NATURE OF ENTRY AND THE CATEGORIES
OF CLIENTELE

The nature of entry of external examinations as the first form of correspondence education provisions is quite significant. First, the examinations came through colonial providence. Second, the pattern of development of traditional universities and the new social responsibilities they were taking up in Britain, including the diffusion of such practices, made the emergence of this form of examinations to Nigeria possible. Third, the university exporters of the examinations were aware of the royal benefits derivable from the exportation of the British academic tradition to the country's colonies and thus promoted it. Fourth, it was also a case study of the colonisation of the fragments of the emerging African curriculum in the educational process in Nigeria.

Everything about the entry of the examinations, apart from the issues just raised pointed to the need on the part of Nigerians, and those at the helm of educational affairs to allow such provisions. In the case of the London University, the non-existence of available facilities for university education in

Nigeria at the time and the inability of the Fourah Bay College to satisfy the qualitative and quantitative aspects of the yearnings at this time made London University entrance a much needed succour. It was therefore not surprising to have Nigerians clamouring for the examinations and indeed writing same as early as 1887.

The Oxford Delegacy and the Cambridge Syndicate examinations could not have come at a better time, considering the fact that no other body was responsible at the time to help assess the quality of the secondary educational provisions on the basis of comparability with the academic traditions elsewhere. Again, the apparent proliferation of examining bodies at the time, which the coming of this trio engendered was to lay the foundation for the issue of ensuring standards, and also promoting some form of egalitarianism in the liberal traditions of all educational ventures meant to make democratisation of educational facilities, and indeed examination facilities possible. Secondary school education was thus promoted.

The categories of clientele for the external examinations were representative of each of the two groups of examinations taken. For the London university examinations, these were those artisans, clerks and others who had had some level of education comparable to secondary school and teacher training who needed some avenue to go to the university but who could not travel abroad. The London University thus provided the opportunity for them for this purpose. Also most of them were private candidates whose goal was to break off the shackles of lack of continuity in formal educational provisions.

For the Oxford and Cambridge examinations, most were in secondary schools while some were private candidates in employment and those who had registered with the correspondence colleges.

5.1.3. METHODS OF INSTRUCTION

A comprehensive description of the methods of instruction during the period of external examinations is in a way, an examination of methods of instruction operating in the formal school system at the time in Nigeria. Although there are reports of a number of

non-formal provisions as the likes of continuing education classes set up by private initiatives and a number of scattered cases in Lagos, it is appropriate to categorise the earliest instructional patterns within the practices existing in formal educational provisions. This is because the only provisions initially available at this time was the use of the same conventional schools in the evening for the purposes of organising continuing education classes for workers. Correspondence instruction however came later.

Basic to the methods of instruction at this time was the use of the face-to-face approach to teaching and learning in which the teacher stayed in front of the pupils and taught his subjects. This approach followed an identifiable pattern:

- i. Teacher prepared his lesson notes.
- ii. Teacher presented the facts, knowledge skills in class.
- iii. Teacher allowed for some dialogue with the students.
- iv. Teacher gave the students notes to write and assignments to do.
- v. These assignments were marked in the class while their corrections were done.

- vi. Other assignments to take home were given.
- vii. The class meeting ended and pupils looked forward to the next meeting.
- viii. Before departure, references for further reading were given.

5.1.4 The Media of Instruction

In an article on a return to resourcefulness in teaching, published as part of a National Symposium contribution on the 'Problems and Prospects of Educational Technology in Nigeria', Obanya, nostalgically reflects on the pre-independence media situation in primary and secondary schools at the time:¹

It was rare to see empty classroom in those days. Teachers in charge of standard four taught the Geography of Nigeria. Immediately a topic was treated, appropriate maps were up on the walls made by the class teacher who was proud to append his signature on them. By the end of the year, any visitor to the class could see at a glance that the class had learnt the physical features, the vegetation and rainfall belts, the main channels of communication by land and water, the agricultural products and minerals of the country. The same was true of the teacher of Geography of Africa in Standard five. The teacher of Hygiene and Nature Study would assist pupils to filter impure water...

1. Pai Obanya, "Towards a Return to Resourcefulness in Teaching" in A. Ogunranti (ed) Problems and Prospects of Education technology in Nigeria. Ibadan: Heinemann.

The thinking of Obanya captured in the quotation best illustrates the nature of media input into the instructional delivery that aided students' success in the external examinations which they did. Media was seen basically in terms of supporting resources to aid learning and not as self-contained materials that was the instructional package itself. There were at the initial stage no correspondence text back-ups for the students, and even private candidates initially depended on the syllabuses of the various subjects and the books they bought in bookshops to aid further reading. As Omolewa reports, the firms of Macmillan, Longmans, Blackie/Percy Young and Bell had started informing readers about books suitable for passing London university examinations.¹

The early 1900's however witnessed a change in this regard. By this period, the University Correspondence College and Wolsey Hall Oxford had started operating in the country. Private candidates thus started registering for their course and this added another dimension to both the method and media

1. M. Omolewa, IJAHS. 13, 4 (1980) p. 654.

of sitting for the external examinations. As Ezewu, now Professor and a former lecturer at the University of Ibadan's Faculty of Education notes, the Wolsey Hall sent materials to students and this was got early.¹

5.1.5 Nature of Support Services

Apart from the assistance the Education Department gave in terms of ensuring that the examinations were coordinated, and results released sent to the affected students, very little existed in terms of support services. Again, support also came from relatives and well wishers by way of allowing the candidates taking part in the programmes ample time to plan their lives the way they wanted. Of this phenomenon, it was observed that the first alumni of correspondence education in Nigeria married late².

The only other support got was in the comments given in the assignments of the candidates by the correspondence colleges as well as the advice generally given on how to succeed in the programme.

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- 1/ Interview with Prof. E.E. Ezewu who passed the G.C.E. 'O' Level and 'A' level through the use of Wolsey Hall tuition, 24/10/91 at the Banquet Hall, University of Benin.
 2. Michael Omolewa, "Historical Antecedents of Distance Education in Nigeria, 1887-1960" op. cit. p. 16.

5.1.6 Pattern of Two-way Interaction

There was some form of two-way interaction at this time in two respects. First the authorities of the University of London on the one hand interacted with the candidates through the Department of Education which in turn liaised with the various centres, first in Lagos, and later in Calabar and Ijebu-Ode. Also, the candidates had a direct link with the institutional providers of correspondence education who relied solely on the existing postal system to communicate information. There was no record whatsoever of the use of audio or any other means of communicating information. There were no face-to-face sessions organised by the colleges at this point.

5.1.7 Issues of Quality and Quantity

The number of students involved in the correspondence education provisions at this time was extremely limited. As Omolewa notes of the London University examinations;¹

1. Michael Omolewa, "Historical Antecedents ..."
op. cit. p. 18

Up till 1923, for example, Nigeria offered an average of 4 candidates Sierra Leone 3 and Ghana 2;

In 1887, only one candidate sat for the Intermediate Examination in Arts while another one put in for the B.A. Examination in 1888. Both failed.¹ Two sat the Matriculation and Intermediate Arts Examinations in 1889 and passed. In June 1890, the two candidates who sat for The Matriculation Examinations failed while the only one who attempted the January 1892 examinations also failed.²

The result was not different for the two Nigerian candidates who sat the January Matriculation Examination in 1893.

The June 1894 Matriculation Examinations recorded two Nigerian passes while more failures, in trickles were recorded in the following years. In 1898, Nigeria's sole candidate in the June Matriculation Examination failed. By 1905, the Intermediate Examination candidate in Divinity had also failed. From 1912 onwards,

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1. Michael Omolewa, "London University's Earliest Examinations in Nigeria, 1887-1931" WAJE, No.2, 1976. Vol. XX. p. 352
 2. *ibid.* p. 353

school candidates started enrolling for the examinations King's College first three candidates of 1912, for the matriculations examinations were not successful. Of the results throughout the period, Omolewa notes that they were generally poor.¹

It would be noticed that before 1912 when school candidates began to enter for the examinations, all the candidates who enrolled had relied on correspondence education colleges or some other non-formal educational arrangements. One of the hardships they then faced was the problem of distance from both the physical, pedagogical and cultural perspectives. Apart from the fact that the examinations were British oriented, there was no provision of support services in form of face-to-face elements of teaching and learning. This in effect affected the number of those interested as the number was generally few and far between at this period. Also, while the quality of instruction could be said to be high, as the examinations were replicas of local examinations

1. Michael Omolewa, "London University's Earliest Examinations in Nigeria, 1887-1931" op. cit. p. 354.

set for British candidates, the Nigerian candidates had problems coping with the demands of the examiners, thus leading to the failure rate highlighted.

5.1.8 Summary

The emergence of correspondence education in Nigeria through what has been aptly described as a circuitous entry has been seen through the activities of the London University whose examination gates were opened to the then colony as from 1887. The level of provisions at this time was the tertiary one which London engaged in through its Matriculation, Intermediate and Degree examinations. In the same manner, the Cambridge University provided the secondary school level examinations. While these Universities thus provided examinations, the correspondence colleges provided the instruction. But both examinations and instruction were as removed from the point of view of the Socio-Cultural milieu of the Nigerian candidates as they were from the physical realm. However, in the case of the Cambridge examination, existing secondary schools were able to prepare many of the candidates.

While the initial methods of instruction were a combination of the face-to-face lectures which individuals got from identified tutors around, on a personal arrangement basis, or from their real tutors in schools, the coming of correspondence colleges made correspondence education the main method of instruction for the private candidates. This again had its problems because of the socio-cultural background of the course text writers which was removed from that of the learners although there was the advantage of the sameness of background of both instructors (the colleges) and the examiners (the London University).

The medium of instruction was mainly print which the use of the course text promoted while the nature of two-way interaction depended solely on the use of the postal system which was quite efficient. For the candidates from schools, the face-to-face instruction was used. Even in Britain, the medium of instruction in correspondence education had not undergone any major transformation apart from the one that shifted the practice from the use of handwritten post cards in Pitman's days to the use of

prepared course materials.

Quality was not in doubt at this stage even though there was no presence of an accrediting body at the time. Nigerians who were the clientele of the correspondence colleges and who sat the London University examinations did not find it easy to pass the examinations. Even when their counterparts from the schools joined them as from 1912, the situation did not change significantly. The road had however become opened for, in addition to private individuals who were mostly clerks, teachers and other civil servants, a new army of secondary school students joining the list of candidates.

5.2. 1927-1947: ENTRANCE OF THE ALUMNI AND THE CONTINUATION OF EXTERNAL EXAMINATIONS

The period 1927-1947 was one in which further developments were recorded in the participation of Nigerians in external examinations, especially after the coming of the first alumni of the system. The close of this period immediately preceded the emergence of the University College Ibadan, where

even as a local University, Nigerian students continued to write the examinations of the University of London.

5.2.1 The coming of the Alumni

The year 1927 was significant in the annals of correspondence education history in Nigeria. This was because in that year, the first Nigerian alumnus of correspondence education, Mr. E.O. Ajayi, bagged his B.A. degree examination in, Philosophy in the Third Class.¹ Indeed, two years before 1927, one Eyo Ita and another Hezekiah Olagunju Oladipo Davies had successfully passed their London Matriculation Examinations. The same year had witnessed Ajayi's passing of his Intermediate Arts Examination. Thus in 1927 still, Alvan Ikoku passed his Intermediate Arts degree while he later, in 1929 bagged his B.A. degree in Philosophy. By 1933, S. A. Banjo had also bagged his B.A. degree in Philosophy.²

The coming of the alumni gave the impetus to the fact that in spite of the distance, Nigerians could

1. Michael Omolewa, "Historical Antecedents ..." op. cit., p.15

2. *ibid.*

excel. Incidentally, no other remarkable transformation, especially along the line of method, and media support took place at this time. It is right to observe that the courses offered by Nigerians at this time were generally in the area of the Arts, or what others regard as the less arduous areas.

It would be observed that the Oxford University Delegacy of Examinations came up later in 1929, to promote the growth of secondary schools through its external examinations. Thus while more Nigerians became keen on bagging degrees through the University of London Examinations, others in the schools continued to find the Oxford examinations relevant. This was especially so against the backdrop of Cambridge's performance up till 1926, when the latter became the model for secondary school syllabus and standard in the country.

The pattern of continuity therefore at this period was the continued reliance on external examinations, which many private candidates as well as those in secondary schools depended upon to fulfil their life ambitions. Neither the curriculum nor the direction of the Oxford examinations changed from

what Cambridge was offering. However, by some working of fate, the Cambridge examinations outlived the Oxford University Delegacy examinations when the latter came to a close in 1937.

5.2.2 Growth of Media of Instruction

The current of correspondence education no doubt reached a height in 1927 with the coming of the first alumnus. However, some five years later, the coming of the first radio signified not only a boost in entertainment avenues for Nigerians but also an opportunity for a greater audience to be reached through the new medium in the area of education. An examination of the activities of radio stations in Nigeria did not show much link with correspondence education work.

With the advent of the colonial radio in 1932, modern media development had taken root. This later led to the era of radio education which took its cue from the Nigerian Broadcasting Service (NBS) whose educational programme was a once-in-a-week affair. This situation continued until 1957 when

the Nigerian Broadcasting Corporation came into being. It should be noted in 1933, the British Broadcasting Corporation in London had transmitted its first educational programme in its West African Overseas Service.¹ Just after the transmission, an article had appeared in the Nigerian Teacher (a teacher's journal) in which the government was urged to introduce educational radio into schools in the country. There was no evidence of the government having taken an action then as there was none in the case of correspondence colleges. It was therefore not until 1955 when after requests for the establishment of 'School's Broadcasting' in Nigeria had reached some level that the Nigerian Broadcasting Service (NBS) invited one Mr. Richmond Postgate to look into such a possibility.² As Nwamadi observes, even though the Postgate Report, after favouring such a move, considered the cost high thus making implementation difficult, it could still be aptly described as the beginning of educational

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1. C.O. Nwamadi, "The Future of Educational Broadcasting in Nigeria" Ayo Ogunranti (ed.) Problems and Prospects of Educational Technology in Nigeria. Ibadan: Heinemann Educational Books. 1988, p.256.
 2. See NAI/MED/ (FED) "Report of R.S. Postgate, BBC, to the Federal Adviser on Education, 12th August, 1955".

technology in Nigeria.¹ A number of regional government Ministries of Education later went ahead all the same to utilize existing media facilities to transmit instruction to schools. All this while still, correspondence education took a back seat in the use of radio for instructional purposes.

The reasons for the non application of radio facilities by correspondence education institution at this time are two-fold. First, the main colleges at this time were still operating from the home bases in the United Kingdom and had not in their own initiated any shift in their tradition of relying on the print medium. Even in the U.K. the British Broadcasting Corporation, had only as early as 1926 considered the possibility of promoting adult educational programmes by air.² Another reason was the cost that would have been involved especially for the clientele at the time and even the provider of correspondence education, who would have had to pay for such services in Britain. No evidence abounds of any other private providers

1. C. O. Nwamadi, *op. cit.* p. 256.

2. Walter Perry, Open University. Milton Keynes: Open University Press. 1976. p.5

of correspondence education anywhere in the world at this time making such thrusts in provisions.

Meanwhile, existing newspapers like the Lagos Daily News were used in advertising closing dates for various examinations which candidates wanted to offer. There were no pedagogical uses made of the newspapers, a phenomenon that was the hallmark of the International Correspondence Schools in Scranton U.S.A when it first started.

5.2.3 Nature of Support Services

Support services at this stage still came in the form of letters and course materials sent to the learners as well as the support given by the relatives and friends who were not averse to the decision by most clients to pursue their educational dreams using the novel system of instruction. Also, the examining bodies whose examinations were taken at this time, notably the Oxford University Delegacy of Local Examinations and the London University, in conjunction with the Department of Education continued to make some provisions for the candidates.

Many of those who took part in the examinations as students of various secondary schools had the opportunity of being advised directly by their teachers and principals. Also, libraries were available for their use and it was not surprising that they performed better in the examinations than the purely private candidates.¹

5.2.4 Issues of Quality and Quantity

The coming of the Oxford University Delegacy of Local Examinations as from 1929 was a development on the use of external examinations to ascertain and raise the standard of secondary school education in Nigeria as engaged in by the Cambridge University Local Examinations Syndicate as from 1910. On the issue of quality in Nigerian Secondary Schools at the time, E.G. Rowden, the Director of Education had lamented:

The so-called secondary schools which are really higher standards of the Primary schools, offer what are called state subjects such as Algebra,

1. This evidence is clear in Michael Omolewa's works. See M. Omolewa, "Oxford University Delegacy of Local Examinations and Secondary Education in Nigeria, 1929-1937." Journal of Educational Administration and History. July 1978. Vol.X No.2, p.43.

Geometry, English, Literature, Book-Keeping, Physiology, and French. The standard attained in these subjects varies very much according to the class of school, but in only few instances is the work characterised as good.

This was then one of the major reasons why the external examinations were considered necessary in promoting standard. Thus like Cambridge, Oxford also joined the external examination race in 1929.

While as far back as July 1929 when Oxford's examinations were first held, only two schools and twelve students were presented, in 1937, there were entries from eight schools and a total of about ninety students¹. Private candidates were also actively involved in the examinations but their performance, against that of the King's College entries was low (see Table 3).² Even the two candidates presented by correspondence colleges failed.

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1. Michael Omolewa, "Oxford University 1929-1937" op. cit. p. 43
 2. Source: *ibid*, p. 43

Table 3

PERFORMANCE OF THE NIGERIAN STUDENTS AT THE
DECEMBER 1937 SCHOOL CERTIFICATE EXAMINATIONS

School	Ownership	No of Candidates	No of Passes	% Passes
King's College	Government	17	15	88.2
William Wilberforce Academy	Private	8	2	25.0
Evening Collegiate College	Private	1	0	0
Wolsey Hall	Private English Correspondence College	1	0	0
Bennett College Sheffield	Private (as above)	1	0	0

Source: Michael Omolewa, "Oxford University Delegacy of Local Examinations and Secondary Education in Nigeria, 1929-1937". Journal of Educational Administration and History Vol X No. 2, 1978, July. p.43

The state of affairs for private and correspondence college candidates in the examinations was rough no doubt but this did not remove the quality and the mark of respectability which was bestowed on those who passed by the nature of the Certificate. Indeed, universities were seen to easily accept them "as qualifying examinations for entrance". Many of the successful candidates also had exemptions from the professional examinations of these bodies. Among these were the Institute of Engineers, the Royal College of Veterinary Surgeons and many others. Other successful candidates moved on to register for the University of London external examinations.

5.2.5 Pattern of two-way Communication

Two-way Communication at this period still was by the use of letters sent to the clientele via the colonial post office. As earlier reported, the delivery system was fast, which was a plus for the government. This was however not a reflection of government's peculiar interest in the activities

of the correspondence colleges but a natural reaction of the environment to happenings within it.

The emergence of the radio in 1932 had no effect on the two-way communication-system between the institutional providers of correspondence education and the clientele. The educational programme of the BBC transmitted from 1933 had no impact on the fortunes of correspondence education.

5.2.6 Summary

The year 1927 marked a watershed in the annals of correspondence education in Nigeria as it produced its first alumnae in the field. Within a space of six years, three more alumnae were to join the example of Ajayi of 1927. All these had a significant impact on the development of the system as more Nigerians began to use the novel system to receive instruction.

While the medium of instruction remained that of print, elements of face-to-face instruction began to be noticed more as, in addition to the Cambridge University examinations started as early as 1910 in Nigeria, the Oxford Delegacy of Local Examinations joined the list of Examinations from 1929, thus

allowing more formal institutions to provide candidates for the examinations. Such addition of face-to-face elements showed in the results of the examinations as more of the secondary school candidates performed better in the examinations. Not much change was however noticed in the curriculum of instruction as the content of the examinations sat reflected the thinking and practice of the British culture and environment which promoted the examinations. The coming of the radio to Nigeria in 1932 had no impact on the fortunes of correspondence education while the educational outlet which the BBC made possible through its educational services of 1933 again did not provide a transformation of the medium of instruction.

Support services were provided in a number of ways. First, government agencies conducting the external examinations through the Department of Education took special care and tried to ease the problems of examinees by providing adequate information as to when and where the examinations would be held. Second, secondary school candidates of the examinations had the advice, counselling and tutorial back-up

of their teachers while the correspondence education students relied solely on their course texts sent by the correspondence colleges abroad. Support also came in form of a general understanding from relatives and friends who considered the roads being pursued by the clientele of correspondence education an arduous one to travel.

No change was also noticed in the manner of two-way communication as the reliance on two-way communication was based on the capacity of the government postal system, then controlled by the British Post Office, a feature of the system attested to as being highly fast, reliable and efficient, at the time.

5.3 1948-1959 : PRE-INDEPENDENCE DEVELOPMENTS

5.3.1 The Founding of the University College Ibadan

The establishment of the University College, Ibadan as an arm of the University of London was both a major thrust in the continuation of the practice of degree by examinations as well as a laying of foundation for the provision of tertiary education to millions of Nigerians. In a way, it was a gradual step in the transformation of correspondence education in its

provision of support services like residency and full tuition backing for those who still continue in the external degree tradition.

As a product of the Elliot and Asquith Commissions, the University College Ibadan had as its forerunners in West Africa the Yaba Higher College, the Achimota College in Ghana (then Gold Coast) and the Fourah Bay College in Sierra-Leone. The plan was that each college be affiliated with a notable British University. This was exactly what happened when the College became established in 1948; it was affiliated to the University of London.

By the time of the formal opening in October 1948, the students of the Yaba Higher College which itself had been closed down in 1947, in addition to other men and materials, formed the nucleus of the University College".¹ While there were two hundred and ten students in residence at the opening, the initial years were reported to have been spent under -the "watchful eyes of the University of London". The enrolment figure rose to 500 in 1956 and later to 1,110 in 1960.

1. G.J. Afolabi Ojo, op. cit. p.16.

The nature of the teaching and learning situation at Ibadan in these early days, especially before the granting of an autonomous status to it in 1963 was one of interest. This was because while the tuition for the students derived from the face-to-face lectures at the time, the evaluation of the teaching and learning was done by the University of London through a special process of external examination administration. Ibadan, was like a big study centre, residential and covering a wide range of disciplines, but where the students relied on the external examinations. Again, as a normal corrolary, the certificates issued were those of the University of London. This development may have led some educationists in Nigeria, especially those who were alumni of Nsukka, ABU and Lagos to assert that Ibadan was not the first Nigerian University, alluding to the heavy reliance on London in the control of the standard of its output. This work is not concerned principally about the correctness or incorrectness of this assertion, rather, it is concerned more with identifying the more fundamental nature of this special arrangement that led to Ibadan's reliance on the

external examinations and the form this took. This will further show cases of the traditional penchant of Nigerians to study for degrees abroad as private candidates now spilling over into an established tertiary setting where students who take such examinations are full-fledged members of the institution. We are also interested in the extent of the transformation of correspondence education based on this development.

Writing on the peculiar nature of this arrangement, Tamuno described it as representing a principle of special relationship with the University of London, aimed at ensuring that the University College Ibadan achieved academic independence. Based on the 1944 Special interest of the Asquith Commission in evolving a scheme of relationship, the University of London had laid down some minimum conditions. These were the provision of "adequate staff and equipment" and the existence of "satisfactory regulations for admissions".¹ Some of the provisions of this arrangement

1. Tekena Tamuno, "The Formative Years, 1947-56" in J.F. Ade-Ajayi and Tekena Tamuno (eds) The University of Ibadan, 1948-1973. Ibadan: University Press, 1973, p.29.

were further noted thus:

When these conditions were fulfilled, a university college in special relationship would be allowed to award and enjoy the reputation of London University degrees.¹

The nature of the relationship was such that cooperation and personal contact between the academic boards of the University College and the Senate of the London University was possible on such matters as staffing, syllabuses, and examinations. While Ibadan could adapt its syllabuses to local conditions, its staff could take higher degrees of London University as internal students².

The Inter-University Council (IUC) for Higher Education in the Colonies, whose membership was drawn from British Universities and whose setting up was recommended by the Asquith Commission and supported by the Elliot's Commission was established in March 1946 to conduct visitations, help to recruit staff and advise new University Colleges in the colonies on administrative and academic matters.³ Among the

1. *ibid.*

2. *ibid.*

3. Tekena Tamuno, *op. cit.* p. 40

major achievements of the IUC was the maintenance of high standard in the College. The IUC was noted to have been convinced that the University College was training "the heirs to the Empire" and as such:

There can be no compromise on the issue of standard. In all spheres in which we have advised or could have influenced, whether in staff recruitment, student selection, the protection of examination standards, the appointment of external examiners, facilities for research or library resources, we have urged that the maintenance of academic standards must be paramount ...¹

Admissions to the College were by direct entry or through an entrance examination². The direct entry candidates were expected to have three appropriate subjects at the A-level of the General Certificate of Education or at the principal level of the Cambridge Higher School Certificate examination,

1. *ibid*, p. 38

2. *ibid*.

possibly at one sitting. The other requirement was for the students to have the minimum qualifications for exemption from the intermediate arts or science examinations of London University. Entrance examination candidates were also expected to have the Cambridge School Certificate with credits in five subjects (including English or have five subjects at the General Certificate of Examination, ordinary level.

Quite a number of those who were admitted had used the services of the correspondence colleges, apart from the formal education received to qualify for admission into University College Ibadan.

The courses available at inception of the College were Greek, Latin, English, Geography, History, Mathematics, all in the faculty of Arts; Botany, Chemistry, Physics, Zoology, Mathematics and Geography in the Faculty of Science; and Biology, Physics, Chemistry, Anatomy, Physiology and Pharmacology in the Faculty of Medicine; and Agriculture. There were then no courses in the Social Sciences, Languages, Law, Philosophy, Education, Engineering, Veterinary Science, Dentistry and others.¹

1. Tekena Tamuno, op. cit. 41

To qualify for a general degree, students had to study three subjects at the same standard with an examination in each of these subjects in a final examination.¹ For the special honours degree, students concentrated on just one subject after their intermediate degree and later took an examination in the subject (this consists of several papers) in their third and final year.²

Much as the special arrangement with the London University signified the external nature of the degrees granted, the nature of the special relationship was also one that had an advantage over the purely external degree tradition.³ Apart from the syllabuses being modifiable to reflect local conditions and circumstances, the staff would also take part in setting and marking their students' answer scripts.

One basic problem which Ibadan raised was the relatively low number of entrants it could take a year. Where more than a thousand applicants applied, it could not take more than 300. This was

1. *ibid.*

2. *ibid.*

3. C.O. Taiwo, The Nigerian Education System: Past, Present and Future Ikeja: Thomas Nelson (Nigeria) Limited. 1980, p.96.

therefore one of the issues the Ashby Commission raised in its 1960 published report. Ibadan's emergence did not therefore kill the impetus of people for higher education through the correspondence system of instruction.

It has indeed been observed that as far back as 1956, a lot of thought had been given to the issue of the university organising degree programmes for external or non-residence based students. The University, from available information, may have been restrained in this respect. A possible reason for this could also have been the perception by the authorities in London that Ibadan was itself a centre of an external unit, and as such may not be too qualified to give out what it itself has not fully acquired. This argument however appears to have been the least of considerations in the late 1980's when most affiliated colleges of Education (to other universities) and even universities just struggling to break free of heavy elements of external moderation of their academic activities started organising sand-wich, part-time, week-end and some form of distance education programmes or the other. However, that

Ibadan eventually started an external studies programme later shows that the dream was not permanently deferred.

Another tradition which Ibadan had at its independence and which seemed to have prepared it for the position of organising a distance education programme was the nature of its extra-mural provisions from 1949, through the then Department of Extra-Mural Studies. Representing a philosophy of creating the room for linking the theoretical "Gown" with practical "town" Ibadan's aspirations in this regard was to organise a lot of training programmes both of a long-term duration and short-term to ensure that those who missed out in education have the opportunity of achieving both a mastery in scholarship as well as some relevance in their immediate society. Ibadan's success in this regard, even to the extent of replicating its degree programme on an external basis appears to have had the foundations laid in its early years.¹

1. For an extensive examination of this outreach philosophy, see J. A. Akinpelu and M.A. Omolewa (eds.) Adult Education at Ibadan. Department of Adult Education, University of Ibadan. 1989.

The University College Ibadan thus provided some kind of transition from an outright situation of the acquisition of degrees by external examinations by many Nigerians to one of acquisition of same degrees by a new kind of external examinations, relying solely though, on the experience, tutelage, tutoring of Nigerian and foreign lecturers, located within a physical setting that is Nigeria, and against the backdrop of local elements of the syllabus as considered necessary by the appropriate academic authorities. Some of the special characteristics which the University College Ibadan displayed were those of :

- i) a local university affiliated to a British university, and which awards the degree of the university of London (in this case, it was peculiar).
- ii) a university whose students still wrote the examinations of the University of London (in this case, one that continues the phenomenon of degree by examination).
- iii) a university whose students attended classes in Nigeria only to write outside examinations

(in this case, it continued the traditions of King's College, and other secondary schools that relied on the Cambridge and Oxford University Examinations for some time to authenticate their standard).

- iv) a transitional stage between degrees by external examination and degree by purely local examinations.

While the University College Ibadan represented a transition as suggested, it could not, by the level of its output, satisfy the demands of both the lower educational system as well as the manpower needs of the country. This was a major finding of the Ashby Commission as contained in its report published in 1960.¹ It therefore did not stop the clamour for the use of the Correspondence System of instruction to obtain degrees by Nigerians. Another reason given for the continued use of the external facilities of the University of London, even after the University College Ibadan's establishment, was

1. This issue has been raised in a later section of the thesis.

by the fact that most entrants to Ibadan were sponsored and thus had to go back to the sponsoring missions or community schools as teachers to serve for some years before proceeding to other places. The fear of signing such bonds that would make them teachers against their wish forced others to try the correspondence route.¹

5.3.2 The Emergence of Television

While radio broadcasting was introduced to Nigeria through the advent of the colonial radio in 1932, television did not emerge until some twenty seven years later, specifically in 1959, on the eve of the nation's independence. With what was described as a modest beginning in a building near Mapo Hall, and with one of its two transmitters located near the hall, and the other in Abafun near Lagos, the television was officially commissioned on 31 October 1959 as the first television station in Black Africa.²

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1. This was the reason given by Chief M.S. Adigun for his lack of interest in attending the University College, Ibadan, thus using the tortuous route of the UCC
 2. 20th Anniversary History of the WNTV Ibadan
Heinemann Educational Books (Nig) Ltd 1979, p.4

Soon, other regions followed suit with the Government of the former Eastern Region setting up the Eastern Nigeria Television (now NTA Enugu), the Northern Regional Government setting up the Radio Nigeria Television in 1962 which later metamorphosed into the FRCN and the NTA Kaduna.¹ To date, the country has established a total number of 38 functional stations, of which the 14 are owned by various state governments. Also, the television industry has, within the period, acquired a total of 72 transmitters, 56 of which belong to the NTA and 16 to the states.² Writing on this development further, the compilers of the 1992 Diary of the NTA note:

These facilities have no doubt established Nigeria as Africa's largest Television network and ranks among the world's biggest Television Organisations broadcasting about 85,000 hours of different programmes annually

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1. 1992 Diary of the NTA
 2. *ibid.*

Viewers have grown from a few thousands to a conservative estimate of fifty million.¹

Any look at the correspondence education component or use of public television in Nigeria would begin with the examination of the educational television component of the nation's television services. The historical document on the History of the WNTV reveals that at the initial stage, television sets were provided free for schools and colleges.² The aim was to ensure that the institutions benefitted from the school broadcasts. The form the provision here took was an indirect one which saw the WNTV and the Ministry of Education working in close collaboration.

The Western Nigeria Ministry of Education, through its broadcast unit originated the programmes while the WNTV provided the technical and production services.³

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1. *ibid.*
 2. 20th Anniversary History of the WNTV. *op. cit.* p.7
 3. *ibid.*, pp 41-42.

Thus school programmes in Science, Geography, English, Mathematics and other subjects were produced. These programmes, as Alalade observes, were meant to supplement the efforts of the classroom teacher.¹ Copies of the teachers' guide for the programmes were sent in advance to the schools where the programmes were beamed. Quite a number of schools reserved special rooms for the T.V. lessons to be aired. However, the initial attempts in this regard were gradually reduced for what Alalade described as lack of financial backing, enthusiasm and technical expertise. Many of the teachers who were expected to have worked through the study guides sent considered the ETV phenomenon an extra burden.² Thus the ETV periods became opportunities for teachers and students alike to relax and do some other things. Even the visits usually planned for Ministry Officials to monitor the effective viewing of such programmes in the schools became fewer and fewer until such visits grounded to a halt.

With formal educational programmes easing off, educational programmes with a more general and informal outlook soon took centre-stage. Among

1. Interview with Mr. Bode Alalade, General Manager, NTA Channel 7, (Ikeja) on 25/5/92.

2. *ibid.*

these were adult literacy agricultural extension services and other programmes on farming or gardening. One major addition was the emergence of the Community Viewing Centres started in 1980.¹ Here, television sets are taken to identified community centres for the purpose of being viewed by the members. Various topics of community interest are identified and films on them shown to the members.

The issues raised by the Ashby Commission of 1959 whose report, Investment in Education was later submitted in 1960 appears to have projected the role which television would play in educational programmes in Nigeria when in a chapter titled "A Note on Educational Techniques," it observed.

Television is already available
for school use in some parts of

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1. Memo from the General Manager (Projects) to the Director of Finance, NTA of 2nd July 1984 Ref. NANTA/ENA/28/83.

Nigeria. It would seem to be time to undertake a series of planned experiments to discover how television may be used more effectively and economically in Nigerian schools. It would be particularly interesting to experiment with its use in a limited area of one of the more remote sections of the country.¹

The report later went on to add:

Channels for educational television should be reserved now, so that when educational television becomes practicable the opportunity will not have been lost by reason of the channels being appropriated by commercial companies.²

The absence of channels for educational television in Nigeria appears to have been a negation of this recommendation in spite of the initial thrusts made by the WNTV in collaboration with the Western Nigeria Ministry of Education. The later development of the Instructional Television Section of the NTA

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1. Eric Ashby, *Investment in Education*. Federal Ministry of Education, 1960. p. 125.
 2. *ibid.*

on Victoria Island, Lagos for a brief spell was just a mere flash in the pan. If the concept of educational television is considered from the angle of the activities of a body such as the NHK (Nippon Hoso Kyokai) in Japan, a public broadcasting corporation whose precursor, the Tokyo Broadcasting Service was set up as late as 1925.¹ then it would have been possible for the NTA to have a whole channel devoted to educational programmes. In addition it would have been possible to have, as time goes on, such a channel assisting correspondence Colleges and primary and secondary schools to develop educational programmes and air same at specified periods.

An examination of the activities of Correspondence Colleges in Nigeria reveals no link in this regard at all. For distance education institutions in the universities, there seems to have been some working relationship between the NTA in Ibadan with the University of Ibadan External Studies Programme, the same rapport had existed between the NTA headquarters and the former National Open University but these had been at the planning

1. Mitoji Nishimoto, "Correspondence Education Japan: Status and Trends, and Innovations." O. Mackenzie and E.L. Christensen, op. cit. p. 327

stages. The National Open University appeared to have provided the only successful example of such a rapport but even this had its problems. These issues will be discussed more in later chapters.

5.3.3 Trends in the Growth of Methods and Media

While remarkable events were recorded in this period concerning the emergence of television opened up vistas for such phenomenon as the ETV, the enthusiasm for its use appears limited and related only to formal educational provisions for some time, and the more enlightenment-related programmes later. It did however show that the promotion of educational teaching through the television was possible.

Again, the use of school teachers as facilitators of already prepared television materials was in a way a pointer to the fact that correspondence education tutors could teach materials prepared on cassette tapes or video tapes by others. However, there was no evidence of such possibility put into practice by any of the colleges. Indeed, the phenomenon of people using cassette tapes before and a little after independence in Nigeria, even for entertainment purposes was not common.

5.3.4 Issues of Quality and Quantity

The Ashby Commission whose report was published about this time had identified the problems of the low rate at which capable hands needed in the various strata of the socio-economic life of the nation were lacking. The Report was also emphatic on the issues of quality and quantity in Nigerian education at this point. Among the many revelations of the study were that:¹

- i. most of the 80,000 teachers in primary schools at the time were pitifully unprepared for their tasks;
- ii. Out of 4,378 teachers on the roll of 1958, about 4/5 were not graduates;
- iii. the quality of higher education at the University College Ibadan, the only university in the country at the time was beyond reproach, but the facility for admission of new entrants was inadequate.

To solve these problems, the report recommended among others:

1. Eric Ashby, op. cit. pp. 7-9.

- i. a proposal for an educational machine to produce at least 8,000 young people per annum for ten years with some level of post-secondary education, to meet the nation's manpower needs;
- ii. At least 20,000 of the proposed 30,000 of the expected 80,000 (in ten years) ought to be graduates, with 300 from Ibadan and possibly 600 from overseas annually;
- iii. No fewer than 50,000 people with intermediate qualifications will be needed within the same period.
- iv. the need to create places for 18,000 more entrants in secondary schools in about 600 more secondary schools.
- v. the need to increase both quality and the quantity of teachers.

The figures raised, although directed at the Federal Government and the more formal sector of the country's educational system had a lot of implications for the utilisation of correspondence education potentials at this stage. However, it should be noted that the nearest Ashby went into

recommending the use of educational television was for the improvement of the standard of English of teachers and pupils in schools while there was some emphasis on the development of general knowledge. Correspondence education was not specifically recognised as a way out of the muddle.

The level of involvement of foreign correspondence colleges in providing distance education in Nigeria at the time was still high. Colleges like Wolsey Hall, Rapid Results and the Bennet College still held sway. While their activities were aptly directed at meeting the needs of Nigerians in the areas already identified by Ashby, the number of Nigerians enjoying these facilities did not compare favourably with Ashby's projection of the nation's needs. There was however no problem with the quality of provisions at the time.¹

5.3.5 Summary

The coming of the University College Ibadan is already seen as a transitional period in the trans-

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1. Interview with Chief M.S. Adigun former National Planning Minister under the Buhari regime on 21/4/92 at his Orita Basorun Residence in Ibadan. He had used the University Correspondence College (UCC) for his B.A. degree.

formation process in correspondence education. Its emergence, the result of the Asquith and the Elliot Commissions, was peculiar as it had the combined features of being a local institution to help train the needed manpower in Nigeria at the highest levels as well as continuing the tradition of degree-by-external examinations. Somehow, it also represented the inability of local institutions to meet the growing demand of Nigerians for higher education because of its very low admission rate, thus making a recourse to correspondence education, at that level still a highly needed phenomenon. Even students who were admitted still satisfied the requirements of the Cambridge Higher School Certificate Examinations although they had the option of sitting for the General Certificate of Examinations.

As early as 1956, the University had considered the possibility of starting some degree programmes for external students although this did not fully materialise until 1988 when the External Studies Programme was born. Ibadan's extra-mural provisions for 1949 however showed its capability for organising non-traditional training programmes to meet the needs of the unserved.

While radio broadcasting had debuted as far back as 1932, television emerged in 1959, opening the room for the possibility of a transformation of the genre. In spite of educational programmes organised by the WNTV and others in the various regions, there was no strong indication of correspondence education and the new media in Nigeria arriving at a very strong merger of ways. The later growth of the entertainment and news media in the country provided no known succour.

The setting up of the Ashby Commission in 1959 to look into the area of post secondary education in Nigeria had two major implications for correspondence education transformation. First, like the University College Ibadan's coming, it showed the extent to which other avenues should be sought to make education available to Nigerians after secondary school. Second, it hinted at the possibility of maximising the potentials of educational television and the general use of the broadcast media.

On the issue of quality, its promotion in the country's educational system still relied to a great extent on the foreign examinations which act as

standard setters both at the certificate levels of secondary education as well as the tertiary level. This shows that the initial place of correspondence education as an emerging innovation through external examinations was still a significant phenomenon up till independence.

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CHAPTER SIX

6.0 POST-INDEPENDENCE DEVELOPMENTS

6.1 1960-1973 The Growth of Local Correspondence Colleges

While the foreign correspondence colleges were having a field day filling the gaps in educational provisions in Nigeria through the marketing of their educational services here, local entrepreneurs were busy making frantic efforts to promote correspondence education. Before independence, indeed as far back as December 1943, the City Correspondence College (CCC) had been founded in Lagos and it prepared Nigerian students for the Junior and Senior Cambridge and London Matriculation in Arts subjects. As Omolewa reports, it was not long-lived.¹ Later in 1962, another abortive attempt was made by the Olowu Educational Services aimed at offering courses in English, Yoruba, Arithmetic, and Latin.²

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1. M. Omolewa, "Correspondence Education in Nigeria", 1915-75". Adult Education and Development No. 72, 1978, p. 15.
 2. *ibid.* p.16.

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effort had been made in 1924 but it was the setting up of a continuing education centre in the premises of the King's College.¹ This was shortlived before Mr. G.O.A. Coker started the City

Correspondence College in 1943, which did not do well as shown. Also by 1964 the National Correspondence College in Aba and the Pacific Correspondence College in Onitsha were founded.² These eventually succeeded but the early efforts found a bigger focus in the 1967 emergence of the Examination Success Correspondence College which appears to be the most successful proprietary correspondence college in Nigeria to date.

The immediate influence of the founder, Mr. T. A. Okudolo had been his undergoing of a B.A. Hons History course through correspondence with the Wolsey Hall. After passing his examinations in 1963; (the result came out in 1964) he felt he could do the same for others. He had in fact been reported to be the only successful candidate in West Africa

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1. "Evaluation of Correspondence Colleges in Nigeria: The Pros and Cons from the Proprietors of Correspondence Colleges View Point" Paper presented by the Proprietors of Correspondence Colleges in Nigeria at the End of a Seminar on "Evaluation of Correspondence Education in Nigeria." Nd. NP. p.1
 2. *ibid.*

that year. However, a later motivation to found the school was derived from his continued occupation as a teacher, noting the high rate at which students were failing the English Language.¹ This experience was reinforced by his position as a marker with the West African Examinations Council. He later asked some people to join him in preparing lectures in English. He did this for three or four years and found that the students were passing. This was the beginning of the Exam Success Correspondence College.

The stages in the activities of the Exam Success Correspondence College in instructing its students are six. These are:

- i. identification and selection of writers
- ii. production of course materials
- iii. selection of students and registration
- iv. teaching and learning.
- v. provision of support services.
- vi. award of certificates (in some cases).

We shall examine these issues one by one.

The identification of course writers is done on the basis of their having to be degree holders of recognised universities. After a selection has

1. It should be observed that some of the founders of early correspondence colleges in Britain were teachers.

done, courses are assigned to be written which are later edited, proofread and sent to the printing section of the College. At inception, the Exam Success Correspondence College had no printing facilities but this was a later addition to its activities.

Advertisements were also placed in the papers for students to apply and register for any of the numerous courses available. Initially, the courses were basically General Certificate of Education or West African Examination-based subjects. Later, professional courses were involved and more of these, according to Mr. Folorunso, the Academic Director, were in the pipeline. Some of the professional courses are Journalism, Salesmanship and such as are examined by the Insurance Institute of London and Marketing.¹

The initial clientele came mostly from the primary school leavers, workers wanting to further their education and a lot of illiterates from the Army. The catchment area of the clientele later grew to

1. Interview with Mr. Folorunso, Academic Director, Exam Success Correspondence College on 5/4/90.

include those seeking professional qualifications and who may have passed their General Certificate of Education Examinations some time earlier.

The Exam Success College uses the medium of print in getting across to the students. Apart from the use of radio and television for advertisement, no other media use is identified. The Board of Management of the School however is aware of the potential benefits of the use of cassettes, audio or video tapes but is unlikely to make a move in this regard because of what it considers the cost of such facilities. Responding to a question in this regard, Mrs. Okudolo commented:

Yes. We have thought about it.

I was in the electronic houses abroad. We looked at the computer system. The finance was great. We want to turn it to a modern educational centre. By the grace of God.¹

Among the problems raised by the students of the College is the issue of faster mail deliveries

1. Interview with Mrs. V.O. Okudolo, 5/4/90 at the 208 Ikorodu Road office of the College.

To this end, some of the students specifically send extra money and write to ask the institution to send their mails by courier. This in a way is the student's reaction to both the problem and the emerging context in which they are operating. If they had the money as they were wont to say, why wait for the College before they get a faster courier service?

Some of the changes already taking place at the College are:

- i. review of lectures based on changed syllabuses (Mrs Okudolo says students have to read more)
- ii. the need to adapt their methodology to suit the new demands of Government on continuous assessment.
- iii. the growing high cost of printing which may spill over to the clientele

Some of the expectations of the College from Government are:

- i. the need to make categorical statements on the position of private students in the country.
- ii. the need to say specifically methods they

want practitioners to adopt.

The College has been a very active member of the Nigeria Association of Accredited Correspondence Colleges (NAACC) through which a greater liaison work is being done with the Federal Ministry of Education and the other members of the Association.

It is appropriate to say that the transformation process in proprietary Correspondence education, when the Exam Success Correspondence College is used as an index, is still to have any appreciable impact. Apart from the growth in the number of clientele, and the diversification in the area of courses, no notable improvement has been seen in the choice of media, or the two-way communication process with students. While students can phone the office to seek information, this is just an exception to the rule. The elements of face-to-face components is not obligatory and if all students were to seek some support here, the facilities available at the College in terms of hall and other space arrangement would not accommodate them. It then becomes necessary to find a way, in addition to print, of communicating with the learners faster.

The initiative which the learners appear to have taken in sending their assignments or requesting that mails be sent to them by courier is another dimension in the transformation process. This is that the learner may be able to effect some of the changes necessary in this regard.

The College has reacted to the coming of the Junior Secondary and Senior Secondary School Examinations by working on the production of course materials to meet these needs. The Senior Secondary Certificate Qualifying Examination is also being catered for now.¹ While a bi-lingual college for Secretaries has been lately incorporated into the College's activities the unit is not run on a correspondence basis.²

In addition, two computer sets newly acquired by the College are already being put into operation for composing the lectures. Two IBM typewriters, a functioning library and a well equipped science laboratory are also within the premises for students use.³

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1. Interview with Mr. Y.P. Folorunso, the Director of Studies at the College on 26th May 1992 at the 208 Ikorodu Road, Lagos Office of the College.
 2. *ibid.*
 3. All these were seen during a tour of the premises.

While the College's use of computers to **compose** the lectures signifies a **move** forward in the transformation process, the preference for the use of photocopying machine to re-produce the lectures makes the correspondence programmes costly. Meanwhile, the printing press owned by the College is used on a commercial basis for outside jobs because the cost of plates has gone up. Also, plans to put the College's information on database and to record the lectures on tape are on.¹

One significant development from the activities of the Exam Success Correspondence College has been the influence its operations have had over other Colleges. Apart from the College serving as the secretariat of the meetings of the National Association of Accredited Correspondence Colleges in Nigeria, some of its former workers have gone out to establish their own colleges. One of such is one Mr. Dagunduro who left the college to found the Lasswell Correspondence Coaching Classes in Ibadan in 1978.² Some of the issues raised by Mr. Dagunduro will be discussed in later parts of this work.

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1. Interview with Mr. P.Y. Folorunso of the Exam Success Correspondence College, 26/5/92.
 2. Interview with Mr. Kunle Dagunduro, Managing Director, Lasswell Enterprises on 24/4/92 at his Oke-Ado Office in Ibadan.

It should be noted that there was both an increase in the number of local as well as foreign colleges at this period. The increase in the number of foreign correspondence Colleges, many of whom had no contact with the Federal Ministry of Education¹ was a reflection of the growing need of Nigerians to use correspondence education to achieve their goals. A local matching of this upsurge led to an increase of the number of local colleges to about 22 by 1978. But even this number was low when compared to the numerous ones that advertised in the papers daily from their various bases in Lagos, Osogbo, Ibadan, Aba, Kano and other towns.² Euler-Ajayi's findings in a study carried out in 1983 that most of the colleges were indeed based in Lagos also corroborated this researcher's findings in that respect.³ The various advertisements that were placed in the newspapers in the 60's also confirmed this assertion.

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1. Jude Nwaokoma, "Correspondence Education in Nigeria: An Appraisal of two Correspondence Institutions. M.Ed of Univ. of Ibadan. 1981.
 2. See the Daily Times advertisements in its editions spanning 1962-1967.
 3. This assertion was corroborated by Mr. P.Y. Folorunso, Secretary of the Nigerian Association of Accredited Correspondence Colleges in separate interviews with him at his Exam Success Correspondence College Office, 1992.

Thus while Wolsey Hall, Rapid Results College and Metropolitan were variously promoting correspondence education, more local initiatives emerged in the form of Zabedna Correspondence College in Onitsha, the Premier Commercial Syndicate in Lagos, the English Language by Correspondence (six--month course) in Osogbo, the Nigeria Zest Company in Enugu, and the School of Careers in Apapa (with over 500 courses to choose from)¹. There were others like the City Technological Developmental Centre in Owerri, the Gateway Correspondence College Lagos, the Progressive Management and consultancy Training Group and the School of Accountancy and Business Studies in Apapa, Lagos.

In a discussion with Mrs. Euler-Ajayi, it was observed as far back as 1983, most of the correspondence colleges in operation had enrolment figures lower than 5,000.³ Meanwhile from 1967 when Exam Success was established and Nov 1977, it had enrolled 100,000

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1. A number of advertisements were placed in the Daily Times between 1962 and 1968.
 2. Interview with Mrs Euler-Ajayi, first Head of the Vocational Division of the Federal Ministry of Education on 29/3/90.

students for basic studies.¹ Again from November 1977 to June 1981 the Exam Success was found to have enrolled a new batch of 74,997 students and this excludes the 9,733 that had enrolled in the professional courses since this came into operation in 1977 and another batch of 2,104 that had enrolled for the College Diploma since its coming in 1973.² Again the Army had enrolled 3,099 in the programmes since 1973, the Air Force some 1602 since 1974 and the Navy some 127 candidates since 1979.³ Thus by 1981, the College had enrolled a total number of 180,488 students.⁴

Noticeably, the courses the colleges embarked upon were replicas of those the foreign colleges had

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1. This was a research finding by Jude Nwaokoma which was confirmed by Mr. P.Y. Folorunso of the College in an interview on 5/4/90
 2. Jude Nwaokoma, op cit. p.37
 3. ibid
 4. When Dr. T.O. Okudolo started the Exam Success Correspondence College, the English Language was his first subject of interest. Interview with Mrs. Okudolo, wife of the founder. 5/4/90

been engaged in. It was not uncommon to have the local colleges in their advertisements hinting at their capability to make the courses simpler in their own course texts and English was indeed cited as one of the subjects where such feats could be performed. But the local colleges still had their limitations. One, they could not go into purely tertiary level provisions. Also, their expertise in the area of science and technology and other technology subjects were in doubt.¹

The nature of transformation about this period was the coming of the local correspondence colleges into the picture, a feat the Exam Success seemed to have championed more than the other colleges. The correspondence education scene then became a sort of mixed grill of local initiatives merged with foreign forays. It was not surprising later that the local colleges thought of totally ousting the foreign colleges at a later date through their Association set up to promote the lot of their members.

1. This fear was genuinely expressed by Jude Nwaokoma on his dissertation after doing a detailed study of the Nigerian Technical Correspondence College in Surulere.

Specifically they had gone on to request the Federal Ministry of Education to ban the activities of the foreign colleges, and others that were not accredited.¹

A look at the pattern of media use and methods of initiative by medium still played a major role in pedagogical practices. Two-way communication relied solely on direct mail deliveries from the college to the learner and vice-versa while such media as cassette tapes, gramophone records and the television had no use made of them at all. The clientele of the system did not appear to miss any of these media as they were traditionally accustomed to correspondence education being carried out through the texts given to them.² Also the clientele of correspondence education were quick to point out that the postal system was no barrier, especially where it had to do with the foreign colleges.

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1. Minute of the meeting of the National Association of Approved Correspondence Colleges, 9th May 1986 and Nov. 13, 1987.
 2. All the clientele of correspondence education between 1951 and 1966 who were interviewed by the researcher confirmed that the communication system was highly efficient.

6.1.2 Ahmadu Bello University's Involvement in Correspondence Education

About the time that the local correspondence colleges were emerging, the first major University foray into the picture came in the form of the Ahmadu Bello University's taking over of the Teacher-In-Service Programme (TISEP) in 1967. Although the provisions of TISEP in this regard were not tertiary in nature, they nonetheless represented a slight shift in the fortune of correspondence education because of the setting of the programme. Apart from this, the nature of correspondence education provisions which had emphasized secondary school education, other basic education programmes and the professional courses took a different dimension when the grade II teachers' programmes by correspondence got a boost in TISEP through university involvement for the first time in Nigeria. Also, TISEP's involvement in the promotion of the Nigerian certificate in Education (NCE) programme was a later development.

The TISEP indeed had its precursor in the 1950's when, as a result of the short supply of teachers experienced in Northern Nigeria, the Ministry of

Education started the correspondence courses in the late 1950s.¹ Among the courses offered were Arithmetic, English, Teaching Methods, History, Geography and Health Sciences for the Teachers' Grade II Certificate Examinations. Week-end sessions on Teaching Methods were added to the correspondence programmes that relied extensively on the use of assignments.² Omolewa notes that about 400 teachers took part in the courses while 100 were successful.³ However the civil war later interrupted TISEP as the volunteer tutors from the US Peace Corps, British and Canadian volunteers left for home. Thus Ahmadu Bello University took over TISEP in 1967.⁴

The TISEP course, as taken over by the Ahmadu Bello University, did not experience any major shift in its method of operations. The course covers three

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1. Michael Omolewa, "Correspondence Education in Nigeria, 1915-75" op. cit. p.159.
 2. *ibid.*
 3. *ibid.*
 4. *ibid.*

years and examinations are held at the end of each year.¹ The marking of students' work is done by the tutors who may be the staff of the University's Institute of Education or those of the Advanced Teachers Colleges. The marked work is then returned to the students with model answers.²

It was noted that the success recorded by the TISEP may have been limited due to the lack of recognition of the course and the students' command of English considered poor.³ Suggestions then given on how to improve the situation were hinged on a possible increase in the amount of face-to-face tuition given and "the use of radio and tape recorder with listening groups"⁴.

6.1.3 Further Developments in Methods and Media

The new providers of correspondence education at this stage, like their foreign counterparts relied solely on the medium of print to get instruction across to the learners. In addition, the use of

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1. Antoine Kabwasa and Martin M. Kaunda (ed.) Correspondence Education in Africa. London: Routledge and Kegan Paul. 1973, p. 134.
 2. *ibid.*
 3. *ibid.*
 4. *ibid.*

face-to-face instruction to complement correspondence education provisions had not become a possible practice except in cases where such colleges are really not correspondence education institutions. TISEP's foray into correspondence education was thus the only notable exception in this regard with its consideration of the face-to-face option as a viable addition to the correspondence instruction. This shift in method which TISEP brought about was later to emerge in other university-based correspondence education provisions.

Perhaps a major reason why TISEP could easily veer into the use of face-to-face method of instruction, as an exception, was the availability of accommodation facilities both for classroom instruction, practicals, library work and boarding during the vacation. None of the proprietary correspondence colleges or their foreign counterparts considered this dimension to correspondence education provisions. The magnitude of the problem and their narrow perception of what correspondence education entailed may have been responsible for this, and the correspondent lack of study

centres for their learners. Anyhow, an evaluation of the TISEP programme had indeed shown that ~~more~~ of the face-to-face components were then considered necessary to improve the programme's lot.

On the issue of media support, the consideration TISEP was having about possible use of radio to promote activities is significant. It also represented a major step in the pattern of transformation in correspondence education provisions even if such a move was only at the stage that could be called a 'thinking aloud'.

The growth of the media of entertainment in Nigeria was evident at this time. Television stations like the NTA Channel 10 in Lagos, NTA Kaduna, NTA Benin (formerly Mid-west Television) in addition to the former WNTV were already in operation. They had a number of educational programmes which were not in any way tied to the correspondence Colleges' activities. The Educational Services Unit was also on, with broadcasts to schools and colleges throughout Nigeria begun in January 1962.¹ The goals of the Educational Service are²:

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1. Federal Radio Corporation of Nigeria 1992 Diary, p.vii.
 2. ibid.

- to provide a service to schools in syllabus-oriented subjects where it is necessary to supplement classroom teaching
- to provide high quality programmes of general interest to out-of-school adults for a better appreciation and understanding of the environment
- to initiate programmes of interest to the learner and the general public on achievements of science and technology
- to provide programmes of professional nature to the teacher to enhance his teaching methods and classroom administration
- to collaborate with institutions of higher learning in their programmes of studies for external students, and
- to undertake research into the utilisation and evaluation of educational broadcast.

It should be noted that these programmes are not distance education programmes per se in the sense that while there is an institutional provider, the level of rapport between the learner and the provider

is rather slim, and may in fact not exist at all. Also, such programmes have the tendency to veer into general enlightenment unless schools where such broadcasts are received formally monitor such reception with their pupils, and even have cassette recordings of such for repeat listening. However, the readiness on the part of the corporation to liaise with correspondence education institutions at the higher level is a major objective which up till 1973 had not been achieved.

6.1.4 Developments in the Nature of Support Services

While the period 1960-1973 witnessed a growth in the activities of local correspondence colleges, it also witnessed the gradual localisation of foreign correspondence college activities. These had implications for reducing the distance between the providers of distance education and the clientele.

The first noticeable trait of the foreign correspondence colleges in the early sixties was the increase in the spate of advertisements carried by them in the local newspapers, especially the Daily Times. Between them, the University Correspondence College

the metropolitan college, the Rapid Results College, Wolsey Hall, the School of Accountancy, the Corporation of Secretaries, the Mayflower College, the Bennet College, Gorden Arlen College, Metropolitan, Bennet Airmail College, the National School of Salesmanship, the International Correspondence Schools all in London advertised their activities between 1962 and 1968, among other periods.¹ Also conspicuously advertised were the school of Careers in London, the International Associations of Bookkeepers, Pitman's and a host of others.

Colleges like the UCC were quick to point out their years of experience in the field as in the advertisement below:

For over seventy years, UCC with its staff of highly qualified graduate Tutors has provided a system of instruction for examination or leisure

1. See the Daily Times editions of Oct. 1, 2, 3, 4, 5, 8, 10, 13, 16, and 17 of 1962 as well as those of March 19, 24; editions of Nov. 5, 18, 19, 20, 29, 1963; April 5, 6, 8, 12 of the same year August 22; Sept. 3, 14 of 1968 and March 18 of 1967.

study. Fees are moderate and may be paid by instalments if desired.¹

It was also quick to point out areas of provided tuition in, mostly the General Certificate of Education, Ordinary and advanced levels, London University degrees (open without residence), the Royal Society of Arts and various other examinations. Chief M.S. Adigun who used the UCC in the 1950's spoke of the academic programme as being thorough. He had observed in addition²:

The UCC was a bit tough. Tougher than Wolsey. The first unseen Latin that I took was like the examination I took 1½ years later in the real examination. Wolsey Hall approach was simpler but not as thorough.

Meanwhile, many of the Colleges easily pointed out that they were members of the Association of British Correspondence Colleges. By 1965, the attempts

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1. Daily Times, October 1, 1962 p.6.
 2. Personal Interview with Chief M.S. Adigun at his Orita Basorun residence in Ibadan on 22/4/92.

of the foreign colleges aimed at keeping their Nigerian clientele in view of the developments of local initiatives in this regard was clear. In a boldly prepared advertisement on April 8, 1965, the Rapid Results College wrote: "The Rapid Results now represented throughout Nigeria". It then went on to list the various representatives with their full addresses displayed. It was a decentralisation move aimed at bridging the distance between the learners and the London provider of correspondence education while at the same time providing opportunity for skeletal support services and ideas. They were:

<u>Town</u>	<u>Representative</u>	<u>Address</u>
Kano	E.I. Allannah	52 Francis Road
Zaria	O.A. Akerele	Estate Office, Ahmadu Bello University
Kaduna	I.U.A. Irohan	Bridge Section, Nigeria Railway Corporation
Jos	J.O. Iloba	Ministry of Mines & Power Mines Division
Ibadan	J. Ade Adepoju	P. O. Box 543
Lagos	M.M. Ottah	37 Ogunlana Drive, Surulere

Town	Representative	Address
Benin City	E. Igodan	38 Iwehen Street
Enugu	L.E. Okolue,	57 Zik Avenue, Uwani
Sapele	E.M. Daibo	P. O. Box 330
Onitsha	N.C. Mbamalu	P.O. Box 609
Warri	L.I. Okafor	P. O. Box 140
Aba	C.B. Ileberi	78, Ulasi Road
Owerri	L.E. Njoku	Holy Ghost College
Port Harcourt	W. Charles	4, Niger Street P.M.B. 5117

By 1967, the Rapid Results College had gone on to announce its Career Advisers.¹ Lagos, Aba, Benin, Enugu, Onitsha, Owerri, Port Harcourt, Sapele and Warri out of the 1965 list were identified as places where the advisers could be contacted. Perhaps this was a reflection of the level of patronage in the places. Again, apart from Port Harcourt where one O.S. Charles was identified, and Lagos where one I.A. Thanni featured, all the other representatives were maintained as career advisers.

1. Daily Times, March 15, 1967. p.8

The Rapid Results College (RRC) also specifically advised Nigerians on what examinations they could sit for in their respective careers.¹ One Mr. Ayeni a Mathematics teacher at the Federal Government Girls' College, Sagamu and a chief education officer had used the RRC for his G.C.E. examinations. He had found the College quite useful and efficient. He observed that the letters sent to him came in early and that distance was not really much of a barrier.² When he finally got admitted to the University of Ibadan through a concessional entrance examination, he had an advantage over other students who came directly from the formal school system, especially in easily reading his handouts, a method he found something of a footnote to RRC's expectations of its students.³ Mr. Ayeni indeed insists that up till today, he has not seen the face of any of the RRC people.⁴

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1. A published list in this respect appeared in the Daily Times edition of April 8, 1965, p.8.
 2. Interview with Mr. S.O. Ayeni at his Monatan residence Ibadan on 18 April, 1992.
 3. Interview with Mr. S.O. Ayeni, op. cit.
 4. *ibid.*

Meanwhile, the attempt to have local representatives was not peculiar to the RRC. The Wolsey Hall had also started operating at some point from its P. O. Box 1936, Lagos address as early as 1965¹. An examination of Euler-Ajayi's Master's dissertation at the University of Lagos reveals that they had indeed operated from No. 142, Abibu Oki Street in Lagos.² In the same vein, the Pitman's College also started operating from a base on No. 21, Duala Road, Apapa. Its full address as shown in the Daily Times advertisements was³

Sir Isaac Pitman Correspondence College
21, Duala Road
P. O. Box 262, Apapa
Nigeria.

It later moved on to No. 54 Broad Street. At the time of this research though it had ceased to operate from any known base in Nigeria.

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1. Daily Times, April 8, 1965, p.9
 2. O. Euler-Ajayi, "Study of the Reactions of Correspondence College Proprietors in Nigeria to the Accreditation of Correspondence Colleges. 1983 M.Ed. dissertation of the University of Lagos.
 3. Daily Times, August 27, 1967, p.9.

Wolsey Hall also went on to boldly advertise its presence in Ibadan, asking prospective clientele to call at the C.M.S. Bookshop or write to one Francis Ademola of P.M.B. 5242 in the town,¹ in spite of its bold advert of March 26, 1962 announcing its more than 20,000 success cases since 1944 and showing that "Distance is no disadvantage"

The growth of publicity of the activities of the foreign Colleges appears to have been matched by the efforts of the local colleges which were springing during this period. Colleges such as the Premier Commercial Syndicate, the Nigeria Zest Company in Enugu, the National Correspondence College in Oritsha, the school of Careers in and around Apapa, Lagos. An English Language Correspondence course from Osogbo was being advertised.

A look at their methods of operation reveals that the practice among the Colleges was similar and most adhered to the general principles governing correspondence education as enunciated in earlier parts of this work. However,

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1. Daily Times, August 19, 1967, p.5
 2. Daily Times, March 26, 1962, p.4

the opportunity of buying air-time on such local television programmes that were emerging did not appeal to any of the colleges. This is because by this time, the Eastern Nigeria television had started airing its Home Economics by television on an 8.00 p.m. slot on Mondays while Educational T.V. had started even in Lagos by 1965.¹ Also, the post-WNTV similar developments in other parts of the Country were not given any consideration by any of the Colleges. The nearest the foreign colleges got to improving services, apart from starting local offices was their announcement of their "airmail services" to their clientele, the mentioning of their many years of experience, the itemisation of a variety of courses they offered and their guarantee of success, for all prospective clientele.

The emergence of the Nigerian External Telecommunication (NET) established about 1963 to provide the nation with international communication services

1. "Learning by watching" News item in the Daily Times of April 14, 1965. p.8.

had no effect on the fortunes of correspondence education students. The Post and Telegraph Department which had come into existence earlier as a satellite office of the British General Post Office continued to play an excellent role in the sending to and fro of communication between the institutional providers of distance education and clientele.

Two-way communication was not possible through any other means, except by the use of face-to-face contact, which again was possible where the clientele operated from cities where the Colleges were based. But, even for a long time, such contact was not necessary because of the tradition of correspondence which the foreign colleges had perfected in their operations.

6.1.5 Summary

The period 1960-1973 witnessed the growth of many local Correspondence Colleges, the coming of new foreign colleges, and the Nigerianisation of the foreign college's activities. While the National Correspondence College Aba and the Pacific Correspondence College in Onitsha are some of the local stalwarts

of the system which operate till today, the Exam Success Correspondence College appears to tower above them all in terms of the sheer size of its clientele and the scope of its activities. The National Technical correspondence College in Lagos has a course variety that takes into consideration the mechanical and science subjects, much in the tradition of the Bennett College.

For the first time, a local university in the form of Ahmadu Bello University Zaria became involved in Correspondence education activities when it continued the TISEP phenomenon in 1967. By this, a university took on the task of promoting teacher training by correspondence. TISEP for the first time raised the issue as a result of the evaluation of its activities of the possible use of other medium of instruction in correspondence education. Again, while TISEP allowed for the use of face-to-face tuition as an additional method of instruction to the use of course texts sent, its further recommendation was made for the addition of more face-to-face component to improve quality.

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The period 1960-1973 witnessed the growth of many local Correspondence Colleges, the coming of new foreign colleges, and the Nigerianisation of the foreign college's activities. While the National Correspondence College Aba and the Pacific Correspondence College in Onitsha are some of the local stalwarts

of the system which operate till today, the Exam Success Correspondence College appears to tower above them all in terms of the sheer size of its clientele and the scope of its activities. The National Technical Correspondence College in Lagos has a course variety that takes into consideration the mechanical and science subjects, much in the tradition of the Bennett College.

For the first time, a local university in the form of Ahmadu Bello University Zaria became involved in Correspondence education activities when it continued the TISEP phenomenon in 1967. By this, a university took on the task of promoting teacher training by correspondence. TISEP for the first time raised the issue as a result of the evaluation of its activities of the possible use of other medium of instruction in correspondence education. Again, while TISEP allowed for the use of face-to-face tuition as an additional method of instruction to the use of course texts sent, its further recommendation was made for the addition of more face-to-face component to improve quality.

This development in TISEP is a major step in the transformation of the system of correspondence education.

The emergence of the educational services arm of the Radio Nigeria, later the Federal Radio Corporation of Nigeria had its significance. For the first time, in addition to the usual objectives of such developments in the country, the Corporation showed its willingness to cooperate with Colleges interested in education ventures which made possible the use of radio medium back-up. It was not until the Correspondence and Open Studies Institute of the University of Lagos, the suspended National Open University and a number of higher institutions emerged that this possibility started being explored. Hitherto, proprietary colleges never gave it any consideration at all.

It is true that more television stations were also established during this period. No new developments, apart from the one of broadcasting general enlightenment programmes were also recorded.

6.2.0 1974-1987 : The Transformation in Embryo

The period 1974-1987 marked a turning point in the transformation of correspondence education to distance education in Nigeria. This was because all the major developments that point to a transformation of the genre appeared more than at any other time about this time. While the foundations for such transformation may not have been fully laid, the emergence of a variety of institutions, the general rise in the number of clientele and a tendency on the part of this non-traditional area of educational provisions to gain some ascendancy in education matters did point to such a transformation, even if it was embryonic. The Correspondence and Open Studies Institute (COSIT) of the University of Lagos was a major development in this regard.

6.2.1 The Emergence of the Correspondence and Open Studies Institute

The Correspondence and Open Studies Institute of the University of Lagos was originally set up in 1974 as the Correspondence and Open Studies Unit (COSU) before it changed name and thus acquired a

higher status. In the original plan for the setting up of the University itself, the idea of having a distance teaching unit as part of the major sections of the university had been made. As Olumide noted:¹

The earliest plans for the University of Lagos included proposals that it should provide facilities for part-time studies and to this end should make use of correspondence and mass-media teaching techniques.

The original UNESCO plan for a University of Lagos referred to such an idea, and provisional commitments were made at various stages since the University came into existence.

This issue had indeed been the focus of the then Vice-chancellor of the University at this period, when in an International Conference on Adult Education hosted by the University in October 1972, he, Professor Ade-Ajayi, had observed the efforts of the University in this regard:

1. Canon A. Olumide, "The Place of Distance Learning in Higher Education, with Special Reference to Nigeria" Adult Education in Nigeria, Vol.7. Dec. 1982, p.63.

... We cannot afford to limit our efforts only to the education of the young in the formal classroom atmosphere - vital as that may be. We need to tackle the problem of ignorance at all levels of the society

His administration later established the scheme in 1974.

While the idea thus finally found a berth in 1974, some twelve years after the establishment of the University, the Institute's formal launching did not take place until April 1976.¹

Among the major areas that the University expected to pursue at inception were²

- i. two limited and pilot degree courses in Teacher Education and in Business Administration;
- ii. preparatory courses in the two disciplines aimed at equipping experienced teachers and professionals for entry-based qualifications to universities;
- iii. a limited urban non-formal education.

1. Interview with Professor E.O. Fagbamiye, Director, COSIT, at the University of Benin, 24/10/91.

2. Canon A. Olumide, op. cit. p.63

A former Director of the Continuing Education Centre, University of Lagos, Professor E.A. Tugbiyele noted that the assistance of the Ahmadu Bello University, and the University of Ibadan was sought while the activities of the Exam Success Correspondence College were studied in preparing for the project.¹

In the first two years of its operation, the Institute offered a combination of Physics and Chemistry with Education. Since the third year of activities, all the available options in Physics, Chemistry, Biology and Mathematics have been offered. Meanwhile, courses in Business Administration offered and initially limited to the B.Sc. in Business Administration and Accounting.

Three major features were noticeable in the entry of COSIT at this time that point to some move towards transformation. The first represents the significance of the nature of entry of Nigerian universities. While ABU's TISEP had concentrated on a teacher education preparation at the lower

1. Interview with Professor Tugbiyele, now Managing Director, Tawabat Consultancies at his office, 360 Herbert Macaulay Street, Yaba, Lagos on 4/6/92.

rungs of the educational ladder, the University of Lagos entry had been to promote tertiary education. A second significance is the bias for science education, an area being promoted, again by correspondence for the first time. A third point was the degree of openness exhibited in the system which allows for various entry points for learners. While some of the candidates for admission entered with their Nigerian Certificate of Education Certificates, others did with the Associateship Certificate (ACE), and yet others with the 'A' levels, with each category entering the programme at various levels. This represented some flexibility in the programme, the type that has not been seen in any of the institutional providers of tertiary level correspondence education that emerged later.

The mode of operation of the COSIT programme, at inception, was to be through the multi-media system. Having benefitted from an extensive planning at the beginning, and also with the likes of Tony Dodd, an expert from the United Kingdom getting

involved, this was not surprising. Thus, three main categories of the teaching learning method were identified. These were:

- i. individual tuition through the preparation production and supply of written course texts given to the students.
- ii. face to face contact sessions
- iii. broadcasts and narrowcasts.

While the production of course texts received a boost in the early years, the idea was later abandoned for what Canon Olumide, a former Director called the shortage of academic staff in the Faculties and Departments to cope with additional responsibilities.¹ This issue was confirmed further by most of the students on the programme who were interviewed, including some early and later alumnae.² Also, the current Director had in an interview informed that the issue of course text writing on the programme was a problematic one and that the programme had to resort to

1. Canon Olumide, op. cit. p. 66

2. This was gathered in separate interviews conducted with Olufunmilayo Awoyo, COSIT student No 881004545 on 22/4/92 in Ibadan; Gbola Olapade, Year IV COSIT student No 881002256 at Evans Brothers Ltd Jericho Ibadan on 24/4/92 and COSIT alumnae Mr. Dele Mafolasire, No. 841002169 on 23/4/29 at 37, Askar Paints Layout, Eleyele, Ibadan.

face-to-face tutoring during week ends and holidays to make up for the absence of the course texts.¹

The full utilisation of the face-to-face approach is done in three parts. These are:

- i. annual residential course which includes the one-week induction and the 4-week vacation course during which science students perform their experiments.
- ii. week-end seminars which take place in zonal centres throughout the country and conducted by the University's academic staff in cooperation with contact tutors at the study centres;
- iii. Study centres which are not separate self-contained Institutions but which provide physical and manpower resources at cooperating educational establishments in Kano, Kaduna, Zaria, Ilorin, Makurdi, Enugu, Owerri, Calabar, Benin, Ondo, Ife and Lagos.²

1. Interview with Prof. E.A. Fagbamiye, Director of COSIT, at the University of Benin, on 24/10/91

2. Canon Olumide, op. cit. p.67.

Apart from tutorial functions, the study centres serve as collection points for materials and assignments which exchange hands between the COSIT headquarters in Lagos and the students. Although there was a gradual phasing out of the study centres,¹ it is significant to note that the use of study centres at this stage represents a major shift in the decentralisation of correspondence educational provisions and a method of ensuring mid-wifery role in the promotion of the system. Study centres provided this way thus satisfy the objective of reducing learner isolation and bridging the distance between the institutional provider of correspondence education and the learner.

On the issue of broadcasting, the Institute had a working arrangement with the Federal Radio Corporation of Nigeria in getting a time allocated for broadcasts, and also in serving as the science programme producer. Some of the students interviewed

1. A coming resuscitation of the study centre scheme was announced in the COSIT Newsletter of February 1991, p. 2

on the broadcasts however give varying interpretations of these broadcasts. While some confirm that they heard, others noted that the timing made it a little unsuitable and as such only heard of the phenomenon from friends. All however agree that there are no longer any such transmissions now. From an initial figure of 350 at inception the number of students who had been offered places on the programme had increased to 4,398 by 1980/81 session while those who actually registered were 2,983, and those examined were 1,920.¹ By 1991, this number had increased to 8,000.²

One of the problems being faced by the Institute is the continued use of the face-to-face method of teaching. Much as the Institute attempts to revert to emphasizing the use of course texts, the lack of money and the reduction of funding by the National Universities Commission (NUC) were the two reasons given as affecting it. It is interesting

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1. Chike Ezeani, "Evaluation Procedures in a Distance Teaching System: The Experience from COSU" Adult Education in Nigeria Vol. 7, Dec. 1982, p.123
 2. COSIT Records; this figure was also used by the Federal Ministry of Education in its survey chart of Nigerian Distance Education.

to note that COSIT and the newly created University of Abuja's Centre for Distance Learning benefit from NUC subvention. This is because the NUC had in an earlier circular asked all universities running non-traditional programmes to do such on a self-sustaining basis rather than depend on it for subvention.

In spite of the problems, the emergence of the Commonwealth of Learning was later to serve as a boost to the method and media support systems of COSIT.

One significant development in the COSIT phenomenon had been the emergence of private tutorial houses in Lagos organising lectures and other forms of tutorial support for COSIT students outside of the University's or the Institute's framework. An advertisement that appeared recently read:¹

COSIT FRESH STUDENTS

Are you aware that the
admission list is out?

Yes!

1. The Guardian, April 9, 1992, p.2

Then for your Private Lectures
 from BIMA With BIMA
 Success is certain.

Another such advertisement, distributed in leaflets
 to COSIT students read:

SUCCESS SCIENCE CENTRE

If your success is what you desire,
 we aim to assist you to your goal.
 Tutorial services are available in all
 Core science courses at the Princess
 Primary School, Abule Oja on Sundays
 10.00 a.m. to 6.00 p.m. Register now
 and be moved (SIC) towards SUCCESS.

A number of students interviewed¹ observed
 that many COSIT students attend such lectures to
 fill up the vacuum created when the real COSIT
 tutors fail to appear, or as a general alternative
 preparation to ensure success in their programmes.
 They however added that COSIT lecturers were not
 engaged in such teaching.

This development has a lot of implications for
 the pattern which the increase in the number of

1. Interview with Dele Mafolasire, COSIT alumnae in Ibadan
 on 23/4/92.

distance education students should take and the issues of quality monitoring in the system. In a way too, it represents society's reaction to the transformation of the system. It may however be necessary for both the government and the institutional providers of distance education to have a definite reaction to such development within the system.

6.2.2 The Coming of the National Teachers' Institute

The emergence of the National Teachers' Institute (NTI) is both a turning point in the laying of foundation for the transformation of correspondence education to distance education in Nigeria, as well as the identification of the long sought succour to the problems observed in the teacher training promotion ideals of the Federal Government. The spread of its national activities had no equal until the emergence of the National Open University.

With the announcement of the Universal Primary Education plans in Sokoto in 1974 by the Gowon

administration, two years were given for its implementation. By 1976, when the formal take-off of the UPE was announced, most of the states still had nothing to show in terms of teachers to execute the programme. Most states which embarked on emergency training programmes did not have these properly coordinated. As Hafiz Wali notes, some were even sending primary school certificate holders to six weeks' crash training programmes that bore little semblance to the expected quality of performance of teachers in the laudable UPE scheme.

The height of this concern was the suggestion for the development of a Nigeria Staff Development College (residential) which will take care of this and other related problems. Among the other propositions at that meeting was the conceptualisation of the National Teachers' Institute (NTI) idea which was finally accepted. Thus by 1976, the NTI was established among other things, to "provide in-service education for teachers through the Distance Learning System (DLS)". Its enabling decree did not come out until 1978 as Decree No.7 of the Federal Government

1. NTI Handbook.

of Nigeria. As noted in the decree, the Institute is charged with the duty of providing courses of instruction leading to the development, upgrading and certification of teachers, as specified in the relevant syllabus using Distance Education techniques

The period between 1976-1978 was one of general planning, contact with UNESCO experts and others from various places. A number of workshops were organised as part of the awareness building while visits were made to related institutions in Germany, United Kingdom, U.S.A. and Canada. The status of the NTI as a statutory body and a Grade A parastatal of Government, in the same category as the National Board for Technical Education or the National Universities Commission, made possible the extent of these initial preparations. The preparation itself was necessitated more by the novel system of instruction which the NTI was going to use in its operations. Indeed, the NTI experience was the first

time the Federal Government would take a major stand on charging a Federal Government parastatal, to go ahead and use the distance education method to carry out its pedagogical functions.

Perhaps the orientation of the NTI towards using the choice of the latest media and methods in the pursuance of its distance education activities had been ingrained in its philosophy right from the beginning. Among the discernible reasons for these are the choice of its pioneer Director, a man who had been the Chief Inspector of Education in charge of the Media Resource Centre in Kano; the approved journeys to Canada, U.K., Germany and the U.S.A. which represent some of the latest examples of places where distance education was in use; and the choice of the name distance education to describe the work of the college which represents the most modern conceptualisation of the idea of correspondence education. All these point to the possible goals in the choice of modern conceptualisation of the work of the Institute.

While the objectives of the NTI, are geared towards middle level teacher preparation, it may not be wrong to assert, going by the present vision and vigour of the pursuance of its activities, and a possibility of executing its third objective to the letter¹, the NTI may yet take up higher tertiary level functions. This is because the successful implementation of the National policy on Education may go beyond the production of N.C.E. level holders.

Methods

The method of instruction at the NTI is through the self reading of texts already prepared for the learners, and the inclusion of the face-to-face contact sessions. This features lectures, practicals where such is needed, tutorials for all students, the answering of students' questions and the marking of the various assignments. The contact sessions hold during designated week-ends and school vacations.

The media of instruction is the printed text which are prepared in form of self-contained

1. The third objective of the Programme had stated "to help produce the needed teachers for the successful implementation of the National Policy on Education" See NTI Handbook, p.6.

instructional materials, sequenced and structured to allow for orderly and systematic reading. The foundation for the use of other media like audio tapes, video cassettes and the satellite system are still on the drawing board. The use of computer facilities is however on especially for keeping administrative records and information, and for keeping some of the records of the students. The Research and Planning Division is working hard on how these facilities can be made more relevant for pedagogical use.

Course materials for the students are prepared in a modular form, which is a major topic in a subject area split into units. The number of modules a student is expected to cover for the NCE programme is 126 and this is to be covered in four years. The modules cover the areas:¹

Education	36
Primary Education Studies	50
Teaching Subject	36
Use of English & Communication Skills	4

126 modules

1. NTI Handbook, op. cit, p.4

Each student undergoing the NCE course is expected to take the following:¹

- i. One teaching subject from English, Mathematics, Integrated Science, Social Studies, Physical and Health Education, and Cultural and Creative Arts
- ii. Education
- iii. Primary Education Studies which is made up of
 - Language Arts
 - Primary Mathematics
 - Primary Science
 - Primary Social Studies
 - Primary Physical and Health Education
 - Primary Cultural and Creative Arts
- iv. Practical Teaching
- v. Use of English and Communication Skills.

The mode of course production is by team approach with subject specialists working as a curriculum team which then plans an overview of the subjects, arrange

1. NTI Handbook, p.5

the topics in a sequence, and later develop and write the materials in the subject.¹ A discussion with one of the members of the writing team shows that the work involved is tasking and helps ensure that the final product is of high standard.²

Two-way interaction in the teaching-learning process at the NTI is based on the pedagogical interaction which the self-contained materials make available, and the face-to-face contacts which take place during the week-ends and the vacation lectures. In a way, the NTI Handbook provides a lot of information to the student who is just registering and to the older ones, or other people interested in the NTI programme. The use of personal letters is mostly based on the discretion of the tutors or the learners and this is encouraged, as a way of reducing the pains physical separation which the teaching/learning process engenders. Interaction is however more common with the course tutors who are mid-wives in the novel process of teaching and learning.

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1. NTI Handbook, op. cit. p.5
 2. Information gathered from a chat with Mrs. Orebanjo at the Course Writers' workshop organised at Labamba Hotel, Oyo by the External Studies Programme Unit of the University of Ibadan, 5/3/92.

Up in 1991, the number of students that had registered with the NTI were 13,839 for its TC II programme while it was 42,723 for its NCE courses.¹

The NTI is the largest single institutional provider of distance education in Nigeria up till the present time. Also, its level of operations and ability to ensure the media in-put of its activities is higher than any of the institutions examined so far. Its current rapport with the Commonwealth of Learning further suggests this possibility.

6.2.3 The Nigerian Educational Technology Centre

While the increase in the number of Correspondence education institutions represented a growing recognition of the need for the scheme in all strata of society, one needed corrolary in such growth, is the related growth in both the media of information and entertainment, and indeed the growth in educational technology to

1. Federal Ministry of Education Records.

fully guarantee a transformation of the genre. The emergence of the National Educational Technology Centre in 1977, the same year the National Policy on Education was published, was a major development in this regard.

The precursors to the Centre had been the Schools Broadcasts Unit Kaduna, later expanded into a Federal Schools Broadcasts and Visual Aids Development Centre in 1976, before the Centre finally came into being.¹ The responsibilities of the Centre were among others:²

- i. Development, production and distribution of audio-visual aids, equipment and materials for use in educational institutions in the country by capitalizing on local talents and materials;
- ii. Evaluation of classroom instructional systems and materials that are tailor-made for Nigerian audiences and environmental conditions;

1. C. O. Nwamadi, *op. cit.* p. 257.

2. *ibid*, p. 258

- iii. Training of educational broadcasters, Audio-visual aids Technologists and Cinematographers for Service in Federal and State Government Establishments.
- iv. Provision of consultancy services to the Federal and State Governments in the fields of Broadcast media, Audio-visual Aids and Instructional system technologies.

The Centre thus prepares its own radio and television programmes using its own presenters, scriptwriters, producers and even directors. These educational programmes are then transmitted over the networks of the Federal Radio Corporation of Nigeria, the NTA and other State radio corporations. The Centre's television programmes are also "distributed to and transmitted by eighty-five per cent of the states in Nigeria".¹ Through an arrangement with the FRCN Schools Unit, available day-time slots on FRCN stations are shared among the various schools Broadcasting Units in the nation. Each of the School Broadcast Units specialises in an area of subject

1. C. O. Nwamadi, op. cit. p. 259

programming, although a mutual understanding exists which allows such units to exchange programmes. NETC Kaduna in this regard specialises in English, French and Teacher Education programmes.¹ Apart from listening to and watching the programmes free, schools also had the option of asking for the radio and television recordings of any series to be played back in the schools. A high demand was observed in this respect.²

Support materials are also prepared in form of Teachers' Handbooks, Wall Charts Posters and students' workbooks to make the face-to-face aspect of the teaching easy. Teachers are thus expected to use them as guides for the broadcast programmes or as textbooks where such facilities were lacking.

Although there is some evidence of some working relationship between the NTI, ABU and the NETC, it appears none of the private correspondence colleges or any of the other major providers of correspondence education at the university level has had any strong

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1. Mr. Bode Alalade, the General Manager of NTI Ikeja Channel 7, Tejuoso, Lagos confirmed in an interview that as Head of the Instructional Television, Victoria Island headquarters of the NTA, tapes were collected from NETC Kaduna. (Interview on 25/5/92 and 28/5/92).
 2. C. O. Nwamadi, op. cit. p:259.

link with the other broadcast media, except the suspended National Open University that used the FRCN and the NTA facilities extensively. Also, COSIT's romance with the FRCN was for a period, thus failing to develop into a full bloom rapport, upon which a transformation of correspondence education, media-wise, could be seen. Later discussions also suggest that this transformation is still to be expected.

6.2.4 The Entry and Exit of the National Open University

The passing of the bill of the National Open University on 20th April 1983 by the then Senate of the country represented a watershed in the growth of distance education. The subsequent suspension of the University by the Buhari regime on 7th May, 1984 represents the deferment of dreams of the millions of potential and real clientele of people groping for the satisfaction of their educational yearnings in Nigeria. In short the National Open University's brief entrance into the distance education scene was an anti-climax in both the develop-

ment of distance education in Nigeria and the transformation of correspondence education to distance education.

Three major developments influenced the emergence of the National Open University in 1983. These were the issues raised in paragraph 7, section 10 of the National Policy on Education which notes:

At any stage of the educational process after primary education, an individual will be able to choose between continuing his full-time studies, combining work with study, or embarking on full time employment without excluding the prospect of resuming studies later on.¹

There is also the added caveat, in paragraph 40, Section 'a' that maximum efforts will be made to enable those who can benefit from higher education to be given access to it. Such access may be through

1. Federal Government of Nigeria, National Policy on Education, 1977. p.9

universities or correspondence course, or open universities or part-time and work study programmes.¹

It must be noted that many of the Departments of Adult Education and Extra-Mural Studies in the various universities had in fact been making some form of provision or the other in this regard. The coming of the Open University was however the first major autonomous step to promote such practice, based on the novel method of distance education, at the tertiary education level in the country.

The second influence was the emergence of the Open University genre in other parts of the world, especially in Britain with which Nigeria had had a long established tradition of either a wholesale transfer of educational practices into the country or an adapted form of such to suit the local environment. In this sense, the 19th century liberal educational activities of the Workers' Educational Association, the phenomenon of degree by examinations of the London

1. *ibid.* p. 25.

University and other pre-tertiary level examining bodies such as Oxford and Cambridge; and the numerous activities of the British correspondence colleges, were all examples of laudable ideas which Nigerians took part in and copied. Thus when the Open University emerged in Britain in 1969, it was a development which had reverberating influence in many other countries all over the world including Nigeria. Considering the great similarity in the trends of educational traditions in both countries, the coming of the National Open University here was a fait accompli.

A third influence, was a soap-box development which was not without its British antecedent. While campaigning for the control of government at the national level, the then National Party of Nigeria (now defunct) flagbearer, Alhaji Shehu Shagari had in 1979 promised, on election, to set up a National Open University.¹ On assuming office after his

1. G. J. Afolabi Ojo, "Planning for Distance Education : Experience from the Proposed Open University System in Nigeria." Adult Education in Nigeria, Vol. 7. Dec. 1982. p. 78.

electoral victory, the President set up a Coordinating Committee to work on the various memoranda the President started receiving on the subject. Soon, a Planning and Implementation Committee was set up. The terms of the Committee, headed by Professor G.J. Afolabi Ojo were:¹

- i. to work out the educational functions of the University and formulate proposals on the form it should take;
- ii. to draw up guidelines along which it would develop;
- iii. to operate a plan of operation so that the University could reach an enrolment target of 100,000 students in five years;
- iv. to examine ways in which radio, television, correspondence courses and face-to-face teaching could be used to attain the objectives of the Open University and make concrete suggestions;
- v. to carry out any other assignments that would facilitate the discharge of their duties.

1. G. J. Afolabi Ojo, op. cit. pp: 78-79.

Working with such other bodies as the National Universities Commission, the Federal Radio Corporation of Nigeria, the Nigerian Television Authority, the National Library and other University Libraries, and visiting some Open University Institutions in the U.K., U.S.A., Japan, West Germany and Pakistan, the Committee came up with a nineteen-point recommendation.¹

Soon, and based on the recommendations, a bill was drafted and sent to the House of Representative which passed it on July 16, 1981 and the Senate which killed it on September 16, 1981.

The reasons adduced for the rejection of the Bill are typical of reasons adduced all over the world for rejecting educational innovations of this magnitude. Usually, such opposition would raise:

- i. issues pointing to the possible economic woe such a venture would be;
- ii. issues emphasizing the need to develop

1. These recommendations are contained in the "Report of the Presidential Planning Committee on Open University System in Nigeria", 1981, pp. 41-42.

- the existing formal system instead;
- iii. issues relating, especially in developing countries to problems of low technological base and context;
 - iv. other issues not specifically so stated but arising from its perception as a means of serving cheap political victory.¹

True to type, the reasons given by the Senators who opposed the Bill ranged from the inadequacy of the planning to date and the facilities of the NTA, FRCN and also the spurious one of the fact that "the atmosphere for things to work in the country does not exist". However, after a delay of not less than nineteen months, the Senate finally passed the Bill on 20th April, 1983.

The initial activities embarked upon, and the nature of enrichment lectures method and media used easily showed the direction in which the university was going. This was a notable development in the process of transformation of correspondence education

1. This was especially true of the Tories opposition of the Labour Party's moves to start the Open University System in the U.K.

in Nigeria. The model being put in place, more than any other correspondence education thrust or phenomenon in the past, appeared set to emphasize the following:

- i. effect a revolutionary trend in the number of students who will be using the system of distance education to pursue their educational dreams;
 - ii. in this respect too, operate a level of openness in terms of removing the usual traditional restrictions to access;
 - iii. make use of educational media, other than print as shown in the enrichment lectures carried out on the Federal Radio Corporation of Nigeria and the Nigerian Television Authority;¹
 - iv. achieve the autonomy of activity comparable to that by Open Universities elsewhere;
 - v. have a wider range of clientele and subject;
- and,

1. The lectures actually started on 6th February, 1984 on Radio while that of the television started on 2nd April 1984. See M. Omolewa; "The Abortion of the National Open University" The Adult Educator vol. 2 Dec. 1984, p. 98.

- vi. promote the existence of support services in the system to facilitate interactions and promote two-way communication.

The nature and extent of the Federal Government financial back-up of the National Open University had no parallel in Nigerian history for any correspondence or distance education activities.

While 20,951 forms had been purchased by candidates all over the country for its courses,¹ the real target of the university was to, within five years of its operation, reach an enrolment target of 100,000.² It would be recalled that in 1984, the over-all total number of students in all the Nigerian universities was 80,000.³

The nature of the university's academic structure was similar to what obtained in the conventional universities, with the Senate being the supreme

1. M. Omolewa, *ibid.*

2. G.J. Afolabi Ojo, Distance Education in Nigeria and the Emergence of the National Open University; Kaduna : Layon Security and Colour Printers. Nd.
p. 3

3. *ibid.*,

authority on all academic matters. Programmes were thus being developed for the Diploma, Certificate, the degree levels to cater flexibly for the needs of the variety of clientele.¹

A media committee recommended by the planning committee had the Open University, the NTA and the FRCN as the nucleus. Members were expected to identify whether the University should build up its own radio and television or follow strictly the British mode of full dependence on radio and television authorities; identify and purchase the needed equipment and organise workshops for the university and media men in scripting, production and presentation.²

On the delivery system and two-way communication, an independent courier service was to be established so that printed texts and student assignments can be sent to students through their regional offices and local study centres. Some would be sent by post although the system would be independent of the Posts

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1. G.J. Afolabi Ojo, "Distance Education in Nigeria ... Open University", *ibid*, p.37.
 2. Federal Republic of Nigeria, Report of the Presidential Planning Committee on an Open University in Nigeria, Parts One and Two, Lagos. p. 25

and Telegraphs Department as much as possible.¹

There was no doubt a lot of opposition to the idea of the Open University from a number of individuals. These various criticisms which ranged from questions on quality of instruction, the problem of the media environment, the unhealthy state of affairs in the conventional universities and even the one of inadequate financial capability to finance such a programme were raised extensively and published by the newspapers. The Planning Committee of the University took all these criticisms into consideration before making their submissions, which eventually led to the passing of the Bill in the House of Representatives and the Senate. In spite of this, the University was suspended and its death knell was contained in a budget speech read by the head of the new military administration that came to power in 1984. He noted:

1. G. J. Afolabi Ojo, *ibid.* p. 39.

The Administration has given serious consideration to the National Open University Programme. Because the infrastructure to make the programme succeed is either not available or inadequate the government has decided that in the present financial situation, Nigeria cannot afford the Open University Programme. The National Open University Programme has therefore been suspended.¹

That suspension, whose underlying reasons were couched in phrases as clear as the ones in the quotation above appeared paradoxically to have opened a new wave of interests by institutions and individuals alike in the promotion of correspondence education, and indeed, in its move towards a transformation. Somehow too, by a strange working of fate, the institution seemed to have resurfaced, in the new

University of Abuja's Centre for Distance Learning under a new organisational set-up, as would be seen later in this study.

6.2.5 New Perspectives on the Development of Media and Methods

The developments between 1974 and 1987 indicate that there were already in the works new perspectives on the role of the media in correspondence education. At one level was noticed the recognition given to the FRCN and the NTA by specific institutional providers of correspondence education at the tertiary level. COSIT's media flirtations with the FRCN, the suspended National Open University's arrangements with the NTA and the FRCN and the existing clause in the FRCN educational broadcasts' objectives which made specific allowances for involvement in correspondence education programme, were major developments in this regard. At another level, the NTI's working arrangement with the NETC and ABU's own plans and rapport with the same body which had emerged in 1977 were also developments to be noted. Still, the activities of the various schools broadcast units through a

special working relationship with a loose network of the NTA, the FRCN and the NETC were pointers to future development of the educational media scene, from which correspondence education could benefit tremendously in its gradual move to a transformation of the genre in the area of media input.

The methodology of correspondence education also received a boost in, for the first time in the country, the emphasis placed on the use of study centres and the accompanying face to face instruction. COSIT's pioneering experiment here is commendable even though it was a pointer to the great planning required in making a success of such innovations. The suspended National Open University, which indeed broadcast its enrichment lectures on the television, in addition to radio, had made the issue of study Centres a major part of its operations.

The nature of private individuals' foray into the organisation of evening classes or week-end lectures for tertiary level students, especially in Lagos, and specifically for COSIT students may be an indictment of the correspondence system of instruction, in the

development and prompt delivery of its course texts and the organisation of efficient face-to-face session components of the entire package. A study may however need to be carried out in this phenomenon to ascertain how widespread it is in the nation, and determine what the implications are.

One major event in 1987 directed at changing the landscape of distance education media and general activities was the involvement of the Commonwealth Heads of Government in the distance education affairs of the fifty countries that make up the association. At the tenth conference of the Commonwealth Education Ministers held in Nairobi in 1987, the Ministers endorsed the Brigg's Report on Student Mobility.¹ The Ministers had earlier observed a reduction in student mobility in the developing countries, a phenomenon brought about by the introduction of economic fees at metropolitan centres where such students normally received higher education. In

1. Memorandum of Understanding on the Commonwealth of Learning. Commonwealth Secretariat, 1 September, 1988.

addition, the potential for harnessing communication technologies to deliver higher education courses had been considered". Thus a working group, headed by Lord Briggs was set up. The proposition of the Brigg's Group, which was the focus of the Report was that distance education be used as an alternative to meet the students' needs. An agreement was later reached by the Commonwealth Heads of Government at a Vancouver Meeting in late 1987 and this later led to the emergence of the Commonwealth of Learning (COL). Meanwhile, the new Decree on the Accreditation of Correspondence Colleges in Nigeria was promulgated to replace that of 1977.

The year 1987 thus represents a turning point in the transformation of correspondence education activities in Nigeria, against the background of the possible gains in the media development of the system and other aspects.

6.2.6 Issues of Quality and Quantity

This period witnessed a great decline in the activities of the foreign correspondence colleges while the activities of the local correspondence colleges, also suffered in terms of number of clientele. Three

major developments may have been responsible for this. First, for the foreign correspondence colleges, it was becoming increasingly difficult for their clientele to get foreign exchange to buy to pay for their courses. Apart from this, it was becoming increasingly expensive. This reason can be tied to the second one, which involves local correspondence colleges, where it was found cheaper to buy standard textbooks on the various subjects of instruction than pay for a series of lectures which a correspondence college would charge.¹ In Mr. Dagunduro's view, when the Exam Success Correspondence College was set up, there was a general scarcity of books by Nigerian authors and not many institutions and coaching centres were around. However, this tendency by private candidates to rely on correspondence colleges gradually changed with more schools being founded. By 1979, when the new civilian governors of Lagos, Oyo, Ogun, the former Bendel and Ondo (IOOBO) states were sworn in, the road had been paved

1. Mr. Kunle Dagunduro, the Proprietor of the defunct Lasswell Correspondence and Coaching Classes had worked with the Exam Success Correspondence College noticed this particular reason in an interview had with him on 24/4/92 as affecting patronage.

for a revolution in student intake into secondary schools, at least in these states, such that reductions in clientele of the correspondence colleges were feasible. However, this also created the room for a wide catchment area for those who might require remedial services; a vacuum which many evening colleges and continuing education centres appeared to be successfully filling.

A third reason for a decline in the activities of local correspondence colleges has been the change in the secondary school examination and years which thus reflected a new structure and syllabuses. This coming of the Junior Secondary School and the Senior Secondary Schools proved problematic for both the correspondence colleges as well as the evening classes proprietors. This was because, originally, there was an outright cancellation of the private General Certificate of Education examinations. Also the emphasis on continuing assessment put the remedial clientele of most evening classes in a difficult situation. For those of correspondence education, it was a pain in the neck as it became difficult to

ascertain the authenticity of the marks obtained by the students in their assignment which could have been done by friends and relatives at home. All these were later resolved with the coming of the specially approved examinations for private candidates by the West African Examination Council.

Meanwhile, many of the correspondence colleges who could not meet up with the pattern of economic development also moved their offices as a first step towards a demise. For example, some of the Colleges that occupied some offices on the high-brow Broad Street in Lagos had to leave for the banks, finance houses and other Corporate giants that now adorn the landscape.¹

Attempts to get the views of the vocational section of the Federal Ministry of Education on the thinking of government on the quality of the provisions of the Correspondence Colleges was not successful. The same was the case with the possible increase in

1. Personal findings of the researcher during an unsuccessful physical search for the offices of the Rapid Results College, (formerly in Western House), Pitman's Correspondence College, Walton Solomon and Associates on 26/4/92 and 27/4/92 along the Broad Street and its environs in Lagos.

number of accredited colleges, which was five at the last time information from the Ministry was received in this respect. The Secretary of the National Association of Accredited Correspondence Colleges was however quick to observe, in an interview, that the colleges were of good quality and that candidates using the services of the colleges were becoming more and more discerning in their choice of colleges. Again, since the onus of determining quality depended more on the examining institution at the end of a course of studies, it was not difficult for news to go round among prospective candidates of colleges that were of good quality. However, a final say in this respect still lies with the Federal Ministry of Education, through its Committee on Accreditation.

In the tertiary level provisions, there has been an explosion in the number of candidates patronising the various universities through the novel system of instruction. An extract from a Report (still unpublished) prepared by the Federal Ministry of Education, based on a research conducted by one

of its units noted the following figures in 1991, of clientele of correspondence education in some universities:¹

1.	COSIT, University of Lagos	8,000
*2.	NTI, Kaduna	13,839 (for TC.II) 42,723 (for NCE)
**3.	University of Ibadan	2,258

When one considers the emergence of the Centre for Distance Learning in Abuja and the possible number of clientele, and the gradual movement of many sandwich programmes into the correspondence education mode, the projected number of candidates could be extremely high. Between the nine institutions which run sandwich programmes in teacher related and science and technology areas in the various Colleges of Education, Polytechnics, Colleges of Technology and Institutes of Education of various universities, there were some 84,300 students enrolled since the inception

* The NTI is not a University but a special body set up by the Federal Government to upgrade teachers through the Distance Learning System.

** This figure was obtained from the University of Ibadan's External Studies Programme Records.

of the sandwich arms.¹ This number is apart from another 16,500 in two schools identified by the Report as running purely or bi-modal distance education courses but which were as yet unconfirmed² by this researcher at the time of writing.

On the quality of instruction, an examination of the course materials of the various colleges and universities attest to a high quality of preparation in line with known practices elsewhere. The course texts of the Correspondence and Open Studies Institute of the University of Lagos and those of the National Teachers' Institute were well prepared, containing the objectives, an introduction, the main lesson or lecture; a summary of issues raised and self assessment questions at the end. The two institutions both follow the modular pattern, using in the process, graphical and other illustrations to further enhance effective

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1. Unpublished Report on Nigeria Distance Education Survey Chart of the Federal Ministry of Education.
 2. *ibid.*

communication. A review of the courses texts of the Exam Success Correspondence College, the Lasswell Correspondence and Coaching Services and the Rapid Results College had shown relatedness in the preparations. However, while students sent their responses to questions asked in the Rapid Results, Wolsey Hall, Exam Success, Lasswell and others usually for the entry level qualifications (e.g. GCE) and in the case of Wolsey Hall for degree level instruction, there were no such provisions in COSIT and the NTI situations. The only opportunity for students to exchange views with their tutors on assignments or in-text questions given was during the additional face-to-face meetings or the week-end or holiday meetings.¹ The implication of this is that students are left to study on their own for a long time without the intermitent participation which was the hallmark of the Wolsey and Rapid Results experience, a tradition which the Exam Success Correspondence College has in fact held on to.

1. This was confirmed by all the students interviewed, including those of the University of Ibadan External Studies Programme.

What this thus means is that either the face-to-face component of instruction, present in the case of those institutions adopting the no-sending-of-marked-assignments-by-posts stance easily replaced this, or that it was an arrangement of convenience on the part of institutional providers of correspondence education at the tertiary level, or in the tertiary institutions or bodies so set up for the purpose.¹ One other question that emerges is whether or not this could be identified as a trend in the transformation process.

The issue of quality on the other hand is well taken care of by the various Senates of the Universities in which the Correspondence education units really functions. Backed by the existence of an integrated mode of distance education, the Senate of the University of Lagos is able to ensure the maintenance of quality through a detailed monitoring of the entry level quality of entrants into the system, a method of

1. It would be interesting to find out what would happen if a process of marking students assignment and sending by post to and fro is actually enforced in these programmes in a real traditional correspondence education fashion.

course as well as lecturer selection and a method of ensuring both the quality and process of examination, as well as the grading and evaluation of same.

The NTI on the other hand, as an independent institution set up for the purpose uses its own permanent staff, as well as a core of professionals in the academia to carry out the tasks involved here.

6.2.7. Summary

The major developments in this era suggest that correspondence education had witnessed a boost generally, especially in terms of the number of clientele served, even though the proprietary colleges may have been undergoing some degree of readjustment in their activities. University provision of distance education suffered a temporary decline when the National Open University, expected to herald a major transformation in the flexibility of the system in many respects suffered the pain of a suspension order clamped on it by the Buhari regime. COSIT's foray into science education and business administration was a major development.

When the NTI Kaduna emerged it signified the arrival of a major provision of correspondence education for teachers, especially considering the sheer size of those it planned to train using the distance learning system. Its nature of operations as an autonomous body was also significant as that was the first time a body, devoid of any existing institutional attachment would go into a major area of providing tertiary level education to Nigerians.

The development in the area of radio and television, especially such that had educational broadcasting as its component was also observed here. This development was further enhanced by the coming of the Nigerian Educational Technology Centre in Kaduna, which through a network formed with the radio and television stations Nigeria could later form a network of educational material producers for institutional providers of correspondence education, thus allowing for transformation in line with Japan's NIK tradition.

Also, the agreement by the Commonwealth Heads of Government in 1987 to set up a Commonwealth Institute on Distance Education whose activities would have far-ranging effect on the fortunes of

distance education was a major development in the period just examined"

Finally, the promulgation of the new Accreditation of Correspondence Colleges Decree by the Federal Government in 1987 to replace the 1977 one was worthy of note.

6.3.0 Post 1987 Developments : Projections of Pattern of Transformation

The events unfolding in the distance education scene in the country after 1987 and those expected later based on current plans are worth examining to be able to project possible patterns of the transformation of the systems of instruction.

Major developments in this respect include the emergence of the University of Ibadan's External Studies Programme, the coming of the University of Abuja's Centre for Distance Learning; the coming of the Commonwealth of Learning (COL) and the influx of satellite systems and computers. It is hoped that a discussion of these developments will further enhance the findings of this research.

6.3.1 The re-emergence of the University of Ibadan's External Studies Programme

In the mid-sixties, the Department of Adult Education, University of Ibadan made the first known move by any University department in the country to

start correspondence education programme. This was the motive of the idea of starting a correspondence education programme titled "Pilot Correspondence Programme in Science Subjects". It was aimed at meeting the acute shortage of qualified university candidates in the area of science. As Akinpelu reports, by 1969, the title of the project had been slightly broadened to read "Correspondence Courses Leading to University Degrees and Diploma", reflecting a wider perception of the audience to be reached¹. The method to be adopted was basically tuition by correspondence, face-to-face teaching, residential and laboratory work, local supervision and a possible inclusion of the radio and television elements. Some of the eight cardinal operational principles for the success of the programme which were agreed upon centred on sameness of entry requirements for conventional and correspondence students; sameness of lectures; identification of vacation teaching periods; identification of reference and circulating library

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1. J.A. Akinpelu, "University of Ibadan External Degree Programme: A Case Study of a Distance Education Project" Adult Education in Nigeria, Dec. 1982, Vol. 7. p. 28

for the students. The key principles, which formed the architect's heels of the programme were:¹

- i. that the Programme be experimental in the first instance, and the staff required paid from outside sources
- ii. that the University is not obliged to take over the running of the Programme if outside sources ran dry.

The failure to obtain external funding, after the National Universities Commission had approved the project on that basis led to its being grounded. Meanwhile the years 1972-1976 provided another opportunity for other attempts.

Starting from 1972, the help of the International Extension College (IEC) in the United Kingdom was sought and this led to the development of a feasibility report by the Director of Resources of the IEC titled "A Distance Teaching Unit for Nigeria". This then formed the basis of the new efforts of the Department of Adult Education, University of Ibadan.

1. For more information on this, See J.A. Akinpelu, "University of Ibadan External Degree Programme: A Case Study of a Distance Education Project" Adult Education in Nigeria Dec. 1982, Vol.7

The IEC had promised to send Director for the Programme after which a Nigerian would take over. Unfortunately, the process for obtaining foreign assistance changed thus leading to the request for needed assistance for the project having to go through the NUC and the then Federal Ministry of Economic Development. As Akinpelu reports, that was the last that was heard of the project.¹

A third move was later made by the Department which led to the January 1974 decision of the Senate of the University of Ibadan to approve the Regulations, Syllabus and Methods of Operation for the External Degree Programme.² The courses to be included in the pilot project were B.A. in English, History, Geography, Religious Studies and Yoruba; B.Sc. in Physics, Chemistry, Pure and Applied Mathematics; and B.Sc. in Political Science or Political Science and History as combined honours.

1. J. A. Akinpelu, op. cit. p. 31

2. J. A. Akinpelu, op. cit. p. 30

The plan for the delivery system was an ambitious one which contains the following items:¹

- i. the drawing up of book lists for each subject by the lecturers, with state libraries all over the federation being encouraged to stock same;
- ii. the provision of study outlines by lecturers such that students can engage in private study;
- iii. the recording on audio tapes of lectures in advance in the Department's CCTV studio, with such tapes being made available to Educational Units of Broadcasting Corporations;
- iv. the supply to the students by each lecturer of a list of topics and assignments which students are expected to work on;
- v. the production of special textbooks later in the programme, with such books arising from original study materials, and such published for the open market;

1. J. A. Akinpelu, op. cit. p. 31-32

- vi. the inclusion of face-to-face elements such that students can attend tutorials and do their end-of-year examinations in the same month;
- vii. the future use of films and other media, some of which will be purchased from the Open University of U.K.

In spite of all the efforts, including the granting of admission to about 250 students, the programme became stalled based on non-cooperation by various departments, especially on the issue of programme location, and the other problem of where the funds will be coming from for appointing needed additional staff. A Board, later set up to examine all issues relating to the running of the programme, and to recommend to Senate, later found the programme too gigantic for available resources, and that the scheme be suspended forthwith.¹ By July 1976, at a press conference, the coffin of the pilot scheme was finally nailed, based on the spurious excuses.²

1. J.A. Akinpelu, op. cit. p. 36

2. *ibid.*

Undaunted, the Department of Adult Education of the University took another proposal to the Senate which approved it at its meeting of 22nd August, 1986. A Task Force was then set up by the Vice-Chancellor to carry out the operations of seeing the reactivated University of Ibadan External Studies Programme to fruition.¹ The Task Force was made up of the Dean of Education (as Chairman) Heads of Adult Education, Guidance and Counselling, Teacher Education, and two representatives from each of these major Departments. Also included were the representatives of the Nigeria Union of Teachers, the Federal Radio Corporation of Nigeria and the Nigeria Television Authority; the Registrar, Director of Planning, the University Bursar, Chairman, Senate Curriculum Committee of the University; and two representatives each of the Faculties of Arts, Social Sciences and Science.

The first phase of the project did not include laboratory-based sciences but only such teaching subjects class-based subjects like Arabic and Islamic

1. Minutes of the Task Force meeting of the University of Ibadan External Studies Programme.

Studies, History, Religious Studies, Communication and Language Arts, Geography, Economics, Political Science, and Mathematics. The Education Departments at this stage remained Adult Education, Teacher Education and Guidance and Counselling. This has since grown to include Physical and Health Education, Special Education and Educational Management departments.

Clientele for the programme are the Nigeria Certificate of Education graduates who satisfy the admission requirements of the University of Ibadan.¹ By the time the first admission exercise was done, 1226 students had enrolled as the first set of matriculants.² The distribution of these students according to state, (before the creation of 30 states) was as follows:

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1. These requirements expect each candidate to have at least 5 credits at the G.C.E. 'O' level (or its equivalent) including a credit in English Language, as well as relevant passes at the N.C.E. level. For a more detailed explanation, See the University of Ibadan Calendar.
 2. Records of the University of Ibadan External Studies Programme.

First set of University of Ibadan's
External Studies Programme Students

<u>State</u>	<u>No of Students</u>
Abuja	2
Akwa Ibom	5
Anambra	2
Bendel	28
Kaduna	3
Kwara	4
Lagos	238
Imo	7
Ogun	117
Ondo	128
Oyo	687
Rivers	4
Sokoto	1
Total	<u>1226</u>

Source: External Studies Unit, University of Ibadan.

The latest figures reveal the following:

University of Ibadan External Studies Programme
1990/91 List of Registered Students

Department	Year I	Year II	Year III	Total
Adult Education	271	188	426	885
Educational Management	116	-	-	116
Guidance & Counselling	446	197	256	899
Physical & Health Educ.	97	-	-	97
Teacher Education	75	55	131	261
Total	1005	440	813	2258

Source: University of Ibadan External Studies Programme Records.

The method of carrying out teaching and learning, at the inception of the programme was to combine the use of course texts with face-to-face meetings, while the media was to be the print and audio visual media. This was why the representatives of Nigeria Television Authority, and the Federal Radio Corporation of Nigeria

were on the Task Force.

Research findings reveal that the course texts are already being used, written by the lecturers who teach the courses in the university and edited by the editorial unit. To date, three writers' workshops have been organised to ensure the successful completion of the course materials. According to the Editor of the Programme, more efforts have to be put into the process of getting the course materials written.¹

Still on the course text, students on the programme have in separate interviews shown their concern on the fate of the course texts which are yet to be written. Some of them indeed expressed the fear that the programme may take beyond the five years they are expected to spend, if the texts were not available.² Many of the students on the programme interviewed between 13/4/92 and 20/4/92,

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1. Memo from Editor to the Director of the ESP, University of Ibadan.
 2. Separate interviews with ESP students on 13/4/92 and 14/4/92 respectively. The students prefer to remain anonymous. The issue of the production of course texts was however found to be both on the agenda of the University at the beginning of the 1991/92 session with an extended period of writers' workshop embarked upon.

nearly agreed on the need for support services on the programme and pointed at many of the problems they were facing in this regard. Among these were:

- inappropriate information on developments
- late notification of results
- loss of letters sent from the ESP office
- rowdy nature of examinations and frequent clashes in time-table
- lack of enough library facilities.

On the course materials which they already had the general opinion of students, editors and lecturers was that they were standard materials.¹ It may be necessary to wait until the materials are sent out for reviews and for publication for the open market before a final word is heard on this.

An interview with the Senior Assistant Registrar on the Programme revealed that the Programme started off with five study centres in Lagos, Ado Ekiti, Kano, Okigwe and Ibadan. Okigwe was however phased out later

1. This was confirmed by Mrs. B.I. Adekola, Mr. M.O. Adeniji and Miss A.E. Akhnetie, students on the External Studies Programme of the University of Ibadan on separate interviews conducted with them on 13/4/92 in Room B209, Department of Adult Education, University of Ibadan.

Further investigations however revealed that the University of Ibadan may have done more than any other institutions in findings solutions to these problems.

because of the distance while Benin and Port Harcourt were added. Meanwhile, Kano was left to cater for the Northern States (See table). Students from the East thus travel to Ado Ekiti anytime there is the need to visit their study centre for information and face-to-face sessions.¹

S/NO	STUDY-CENTRE/COORDINATOR	LOCATION
1.	Ibadan Dr (Mrs) D.A. Egunyomi	External Studies Programme, University of Ibadan, Oyo State.
2.	Lagos Mr. F. A. Abass	National Institute of Moral and Religious Studies, Project TIME Akoka, Lagos, Lagos State
3.	Ado Ekiti Dr. Alonge	Institute of Educ. Ondo State University, Ado-Ekiti Ondo State
4.	Benin City Dr. Oriafo	Institute of Educ. University of Benin Benin City, Edo State

1. Interview with Mrs. B.O. Odelola, Senior Assistant Registrar (SAR) on the External Studies Programme of the University of Ibadan on 24/4/92.

S/NO	STUDY-CENTRE/COORDINATOR	LOCATION
5.	Port Harcourt Dr. Agina-Obu	Rivers State College of Education Port Harcourt, Rivers State
6.	Kano Mr. Sabo Indabawa	Department of Adult and Community Extension, Bayero University, Kano, Kano State

Source: University of Ibadan External Studies

Programme ESP NEWS No. 1, April 1992, pp. 4-5

On the non-use of the services of the NTA and the FRCN, the SAR informed that this may be considered when the Programme further expanded. Meanwhile radio announcements are made to reach the students with up-to-date information, even in far locations. In the same vein, the use of computer facilities is being envisaged later to keep student's records although the financial facility for this was said to be unavailable.

The establishment of the ESP NEWS, a quarterly news bulletin of the External Studies Programme in the same tradition as the COSIT Newsletter was a major development in the promotion of interaction between the Institution and the clientele. Writing in the premier edition of the ESP News, the Editor of the Programme noted that the objectives of meeting the information needs of the students when he remarked:¹

For instance, students have a right to information about their lecturers, about course registration procedure, about admission, about teaching practice, about tutorials and examinations, about different schedules of officers handling External Studies Programme matters and of course the Principal and allied officers of the University....

1. University of Ibadan ESP News. No.1, April 1992

It is expected that the starting of the Newsletter would reduce the distance between the students and the institution in many respects, especially in such as were raised in earlier findings of this research.

Among the developmental plans of the ESP are:

- i. plans to expand the scope of subjects covered in the programme as well as the participating departments;
- ii. plans to computerise the administrative functions of the unit;
- iii. plans to improve communication with the learners
- iv. plans to review within a few years all the course texts published by the unit.

6.3.2 The Coming of the Commonwealth of Learning (COL)

The significance of the establishment of the Commonwealth of Learning (COL) through a Memorandum of Understanding agreed upon by the Commonwealth Governments in September 1988 was a turning point in the trans-

formation of correspondence education to distance education in Nigeria. This assertion is based on the COL's position as the first multi-dollar, multi-nation and multi-media venture into the fortunes of distance education in Nigeria with its agenda aimed at a transformation of the genre.

As earlier noted in the earlier part of this work (6.2.5) the major agreement on the setting up of this body had been reached in a Commonwealth Heads of Government meeting held in Vancouver, Canada in late 1987 based on the Report of the Brigg's Report on Student Mobility conducted by the Commonwealth Ministers of Education.¹ The purposes and functions of the Institution, of which Nigeria is an active member are to:²

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1. See the Memorandum of Understanding on the Commonwealth of Learning, op. cit. p.1
 2. A Brief on the Commonwealth of Learning prepared by the Bilateral Agreements, Commonwealth African Affairs Branch of the Federal Ministry of Education, Lagos, 1st August, 1991, p.2

- i. create and widen access to education to improve quality, utilising distance education techniques and associated communication technologies to meet the particular requirements of member states;
- ii. strengthen, through its programmes and activities, member states' capacities to develop the human resources required for their economic and social advancement.

These objectives are expected to be pursued through collaboration and cooperation with Governments, appropriate agencies, universities, colleges and such other educational and training establishments as may be identified.¹

In the Memorandum of Understanding, the following functions of the Agency were identified:²

- a. assisting the creation and development of institutional capacity in distance education in member countries;

1. *ibid.*

2. Progress Report presented by Dr. James Maraj President, COL on Commonwealth of Learning at the Meeting of Commonwealth Ministers concerned with Women's Affairs in Ottawa, Canada, 8-12 October, 1990.

- b. facilitating the channelling of resources to projects and programmes in distance education;
- c. providing information and consultancy services on any aspect of distance education including the selection of appropriate technology;
- d. undertaking and supporting staff training in the techniques and management of distance education;
- e. facilitating inter-institutional communication links;
- f. undertaking and supporting evaluation and applied research in distance education;
- g. assisting in the acquisition and delivery of teaching materials and more generally facilitating access to them;
- h. commissioning, and promoting the adaptation and development of teaching materials;
- i. establishing and maintaining procedures for the recognition of academic credit;
- j. assisting in the development of local support services to students;

- k. stimulating and supporting any other activities that fall within the Agency's areas of interests by such means as may be approved by the Board of Governors.

Part of the inter-institutional communication links which the Commonwealth of Learning intends to facilitate is the issue of interchange of distance education courses and materials, such that other countries can benefit from them.¹

The initial activities of the Commonwealth of Learning staff, according to Hafiz Wali were:²

- i. collection of information about needs and priorities of the Commonwealth;
- ii. the assessment of what combinations of tools and programmes would be appropriate for the disparate situations and aspirations of the 50-member countries;

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1. Interview with Hafiz S. Wali, Director, African Programmes and Information Services, Commonwealth of Learning, at a Sub-Regional Workshop at the University of Benin, 22/10/91.
 2. Hafiz Wali, "The Role of Distance Education in the Professional Development of Staff of Universities" Paper presented at the Sub-Regional Training workshop on Improving University Teaching in Africa at the University of Benin, 21-26 October, 1991.

- iii. the establishment and keeping of open channels of communication with governments and institutions to ensure that relevant services are provided;
- iv. the ascertaining of the nature and scope of the assignments involved and the determination of how optimum results would be realised.

Commonwealth of Learning has since begun its operations in Nigeria with an exploratory visit made by Dr. Hilary Perraton of the Commonwealth of Learning headquarters in Vancouver, Canada in March 1989.¹

A sequel to that visit was the setting up of a National Planning Committee charged with the task of making recommendations on Nigeria's participation in Commonwealth of Learning activities. One outcome of the Committee's recommendations, among others, was the setting up of a National Network of Distance Learning institutions in the country.²

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1. Federal Ministry of Education Records, Lagos.
 2. Interview with Mrs. O.O. Fagbayi, Head of the Bilateral Agreement, Commonwealth and African Affairs (BACAA) Branch of the Federal Ministry of Education, Lagos at her office on 25/5/92.

The Bilateral Agreements, Commonwealth and African Affairs (BACAA) branch of the Federal Ministry of Education Lagos, has been coordinating the activities of the National Network Committee, and linking up on behalf of member institutions with the COL in Canada, pending the subsequent take-off of such activities at the University of Abuja. Meanwhile a number of priority areas have been identified in Nigeria, based on the consideration of the recommendations of the National Planning Committee and the National Network Committee. The areas are:¹

- a. adult functional programmes
- b. vocational course especially on rural development;
- c. training and retraining of mathematics, science and technical teachers
- d. upgrading literacy teachers and training of managers of literacy programmes;
- e. improving the teaching methodology of university lecturers;

1. Federal Ministry of Education Records, Lagos.

- f. training in primary health care of;
- g. computer education.

As an aftermath of the West Africa Regional Consultative Meeting of COL in which Nigeria participated in Banjul, the Gambia from 24th - 27th July 1990, a ten-day visit to Nigeria was undertaken by a COL delegation during which meetings were held with top government functionaires and the members of the National Network of Institutions. COL thereafter offered to assist the following institutions in Nigeria:¹

<u>Name of Institution</u>	<u>Assistance to be offered</u>
a. Correspondence and Open Studies Institute, COSIT, University of Lagos.	<ul style="list-style-type: none"> i. Supply of desk-top publishing system to facilitate and enhance the production of books ii. provision of funds to print 30 new course materials on Computer Science Diploma iii. Supply of course materials on Primary Health Care.

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1. Federal Ministry of Education Records (BACAA Section) Lagos.

<u>Name of Institution</u>	<u>Assistance to be offered</u>
b. National Teachers' Institute, Kaduna	i. VITA Satellite Communication Link with other Commonwealth West African ii. improvement of NTI Communication system to ensure communication links with field and study centres; iii. development of distance education materials in mathematics and science for the upgrading of science and Mathematics Teachers iv. use of NTI's facilities for regional programmes
c. University of Ibadan	i. Development and support for distance education courses in pedagogy for university lecturers
d. University of Abuja	i. support for distance education component in 5 degree courses (Law, Education, Basic Sciences, Arts, Business Studies) by supplying first year course materials. ii. support for the establishment of the Distance Education Training Centre for the training of distance educators. iii. provision of desk-top publishing system.

<u>Name of Institution</u>	<u>Assistance to be offered</u>
e. Ahmadu Bello University	i. Development and support for distance education courses in Adult Education and Agricultural Extension.
f. Anambra State Poly-technic, Oko	Development of Technical/Vocational courses for distance education.
g. Federal Ministry of Education	Support for the Ministry in her basic education programmes through the supply of Low Power FM Radio for educational broadcasting.

Funds are said to have been earmarked for all the offers shown above to cover the period 1991-1993. The communication software and modern equipment which the University of Lagos COSIT sought are already being used, although the University of Ibadan is yet to get the approval of this body.

A look at the nature of support and funding which the distance education institutions are getting from COL indicates that an era in distance education may soon emerge. The timing of these activities of COL which fall outside of the period of this study represents a major epoch in the trans-

formation of correspondence education to distance education. There is a sense in which the foundations for a total transformation of the system could be said to be in the starting blocks with COL's coming. This however has a lot of implications for the environmental context within which such activities are placed. Issues of technical know-how, of the ability to manage such new technical in-puts and to the capacity to imbibe a maintenance culture all have to be taken care of. All in all, with COL's foray, a beginning no doubt has been made in the transformation process, both of media, clientele, method and two-way communication in distance education.

6.3.3 Return to Abuja : New Wine in an Old Bottle

The establishment of the University of Abuja in the latter part of 1988 marked a new development in the fortunes of distance education in Nigeria and represents a return though partial, to the growing culture of university and governmental involvement in distance education. The statute setting up the University specifically sees it as having a dual

mandate : that of running conventional tertiary level educational programmes and at the same time, promoting learning at a distance through its Centre for Distance Learning and Continuing Education.¹

It should be noted that the coming of the university is a replay of events in two regards. First it was the second time a university in Nigeria, at its inception and based on the mandate given to it would have to add distance learning programme to its activities. The University of Lagos was the first to have this opportunity in 1962 even though the idea remained unexecuted until the coming of COSIT in 1974. The second issue that relates to a replay of events was the setting of the University and the question of the origins of the Abuja Concept. The initial foray of the National Open University of Nigeria into the scene in 1984 with its unique role of mounting distance education programmes in Abuja is too recent an event as not to have had any influence on the new Abuja phenomenon. Also, the

1. Excerpts of an address given by the University of Abuja's Vice-Chancellor, Prof. Isa B. Mohammed at the first matriculation ceremony of the University held on 24th May 1991. University of Abuja, News Journal Vol. 2, No.2 June 1991. p. 9

conceptualisation of the media component of the new Centre for Distance Learning of the University of Abuja is ambitious, perhaps only to the magnitude expected of the suspended Open University and the new developments in the National Teachers' Institute, Kaduna.

An examination of the courses to be run in the new centre shows that two levels of programmes are being offered. These are the Diploma and Degree programmes. Also three Faculties of Arts and Social Sciences; Education; and Law are featuring at the take-off stage for the following sets of courses.

PROGRAMME	FACULTY	COURSES AVAILABLE
Degree	Faculty of Arts and Social Sciences	Bachelor of Arts (B.A. Hons) in English Language, Literature in English and History ii. Bachelor of Science (B.Sc.) in Political Science and Economics
	Education	B.A. (Ed.) and B.Sc. (Ed.) in English Language, Literature in English, History and Economics.
	Law	Bachelor of Law (LL.B)

PROGRAMME	FACULTY	COURSES AVAILABLE
Diploma	Law	Diploma in Law Diploma in Vocational Home Economics

All the courses are said to "run for one year longer than the conventional system".¹

Apart from having to reach the age of 18 before being eligible for admission, the least qualification for admission into the Bachelor's programme is the possession of a General Certificate of Education 'O' level or School Certificate 'O' level or such other equivalents as the Teachers' Grade II (TC.II) or the Senior School Certificate (SSC) with credits in five subjects relevant to the courses and obtained at not more than two sittings. For the Grade II Certificate, credit or merit in five subjects (subject to University requirements) is the entry qualification. There are however other possible entry qualifications, such as a degree or diploma from a recognised institution,

¹. *ibid.*

passes in two major N.C.E. subjects plus three additional G.C.E. 'O' level passes. Candidates seeking admission are also requested to satisfy the specific pre-requisite qualifications demanded by the subject/department/faculty of study.

One major feature of the admission requirements of the Centre is the opportunity given to candidates who may have failed to get admission through the University Matriculation Examinations into universities to now go in through the University of Abuja's distance route. Apart from the defunct National Open University no other University in the country has reached this level of openness. It is however a development which may eventually spread but with implications for the transformation of the student population and the management of such a large number of students.

The method of instruction to be used by the Centre is mainly through the use of correspondence texts, the use of audio visual materials and the addition of organised contact sessions during the year at various designated study centres, located in some

tertiary institutions. The nine Centres identified are:¹

<u>Town</u>	<u>Institutional Centre</u>
Oyo	St. Andrew's College of Education
Ibadan	University of Ibadan (Law Programme on)
Abuja	University of Abuja, Centre for Distance Learning and Continuing Education, Garki
Kano	Bayero University
Zaria	Federal College of Education
Enugu/Nsukka	University of Nigeria, Nsukka, Enugu Campus (for Law programme only)
Owerri	Alvan Ikoku College of Education
Benin	University of Benin
Lagos	Federal College of Education (Technical) Akoka

Considering the level of support the Centre is enjoying from the Federal Government in terms of grants, interest and monitoring of its quality and

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1. Admission letter of 9th March 1992 of the University of Abuja's Centre for Distance Learning and Continuing Education sent to Fatunmise Lawrence of P. O. Box 283, Epe Lagos asking him to come and read Law.

on the other, the involvement of the Commonwealth of Learning in its media and course development plans, it is safe to assert that the Centre's emergence is another phase in the transformation process of distance education in Nigeria. It is however too early to assess the full nature of the impact of the transformation within the Centre itself, or its impact on the clientele it is expected to serve. These are issues which would unfold with time.

6.3.4 Satellite Systems and the Computer Influx

At the core of the yearning for bridging the distance between nations lies the development of satellite systems. The relevance of distance bridging in education also finds a level of appreciation in distance education programmes. The present trend in the development of satellite systems in Nigeria, therefore require paying some attention to, as there lies the future of most distance education programmes.

The introduction of the satellite communication dish to Nigeria, which is a follow-up to the Lanlate

phenomenon is credited to Asea Brown Boveri (ABB)¹. The story of ABB's coming may explain the future pattern the educational user of the satellite systems would take.

As Aragba-Akpore reports, the ABB staff mostly foreigners from Asia felt nostalgic about home, and thus imported a dish in 1986 to cater for the information needs of the staff. With the slide in naira and the added import restriction, the ABB, itself an electrical installation technology firm invited MFP, Modern foundary Products to "assist in fabricating the four metre dish by copying the imported one"² MFP succeeded, thus

MFP's invitation became a breakthrough and instead of producing for just the needs of ABB, MFP began to mass produce and because of the awareness it already created, had a ready market in Nigerians who were craving for Western technology.³

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1. Sonny Aragba Akpore, "Satellite tech. Before the Nigerian eye" in The Guardian, Friday Nov. 29, 1991, p.13.
 2. *ibid.*
 3. *ibid.*

The MFP phenomenon has since grown full blown, producing satellite dishes that bring television programmes from far-away places like Europe, America and Russia into private homes. Many others like the ABG communications, NNL, Hycom, Comfax, MIRAS, and a host of others are in the business.

While the present satellite dish producers are yet to hook onto the local television stations, the rumoured imminent arrival of private broadcasting in Nigeria may soon create a marriage of sorts.¹ The implications for educational usage at that level may therefore be a possibility, especially with distance education institutions achieving more autonomy and freedom to operate in ways they consider best. There is also the possibility that government may soon devote a channel to education, or pass laws asking the private television stations to make some of their channels available for public educational programmes.

The influx of satellite television and related systems is not as felt as the influx of computer hardwares and software. Most modern establishments now,

-1. An interview with Mr. Kunle Osidibo, an engineer with the Satellite Telecommunications Ltd. 217/219, Ikorodu Road, Lagos on 2/7/92 revealed that this would be very expensive and that only the Federal Government could initiate this.

especially banks, firms and corporations make use of computers in doing their routine jobs of filing information, keeping and locating data, retrieving same and ensuring that the firm matches ahead with the rest of the world in high technology.

This development has not come without its pedagogical supplements. There is already as much a boom in the sales of computers as well as there is a boom in the training of various categories of people on how to manipulate the computer. In an article in The Guardian on Sunday (September 8, 1991 p. B1) John Aduma hinted at the fact that some people are cashing in on this development in his article "Computers are Leaving Them Poorer". As he captures the mood in an opening statement:

A HITEC wind of computer education is blowing everywhere. Blowing with insistent fervour in all the nooks and crannies of the Lagos metropolis. On the wall and billboards are riotous invitations of the child to partake of the computer revolution. One room with just a computer and just enough space to move about is a computer college

But the fees, though astronomical do not check the rush, and the students come from the rank of company executives to drop-outs who would take any bait thrown at them to improve their education.

(The Guardian, Sept. 8, 1991, p. B1)

The analogy to draw from this zealous rush to obtain computer education is that such people eventually end up somewhere. In a way, there is a sense in which practices change in such setting in terms of methods and strategies of keeping records and organisational data.

In an interview with a computer expert¹, it was confirmed that while the number of computers being used in the country could be said to be about average, the usage is still very low. In many of the offices where such facility exist, they are idle. In corporate settings where they are in fact used, nothing happens after 4.00 p.m. Normally the use of shift, according to her, would allow for maximum utilisation as done in more advanced countries. Again,

what most organisations do is use the computers to type letters. This explains why even in banks, most activities are still manually operated.

The possibility of the computer networking at least at the local level may happen soon, perhaps within the next ten years, with implications for pedagogical use in distance education¹. To her, the future of full utilisation of computers in Nigeria is not debatable if Nigeria was not to be cut off from the rest of the world.

In distance education, the need for the use of computers, at least for the effective administrative functioning of the institution is seen especially on the basis the large number of students being attended to, whose files and records are being kept and who may require some information from time to time at very short notice. Such provision of support services reduces some of the stress in learning at a distance.

At another level, the educational uses which computers can be made of as in Mindweave,² may in a way

1. Such networking has in fact been begun in institutions like the International Institute of Tropical Agriculture, Ibadan, Shell and the NNPC and a few banks in the country.
2. R. Mason and A. Kaye, (eds) Mindweave, op. cit. pp. 3-5.

not be too distant to the Nigerian setting. Soon, rich clientele may decide to link up with distance education institutions on the line to require information.

The third development in the technological area is the coming of the cellular phones which allows individuals to pick their calls anywhere they are, whether in the toilet or the car once a receiver is placed there. This is already a reality in Nigeria, where NITEL recently advertised some of its wares. These are pockets of development which will later dictate the future of distance education in Nigeria. The implication of this development for transformation to distance education is obvious in two respects. First, students can receive messages from anywhere, even in their cars. As the writer describes Israel's experiment in distance education, every home is a school in a sense in which everywhere becomes a school for the learner. As distance education acquires the status of open learning more and more, the restriction of space becomes reduced. A second point is that such facilities, in addition to providing support

services more easily and faster, are possible avenues for later pedagogical applications of technological innovations in education.

A look at the cost of installing either the computers or the satellite dish shows that it is an expensive venture. However there have been three major developments in the socio-economic scene which may reduce such costs to the barest minimum. These are the emergence of cable television facilities; the coming of the leasing culture and the possibility of foreign organisations of which Nigeria is a member sponsoring such expensive telecommunications outlay, at least for some years before the institutional provider of instruction is fully ready to take up the running of such facilities.

Cable television which is just making its appearance in Nigeria is a development on the satellite dish in both the cost of obtaining one and the nature of installation. It involves a special mechanism of affixing a specially designed aerial to a subscribers' television with an agreement reached on which of the television stations, possibly the foreign ones, that

the subscriber might want to be linked, to for information, entertainment and news. Some rent will then be paid by the subscriber on a monthly or annual basis. In the area of educational promotion, it then becomes easy to use the services of an existing satellite earth station to broadcast educational programmes to such homes or institutional settings where subscription fees have been paid. An advertisement by SATNET, which is a Nigerian Consortium of Ultima Communications, MFP, DISC Engineering and Satrex; and a news item in the Capital Marking and Communication Limited placed in The Guardian further shows the possibilities of this system.¹

The concept of leasing which is a new corporate synonym for renting equipment and facilities instead of buying them is fast gaining ground in Lagos.² A look at the phenomenon shows that nearly everything an individual needs in the home such as a set of furniture, television, refridgerator, cars

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1. The Guardian, June 20, 1992, p. 19. Also see "Coming of Neighbourhood T.V. Transmitters" by Toye Fawole in the Sunday Times, August 4, 1991, p. 23.
 2. See The Guardian, September 22, 1991, p.C1

and the entire home setting can be rented for a fee. In this regard, computer facilities can be rented either directly or through the enjoyment of such facilities placed in some central locations. There is a sense in which distance education institutions may, on careful considerations, and based on their inability to set up a full unit of their own, engage in leasing of such technological facilities as they may require.

On the issue of foreign involvement, Nigeria's membership of the Commonwealth of Learning puts local distance education institutions in a situation where they can avail themselves of the high-tech equipment which they hitherto could not afford, through the careful preparation of proposals to the appropriate quarters of the Federal Ministry of Education.

6.3.5 Projections of the Transformation

The examination of COL's activities so far against the backdrop of the proliferation of satellite systems and the computer influx in Nigeria gives an indication of possible projections of the transformation. This can be seen along many lines of discourse.

Many of the colleges of education, polytechnics and other universities in the country which are yet to fully evolve non-traditional programmes or tailor such programmes along distance education lines may soon consider embarking on such. Most sandwich programmes and week-end courses will soon attempt to adopt the distance education approach as their student numbers increase beyond the capacity of their physical facilities. This is because the possibility of various departments within a college again competing for different non-traditional education markets is great.

There may be new dimensions of practice in the local distance education scene as students begin to have the opportunity of transferring credits obtained

to complete their programmes. In this regard, a loose network of affiliated institutions, as in the Consultation model is envisaged and both institutional providers of distance education and their clientele may soon lose a sense of time in the number of years it takes an individual to obtain a degree or diploma. Effective monitoring of academic records through soon-to-emerge effective computer systems will ensure that this liberal tendency does not create its own administrative problem.

Liberal education, owing to these developments will receive a boost. More and more distance education institutional providers, in their bid to compete for the clientele outside, and to make their services more relevant and achieve a level of openness, will develop a lot of liberal courses from which a wider category of clientele could benefit. In this regard, the society may thus become a learning one.

Television and radio stations, hitherto toying with the idea of full participation in distance education, or kept in the backyard for lack of adequate

knowledge of their potentials by institutional providers of distance education, will in future years seek new alliances and working arrangements with the institutions, and vice-versa. Providers of instruction will also gravitate more towards the media practitioners with a view to reaching a wider audience. In this respect, new channels may emerge on television specially serving educational needs.

Other areas of education, hitherto neglected in the distance education scene such as primary education, adult and non-formal education will receive a boost. Training programmes in industry will be experimented upon by various institutions as it is a major area of concern. This will naturally be a follow-up to the present high level of consultancy work being carried out in industry in respect of training programmes. Hardly a day passes without numerous advertisements by public and private consultancy outfits placed in the newspapers seeking clientele to attend high level training workshops and seminars.

The possibility of private satellite and cable T.V. operators cashing in on the boost in distance

education activities cannot be ruled out. Various modalities will be worked out on this, especially with networks established with private industries and distance education institutions.

while the demand for distance education rises, proprietary colleges of distance education who still depend much on the use of the print medium will have to adjust or give room for a new set of educational entrepreneurs to take over where they have left off.

Some institutional providers of distance education will add new responsibilities to their activities as a result of the inevitability of growth. An institution like the National Teachers' Institute may soon veer into the award of degrees by distance education, and this it may do to the highest levels of tertiary provisions.

A merging of ways between distance education and conventional education will be achieved. Most of the distance education materials, course texts, tapes and others will find their way into the open market thus becoming the conventional learners' first

step to knowledge acquisition. In this respect, a parity of esteem between the two groups will have been achieved.

All these projections have implications for the government and providers' management and administration of distance education generally, as well as the assurance of the quality of its provisions. New clearing houses and accreditation bodies may need to emerge, following in the footsteps of similar practices in Britain and the United States of America. Recommendations with these projections in mind will be given later in the final chapter.

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CHAPTER SEVEN

7.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

7.1 INTRODUCTION

This concluding chapter is both a synthesis of all the issues already identified in this study as well as a reiteration of the key points discussed in summary form. Recommendations are also proffered for various sections of the educational system, especially the policy making levels and the universities, colleges and proprietors of distance education. Such suggestions and recommendations as are identified are expected to put the distance education potential on the road of parity with transformed systems all over the world.

7.2 SUMMARY

From this study, it has been seen that the emergence of correspondence education in Nigeria was both a direct result of external factors as well as a reaction to internal educational insufficiency. The initial emergence was a circuitous one which the allure of participation in external examinations by

Nigerians from 1887 brought about. Such external examinations, as promoted by the Universities of London, Cambridge and Oxford had their British orientation in terms of curriculum, syllabus and expectations. Passing them was problematic and thus required adequate preparation through the use of the correspondence colleges whose emergence in Britain in 1840 through Pitman's activities became more formalised from the 1880's to the 1890's.¹

The nature of the environment at the beginning of correspondence education in Nigeria, especially later from the 1900's, was such that the major forms of communication with the outside world was through the British Post Office which had a branch of its operations in the country. Up till 1932, no radio facility had emerged while it was only in 1959 that the first television emerged. In spite of these developments, the beginning and later activities of correspondence education institutions were such that relied on the medium of print, the sending of course materials to students, who later did their assignments, and thus returned such to the correspondence

1. W.J.A. Harris, "Education by Post" Adult Education. op. cit. p. 269.

institutions outside the country. The lack of adequate school facilities at this time made correspondence education fashionable, though hectic. However, the number of people served at the beginning was generally low. Between 1900 and 1939, one hundred and sixty-five Nigerians had passed the London University Examinations.¹

On the initial scope covered by correspondence education at the beginning, the University of London concentrated on university-based examinations and qualifications at the matriculation, intermediate and Degree levels while the Oxford and Cambridge Universities promoted secondary education generally. The local correspondence colleges that emerged thus fashioned their courses along these lines, a feat that the local correspondence colleges later failed to match as they concentrated on secondary school certificate level provisions, meeting basic requirements only such as the General Certificate of Education. Whatever changes were effected in the scope of subjects offered by the correspondence colleges was found to be a reflection of developments outside

1. Yoshiko Namie, op. cit. p. 435

the country and not a direct result of changes within. While basic subjects and those in the area of secretarial studies and professional development formed the core of initial involvement of the foreign correspondence colleges, soon, science and technical subjects joined the league.

The nature of media involvement and method of instruction by foreign correspondence colleges did not record any appreciable change until the mid-1960's when some of them started opening local centres, and appointing local coordinators of their programme across the country. This development had no direct effect on possible change in method of instruction, except that it showed an improvement in the support services rendered by way of providing mid-wives between the providers of correspondence education abroad and the clientele in Nigeria. Incidentally, the local correspondence colleges that emerged had no such facilities. Again these facilities were not study centres but outlets for promoting the business more in the face of growing local competition.

Most of the clientele of correspondence education who used the foreign institutions attest to the good

quality of their provisions, insisting in fact that the distance was no barrier at all. They assert that the various comments in the assignments marked and returned to them provided both didactic and moral support and enough motivation to keep them going. Students of some of the local colleges were quick too, to point out the letters written to the colleges that they were 'grateful'.

While the emergence of local correspondence colleges, unsuccessfully in the 40's, but later successfully in the 60's marked a phase in the development of the system, the emergence of the Teacher-In-Service Programme of the Ahmadu Bello University in 1967 showed a university entering the programme for the first time. It must be noted that the establishment of the University of Lagos had, through its statutes created a room for such a possibility. Also, the University of Ibadan, initially as a College of the University of London had tinkled with the idea too. Thus ABU's activity was another phase in the transformation process, as it was the first

tertiary institutional provider, ABU's entry was also significant in another way. For the first time too, the element of face-to-face instruction emerged in addition to the use of the course texts. Even though this must have had some effect, it was salutary as an evaluation of the system showed that more of such face-to-face interaction was needed, and even the call for the use of additional media of instruction to meet the language needs of the learners had begun.¹ This was the first of such calls for a change in the media of instruction.

Such call for more media involvement appears to have been well-placed against the context of the media development in the country at this time. By 1967, television programming and indeed educational television had been some eight years old while radio had had its use for educational programmes nearly as early as its inception in 1932 through the British Broadcasting Corporation's activities. A later development of a clause in the objectives

1. Antoine Kabwisa and Martin M. Kaunda, (ed.) op. cit., p. 135

of Radio Nigeria for possible use of its services for correspondence education was also laudable. However, these uses were not considered at all by any of the local correspondence colleges or even the foreign ones. The idea remained embryonic until the coming of the University of Lagos COSIT in 1974.

The coming of the correspondence and Open Studies Unit (COSU), later COSIT in 1974 was itself a transformation of correspondence education in Nigeria, in a number of ways. First, COSIT was directed at working class adults, teachers of science as well as other professionals in the area of business administration. Second, its flexibility in the admission process veered away from any known regular university admission rules. A third point was its identification of study centres in many parts of the country, thus making teaching and support services, as additions to the use of course material a major component of correspondence education provisions. Fourth, it made use of the services of the Federal Radio Corporation of Nigeria which broadcast its instructional message

to the clientele. This was therefore a major phase in the transformation process in correspondence education, a development which appears to have received a boost by the coming of the Commonwealth of Learning (COL).

COSIT's foray was complemented by other developments after 1974. The publication of the National Policy on Education in 1977, specifically made reference to the use of correspondence education to promote the teaching of adults. Again, the year 1977 marked the entrance of the decree by Government formally establishing a system of accreditation to the correspondence colleges in Nigeria, a document that was later reviewed in 1987. This document was a major attempt to streamline and manage correspondence education although it unfortunately did not go beyond secondary school provision levels, thus alienating tertiary level provisions.

Yet in 1977, the National Educational Technology Centre was established in Kaduna. Unfortunately there has not been a thorough link between its operations and correspondence education activities.

Such link, when further done with the corps of television and radio services available, may yet prove a moving force in the transformation process. This has not been the case.

Meanwhile, the National Teachers Institute (NTI) was set up in 1976 to upgrade teachers all over the country, starting especially with the grade two teachers and using the distance learning system. The nature of transformation here was in both the nature of the institutional provider, and the volume of clientele being served. While this represents the first time a separate agency of Government (not a College or a university) would be involved in correspondence education, the real significance of the NTI, lay in its clientele volume. At no point in the history of correspondence education promotion has such a high number of clientele been served. Also, at no other time in the history of correspondence education has there been much vigorous pursuit of the development of other media component of the system as embarked upon by the NTI. Again the coming of COL has led to an upsurge in the media

component of the NTI activities even though some of these later developments occurred after 1987, the period of the close of this study.

At some point in the development of correspondence education, there was recorded a sort of anti-climax to the transformation process. This was in 1984 when for a brief spell of 91 days, the National Open University gained its entrance into the scene and also, took its exit. The stalling of the National Open University delayed transformation in terms of the number of candidates to be served; in terms of the variety of courses to be had, and in terms of the media component to be added to the print medium. The extensiveness of the Open University activities, expected to have 100,000 on roll within five years, would have made a tremendous impact on the fortunes of correspondence education in Nigeria. Again, the University had enjoyed a level of autonomy comparable only to that of the British Open University. However, the Open University appears to have resurfaced, in a veiled form, in the new University of Abuja's Centre for Distance Learning.

While there have thus been a number of developments in the fortunes of correspondence education in Nigeria, the framework for the transformation of correspondence education to distance education have not been fully laid. The increase in the number of students being served in the system has been seen, but so has the increase in the number of students being served in other part-time courses, week-end, vacation and sandwich programmes. An upsurge, following from this increase, has also been noticed in the number of study centres scattered all over the country, although proprietary correspondence colleges still leave this aspect out of their services. Most of the colleges help to link their students with libraries in their various zones but there is a general dearth of adequate library facilities to meet tertiary needs. The level of the use of other media has been generally low, and what exist so far are pockets of the new media finding their way in. There does not seem to be an effective coordination of media production, usage and monitoring by any noticeable combined activities of the correspondence

education providers, the existing media houses and the government agencies specifically established for the promotion of educational technology. There is thus the need for this kind of network to ensure a transformation which will put the Nigerian distance education practice at par with other developments in the world.

There is a sense in which the Post-1987 developments may spell some good fortune for the transformation of the system of instruction. A recourse to the Commonwealth of Learning (COL) which, through its initial activities, appears to hold much promise in this regard may make transformation feasible. This however suggests that Nigeria still has to go to the West, where the original idea of a correspondence education came from, in the country's bid to develop. The fact that the Commonwealth may be a community of nations of equal partners does not really change this fact. The expected media input is foreign and it means the local environment must adopt strategies that can ensure the build-up of local initiatives to help ensure the maintenance

viability of any equipment sourced from outside the country.

Recent developments in Cable T.V., Satellite systems and Computer influx suggest that the age might be very close when local initiatives will start yielding fruits in this respect. This thus has the advantage of ensuring that the expected transformation of the genre whose foundations are being laid in these post-1987 developments, is not a mere flash in the pan.

7.3 CONCLUSION

This study has shown that four main periods are identifiable in the epochs of correspondence education in Nigeria. These are:

- i. the era of external examinations and foreign correspondence colleges;
 - ii. the era of local initiatives and entrepreneurship in correspondence education
 - iii. the period of university involvement;
- and

- iv. the pre-1987 developments signifying a transformation in embryo.

While there has been a phenomenal increase in the number of clients using the correspondence system of instruction, the findings of the study have shown that the foundations for the transformation of correspondence education to distance education had not been fully laid up till 1987, the period when the study ended. What could have been a laying of the foundation at the period was the National Open University which was later suspended. The coming of the NTI, and its later activities from 1984, the coming of the Commonwealth of Learning in 1988 and its assistance to Nigerian institutional providers of correspondence education, and the coming again of Abuja into the picture with the emergence of the University of Abuja's Centre for Distance Learning and Continuing Education, may indeed be aptly seen as the laying of the foundations for the transformation of the genre.

Most providers of correspondence education during the period of the study did not show any strong

willingness to transform the system. This was indeed worse with the proprietary colleges where not much was recorded along this line. Apart from the later rapport which the universities are beginning to have with the COL, their own interests in media change was suspect as they only included the media houses on their task force teams without a maximal utilisation of their potentials. Where there was an actual use of the media, it was for a brief period of time. However, the media houses have problems of their own in promoting a viable correspondence education system. It is only a changed attitude in **this** regard that can bring about the needed transformation. Lack of greater autonomy for units that provide distance education in the universities may also need to be reviewed so that enthusiastic directors of such units can embark on plans that meet modern demands.

There is no doubt that the transformation of correspondence education to distance education in Nigeria is possible. With the influx of satellite

systems, increase in computer awareness and usage and a growing incidence of foreign support, this transformation can be achieved. However, such transformation can only be achieved where the providers of correspondence education, the government and the media houses operate within a network of associations, and set up formal structures to achieve modernisation and progress, in line with related practices all over the world.

7.4 RECOMMENDATIONS

Based on the findings in this study on the embryonic state of transformation in distance education, the following recommendations are hereby given for the various institutional providers of distance education and also for the government, whose responsibility for monitoring educational activities transcend the formal system of education.

For the proprietors of private correspondence colleges, the following are the recommendations.

1. There is the need to liaise with correspondence Colleges in other parts of the world to see the trends in the development of media and methods of promoting distance aeducation. This can be cheaply done through the establishment of networks with such bodies as the National Home Study Council in Washington, the NHK in Japan, the European Home Study Council and the German Centre for Distance Education (ZIFF).
2. Proprietors need to decide specifically on what they intend to do with their correspondence colleges, whether to pursue a policy of full development, or to veer totally into other trades or ventures which sometimes distort their focus and reduce their vision of positive development and change. Also in this regard, proprietors need to decide on whether they are publishers, evening classes outfits or purely distance education concerns.
3. There is the need to re-ignite the original enthusiasm behind the formation of the National Association of Approved Correspondence Colleges through the organisation of meetings, workshops and Seminars, and a full participation of members in such meetings.

4. The Association may need to draw up a new modus operandi and possibly have an accrediting arm as in the case of the National Home Study Council in Washington, to monitor academic practices and promote research. The results of such research and statistics gathered can be of immense benefit to students of distance education in universities and colleges, and also help to ensure continuity.
5. Minimum standards of practice in respect of the use of new and older media is required for efficient distance education activities at this level. Course texts have to be more colourfully printed while the use of audio cassettes at the initial level, and video cassettes, at a later stage, should be embarked upon for subjects that require such.
6. Where proprietary outfits have problems of a sound financial base to cope with their new development demands, they may engage in mergers with other outfits to increase their revenue and clientele base, and thus promote the transformation of the genre.
7. Proprietary colleges need to establish links with media houses and existing media Resource Centres all over the country in order to assist them in the

improvement of their media of interaction with learners.

8. The average turn-around time of returning students' marked scripts should be reduced through the appointment of full-time script markers in well equipped offices and centres from which the colleges operate.

9. The use of computers, at least for keeping students' records must be made mandatory for members. Where such facilities are still lacking, computer leasing should provide an avenue for proprietors both for easy retrieval of information for learners, as well as for research purposes.

10. The proprietors should buy columns in newspapers and air-time on radio and television stations to make information available to their clientele, more easily and faster.

11. Proprietors should align the development of their educational system with other developments in the nation; especially those that relate to the upsurge in technology of communication such as the influx of satellite systems, that of cable television and modern telephone facilities. There is indeed

the need for them to have telephone answering machines which can effectively relay recorded useful messages to the learners who need information from the institution from time to time.

12. Proprietary colleges should move into new areas and operate at other levels of the educational system, especially the tertiary level where a growing army of clientele is witnessed daily. They can engage in cooperative ventures with existing universities in this regard by way of assisting with the supply of instruction which is then tested by university systems who organise the examinations.

13. Proprietary Colleges should go into the industry and produce courses of short-term duration tailored to meet the growing needs of clientele in this area.

14. Proprietary Colleges need to make their records available to researchers in order to improve the volume and quality of information available on distance education activities in the country.

The following recommendations are for universities and colleges and other bodies engaged in the running

of Distance Learning Systems.

1. University systems, especially the Senate and Governing Councils, and the Bursary departments, should see their distance education units as autonomous ones, whose generated funds should be for the unit's development and maintenance.
2. Where units engaged in running distance learning are not yet autonomous they should be given such status.
3. As a follow-up to Recommendation No.2 there should be both short-term and long-term plans for the identification of physical structures, and an extensive administrative structure for distance learning system.
4. There should be a separate section on media development and delivery systems whose goals would be the use of the latest modern technological equipment to facilitate effective communication between the institution and the learners.
5. In respect of no. 4, a courier service should be set up to engage in the early distribution of materials to learners.

6. A telephone hot line should be earmarked to handle students *requests* on a 24-hour basis within the framework of a highly developed public relations system. Pedagogical as well as social information and those relating to other administrative activities of the unit can then be disseminated.
7. A policy of course development and production that takes into consideration the addition of other media components has to be pursued by the universities, especially by a media resource centre operated within the unit, and the existing radio and television stations within the immediate neighbourhood of the unit. The existing paper-work pattern of, merely including television and radio stations, on academic boards of distance learning systems is totally inadequate.
8. An effective network of universities and colleges engaged in distance education activities should be set up with possibilities existing for such units to share ideas and problems. In this respect, the Bilateral and Commonwealth Affairs Section of the Federal Ministry of Education should be supported by all the distance education institutions by cooperating

with the section and reacting promptly to its efforts.

9. Distance learning institutions should endeavour to benefit from the facilities of the Commonwealth of Learning (COL) whose philosophy is tied to the transformation of the system in Nigeria as well as other Commonwealth countries. An effective link with BACAA will also ensure this rapport.

10. The position of Director and academic Coordinators of the Distance Learning Units in the Universities should be a full-time one to ensure maximum performance of the units.

11. Distance Learning Units must

participate in international conferences and symposia on distance education to enable them to keep abreast of developments in other parts of the world.

12. The promotion of two-way interaction between learners and **course** writers and tutors should be made a compulsory part of the learning process. The reliance on the mere submission of assignments during the yearly face-to-face meetings between tutors and learners is totally insufficient and a negation of

the ideals of correspondence education in its early days.

13. An effective computer base for distance learning must be established in all universities running distance learning programmes. This will ensure that adequate records of students are available for retrieval and use. The pedagogical use of computers for computer-mediated communication should be possible with time between the various course writers and tutors.

The following recommendations are for the Federal Government and its agencies.

1. The federal government needs to consider the development of a distance education policy as part of its major policies in Education. Even where government is not interested in directly funding the teaching-learning process, the establishment of a Commission to monitor all distance education and related activities in the country is essential to promote qualitative instruction.

2. Government agencies like the National Educational Technology Centre in Kaduna, the Media Resource Centre in Abuja and the various state media Centres in the Ministries of Education should be made to be more actively involved in distance education activities, especially in the area of developing resources for the promotion of the field.
3. Media houses in the country, especially the electronic media should be involved in distance education programmes. Apart from encouraging them to liaise with existing distance education institutions, they must be made to allocate some air time for enlightenment broadcasts for distance education institutions. Where they are able to reach agreements with the institutional providers of distance education, they may be encouraged to make their media available for pedagogical use.
4. Government must monitor the development of satellite systems, cable television and private electronic media so as to create soft facilities for distance education practitioners who may then

use the media for instructional purposes.

5. Government needs to monitor more effectively the usage by distance learning institutions of the facilities available at the Commonwealth of Learning (COL) for transforming the existing distance education picture in the country. This can be done through the Commission for distance education.

6. Government must maintain an adequate data bank of institutional providers of distance education at all levels to ensure the availability of statistical information and to aid micro and macro research.

7. Government needs to update its telecommunications apparatus through the use of existing satellite systems, and later, the development of its own satellite technology.

7.4.1 Recommendation for Further Research

There is the need to carry out further research on some aspects of the development of correspondence education in Nigeria. These are:

1. Research in the area of the cost implications of the use of satellite systems and cable television by proprietary correspondence

colleges and other institutional providers of distance education. Such research will assist in identifying further strategies to ensure the effective development of this system.

- ii. There is need for research on the conversion of the various sandwich, part-time and week-end programmes in Nigerian Colleges and Universities to distance education to further maximise the potentials of the system and reduce hazards of travelling long distances to attend such week-end courses.
- iii. There is the need for research on the merging of ways between distance education students and conventional learners with a view to improving practice in both situations. Such research may need to concentrate on the possible development of the print and the media components of distance education for conventional learners' use.

- iv. There is the need for research on the future role of Government in distance education against the backdrop of new international involvement which appears to be changing the fortunes of distance education.

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APPENDIX 1

Department of Adult Education,
University of Ibadan,
Ibadan.

September 16, 1991.

Transformation of Correspondence Education to
Distance Education Tracer Study Questionnaire TCEDE/TSQ

Dear Sir,

Request to participate in a Tracer Study on
Correspondence Education

I am conducting a research into the transformation of Correspondence education to distance education in Nigeria, over a span of sixty years, 1927-1987. I shall appreciate your participation in this Tracer Study aimed at identifying individuals, who are still alive, who had in the past, used the Foreign Correspondence Colleges in Nigeria to undertake either their first degrees, or to pursue any other qualifications. I shall appreciate your supplying their addresses too, where they can be easily reached.

The findings from this study will be used for the purposes of research only.

Please send the completed questionnaire to:

Gbolagade Adekanmbi
Room B209
Department of Adult Education,
University of Ibadan.

Thank you.

Yours sincerely

Gbolagade Adekanmbi

Transformation of Correspondence Education to
Distance Education Tracer Study Questionnaire
TCEDE/TSQ

- i. Name of respondent
- ii. Address
- iii
- iii. Individuals who had used the Correspondence
Colleges in the past

<u>Names</u>	<u>Addresses</u>
1.
2.
3.
4.
5.
6.

- iv. Any other comments (please state)
-
-

Thank you.

P.S. Below is a list of some, but not all, of the
Correspondence Colleges:

Wolsey Hall
Rapid Results College
Bennet College
University Correspondence College
International Correspondence Schools ICS
Foulks Lynch and Co. Ltd.
The School of Accountancy
Metropolitan College
Commerce Degree Bureau, etc.

APPENDIX 2Interview Guide I (Alumnae of Foreign
Correspondence Education Institutions
Interview)General

1. Name (Optional) Sex
2. Address:
3. Name of Correspondence Institution attended and based:
.....
.....
.....
4. Course/courses for which you enrolled
.....
.....
5. Educational qualification at the time of enrolling for the programme:
.....
.....
6. Year of enrolment:
7. Did you complete the course?
8. Year of completion of course:
9. Degree/Diploma awarded:
10. External examinations taken (if any)
.....

11. How did you learn about the programme?

.....

Instructional Method

1. How did you receive instruction? How did learning take place? Was it through pure Correspondence Study? Please explain:

.....

2. Was there arrangement for additional tutoring by the Correspondence College? Were classes (face-to-face) organised?

.....

3. Did you feel the need for additional tutoring?

Please give reasons:

.....

.....

4. Where you felt the need for additional tutoring, did you make any special arrangement for such? If so, where, and what determined your choice of such an arrangement?

.....

.....

.....

.....

5. If you used course texts, please describe them. Or do you have old copies at home?

.....

.....

.....

MEDIA used for Teaching

1. Which of the Media was used in teaching you? The Correspondence text, recommended books or cassettes? Please explain how you were taught.

.....

.....

.....

2. List any other media used in teaching (e.g. radio, tapes, gramophone records, etc.)

.....

3. Did you ever feel the media used (e.g. print) was inadequate?

.....

4. Any other comments on the media of teaching. e.g. were the texts sent to you enough?

.....

Elements of Two-way Communication

1. Was there any form of two-way communication between you and the Correspondence College (i.e., you receive information from them and they receive from you? etc.

.....

2. How was the two-way communication facilitated? Were there assignments for you to work on based on your study material? Were these corrected? Were there comments on them? Did you sometimes respond to these comments by way of writing back to the College? Please explain the nature of the two-way communication here:

.....

.....

.....

.....

.....

.....

.....

.....

3. Was there any regular contact between you and tutor/writer?

4. Who initiates contact, you or the College?

.....

.....

.....

5. How fast was the communication between you and the College?

.....

6. Does the College send any letter of encouragement occasionally?

.....

7. In what other ways does the college contact you apart from sending letters? Did they send people to visit?

.....

.....

.....

.....

8. Are you aware of anybody that dropped out of the course? What was his reason? Did the College try to contact him and encourage him further?

.....

.....

.....

.....

9. What was the average time you received your marked assignments?

.....

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Others

1. Give your general opinion on the quality of instruction at the time? Would you say you got your money's worth?

.....
.....
.....

2. How much did you pay per course at the time (if you take a subject for a course)? What about the overall cost of study?

.....
.....
.....

3. If you were to go through the same programme today, what other means of communication do you think the College may have used? Please state your reason for your choice.

.....
.....
.....

4. Do you have any other comments?

.....
.....
.....

Thank you.

APPENDIX 3Interview Guide II (Students of Correspondence
Education Institutions Interview)General

1. Name of Interviewee Sex
- Matriculation Number (if any)
2. Name of Correspondence education Institution attended
.....
3. Interviewee's Qualification before registering
for the present course
- Expected qualification after graduation
4. How did you learn about the Programme? Was it
through an advertisement, a friend, colleague,
or any other avenue?

Method of Instruction

5. How do you receive instruction? Is it by pure
correspondence or does it entail elements of
face to face instruction? What other methods
are used? Are the face-to-face elements voluntary?
6. Please comment on the face-to-face sessions

Media of Instruction

7. Which of the media is used in teaching you?
Correspondence texts, recommended books, cassettes,
computers?
8. Please mention any other media such as radio,
gramophone records, etc.?
9. Do you feel the media used are inadequate?
What additional media would you recommend?

Elements of two-way Communication

10. Is there any form of two-way Communication between you and the Correspondence College?
11. What forms do the two-way communication take? Are there assignments for you to work on, based on your study texts, which you now send back? Are these corrected with comments on them and sent back to you?
12. Is there any regular contact between you and the tutor or course writer? Who initiates contact, you or the tutor, course writer or college?

Support Services

13. What support Services are available in the Programme? Does the College send you letters of encouragement?
14. Does the College link you up with libraries elsewhere?
15. Are guidance and counselling services offered?
16. Are you aware of anyone who has dropped out of the Programme? Do you know the reasons? Please discuss these.

Others

17. Give your opinion about the quality of instruction you receive
18. What improvements do you want on the Programme?
19. What other comments do you have on the Programme?

APPENDIX 4Interview Guide III (Administrators and
Directors of Correspondence Education
Institutions Interview)Research in Distance Education

I shall appreciate your **responding** to the following questions. I am a Ph.D. student in the Department of Adult Education, University of Ibadan and I am researching into the transformation of Correspondence education to distance education, 1927-1987. Your responses will be used for the purpose of research only.

The Questions

1. What is the name of your Institution? When was it established? What were its goals at inception?
2. Please list the subjects offered at inception. What specific courses do you run and at what levels of education?
3. Please show clearly how you carry on teaching and learning with your clientele. Do you provide the learners with course texts? Does learning involve face-to-face teaching? If learning involves face-to-face teaching, is it the major part of instruction?
4. What media do you use? Please list them. (Examples are cassette tapes, printed text, video-tapes, computers, etc.) Please list any modern technology gadgets you use in the course of your operations.
5. Do you offer support services for the learners? What kind of support services do you offer? (Examples are counselling, tutorial services, provision of library facilities; phoning or writing letters to give relevant information; establishment of study centres).

..... MORE

6. What problems do you face in the organisation of teaching and learning (e.g. learner withdrawal or drop-out; lack of expansion; etc.).
7. Has there been a change over the years in terms of:
 - i. the enrolment figure?
 - ii. the media of instruction?
 - iii. the nature of support services?

Please explain what changes you have had by showing the possible increase in number of students, the courses you offer (both in number and diversity).

8. What future plans do you have for developing your system?
9. How many learners do you have on roll?
How many have you had altogether since inception?

Please send a copy of your brochure and any other useful information about your college which will further help the findings of this research.

Thank you.

Yours sincerely

Gbolagade Adekanmbi

Encl.

INTERVIEW WITH MRS O. O. FAGBAYI
ASSISTANT DIRECTOR OF EDUCATION AND
HEAD OF THE BILATERAL AGREEMENT,
COMMONWEALTH AND AFRICAN AFFAIRS
FEDERAL MINISTRY OF EDUCATION
VICTORIA ISLAND, LAGOS

GENERAL

1. When was the Commonwealth of Learning formed and what were the objectives?
2. When was your unit set up and what are your specific and general goals?
3. How has your unit been carrying out its activities? What problems have you faced in this regard?
4. What are your future plans for the promotion of distance learning in Nigeria?

ON AFFILIATED INSTITUTIONS

1. How many correspondence or distance education Institutions in Nigeria fall under your domain of activities? Please list them.

2. Please supply the following statistical data on Correspondence/distance education institutions in Nigeria in terms of
- (a) student enrolment
 - (b) variety of courses available by institution
 - (c) method of instruction by institution
 - (d) media of instruction by institution
 - (e) support services available by institution
 - (f) nature of two-way communication used
 - (g) research and development potential by institution.

DEVELOPMENT

3. What are the specific plans of the Commonwealth of Learning Secretariat in terms of developing, conducting and promoting distance education media, methods and support services?
4. What is the nature of COL Secretariat's relationship with: (please explain in each case)
- (a) Proprietary correspondence colleges
 - (b) National Universities Commission
 - (c) the International Council for Distance Education (ICDE)
 - (d) Radio Stations -----

(e) Television Stations in the country -----

(f) Any others -----

5. Is there any link with the Federal Ministry of Communications on possible areas of cooperation?

Thank you.

UNIVERSITY OF IBADAN LIBRARY

APPENDIX 6

Names, Status, Addresses of Interviewees
and Places of Interviews

NO	DATE	INTERVIEWEE	STATUS OF INTERVIEWEE	ADDRESS	PLACE OF INTERVIEW
1	29/3/90	Mrs. Akinyemi	Assistant Chief Educ. Officer, Tech. Sc. Ed Department	Federal Min. of Educ. (FME) Lagos	In her Office at the FME
2	29/3/90	Mrs. Euler Ajayi	First Head of the Correspondence Educ Unit of the FME, Lagos	Federal Ministry of Educ.	In her office at the FME
3	5/4/90	Mrs. V.O. Okudolo	Corporate Affairs Manager, Exam Success Correspondence College Lagos	Ikorodu Road, Lagos	In her office in Lagos
4.	3/3/91	Mr. Robert Colley	Director, Independence Study, Degree Prog. of the Syracuse Univ. U.S.A.	Syracuse University New York U S A	In his office in the University
5	6/3/91	Prof. Don Ely	Head, Instructional Dev. Division, School of Educ. Syracuse Univ. N.Y., U. S. A.	Syracuse University New York, U.S.A.	In his office in the University
6/	24/10/91	Prof. E.E. Ezewu	Prof. & Former student of Wolsey Hall, U.K.	University of Port-Harcourt	Banquet Hall, University of Benin.

NO	DATE	INTERVIEWEE	STATUS OF INTERVIEWEE	ADDRESS	PLACE OF INTERVIEW
7.	24/10/91	Dr. A.O. Aboderin	Snr. Lecturer in English, Univ. of Calabar (Former Rapid Results Col. Student)	University of Calabar	Palm Royal Hotel, Benin City
8.	24/10/91	Prof. E.O. Fagbamiye	Director, COSIT	COSIT, Univ- of Lagos	University of Benin
9.	24/10/91	Mr. Hafiz Wali	Director, African Prog. & Information Services, The Commonwealth of Learning & Founding Director National Teachers Institute, Kaduna	Kaduna	University of Benin
10.	16/4/92	Mrs. B.I. Adekola	Univ. of Ibadan, External Studies Prog. student (U.I.E.S.P) (Subject: ADE/Lang Arts)		Room B209, Dept. of Adult Educ. University of Ibadan.
11.	16/4/92	Mr. M.O. Adedeji	Same as above (400 level student) (Subject: ADE/ Geography.)	Iseyin District Grammar School Iseyin	Same as above

NO	DATE	INTERVIEWEE	STATUS OF INTERVIEWEE	ADDRESS	PLACE OF INTERVIEW
12	16/4/92	Miss A.E. Akhutie	Same as above (200 level; GCE/History)	-	Same as above
13.	16/4/92	Mr. F.A. Oki	Same as above (400 level; ADE/Lang Arts)	Idepe High School, Okiti-pupa	Same as above
14	16/4/92	Mr. I.O. Olalere	Same as above (100 level; ADE/Pol. Sc.)	Staff Schl University of Ibadan	Same as above
15.	17/4/92	Mr. R.E. Betunmi	Same as above (400 level; ADE/Geog.)	-	Same as above
16.	17/4/92	Mr. H.A. Akintunde	Same as above ADE/Rel. Studies	Baptist High Schl. Ilaro	Same as above
17.	17/4/92	Mr. S.O. Ayeni	Former Rapid Results College Student	Fed. Govt. Girls Col. Sagamu	Monatan, Ibadan
18.	21/4/92	Dr. (Mrs) Nike Osofisan	Head, Dept of Computer Studies The Polytechnic Ibadan	The Polytechnic Ibadan	Her Office
19.	22/4/92	Mrs. Olufunmilayo Awoyo	COSIT Student BSC EDU/Biology 400 level Mat. No.: 881004545	I.M.G. Pry School, Mokola	Obokun, Eleyele Ibadan

NO	DATE	INTERVIEWEE	STATUS OF INTERVIEWEE	ADDRESS	PLACE OF INTERVIEW
20.	22/4/92	Chief M.S. Adigun	University Correspondence College Alumni (U.K.) (Former Minister of National Planning under the Buhari regime in Nigeria)	Orita Basorun Ibadan	His Orita Basorun residence
21.	23/4/92	Mr. Dele Mafolajire	COSIT Alumnus B.Sc. Bus. Admin.	Eleyele	37, Askar Paints Layout, Eleyele, Ibadan
22.	24/4/92	Mr. Gbola Olapade	COSIT Student (B.Sc. Bus. Admin. 400 level) Mat No: 881002256	Evans Brothers (Nig) Publishers Ltd., Jericho Ibadan	Evans' Jericho Office
23.	26/5/92	Mr. P.Y. Folorunso	Director of Studies Exam. Success Correspondence College, Lagos	Ikorodu Road, Lagos	In his office
24.	28/5/92	Mrs. Aderinsola Ashimi	NTI Yr. I NCE/ Soc. Studies Matric No 035247	Omoleye Nurs Pry School Ikorodu Rd. Lagos	Baptist Academy (Study Centre of the NTI) Ikorodu Road, Lagos.
25.	28/5/92	Mrs. V.A. Olusanya	Matric No.049248 Soc. Studies I	Bishop Howel's Pry. Mem. School Bariga Lagos	"

NO	DATE	INTERVIEWEE	STATUS OF INTERVIEWEE	ADDRESS	PLACE OF INTERVIEW
26.	28/5/92	Mrs F. F. Fiola	NTI Student Matric. No. 035162 Educ./Soc. Studies	St. Jude's Pry School Ebute Metta	Baptist Academy (Study Centre) of the NTI) Ikorodu Rd. Lagos.
27.	28/5/92	Miss V.I. Ogunnusi	NTI Student Matric. No. 037493	Christ Church Cathedral Pry School, Lagos	"
28.	28/5/92	M. O. Olusi	NTI Student Matric. No. 034231 (Cultural Arts)	Police Child_ ren School Ikeja	"



Proclamation: In the pursuit
of excellence & innovation

The Rapid Results College

Chemistry

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It is a condition of the College's Tuition Service that study material supplied to the student remains the property of the College and the student may not let any other party have access to it

TUITION HOUSE, LONDON, S.W. 19

Course No. 145 c

EXAM SUCCESS CORRESPONDENCE COLLEGE

P.M.B. 1080,

YABA, LAGOS.

PHONE: 42728
47403
45694

GOVERNMENT (b)

Course No. 14



IMPORTANT

These Lectures are the Private Property of EXAM SUCCESS CORRESPONDENCE COLLEGE, Yaba, Lagos. It is, of course a condition of the tuition service of the College that you will not sell, give, exchange, lend or allow to others the use of any part or parts of the lectures and literature or any copy or copies thereof.

"It is cynicism that and fear that freezes life; it is faith that thaws it out, releases it, sets it free." - H. E. Fosdick

APPENDIX 9

CORRESPONDENCE AND OPEN STUDIES INSTITUTE
UNIVERSITY OF LAGOS



BIOLOGY: SPECIAL ENTRY PREPARATORY PROGRAMME

- Lecture 4: Co-Ordination (2)
- Lecture 5: Receptors -- Mammalian Ear & Skin
- Lecture 6: Effectors, Muscles and Locomotion.

Published by

The Correspondence and Open Studies Institute
University of Lagos
Akoka - Yaba

457

APPENDIX 10

IBADAN EXTERNAL STUDIES PROGRAMME SERIES

ADE 309

Field Work in Adult Education

**Theory and Practice of Seminars, Conferences, Symposia
and Workshops. Programme Planning and Organization.**

by

Gbolagade Adekanmbi

Department of Adult Education,

University of Ibadan,

Ibadan.



Published by:

Department of Adult Education,

University of Ibadan,

Ibadan

UNIVERSITY OF ABUJA

Centre for Distance Learning & Continuing Education
Abuja - Nigeria

U/CDLCE/21

9th March, 1992

Patunise Lawrence
P. O. Box 283,
Epe - Lagos

Sir/Madam,

PROVISIONAL ADMISSION INTO THE DISTANCE LEARNING DEGREE/DIPLOMA PROGRAMME

I am pleased to inform you that the Centre for Distance Learning and Continuing Education, University of Abuja has offered you provisional admission into its degree/diploma programme in Law

beginning its academic session 1992. The programme is due to commence in June 1992.

Further information on the course will be sent before the course commences.

The course fees will be as follows:-

(i) Tuition (including course materials)		
Law (LL.B)	-	N 6,000.00 per session
Other degree courses	-	N 4,000.00 per session
Diploma	-	N 2,500.00 per session
(ii) Other charges:		
Registration	-	N 50.00 per session
Examination	-	N 300.00 per session
Identity card	-	N 50.00
Caution Deposit	-	N 200.00 (Refundable at end of course)

You are required to make at least 50% (fifty per cent) payment of the tuition fees and full payment of other charges stated above before 27th April, 1992. The remaining payment will be made on 2nd October, 1992. The fees to be accompanied with the letter of acceptance should be paid to the University of Abuja in Bank Draft drawn on any of the following Banks in Abuja:

- First Bank of Nigeria
- Union Bank of Nigeria
- Allied Bank of Nigeria
- Bank of North
- United Bank for Africa
- Cash payment will not be accepted.

The following are the likely study centres where students will register. You will be expected to register at the study centre nearest to you or the one to which you are assigned by the Centre. There you will meet the study centre supervisor who will tell you what to do.

(i) Oyo/Ibadan	St. Andrew's College of Education, Oyo. University of Ibadan, Ibadan (Law Programmes only).
(ii) Abuja	University of Abuja, Centre for Distance Learning and Continuing Education Garki, Abuja.
(iii) Kano	Bayero University, Kano.
(iv) Zaria	Ped. College of Education, Zaria.
(v) Enugu/Nsukka	University of Nigeria, Nsukka, Enugu Campus. (For Law Program only)
(vi) Owerri	Alvan Ikoku College of Education.
(vii) Benin	University of Benin.
(viii) Lagos	Federal College of Education (Technical) - Akoka.

At the time of registration, you will be required to bring the following to the registration centre:-

- The originals of your certificates.
- Six (6) passport size photographs of self
- Evidence of payment of fees and other charges.

Please find attached a letter of acceptance of the provisional offer, which you should complete and return *together with the Bank Draft to the Registrar, University of Abuja*, so as to be received here not later than 27th April, 1992. If we do not receive your letter of acceptance by that date, you will forfeit the offer.

Yours faithfully,



Yakubu H. Habi
Ag. Registrar.



CORRESPONDENCE AND OPEN STUDIES INSTITUTE

UNIVERSITY OF LAGOS

MARCH 1992

TABLE OF CONTENTS

Unilag Attains the Middle-Age, 30.

*Quotable Quote - Professor Nurudeen Alao
Vice-Chancellor, Unilag*

Director Welcomes COSIT Students

Registration

COSIT Calendar for 1991/92

Staff Movement.

Student Data

Donation

Examination Malpractice Revisited

Increase in Service Charges

COSIT Day

COSIT Lectures on Video Tapes?

Regulations Leave of Absence

Year IIIA Science and Mathematics Students:

UNILAG ATTAINS THE MIDDLE-AGE, 30

Three decades ago, the "man" Unilag, was a baby. It could not even crawl. It was sucking from its mother constantly the milk of life, which is intellectual knowledge. It absorbed academicians from far and wide (Eastern and Western Europe, US and Canada) both indigenes and non-indigenes and assigned them the tasks of lecturing the young ones and generating knowledge through research.

That was the time we had the oil boom and the economy was bubbling. So also were funds flowing into the University like a river without any artificial dam. There were funds for teaching equipment, building facilities and research. That was 30 years ago. Today, the story is different. The University is operating under SAP. Hence, we have had the need to launch and re-launch the University of Lagos Endowment Fund.

At the 25th Convocation Ceremonies, on Thursday, 20th February, 1992, the Pro-Chancellor and Chairman of Council, Alhaji (Dr.) Garba Ja Abdulkadir presented the state-of-the-University thus:-

As the Pro-Chancellor and Chairman of Council, it is my pleasure and privilege to

welcoming you all to this convocation ceremony which coincides with the 30th Anniversary of the founding of this great Institution of higher learning, the University of Lagos.

First, I wish to welcome the representative of the Visitor, Vice President, Admiral Augustus Aikhomu for his invaluable presence. He was here with us and presided over the relaunching of the University of Lagos Endowment Fund at which more than ₦25 million was collected on the spot. He donated, on behalf of the Federal Military Government, the sum of ₦5 million and made a personal donation of ₦25,000.00 on behalf of his family. You all know that the Federal Government is still the main source of regular grants, donations and other financial assistance to the University.

The civilian Governor of Lagos State, Sir Michael Otedola, is attending our convocation ceremony for the first time. This University has received support and full cooperation from the former civilian and military Governors of Lagos State. Brigadier Reji Rasaki in particular allocated a large parcel of land to this University at Magodo. This was sub-divided into 172 plots and distributed to the University staff. The beneficiaries have already received their individual Certificates of Occupancy and the University has launched a Home Ownership Loan Scheme for the staff. The Revolving Fund for this purpose will be increased from ₦2.5 million to ₦3.5 million to enable more and more of our staff to build their own homes in Lagos. May I appeal to Sir Michael Otedola, like his predecessors, to continue to assist this University.

Of course, I must welcome the Hon. Federal Minister of Education, Professor Babatunde Fafunwa for his presence here today. We have continued to receive special attention of the Hon. Minister in solving some problems which are peculiar to the University of Lagos.

QUOTABLE QUOTE
PROFESSOR NURUDEEN ALAO
VICE-CHANCELLOR, UNILAG.

"Is it not the case that even today we have still not learnt, that we are so often unable to separate noise from information, that we hail noise and discard information, that we do not distinguish between information and knowledge and between knowledge and understanding".

DIRECTOR WELCOME
COSIT STUDENTS

The Director of COSIT, Professor E. O. Fagbamiye, welcomes all COSIT students to the new year, 1991/92 session. He urges all students to make efforts to be familiar with University regulations so as to minimise problems. He also advises students to read the *COSIT NEWSLETTER* thoroughly so as to be up-to-date with developments in the Institute and the University generally.

REGISTRATION

All students except, the beginners, should register for this session latest Friday, May 29th, 1992. Late registration will NOT be entertained for whatever reason. All COSIT students who attended the last residential programme were duly informed about this deadline for registration. To be forewarned as we know is to be forearmed.

If you live outside Lagos, registration forms will be made available at your Study Centre. You must pay the full charges by bank draft made to "The Correspondence and Open Studies Institute, University of Lagos". The service charges remain as at 1990/91, but old students are requested to pay for book deposit as follows:-

1. Accounting and Business Administration
1A-2A - ₦200.00
2. Science Education
- ₦150.00

This is because more course texts are now available for distribution to students and only those who have money in their book deposit account will be serviced without delay. New students are advised to deposit N600.00 for

books and study materials as soon as they receive their offer of admission. New students must register within 28 days of the offer of admission, otherwise such offer will lapse and will be given to other qualified candidates.

COSIT CALENDAR FOR 1991/92

October 1991

Saturday 5th - End of 1990/91 Academic session.

November 1991

Monday 18th - A.P.D. Meeting

December 1991

Thursday 12th - Board of Studies Meeting
Monday 16th - A.P.D. Meeting.

March 1992

Saturday 7th - Study Centre Meeting
Thursday 12th - Board of Study Meeting
Monday 16th - A.P.D. Meeting
Saturday 21st - Study Centre Meeting

April 1992

Saturday 4th - Study Centre Meeting
Monday 13th - A.P.D. Meeting
Saturday 18th - Study Centre Meeting
Saturday 25th - 1st Continuous Assessment

May 1992

Saturday 2nd - Study Centre Meeting

Monday 11th - A.P.D. Meeting
Thursday 14th - Board of Studies Meeting
Saturday 16th - Study Centre Meeting
Saturday 23rd - Study Centre Meeting
Wednesday 27th - Advert for the 1992/93 Admission
Friday 29th - Deadline for Registration for Courses

June 1992

Saturday 6th - Study Centre Meeting

July 1992

Saturday 4th - 2nd Continuous Assessment
Saturday 11th - Study Centre Meeting
Friday 17th - Matriculation
Saturday 18th - Matriculation
Monday 20th - Residential Programme begins.

August 1992

Saturday 8th - Residential Tutorials and Sessional Examinations begin
Tuesday 11th - Residential Programme ends.
Friday 28th - Residential Programme ends.

STAFF MOVEMENT

The Administrative Secretary, COSIT, Mr. P. I. Akingbade, the Senior Assistant Registrar, COSIT, Mrs. T. Falode, the Assistant Registrar, Mrs. O. A. Ukaiwe and Mrs. E.M. Tunde have been transferred to other units in the University. The Institute is grateful for the

service of the out-going members and welcomes the new ones.

Mr. A. A. Iposu, Chief Executive Officer and Mr. J. A. Akinbola, Senior Executive Officer have joined the Institute. We wish them a happy but busy time at the Institute.

DONATION

The COSITSA Executive recently donated a telephone receiver to the Director's Office. The Institute hereby expresses gratitude to the COSITSA Executive and the entire members of COSITSA for their very thoughtful and functional gift.

EXAMINATION MALPRACTICE REVISITED

Would you believe that in spite of all our efforts to ensure that our very mature students set the pace in probity, integrity and transparent honesty, there were as many as 108 alleged cases of malpractice during the 1990/91 sessional examinations? We are now in a new year. Hence, start to study hard, and avoid the last-minute rush and temptation to cheat.

INCREASE IN SERVICE CHARGES

The Development Committee of the University of Lagos recently established new service charges for COSIT programmes. The new charges are to take effect in the 1992/93 session.

Previous 1989/90	New 1992/93
------------------	-------------

Accounting & Business N 1,500.00	N 2,000.00
-------------------------------------	------------

Science Education: B.Sc. Biology, Chemistry, Physics and Mathematics N 600.00	N 1,000.00
--	------------

Postgraduate Diploma in Education N 1,500.00	NO CHANGE
---	-----------

These rates are subject to change but students will be adequately notified well ahead of any changes being implemented

STUDENT DATA

Last year, efforts were made to up-date our students' records. Some of our students did not cooperate as expected. We urge you to complete and submit with the Registration form the Bio-data form forwarded to all students. Such data are needed for various purposes at the Institute. It is in your interest to submit the forms soon.

COSIT LECTURES ON VIDEO TAPES?

We have had suggestions to put some COSIT lectures on video-tape in order to supplement the course-texts (Modules) in print. Before we accept the suggestion, we wish to do a feasibility study. We wish to find out how many people will be willing to subscribe to the instructional tapes.

Each instructional tape will contain a lecture of about two hours. The tape will contain more than lectures. Illustrations, actualities, scenes of places and events will be included for the purpose of explaining the concepts within the lecture. Each tape will cost N100. An additional cost for delivery by courier service will be added. Please fill the form below and forward to the Director, COSIT within two weeks. Thanks.

COSIT INSTRUCTIONAL VIDEO-TAPES

Name:.....

Correspondence Address:.....

Course of Study at COSIT:.....

Will you subscribe to COSIT VIDEO-TAPES?

Yes

No

COSIT DAY

Starting from 1992, a day in every year will be observed as COSIT DAY. COSIT DAY for 1992 will be declared soon. It is going to be in the second half of this year. The actual date and further details will be announced in the next edition of the Newsletter.

REGULATIONS LEAVE OF ABSENCE

(a) Only registered students can apply for leave of absence

(b) Leave of Absence may be granted for one year at a time but the student must write for a renewal on an annual basis. Subsequent approval will be given only for genuine reasons. Applications for Leave of Absence must reach the Administrative Secretary between 1st June and before the end of the residential programme of any session. Applications for Leave of Absence after an examination will not be entertained. Students who are not chanced to sit for an examination would have known before the end of the examination and are expected to lodge a report immediately. Such applications must be accompanied by documentary evidence such as sick reports or official letters from employers as may be appropriate. In serious cases of illness the next-of-kin of a student could act on a student's behalf by submitting a medical report with a letter.

YEAR 111A SCIENCE AND MATHEMATICS STUDENTS:

INTRODUCTION TO SCIENCE AND MATHEMATIC METHODOLOGY

By.

J.S.Ola Oludotun
Senior Lecturer (Physics),
Head of Science Programme.

INTRODUCTION

The level of achievement in Science and Mathematics among Senior Secondary School students nowadays is a real cause for alarm. There are enough data to show that the number of failures in these subjects is very high. Besides, not many of the passes are at credit and distinction levels. This is why the 60 per cent quota for admission for Science and Mathematics related courses in the Universities has never been obtained.

So far, many reasons have been known to have contributed to this low level of performance. Some of these include:-

1. Poor students' attitude to the subjects,
2. Lack of Science and Mathematics teachers,
3. Absence of Science laboratories or poorly equipped ones where they exist,
4. Ineffective methods of teaching.

It is on the basis of this last factor that this letter wishes to address itself on how to make our distance learners more effective in the art of teaching science and mathematics.

Those of you in Year IIIA in the Science Programme should offer a course on the methodology of teaching Physics, Chemistry, Biology and Mathematics. Experience has shown that not many of you are prepared to face this course. For example, those of you who are not teachers are likely to perform poorly in this course going by past experience. The problem therefore is "How can you prepare

yourself for this course and be able to perform well in the course?"

This short note is to introduce you to the art of teaching science and mathematics through observation. If you are a teacher, it is a way of re-examining yourself, your method of teaching and be in the position to say whether it is adequate or not, and on the basis of what you find, to be ready to effect a change. If you are not in the teaching profession, it is a way of exposing you to the profession through direct experience before you begin the course.

THE TASK

You should choose a school near-by and observe one or two teachers teach your subject in order to observe:-

how the teacher plans his lessons,

the various preparations he makes towards his lesson delivery,

how he delivers his lesson in terms of introduction and objectives,

activities for students, discussion with or among the students etc.

what kinds of evaluation he carries out after each lesson, and

What audio-visual aids he uses in his lessons.

It is hoped that the teachers you watch are the good types who take account of the various items listed above.

You are required to watch at least three lessons. At the end of your observations, you should appraise the lessons by analysing your observations in terms of:

Teacher activity

Pupil activity

Teacher - Pupil Interactions.

Lastly, can you identify any psychological/philosophical reasons for justifying the teachers' actions?

Send the original copy of your findings to me before the end of May 1992. Your own copy will be used again during the residential programme.

You may write to me in case you need any letter of authority in carrying out the above exercise. Enclose a self-addressed envelope.

I wish you all a happy and fruitful 1991/92 academic year.

NEW STUDY CENTRE

Those students who would like to attend study centre meetings in Ogun State University Ijebu-Igbo for Accounting and Business Administration should complete the Pro-Forma below:-

Matric Number:.....

Name:.....

Course:.....

Year:.....

TO ALL COSIT STUDENTS

Please, return the completed Pro-forma with your Registration forms

Name:.....

Matric No.....

Contact Address:.....

.....

.....

Telephone:.....

University of Ibadan, Ibadan

ESP NEWS

No.1

April, 1992

PREFACE

The External Studies Programme of the University of Ibadan exists to extend knowledge, information and other opportunities that are available to internal students to our distance learning students. This objective cannot be adequately achieved without some copious or outflowing of exchange of information in a web of dynamics of activities as it were. For instance, students have a right to information about their lecturers, about course registration procedure, about admission, about teaching practice, about tutorial and examination, about different schedules of officers handling External Studies Programme matter and of course about the principal and allied officers of the University that would soon become their alma-mata.

Also, the University as well as the general public would like to know when and how many students are admitted into the programme, what are the short-term and the long-term benefits of the programme to specific individuals and to the society in general. Efforts would be sought to meet the aforementioned requests both in this maiden issue and the subsequent editions of the Newsletter.

Kindly subscribe to the newsletter.

Thank you.

EDITOR,
External Studies Programme.



University of Ibadan, Ibadan

ESP NEWS

External Studies Programme New Letter

NOTICE TO STUDENTS

A. ADMISSION AND REGISTRATION

The new students of External Studies Programme (ESP) are advised to strictly adhere to the following registration procedure.

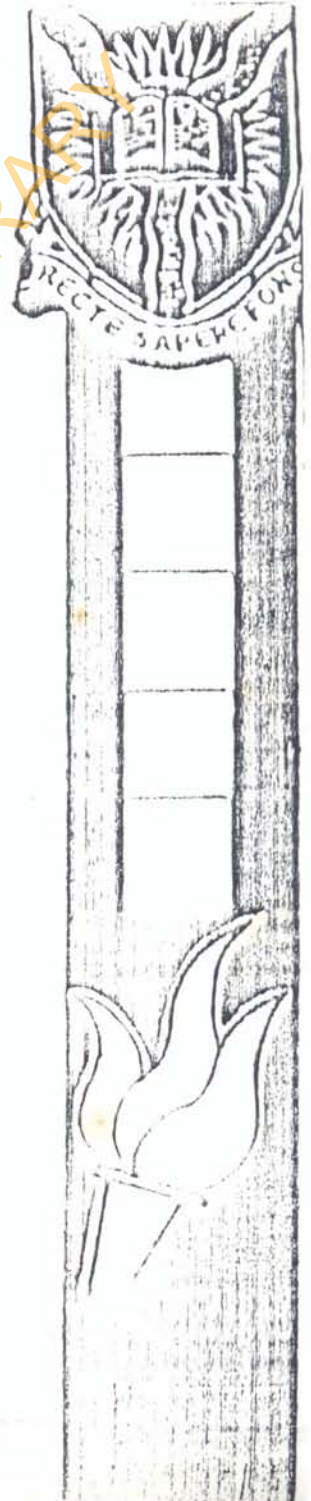
- (a) Obtain original copies of your credentials.
- (b) Bring four recent passport photographs.
- (c) Obtain original Birth Certificate or Declaration of age.
- (d) Keep original receipts for all payments.
- (e) Bring photocopies (4 sets) of all certificates.
- (f) However, Any transaction made with the secretariat after closing hours will not be entertained as the office closes at 3.30p.m. between Monday and Friday.
- (g) Students should note that failure to obtain letter of confirmation of results from WAEC can delay registration.

B. MATRICULATION

New students should note that it is essential for them to sign the matriculation register. Anyone who has not signed the matriculation register is not yet a bonafide student of the University of Ibadan.

C. DEFERMENT/TEMPORARY WITHDRAWAL

Students who wish to defer admission must forward applications for such latest four weeks after accepting the admission. If deferment is due to ill-health, a medical report must be



attached to such applications. Students who are unable to take seasonal examinations must inform the secretariat immediately after, not later than four weeks after the examination. Their applications for temporary withdrawal should be accompanied with a medical report if such withdrawal is due to ill-health.

Deferment is different from temporary withdrawal. A student who has matriculated (that is, obtained matriculation number) can only apply for temporary withdrawal. Deferment is only for students who have not obtained matric number.

D. REGISTRATION

Old students must have accomplished the following before March ending:

1. Payment of tuition fees.
2. Complete all course registration forms and get them duly signed by Heads of Departments.
3. Consult the study guide and its amendments before filling the course registration forms.
4. Register receipts and other particulars with the officer in charge of your department.

Note that NO STUDENT IS REGARDED AS A REGISTERED STUDENT until the duly signed Registration Forms have been submitted to the officer in charge of his/her

University of Ibadan, Ibadan

External Studies Programme New letter

part 4 Bulletin of External Studies Programme

3.

department after which student is expected to write down his/her name on list of Registered Students.

5. Defaced or improperly filled registration forms will not be accepted.
6. Students are advised to register (if possible) for courses to be offered in the next academic year immediately after the revision/examination period.

E. PAYMENT OF FEES

Students are advised to pay their tuition fees early in the session as late payment would attract some fines.

Payment before end of:

December remains	-	N500.00k
January - February	-	N600.00k
March	-	N700.00k

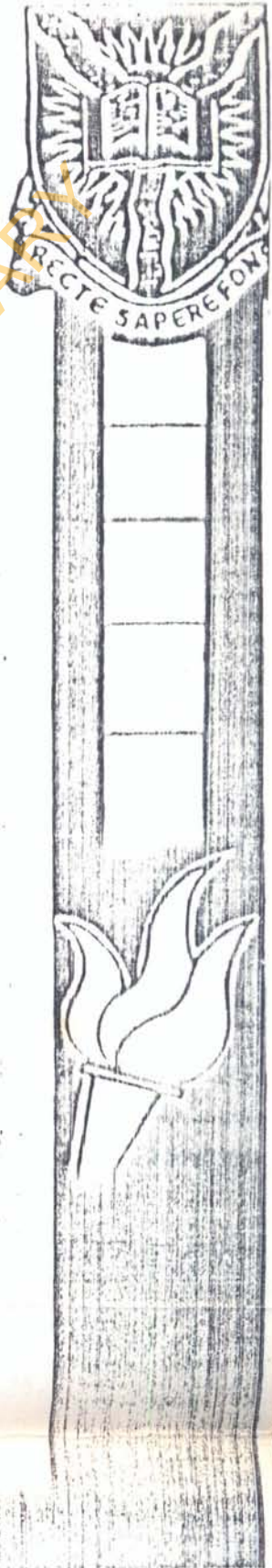
Definite period for registration is between 1st October to 31st March of the following year.

Note that students who do not pay their tuition fees by end of March will not be allowed to sit for exams in that year.

F. TEACHING PRACTICE/PRACTICUM

The 1992 teaching practice starts 25th May and ends 3rd July 1992. Duration is 6 weeks. The Part Four Guidance & Counselling Students will have their practicum simultaneously with the Teaching Practice. The part four (400 level)

.../4.



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4.

students are expected to pay their Teaching practice fee of N200,000 bank draft payable at the various study centres, on or before 10th May. The draft should be drawn in favour of the University of Ibadan. Any late payment will enhance additional cost. Any student that fails to pay the Teaching Practice fees will not be supervised and students are hereby advised to collect information letters from their various study centres and act according to the instructions therein.

G. COURSE MATERIALS

Students of External Studies Programme (ESP) are advised to strictly adhere to the steps given below when collecting their course materials at designated study centres. Available centres are as tabulated below:

S/NO	STUDY-CENTRE/COORDINATOR	LOCATION
1.	Ibadan Dr. (Mrs.) D.A. Egunyomi	External Studies Programme University of Ibadan, Ibadan, Oyo State.
2.	Lagos Mr. F. A. Abass	National Institute of Moral and Religious Studies, Project Time, Akoka, Lagos, Lagos State.

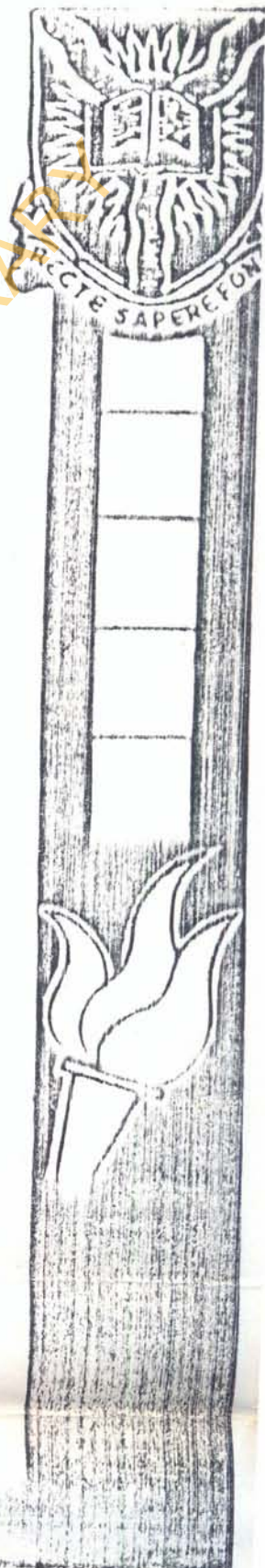
University of Ibadan, Ibadan

5.

S/NO	STUDY-CENTRE/COORDINATOR	LOCATION
3.	Ado-Ekiti Dr. Alonge	Institute of Education, Ondo State University Ado-Ekiti, Ondo State.
4.	Benin-City Dr. Oriafio	Institute of Education, University of Benin, Benin City, Edo State.
5.	Port-Harcourt Dr. Agina-Obu	River State College of Education, Port-Harcourt River State.
6.	Kano Mr. Sabo Ndabawa	Department of Adult and Community Extension, Bayero University, Kano, Kano State.

- (1) Students are only allowed to buy course materials at their chosen study centres.
- (2) Obtain valid bank draft for the exact amount of course materials available at the centres. Note that the issue of utilising outstanding balance or (balance carried forward) will no longer be entertained for accounting reasons. Drafts obtained from banks after two months will be dishonoured by the officer(s) issuing out course materials at various centres. This is to prevent drafts from being stale.
- (3) The following items are needed for collection of course materials:

.../6.



- i. Personal copy of properly filled and duly signed course registration forms for the current session.
 - ii. Receipt of tuition fees.
 - iii. Valid Identity Card.
 - iv. Bank draft with the student's full name, matric. number and postal address neatly and boldly written at the back.
 - v. Letter of authority (for those collecting materials on someone's behalf).
- (4) Course materials collected must be properly checked by students before leaving any of the EKL premises. This is to ascertain that faulty materials are immediately replaced by officer(s) in charge before being taken away. Note that materials taken away by any student without proper checking is taken away at the student's own risk.
- (5) Students should purchase materials available before the period of Revision/Examination (i.e. as they come in) so as to avoid unnecessary tension during the revision period. Priority will be given to sale of fresh course materials (if any) during this period.
- (6) Materials will be issued out within the period stipulated by designated officer(s) at various study centres (usually between 9.00 a.m. and 2.00 p.m.) from Monday - Friday. Such officers handling materials however may use their discretion.

University of Ibadan, Ibadan

DSP NEWS

External Studies Programme (New Letter)

Weekly Bulletin of External Studies Programme 7.

H. CHANGE OF STUDY CENTRE

Application for a change of study centre should be neatly written and addressed to:

The Senior Assistant Registrar,
External Studies Programme,
University of Ibadan,
Ibadan.

Necessary information (such as departments, teaching subject, matric number, level, former and intending study centres) should be stated in the application letter. The application in writing must reach the secretariat before the end of the session (i.e. October - ending). Any application made after this date will not be entertained. Change of centre will only be effected at the commencement of a new academic session.

I. TUTORIALS

These will come up in July. The exact date will be communicated to students through this forum.

J. REVISION AND EXAMINATION

The end of the session Revision and Examination are not tentatively slated for September - October. Any change in this calendar will be communicated to students later.

K. EXAMINATION RESULT

1990/91 examination results are being dispatched to students who submitted self-addressed envelopes with us. Those who did not submit envelopes are hereby advised to do so before the



8.

1991/92 tutorial exercise. Note that no complaint about issuance of examination results will be entertained after the tutorial exercise.

Kindly send your information and suggestions to the Editor External Studies Programme University of Ibadan, Ibadan.

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On enrolment, you are given a Certificate of Studentship. Exam Success Studentship Certificate is the visible sign that you are on the road to success.

CERTIFICATE OF STUDENTSHIP

This is to certify that

M has been enrolled

for a course of study leading to

in the following subjects:-

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Student No

Date



Director of Studies

EXAM SUCCESS CORRESPONDENCE COLLEGE

P. M. B. 1080, YABA,

LAGOS.

Put your name on this Certificate by enrolling today.

COSU PAPER

FOR THE

AD HOC COMMITTEE ON THE REORGANISATION OF
THE ADMINISTRATIVE STRUCTURE OF
THE GUEST HOUSES CONFERENCE CENTRE
CONTINUING EDUCATION CENTRE
AND
THE CORRESPONDENCE AND OPEN STUDIES UNIT

BTH NOVEMBER, 1982

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INTRODUCTION

The Unit has been described humorously as a 'university within the University' and is being so treated by many in this University to the disadvantage of the unit.

The Unit is an integral part of the University of Lagos, and not an adjunct, nor with a separate existence from the University. The founding fathers of the University of Lagos had the vision to include in their proposals for the setting up of the University the necessity for part-time studies which should make use of among other things mass-media techniques, in order to maximise the use of available facilities in an urban area like Lagos, with limitations of space.

This aim of providing Distance Learners who have missed the opportunity or are unable for one reason or another to avail themselves of full-time studies in a university was realised when the Unit was launched in 1976.

There is no doubt that since it started in 1976 as an experiment and pioneering project it has been forced to identify the problems of organising a Distance Teaching System within a university and it has suggested and tried to find solutions to them.

The paper "COSU in Perspective" written in 1977 was a critical appraisal of the work of the Unit with suggestions to strengthen it to perform its work more efficiently and more effectively. It was this paper which prompted the setting up of the COSU Review Committee in 1978 by the Committee of Proctors and Deans whose final report was approved

by the Senate in January 1980. The Unit has been waiting anxiously since then for the implementation of the major recommendation and the giving of serious consideration to suggestions in the *Report about the position of the Unit within the University*. The only positive action was the cutting of the umbilical chord between the Further Education Unit and the Correspondence and Open Studies Unit during the budget meeting of Development Committee for the 1980/81 session. Since then the Board of Continuing Education has ceased to recognise the Correspondence and Open Studies Unit as coming within its jurisdiction. The Correspondence and Open Studies Unit has been floating in mid-air.

The Unit started with several assumptions which have Not been found later to be valid.

- (a) that the Faculties and Departments understood the implications of accepted responsibility for the academic work of the Unit.
- (b) that the Unit did not need a core of academic and professional staff for its editorial and media work.
- (c) that the Unit will be a tiny one which will not need much space.

These and several other factors contributed in no small measure to create and amplify problems some of which could have been avoided. Unfortunately the very students who should benefit most from this learning strategy became the victims of these problems, while the staff endured and struggled to improve the situation.

It has been a period of learning for all involved – COSU students and staff, Deans of Faculties, Head of staff of various Departments and other authorities of the University. Although there is no end to learning,

and the unit will continue through research to learn, I make bold to say that it is now in a very strong position to apply the acquired experience, skills and knowledge to reshaping, consolidating and expanding the Unit.

The attached Appendix A of the statistics of students for the academic year 1981/82 shows: the growth since the unit's early beginning. It needs no emphasis that the economic advantage of a university without walls is in its large number.

The Senate decided three years ago that the Unit, extend its courses to include students in the Faculty of Law and the Department of Mass Communication, the B.A. (Education, but these are yet to take off).

The main thrust of this paper will be to specify the ways in which it can function smoothly and efficiently. It will then be obvious later, what its relationship should be with other groups.

Nomenclature

The existence of the Unit confirms the conviction of the University of the advantage of the Distance Teaching System in extending its courses to those outside the walls of the campus. The University therefore operates both the Traditional Face-to-Face Teaching and the Distance Teaching Systems. It is pertinent to point out that the University of Lagos is only one of the many universities within and outside the Commonwealth that operates both systems.

It is true that Course Texts are a part of the Teaching Strategy, but Distance Teaching is a multi-media approach. Correspondence Institutions offer education through the print medium only. The word "Open" which

is borrowed from Britain implies that there are no formal entry qualifications. It is a limitation on the work we are doing to describe it as a Unit. A teaching service Unit is the smallest establishment that can exist operationally.

It is proposed that the title Correspondence and Open Unit be changed to Distance Teaching Centre. This change is significant because it emphasises the role of offering degree courses of a Departments Faculty through Distance Teaching Methods to Distance Learners. This change would enable the Distance Teaching Centre to operate realistically.

We can now look at the current and proposed methods of operation of the Centre.

ACADEMIC SECTION

Current Modus Operandi

It is true that the Unit has moved away from the situation when academic staff of Departments were personally invited for COSU work without any official involvement of the Departments. An official letter of appointment is now being given by the Registry. The staff Regulation makes a reference to the Commitment of each Faculty member to the Unit.

There are Joint Advisory Committees in the Faculties of Education, Science and Business Administration, but these do not include all the lecturers in each Faculty who are COSU tutors. The Chairman of each committee is a representative of the Faculty.

There are two Supervisors in the Faculty of Education for the Unit work, one each in the Departments of Mathematics, Chemistry, Physics and Biology and Accounting. There are Coordinators in the Department of Economics and Political Science, but there is no Coordinator in the Faculty of Law.

The Board of Examiners of the Faculty of Business considers the results of both Full-time and COSU students.

There is a separate Board of Examiners for COSU students in the Faculty of Education which considers the result of COSU examination taken in September comprising of all the examiners in the Faculties of Education and Science.

The Deans of the Faculties of Business Administration, Education and Science present the respective COSU students in their Faculties for matriculation and graduation.

Representatives of the Faculties join COSU staff in screening application forms of prospective qualified students, but the Dean of each Faculty ratifies the list and passes it on to the Vice Chancellor for approval.

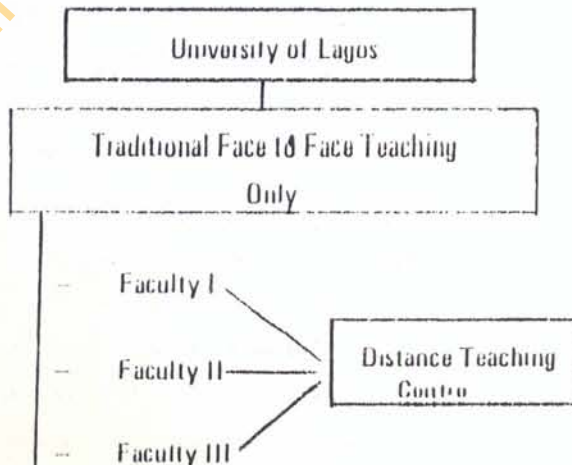
The faculty is responsible for the academic content of the course offered to COSU students, writes the Course-Text Materials, moderates them and are contact-tutors at the study centre meetings, Induction and Long Vacation Course.

The University pays honouraria to the Faculty staff for work done.

Proposed Modus Operandi

The existence of COSU in the University means that the University recognises two methods of teaching and learning for its degree programmes. The Unit does not devise courses of its own. It only helps each Faculty to extend its limited facilities through Distance Teaching Methods. The monitoring of the two systems by careful evaluation procedures will serve three purposes (a) eliminate efforts which are wasteful (b) improve upon efforts with greater promise (c) plan better use of Distance Teaching and Learning strategies to fulfil the expectation of the Nation. The relationship between a Distance Teaching Centre and the Faculties can best be described as symbiotic.

The figure given below approximates to the goals of the University in setting up COSU and allows it to be operationally flexible and economically cheaper to run. While the Distance Teaching Centre has its own core of academic staff it does not set up a full compliment of staff for each department. It's own academic staff are to specialise in Distance Teaching Methods of their own respective disciplines



Each Faculty should be made to identify its proper role and accept responsibility for its Distance Learners bearing in mind the practical implications of this acceptance, which include the following :-

- (a) The Dean of each Faculty is responsible for the academic content of the Distance Learner of the Faculty, while the Director of the Centre is responsible for policy and reports to Senate.
- (b) There should be a Board of Management responsible for the policy of the Centre with regard to all its areas of operation, including Heads of Departments, and Supervisors with the Director as the Chairman and he is responsible to the Vice-Chancellor.
- (c) There should be a Joint Advisory Committee for each Faculty with a representative of each Faculty as the Chairman, with Faculty and Centre staff dealing with academic and administrative matters. The Committee should report to the Faculty Board of Studies. The Centre should be represented on each Faculty Board for which it extends its courses to Distance Learners.
- (d) Though the University continues to pay honoraria to the Faculty staff, their annual evaluation form should reflect their additional duties in their work-load and contribution to the University.

- (u) Course-Text materials which are written and moderated by the academic staff of the respective departments in order to maintain standards and used for the Distant Learner, should also be available for the Full-time students. This will in the long run influence for good the teaching methods for the latter.
- (f) Each Faculty should keep a record of all its students through the Distance Teaching System which should be supplied by the Centre.
- (g) The practice in other Universities in different parts of the world which operate a similar system is to employ additional staff in each department, in proportion to their number of registered students. The accepted proportion is 1:50. Approval should be given for such proportional increase.

MEDIA SECTION

The distinctive aspect of Distance Teaching is that it is a multi-media system including the print and electronic media as well as the traditional face-to-face method.

Current Modus Operandi

The Media Section of the Unit started off with its own staff in both print and electronic media and its own mini-press.

The printing staff have since been integrated with the University Press which is still in its formative stages. This is an advantage for the printing staff with regard to their career structure.

The Unit employed a Senior Broadcasting Fellow to be responsible for all broadcast programmes. He won the support of the Federal Radio Corporation of Nigeria to produce some radio programmes.

Proposed Modus Operandi

- (a) While the Centre accepts the necessity for a single University Press, it should have direct control of its graphic artists and composers. It should also have a technical officer in the press who is responsible to the Head of the Section.
- (b) Educational Broadcasting involves the extraction of preliminary scripts from course texts and text books and the lecturer as a course team; the conversion of such scripts to professional broadcasting format, as well as the recording of the final script and actual broadcast.

While the recording of the final script and actual broadcasting should be the responsibility of the broadcasting organisation in order to ensure professional standards; the other parts of educational broadcasting should be the responsibility of the staff in the section. This is the only way to increase the limited manner by which the Centre is using the electronic media.

- (c) It is therefore advisable to have representatives of the broadcasting organisation on the Board of Management of the Centre.
- (d) The Centre, as well as other users of the Press should have a forum to discuss their problems and agree on a policy.
- (e) There should be a direct link with the Press so that the Head of the Section can be assured of meeting deadlines in the production of course-texts, and other materials for students.

Administration Section

The administration of the Unit is responsible for admissions, records, examination and welfare of both staff and students. The Student Affairs, Records, Academic and Admission Offices of the University should see the Centre as an extension of their work to the Distance Learners of the various Faculties. There is no need to duplicate all these offices in the Centre, even with the growing number of student intake.

An example of the current situation occurred recently. The Part III result of COSU students was considered at the meeting of the Board of Examiners of the Faculty of Business Administration with that of Full-Time students. The Academic Office was present, but the Records Office did not issue notification of the result of COSU students; because it did not have the details.

Current Modus Operandi

- (a) The Unit advertises, with the authority of JAMB each year for new students, prepares a short list, checks documents with the WAEC result register in the Admissions Office.
- (b) Representatives of Departments check the list to ensure that those recommended for admission satisfy the requirement of the Department.
- (c) The Director of the Unit sends the agreed list to the Dean of the Faculty who ratifies and sends the list to the V.C. for approval.
- (d) The Unit then sends provisional letters of admission to students.
- (e) The representative of the departments and COSU screen the original documents of students before admission.
- (f) The Unit arranges for the matriculation ceremony.
- (g) The Unit is responsible for arranging the accommodation of students during the Induction and Long Vacation Courses.
- (h) The general welfare of students has been the sole responsibility of the Unit.
- (i) Besides the S.A.R. (COSU) the other senior staff available in the Unit are one Assistant Registrar, One Administrative Officer and one Higher Executive Officer.

Proposed Modus Operandi

- (a) The Admission Office should check the certificates of all COSU students offered admission;
- (b) The Records Office should keep record of all COSU students and issue results and transcript to all Centre students.

- (c) The Academic Office should perform the same functions for the Centre students as it does for full time students with regard to examination and results.
- (d) The Students Affairs Office, should extend its services to Centre students to include welfare, accommodation and Student Unionism.

Bursary – Current Modus Operandi

The Bursary exercises the same responsibility for the Unit as it does for every other part of the University.

There is a representative of the Bursary in the Unit, who is administratively responsible to the Unit but professionally responsible to the bursary.

Proposed Modus Operandi

- (a) The Bursary should keep a separate account for the sale of materials and applications.
- (b) Increase its senior representative in the Centre to two or supplement with junior staff.
- (c) The Bursary should recognise that the Distance Learner is also entitled to pocket money, as the Full Time student, and some of the former are sponsored as the latter. The Distance Learner or the sponsor should also deposit the pocket money with the University which may be withdrawn by him later, but not normally more than once a month.

- (d) There is need for a core of staff in the Bursary to take care of the processing of claims forms, and payment to the students, especially during the long vacation course.

Conclusion

The value of this alternative method of Distance Learning by students of the Faculty is confirmed by the results of the sessional and repeat examinations.

The Faculties of Social Sciences, Arts should be encouraged to increase their intake of students, through Distance Teaching and so fulfill one of the objectives of the centre.

It is hoped that this Committee will help to find answers to the problems which have been put before the University authorities since 1977 without significant positive results. This will be an incentive to the dedicated staff who have been serving the University as missionaries and not as mercenaries.

COSU ACTUAL ENROLMENT - 1981/82

COURSES	Part IA		Part IB	Part IIA	Part IIB	Part III
	Old	New				
Business Administration	198	600	438	93	17	13
B.Sc. Accounting	96	300	167	68	13	9
B.Sc. Education	30	120	56	51	14	
S.E.F.P.		80				
P.G.D.E.		1 16	11 23			
TOTAL	324	1,116	684	212	44	23

Supplement to Official Gazette No. 6, Vol. 64, 10th February, 1977—Part A

**EDUCATIONAL CORRESPONDENCE COLLEGES
(REGISTRATION, ETC.) DECREE 1977**



Decree No. 11

[See section 13]

Commencement.

THE FEDERAL MILITARY GOVERNMENT hereby decrees as follows :

1.—(1) If any person is desirous of enrolling not less than twenty citizens of Nigeria as students for any correspondence course run or to be run by any correspondence college of which he is or proposes to be the proprietor thereof then, where such course or part thereof is to be run by the correspondence college in Nigeria or, as the case may be, to be undertaken by such students while resident in Nigeria, the proprietor concerned shall apply for registration of the correspondence college in accordance with the following provisions of this Decree.

Educational correspondence colleges to register.

(2) Where on the coming into operation of this Decree any correspondence college is carrying on business in Nigeria, the proprietor thereof may apply within three months thereafter to be registered but shall cease to carry on such business in Nigeria after the expiration of six months from the coming into operation of this Decree, unless prior to the expiration of the said period, such correspondence college is registered to continue its business in accordance with the provisions of this Decree.

2. (1) Where a correspondence college is situated in Nigeria, the proprietor thereof shall apply in writing to the Commissioner for registration and shall set out in the prescribed form—

Procedure for registration.

(a) the name and place of business or the proposed name and place of business of the correspondence college ;

(b) the name and address of the proprietor where this is an individual and in other cases, of each director, partner, trustee or other principal officer of the body (whether corporate or unincorporate), as the case may require ;

(c) the nature of the courses offered or to be offered and the duration of each such course ;

(d) if the business of the correspondence college was commenced before the coming into operation of this Decree, the date of the commencement of such business ; and

(e) such other particulars as may be prescribed.

(2) In the case of a correspondence college situated outside Nigeria, the proprietor thereof shall apply in writing to the Commissioner for registration and shall set out in the prescribed form—

(a) the name and place of business of the correspondence college outside Nigeria ;

(b) the name and address of the proprietor where this is an individual and, in other cases, of each director, partner, trustee or other principal officer of the body (whether corporate or unincorporate), as the case may require ;

(c) the nature of the courses offered and the duration of each such course ;

(d) the names and addresses of some one or more agents resident in Nigeria authorised to accept on behalf of the correspondence college service of process and any notices required to be served on it ;

(e) if the business of the correspondence college was commenced before the coming into operation of this Decree, the date of the commencement of such business ; and

(f) such other particulars as may be prescribed.

(3) Upon receipt of an application under this section, the Commissioner shall cause such inquiries to be made as may assist him in coming to a decision in the particular case.

(4) If after receipt of particulars in compliance with the foregoing provisions of this section and of the prescribed fees the Commissioner is of opinion

(a) that a correspondence college be registered, he shall issue it with a certificate in the prescribed form to that effect with or without conditions ;

(b) that it would be undesirable in the public interest that a registration be effected, he may refuse such registration, and no appeal shall lie from any decision of the Commissioner in any such case.

(5) Where a certificate of registration is issued subject to conditions, the correspondence college shall comply with those conditions.

(6) Any correspondence college which fails to comply with any of the conditions of its certificate of registration shall be guilty of an offence and shall be liable to a fine of N20 for each day during which the condition is not complied with.

* 3.- (1) In every case where the Commissioner issues a certificate of registration to a correspondence college, a designated officer shall cause a publication to be made to that effect in the *Gazette* and in as many newspapers having wide circulation in Nigeria as he may deem desirable.

(2) The Commissioner shall cause to be prepared and maintained by a designated officer a register of the names and addresses, and of such other particulars as may be specified, of all correspondence colleges certified in accordance with the provisions of this Decree.

(3) It shall be the duty of the designated officer—

(a) to cause the register to be printed, published and put on sale to members of the public not later than six months after this section comes into force ; and

(b) not less than twice in each year after that in which the register is first published under paragraph (a) above, to cause to be printed, published and put on sale as aforesaid a corrected edition of the register which shall be as up to date as possible ; and

Wide publicity to be given to certified correspondence colleges.

(c) to cause a print of each edition to be available at all reasonable times for inspection by members of the public free of charge.

(4) A document purporting to be a print of an edition of a register published under this section by the designated officer shall (without prejudice to any other mode of proof) be admissible in any proceedings as evidence that a correspondence college specified in the document is fully or conditionally certified and that any college not so specified therein is not so certified.

(5) In this section, "designated officer" means any officer in the Federal Ministry of Education who may from time to time be charged with the general responsibility for the discharge of the functions specified under or pursuant to this section or any other provision of this Decree.

4.—(1) The Commissioner may, at any time vary or revoke any of the conditions of a certificate of registration or impose such conditions or additional conditions as he may deem necessary.

Power to revoke registration or impose conditions thereon.

(2) Where the Commissioner proposes to vary, revoke or impose conditions in accordance with subsection (1) of this section, he shall before exercising such power give notice of his intention to the correspondence college concerned and shall afford it an opportunity of making representations to him and to submit reasons why its certificate of registration should not be so amended.

(3) Any correspondence college which fails to comply with any conditions as varied or imposed by virtue of subsection (1) of this section shall be guilty of an offence and shall be liable to a fine of N20 for each day during which the conditions are, or any of them is, not complied with.

5. Every correspondence college shall inform the Commissioner of—

- (a) any proposal to open or close branches thereof anywhere in Nigeria ;
- (b) any proposed agreement or arrangement for any sale or disposal of its business by amalgamation or otherwise ;
- (c) any proposal for reorganisation,

Opening and closing of branches.

and the Commissioner may, in case of a correspondence college situated in Nigeria, approve or withhold approval of any such proposal ; and in any other case, he may take such decision as he thinks appropriate in the circumstances.

6.—(1) The Commissioner may by order published in the *Gazette* cancel any certificate of registration—

Cancellation of certificates.

(a) if the holder thereof ceases to carry on in Nigeria the kind of business for which the certificate was issued or if the correspondence college goes into liquidation or is wound up or otherwise ceases to function as a correspondence college ; or

(b) if the holder thereof fails to fulfil the prescribed conditions and regulations ; or

(c) in the circumstances and in the manner where under or pursuant to this Decree failure to comply with any provisions thereof or of any subsidiary legislation thereunder is a ground for cancellation of a certificate of registration.

(2) Where the Commissioner proposes to cancel any certificate of registration pursuant to subsection (1) of this section, he shall before such cancellation give notice of his intention to the correspondence college concerned and shall give it an opportunity to make representations and to submit reasons why its certificate of registration should not be cancelled.

Penalties for setting up illegal college, etc.

7. Any person who sets up any correspondence college in Nigeria or, as the case may be, runs correspondence courses which are undertaken in Nigeria otherwise than in compliance with the provisions of this Decree shall be guilty of an offence and shall be liable on conviction to a fine of ₦5,000 or imprisonment for two years or to both such fine and imprisonment.

Power of designated officers to enter premises and obtain information.

8. (1) For the purposes of this Decree, any designated officer—

(a) shall have a right of access, at any time during the normal working hours of the correspondence college concerned, to any building or other premises of any such correspondence college ;

(b) may by notice in writing served on any proprietor of a correspondence college require that person to furnish in such form as he may direct information on such matters as may be specified by him.

(2) A person required to furnish returns pursuant to subsection (1) (b) above shall within two months from the notice comply with the notice.

Offences and penalties.

9. (1) If any person required to furnish returns pursuant to section 8 of this Decree fails to furnish those returns as required under this Decree, he shall be guilty of an offence and liable on conviction to a fine of ₦500 or imprisonment for 6 months or to both such fine and imprisonment.

(2) Any person who, for the purpose of obtaining a certificate of registration for a correspondence college or of complying with any of the provisions of this Decree (including purported compliance with a requirement to furnish returns as aforesaid) presents any instrument or makes any statement whether or not in the returns which is false in a material particular, shall be guilty of an offence unless he proves that he has taken all reasonable steps to ascertain the truth of the statement made or contained in the instrument so presented.

(3) Any person guilty of an offence under subsection (2) of this section shall be liable on conviction to a fine of ₦1,000 or imprisonment for 12 months or to both such fine and imprisonment.

(4) Any person who wilfully obstructs, interferes with, assaults or resists any designated officer in the execution of his duties under this Decree or who aids, invites, induces or abets any other person to obstruct, interfere with, assault or resist any such officer shall be guilty of an offence and liable on conviction to a fine of ₦200 or imprisonment for 3 months or to both such fine and imprisonment.

Offences by bodies corporate, etc.

10. (1) Where an offence under this Decree is committed by a body corporate or firm or other association of individuals—

(a) every director, manager, secretary or other similar officer of the body corporate ;

(b) every partner or officer of the firm ;

(c) every trustee of the body concerned ;

(d) every person concerned in the management of the affairs of the association, or ;

(e) every person who was purporting to act in any such capacity as aforesaid,

shall severally be guilty of that offence and liable to be proceeded against and punished for that offence in like manner as if he had himself committed the offence unless he proves that the act or omission constituting the offence took place without his knowledge, consent or connivance.

(2) Where an offence is committed by a correspondence college referred to in section 2 (2) of this Decree, every agent acting for or on behalf of any such correspondence college shall be severally guilty of that offence and liable to be proceeded against and punished for that offence in like manner as if he had himself committed the offence.

11. The Commissioner may make regulations generally for the purposes of this Decree and, without prejudice to the generality of the power hereby conferred, regulations may -- Regulations.

(a) prescribe the forms to be used for the purposes of this Decree ;

(b) prescribe the fees to be paid for registration under this Decree and for refund of fees or part thereof in cases in which he refuses registration ;

(c) prescribe or contain such administrative or procedural provisions as appear to him necessary or expedient in order to facilitate the operation of this Decree.

12. In this Decree, unless the context otherwise requires --

Interpretation.

"the Commissioner" means the Federal Commissioner charged with responsibility for educational correspondence colleges ;

"correspondence college" means any college or institution or any other body which conducts, or is established to conduct, courses of instruction by means of correspondence between it and its students and includes the proprietor thereof but does not include --

(a) a university or similar institution of higher learning (whether in Nigeria or elsewhere) which awards external degrees or diplomas or which disseminates educational instruction or material by means of correspondence or by sound or television broadcast ;

(b) any correspondence college established solely for religious instruction ; or

(c) any correspondence college entirely maintained and controlled by any Government in the Federation ;

"designated officer" has the meaning assigned thereto by section 3 (5) of this Decree ;

"proprietor" means the person who is or holds himself out to be the owner of a correspondence college or the lessee or tenant in the case of leased premises, or the person using premises for the purpose of a correspondence college, or any person that derives or is entitled to any profits or similar benefits from the business of any such college and includes an agent in the case of a correspondence college referred to in section 2 (2) of this Decree or the person recognised as proprietor immediately before the coming into force of this Decree and references to person herein include, where applicable, references to bodies corporate, firms, trustees or any other association of individuals ;

"student" means any person who takes any course of instruction from a correspondence college whether or not he is a student at any other institution.

Citation and commencement.

13. This Decree may be cited as the Educational Correspondence Colleges (Registration, Etc.) Decree 1977 and shall come into operation on a date to be appointed by the Commissioner by order published in the *Gazette*.

MADE at Lagos this 3rd day of February 1977.

LT-GENERAL O. OBASANJO,
Head of the Federal Military Government,
Commander-in-Chief of the Armed Forces,
Federal Republic of Nigeria

EXPLANATORY NOTE

(This note does not form part of the above Decree but is intended to explain its purport)

The Decree makes approval by the Federal Commissioner for Education a pre-condition for the establishment (or continuation in business in the case of existing institutions) and registration of all private educational correspondence colleges wishing to conduct business in Nigeria. Other provisions thereof give general supervisory authority over such institutions to the Federal Ministry of Education.

Any body found running an illegal correspondence college will be liable on conviction to a fine of N5,000 or to imprisonment for two years or both.

APPENDIX 17

EDUCATIONAL CORRESPONDENCE COLLEGES
ACCREDITATION DECREE 1987

ARRANGEMENT OF SECTIONS

Section

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Educational correspondence colleges to be accredited. 2. Procedure for accreditation. 3. Renewal of certificate of accreditation. 4. Establishment of Accreditation Committee. 5. Wide publicity to be given to accredited correspondence colleges. 6. Power to revoke accreditation or impose condition thereon. 7. Opening and closing of branches. | <ol style="list-style-type: none"> 8. Cancellation of certificate of accreditation. 9. Power of designated officers to enter premises and obtain information. 10. Penalties for setting up illegal college. 11. Offences and penalties. 12. Offences by bodies corporate. 13. Repeals, savings and transfer of assets and liabilities. 14. Regulations. 15. Interpretation. 16. Citation. |
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Decree No. 32

[5th November 1987]

Commence-
ment.

THE FEDERAL MILITARY GOVERNMENT hereby decrees as follows :—

1.—(1) If any person is desirous of enrolling not less than twenty citizens of Nigeria as students for any correspondence course run or to be run by any correspondence college of which he is or proposes to be the proprietor thereof then, where such course or part thereof is to be run by the correspondence college in Nigeria or, as the case may be, to be undertaken by such students while resident in Nigeria, the proprietor concerned shall, in addition to incorporating the enterprise under the provisions of the Companies Act 1968, or the Registration of Business Names Act 1961, apply to the Minister for accreditation of the correspondence college in accordance with the provisions of this Decree.

Educational
correspon-
dence
colleges to be
accredited.

1968 No. 31,
1961 No. 17.

(2) Where on the coming into operation of this Decree any correspondence college is carrying on business in Nigeria, the proprietor thereof may apply within three months thereafter to be accredited but shall cease to carry on such business in Nigeria after the expiration of six months from the coming into operation of this Decree, unless prior to the expiration of the said period, such correspondence college is accredited to continue its business in accordance with the provisions of this Decree.

(4) Upon receipt of an application under subsections (1) and (3) of this section, the Minister shall cause such inquiries to be made as may assist him in coming to a decision in the particular case.

(5) If after receipt of particulars in compliance with the foregoing provisions of this section and of the prescribed fees the Minister is of the opinion

(a) that a correspondence college ought to be accredited, he shall issue it with a certificate in the prescribed form to that effect with or without conditions;

(b) that it would be undesirable in the public interest that accreditation be effected, he may refuse such accreditation, and no appeal shall lie from any decision of the Minister in any such case.

(6) Where a certificate of accreditation is issued subject to conditions, the correspondence college shall comply with those conditions.

(7) Any correspondence college which fails to comply with any of the conditions of its certificate of accreditation shall be guilty of an offence and shall be liable on conviction to a fine of ₦100 for each day during which the condition is not complied with.

3. (1) A certificate of accreditation issued under section 2 of this Decree shall be valid for 2 years and may be renewed.

Renewal of
certificate of
accreditation.

(2) Application for the renewal of a certificate of accreditation

(a) may be made not later than 3 months before the expiration of the certificate; and

(b) shall be in the same form and be subject to the same procedure as for a new certificate.

4. (1) For the purpose of considering an application for accreditation of a correspondence college under this Decree, there shall be established a body to be known as the Standing Committee on the Accreditation of Correspondence Colleges (hereinafter in this Decree referred to as "the Committee").

Establishment of
Accreditation
Committee.

(2) The Committee shall consist of the following members -

(a) the Director of Education, (Technical, Technology and Vocational) in the Federal Ministry of Education, who shall be the Chairman of the Committee;

(b) the Assistant Director of Education (Vocational) in the Federal Ministry of Education;

(c) the Assistant Director of Education (Inspectorate) in the Federal Ministry of Education;

(d) the Head of the Correspondence Education Unit, Federal Ministry of Education;

(e) the Chief Assessor of Correspondence Colleges who shall be a lecturer in a University;

(f) the Secretary, Panel of Assessors, who shall be a lecturer in a University;

(g) a representative of the Nigerian Army;

(h) a representative of the National Board for Technical Education Kaduna;

(3) In the case of a correspondence college situated outside Nigeria, such correspondence college shall establish an agency office in Nigeria.

(4) The Minister may appoint such number of specialist assessors as he may deem fit to carry out such preliminary inspection, assessment and evaluation visits to any correspondence college or, in the case of a correspondence college situated outside Nigeria, any agency office for the purpose of accreditation under this section.

(5) A specialist assessor appointed under this section shall hold office on such terms and conditions as may be specified in his letter of appointment.

2. (1) Where a correspondence college is situated in Nigeria, the proprietor thereof shall apply in writing to the Minister for accreditation and shall set out in the prescribed form -

(a) the name and place of business of the proposed name and place of business of the correspondence college ;

(b) the name and address of the proprietor, in the case of a sole proprietor, and in other cases, of each director, partner, trustee or other principal officer of the body (whether corporate or unincorporate), as the case may require ;

(c) the nature of the courses offered or to be offered and the duration of each such course ;

(d) if the business of the correspondence college was commenced before the coming into operation of this Decree, the date of the commencement of such business ; and

(e) such other particulars as may be prescribed from time to time.

(2) A fee of ₦500 shall be payable in respect of an application under this section.

(3) In the case of a correspondence college situated outside Nigeria, the person in charge of the agency office established under section 1 (3) of this Decree shall apply in writing to the Minister for accreditation and shall set out in the prescribed form -

(a) the name and place of business of the correspondence college outside Nigeria ;

(b) the name and address of the proprietor, in the case of a sole proprietor, and, in other cases, of each director, partner, trustee or other principal officer of the body (whether corporate or unincorporate), as the case may require ;

(c) the nature of the courses offered and the duration of each such course ;

(d) the names and addresses of some one or more agents resident in Nigeria authorised to accept on behalf of the correspondence college service of process and any notices required to be served on it ;

(e) if the business of the correspondence college was commenced before the coming into operation of this Decree, the date of the commencement of such business ; and

(f) such other particulars as may be prescribed from time to time.

- (i) a representative of the National Teachers' Institute, Kaduna ;
- (j) a representative of the Association of Accredited Correspondence Colleges in Nigeria ;
- (k) a representative of the Correspondence and Open Studies Institute, University of Lagos ;
- (l) a representative of the Nigeria Employers Consultative Association ;
- (m) five renowned educationists of whom two shall be proprietors of correspondence colleges who shall be appointed on basis of individual merits and geographical representation.

(3) The Permanent Secretary in the Federal Ministry of Education shall designate a senior officer of the Correspondence Education Unit in that Ministry to act as the secretary to the Committee.

(4) The Committee shall, after considering any application lodged under the provisions of this Decree, submit a recommendation thereon to the Minister ; and the Minister shall thereupon grant or withhold accreditation as provided under subsection (5) of section 2 of this Decree.

5.--(1) In every case where the Minister issues a certificate of accreditation to a correspondence college, a designated officer shall cause a publication to be made to that effect in the *Gazette* and in as many newspapers having wide circulation in Nigeria as he may deem desirable.

(2) The Minister shall cause to be prepared and maintained by a designated officer a register of the names and addresses, and of such other particulars as may be specified, of all correspondence colleges accredited in accordance with the provisions of this Decree.

(3) It shall be the duty of the designated officer—

(a) to cause the register to be printed, published and put on sale to members of the public not later than six months after the commencement of this Decree ; and

(b) not less than twice in each year after that in which the register is first published under paragraph (a) of this subsection, to cause to be printed, published and put on sale as aforesaid a corrected edition of the register which shall be as up to date as possible ; and

(c) to cause a print of each edition to be available at all reasonable times for inspection by members of the public free of charge.

(4) A document purporting to be a print of an edition of a register published under this section by the designated officer shall (without prejudice to any other mode of proof) be admissible in any proceedings as evidence that a correspondence college specified in the document is fully or conditionally accredited and that any college not so specified therein is not so accredited.

(5) In this section, "designated officer" means any officer in the Federal Ministry of Education who may from time to time be charged with the general responsibility for the discharge of the functions specified under or pursuant to this section or any other provision of this Decree.

6.--(1) The Minister may at any time vary or revoke any of the conditions of a certificate of accreditation or impose such conditions or additional conditions as he may deem necessary.

Wide publicity to be given to accredited correspondence colleges.

Power to revoke accreditation or impose conditions thereon.

(2) Where the Minister proposes to vary, revoke or impose conditions in accordance with the provisions of subsection (1) of this section, he shall before exercising such power give notice of his intention to the correspondence college concerned and shall afford it an opportunity of making representations to him and to submit reasons why its certificate of accreditation should not be so amended.

(3) Any correspondence college which fails to comply with any conditions as varied or imposed by virtue of subsection (1) of this section shall be guilty of an offence and shall be liable on conviction to a fine of ₦100 for each day during which the conditions are, or any of them is, not complied with.

7. Every correspondence college shall inform the Minister of—

- (a) any proposal to open or close branches thereof anywhere in Nigeria ;
- (b) any proposed agreement or arrangement for any sale or disposal of its business by amalgamation or otherwise ; and
- (c) any proposal for re-organisation,

and the Minister may, in the case of a correspondence college situated in Nigeria, approve or withhold approval of any such proposal ; and in any other case, he may take such decision as he thinks appropriate in the circumstances.

8. (1) The Minister may by Order published in the *Gazette* cancel any certificate of accreditation—

(a) if the holder thereof ceases to carry on in Nigeria the kind of business for which the certificate was issued or if the correspondence college goes into liquidation or is wound-up or otherwise ceases to function as a correspondence college ; and

(b) if the holder thereof fails to fulfil the prescribed conditions and regulations ; or

(c) if he is satisfied that it is in the public interest so to do.

(2) Where the Minister proposes to cancel any certificate of accreditation pursuant to subsection (1) of this section, he shall before such cancellation give notice of his intention to the correspondence college concerned and shall give it an opportunity to make representations and to submit reasons why its certificate of accreditation should not be cancelled.

9. (1) For the purposes of this Decree, any designated officer

(a) shall have a right of access, at any time during the normal working hours of the correspondence college concerned, to any building or other premises of any such correspondence college ; and

(b) may by notice in writing served on any proprietor of a correspondence college require the proprietor to furnish in such form as he may direct information on such matters as may be specified by him.

(2) A person required to furnish any information pursuant to subsection (1) (b) of this section shall within two months from the notice comply with the notice.

10. Any person who sets up any correspondence college in Nigeria or, as the case may be, runs correspondence courses which are undertaken in Nigeria otherwise than in compliance with the provisions of this Decree shall be guilty of an offence and shall be liable on conviction to a fine of ₦10,000 or imprisonment for two years or to both such fine and imprisonment.

Opening and closing of branches.

Cancellation of certificate of accreditation.

Power of designated officers to enter premises and obtain information.

Penalties for setting up illegal college, etc.

11.—(1) If any person required to furnish any information pursuant to section 9 of this Decree fails to furnish the information as required under this Decree, he shall be guilty of an offence and liable on conviction to a fine of N2,000 or imprisonment for six months or to both such fine and imprisonment.

(2) Any person who, for the purpose of obtaining a certificate of accreditation for a correspondence college or of complying with any of the provisions of this Decree (including purported compliance with a requirement to furnish information under section 9 of this Decree) presents any instrument or makes any statement whether or not in the instrument of form which is false in a material particular, shall be guilty of an offence unless he proves that he has taken all reasonable steps to ascertain the truth of the statement made or contained in the instrument or form so presented.

(3) Any person guilty of an offence under subsection (2) of this section shall be liable on conviction to a fine of N3,500 or imprisonment for twelve months or to both such fine and imprisonment.

(4) Any person who wilfully obstructs, interferes with, assaults or resists any designated officer in the execution of his duties under this Decree or who aids, invites, induces or abets any other person to obstruct, interfere with, assault or resist any such officer shall be guilty of an offence and liable on conviction to a fine of N1,000 or imprisonment for 3 months or to both such fine and imprisonment.

12.—(1) Where an offence under this Decree is committed by a body corporate or firm or other association of individuals—

- (a) every director, manager, secretary or other similar officer of the body corporate;
- (b) every partner or officer of the firm;
- (c) every trustee of the body concerned;
- (d) every person concerned in the management of the affairs of the association, or;
- (e) every person who was purporting to act in any such capacity as aforesaid,

shall severally be guilty of that offence and liable to be proceeded against and punished for that offence in like manner as if he had himself committed the offence unless he proves that the act or omission constituting the offence took place without his knowledge, consent or connivance.

(2) Where an offence is committed by a correspondence college referred to in section 2(1) of this Decree, every agent acting for or on behalf of any such correspondence college shall be severally guilty of that offence and liable to be proceeded against and punished for that offence in like manner as if he had himself committed the offence.

13.—(1) The Educational Correspondence Colleges (Registration, Etc.) Act 1977 is hereby repealed.

(2) Notwithstanding subsection (1) of this section—

- (a) any correspondence college whose name was immediately before the coming into force of this Decree included in the register of correspondence colleges kept under the repealed enactment shall, without further application or payment of any other fee, be deemed to be registered under the appropriate provision of this Decree;

(b) any register kept in pursuance of the repealed enactment shall be deemed to be part of the register to be kept in pursuance of this Decree ;

(c) any document referring to a provision of the repealed enactment shall be construed as a reference to the corresponding provision of this Decree ; and

(d) where any offence for the continuance of which a penalty was provided, has been committed under the repealed enactment proceedings may be taken under this Decree in respect of the continuance of the offence after the commencement of this Decree, in the same manner as if the offence had been committed under the corresponding provisions of this Decree.

(3) All assets, funds, resources and other moveable or immovable property which immediately before the commencement of this Decree were vested in the bodies established by the repealed enactment shall by virtue of this Decree and without any further assurances, be vested in the Committee.

14. The Minister may make regulations generally for the purposes of this Decree and, without prejudice to the generality of the power hereby conferred, he may by regulations —

Regulations

(a) prescribe the forms to be used for the purposes of this Decree ;

(b) vary, with the prior consent of the President, Commander-in-Chief of the Armed Forces, the fees prescribed under section 2 (2) of this Decree and for refund of fees or part thereof in cases in which he refuses accreditation ;

(c) prescribe such administrative or procedural matters as appear to him necessary or expedient in order to facilitate the operation of this Decree.

15. In this Decree, unless the context otherwise requires —

Interpretation.

"Committee" means the Standing Committee on the Accreditation of Correspondence Colleges ;

"correspondence college" means any college or institution or any other body which conducts, or is established to conduct courses of instruction by means of correspondence between it and its students either by means of written or printed texts, audio or video tapes with optional occasional face-to-face methods of learning, but does not include —

(a) a university or similar institution of higher learning (whether in Nigeria or elsewhere) which awards external degrees or diplomas or which disseminates educational instruction or material by means of correspondence or by sound or television broadcast ;

(b) any correspondence college established solely for religious instruction ; or

(c) any correspondence college entirely maintained and controlled by any Government in the Federation ;

"designated officer" has the meaning assigned thereto by section 5 (5) of this Decree ;

"Minister" means the Minister charged with responsibility for matters relating to education ; and "Ministry" shall be construed accordingly ;

504

"proprietor" means the person who is or holds himself out to be the owner of a correspondence college or the lessee or tenant in the case of leased premises, or the person using premises for the purpose of a correspondence college, or any person that derives or is entitled to any profits or similar benefits from the business of any such college and includes an agent in the case of a correspondence college referred to in section 2 (3) of this Decree or the person recognised as proprietor immediately before the coming into force of this Decree and references to "person" in this Decree shall include, where applicable, references to bodies corporate, firms, trustees or any other association of individuals;

"student" means any person who takes any course of instruction from a correspondence college whether or not he is a student at any other institution.

16. This Decree may be cited as the Educational Correspondence Colleges Accreditation Decree 1987.

MADRID Enjoyn the 5th day of November 1987.

GENERAL I. B. BABANGIDA,
President, Commander-in-Chief
of the Armed Forces,
Federal Republic of Nigeria

EXPLANATORY NOTE

(This note does not form part of the above Decree but is intended to explain its purport)

The Decree repeals the Educational Correspondence Colleges (Registration, etc.) Act 1974 and makes accreditation by the Minister of Education a pre-condition for the operation (or continuation in business in the case of existing institutions) of all private educational correspondence colleges wishing to conduct business in Nigeria. Other provisions thereof give general supervisory authority over such institutions to the Federal Ministry of Education. A fee of N500 is chargeable in respect of application.

Any body who operates an illegal correspondence college is guilty of an offence and shall be liable on conviction to a fine of N10,000 or its directors to imprisonment for two years or both.