M.Sc. DEGREE THESIS

THE ROLE

OF

CORRESPONDENCE STUDIES

IN

THE DEVELOPMENT

OF

YOUNG NATIONS

A. K. TWINOBUSINGYE

U.S. International University - Africa,
Nairobi, Kenya.

1981.
This thesis has been produced for the partial fulfilment of the requirements for the attainment of the M.Sc. Degree (Management and Organisational Development) of the U.S. International University - Africa.

APPROVED: Virgil Berger
           June '81

SUPERVISOR: Samuel O. Bergman
            June 24, 1981

NAIROBI MAY 1981.
CONTENTS

1. INTRODUCTION

2. CHAPTER 1: THE NATURE AND SCOPE OF CORRESPONDENCE STUDIES.

3. CHAPTER 2: THE NEED FOR CORRESPONDENCE STUDIES.

4. CHAPTER 3: DATA ANALYSIS PERTINENT TO THE NEED OF CORRESPONDENCE STUDIES.

5. CHAPTER 4: OTHER ISSUES INVESTIGATED.

6. CHAPTER 5: RECOMMENDATIONS TO PROMOTE CORRESPONDENCE STUDIES.

7. CONCLUSION.

8. APPENDICES.

9. BIBLIOGRAPHY.
PREFACE

The need for according educational and training justice to all the people that are capable of, and interested in, acquiring more and more knowledge, education and skill is not only a cardinal requirement for individuals but also vitally important for any country as a whole.

The education training systems of most countries have not been planned towards the motivational promotion of self-employment so as to minimise unemployment. Even if such systems are duly planned, the classroom facilities may be inadequate to cater for a substantial proportion of the candidates that qualify for certain or all levels of education and training. In other words, no country can promote educational and training justice through classroom education only.

Some countries have devised practical education and training systems where non-classroom education and training (sometimes referred to as education and training without walls) to break through the educational and training bottlenecks.

My philosophy of man's development hinges upon promotion of justice by giving each individual the opportunities to optimally exploit his endowments without hurting others through unfair competition and/or social discord. This explicitly implies that the Government of each nation should undertake the responsibility of planning the national guidance and protection so that everybody in such a nation realises optimally equitable livelihood and development.

The quality and quantity of man's being the determinant of the strength of the economy management, needs to be properly shaped through education and training. I consider that the under-developed countries to be in such a less privileged position that
the educational and training systems need to have in-built strategies for shaping the children and students towards the full realisation of the under-development challenges and the need for their dedication and readiness to meet such challenges.

Such an approach requires constant research in the ways and means of keeping everyone duly motivated, informed, guided, and aided towards the promotion and maintenance of everyone's awareness about, and safeguard against, unemployment, population increase, inflation, social discord and excessive individual or national dependence on other people's assistance and technologies.

Since the facilities for class-room education and training are most likely to be inadequate to constantly provide, promote and maintain education and training, it is clear that sooner or later each nation is bound to establish the substitutes for class-room education and training. This requirement is likely to arise much earlier in the less developed nations than the more developed ones. The most economical substitute of class-room instruction which is, therefore, the most suitable substitute for the less developed part of the world is the correspondence instruction.

In view of the fact that my outlook on the educational and training systems advocates for the establishment of the opportunities in such systems that will promote national strength, I felt it imperative upon my conscience to research into the role of correspondence studies in the development of young nations.

It is believed that this research will form a useful base for further research for specific nations and/or specific areas in education and training.

A. K. TWINOBUSINGYE
1981.
ACKNOWLEDGEMENTS

In the first instance I am grateful for the Ministry of Education (that sponsored me for the M.Sc. (Management and Organisational Development) degree under which I have had the opportunity of carrying out research in one of the main fields of my interest in education and training.

Secondly, I gratefully acknowledge the role that has been played by the Faculty of Graduate Studies of the U.S. International University Africa under which the M.Sc. (MOD) degree programme is offered. My specific thanks go to the Research Supervisor, Professor S. Harmon, whose expert guidance and motivation tremendously reinforced my talents and insight in conducting the research and successfully producing the pertinent thesis which I am both academically and professionally satisfied with.

Thirdly, my thanks go to Miss Juliet Njuki who gracefully agreed to type my thesis. I have been particularly impressed by her expert capability and hitchless compliance with my stringent typographical specifications.

Further, I am grateful to the Library staff of the U.S. International University — Africa and Strathmore College whose cooperation accelerated my library research. Also I am thankful to the interviewees in various organisations, whose unreserved responses were very useful.

Last but not least, I would like to extend my gratitude to my wife, Mrs. R. Twinobusingye, whose encouragement and dedicated moral, technical and financial support have been fundamentally important for my success for the entire M.Sc. degree programme.

A. K. TWINOBUSINGYE.

1981.
1. INTRODUCTION

1.1 Overview

It has become quite evident in young nations that the resource content and mobilisation have fallen short of the required developmental demand for, among other things, educational and training facilities. Substantial proportions of qualifying candidates at various educational levels cannot be admitted into higher educational institutions or training institutions because of inadequate vacancies, especially at post-primary levels of education and training.

The main constraint is capital to build enough physical facilities for schools, colleges and universities. Also job-creation in both the private and public sectors has been overtaken by explosive unemployment rates; consequently the unemployed have tended to earn their living through criminal activities such as theft, burglary, robbery, etc.

Apparently, the eradication of illiteracy, the safeguards against hunger and the prevention of disease have not realised substantial success; illiteracy, hunger threats and disease have cumulatively interacted and caused marked retardation on the development momentum of most young nations.

.........../2
Consequently, most young nations have had to continue to spend a lot of funds to reduce illiteracy and likelihood of starvation and to meet the curative medical services. Also the institutions to keep law and order have had to be expanded to cope with the increasing rate of criminal outcomes which arise from those frustrated and unemployed school drop-outs or leavers.

Correspondence studies can be used to minimise these problems if the courses in conventional educational and training institutions are offered under such studies, the religious workers can cooperate to use correspondence studies to promote social development (including the eradication of illiteracy, food production and health education), and if more courses designed for self-employment are covered under correspondence studies.

It has been observed that most young nations have not optimally made use of correspondence studies to alleviate their constraints in education, training and social development.

The recommendations of this Thesis will include a wide scale use of correspondence studies to minimise the problems in the educational and training systems, the use of correspondence studies to train people for self-employment projects and eradication of ignorance, particularly for young nations.

The net concern for promoting correspondence tuition is focussed on the responsibility to promote educational and training justice through practical means.
Indeed, correspondence studies are a wonderful socialistic instrument to sustain and propel the less-privileged into reasonable livelihood.

1.2 Research Plan

1.2.1 The object of the Research

The object of the research pertaining to the role of correspondence studies in the development of young nations is to obtain and analyse data so that the hypotheses in 3.1 below can be upheld or refuted from the interpretation of the results of the data analysis.

Some data, say, the quotations will directly bear evidence for or against the hypothesis and other theoretical contentions.

1.2.2 Research Methodology

(a) Data Collection

The type and volume of data to be collected will be dictated by the extent and depth required to verify each hypothesis. It is envisaged that most data will be secondary data (extracted data from books, magazines, journals, newspapers, etc). Primary data (data obtained direct from the original source, say, experiments, interviews etc) will be obtained through interviews with the relevant individuals and institutional authorities; such data will include the information which will not have been published.
Besides, throughout the entire literature of the Thesis all significant theoretical aspects will have to be substantiated with published work, the reference for which will be given under the source of data (in case of tabulated data) or notes.

(b) **Data Analysis**

Data analysis will be descriptive in graphical and computational forms. An attempt will be made to describe the functional and correlational relationships among the variables under consideration.

(c) **Interpretation of the Results of Data Analysis**

The results of the data analysis will be explicitly used to verify the validity of the hypotheses and may be implicitly used under the "Other Issues Investigated" in Chapter 4.
2. CHAPTER 1: NATURE AND SCOPE OF CORRESPONDENCE STUDIES

2.1 Overview

Correspondence studies constitute one of the methods of distant learning. It basically involves sending study materials to, and evaluation of the progress of, a student. The correspondence institution communicates with students by mail.

The full-scale correspondence studies activities entail sending programmed study materials, lesson by lesson, to the student who answers questions related to each lesson and sends those answers to the tutor who corrects the answers and sends the remarks and additional guidance related thereto to the student. In certain cases the student may be thousands of miles away from the correspondence institution.

The main purpose of correspondence studies has been to provide opportunities for studies to the people who cannot or would find it rather inconvenient to attend full-time courses in conventional (class room) educational or training institutions. The correspondence studies user profile (a list of categories of people who study by correspondence) has been observed to be quite long in certain countries.
Apart from the fact that correspondence tuition enables people to study wherever they are, it enables people of differing learning capabilities to study at their respective paces towards the attainment of a given goal. Also, because correspondence studies tend to be much lower than the fees paid for the studies of the conventional schools, colleges and universities, the people who cannot afford to pay the cost of the expensive tuition may afford to pay the charges for correspondence tuition.

Correspondence students are supposed to be aware that there is no spoon-feeding in their studies and they need to be pretty hardworking. In general, people have tended to look down upon correspondence studies because of the low success rates of correspondence students. But this phenomenon cannot be attributed wholly to the correspondence tuition itself; various factors in a correspondence student's study environment interact and give rise to a net result that makes the student's passing capability rather low. However, in some cases, especially where correspondence studies are being taken for promotional purposes, the success rates have been even higher than those of the students in conventional educational and training institutions.
Several technologically advanced countries, such as France, United Kingdom, U.S.A. and U.S.S.R.\(^1\) have strategically and effectively utilised correspondence studies to cater for the areas where classroom or conference educational and/or training institutions have not been able to cope with the prevailing demand for various studies.

It is, indeed, paradoxical to find that most young nations which have very stiff constraints in their educational and training systems, have been ridiculously slow or indifferent in adopting and developing the vital role of correspondence studies as a practical remedy for providing education and training to as many people as possible.

For instance, out of fifty one (51) Commonwealth countries, of which 49 countries can be considered to be young nations, only seven countries (Australia, Ghana, Kenya, Malawi, New Zealand, Sri Lanka and Zambia) had effectively incorporated correspondence studies in their education and training systems by 1975.\(^2\)

The results of having qualified candidates failing to join the next stages of their educational or training ladders have been explosive unemployment rates and increasing social instability in most young nations. Correspondence studies can be used to any scale to help people develop self-employment on small-scale firms, as well as provide a method of conducting a nation-wide social or community development.

\(\\ldots\\ldots.8\)

Notes and References are on Pp. 18 & 19
In this Thesis an attempt has been made to exhibit supplementary and inevitable roles which correspondence studies can play in the development of young nations. The extent to which correspondence studies have been used and the scope of studies hitherto covered by the traditional correspondence institutions will need to be stretched and diversified, respectively, to optional levels.

Also it has been observed that most correspondence institutions in most young nations are privately owned, and the standards of correspondence studies have left a lot to be desired. This implies that effective management of correspondence studies can best be done under public management, especially in young nations.

In order to optimally benefit from correspondence studies it is necessary that research be carried out on how such studies, with or without reinforcement with radio and/or T.V. programmes, can best be utilised for educational purposes and vocational training and general social development programmes. Strategic use of correspondence studies, indeed, enhances a nation's manpower capabilities for its economy management.
An attempt will be made to sort out the levels of education that require rehabilitation and continuous provision of educational and training facilities to as many qualifying candidates as possible through correspondence studies. What is apparent is that most young nations cannot conduct primary education on correspondence studies because at this level the teaching (using correspondence studies) is handled by parents of the child/children; this implies that the parents should have at least primary education (which most parents in young nations do not have).

2.2 Nature and Scope of Correspondence Studies Hitherto Conducted.

Correspondence studies hitherto conducted have been used mainly for general education, public professional examinations and for specific in-service training.

The emphasis in tuition has been placed on communication back and forth between the tutor of a correspondence institution and the student. The tutor sends lesson materials to the student who answers the questions at the end of the lesson and sends the answers to the tutor for correction; then the tutor sends the corrected work and the next lesson materials to the student. Also the student can consult his tutor on some problems about a given lesson in the course of his studies.
2.2.1. Types of Studies that have been conducted on Correspondence studies.

Correspondence studies have been used for all levels of education and training ranging from infant—school studies to doctoral degree studies.

The following examples indicate various studies for which correspondence tuition has been used.

(i) Infant-school studies

Infant studies have been generally conducted in class-rooms, but New Zealand Correspondence School, New Zealand,\(^3\) has been conducting these studies since 1922. Infant correspondence studies have been used for the children whose homes may be situated quite a distance from the nearest formal school or cannot cope with classroom studies (being too slow, too bright, lame, emotionally unstable, epileptic, etc).

These studies are conducted for the children of 5 years of age and older and cover the first three years up to Standard I. Most assignments of work are planned to last the pupil two weeks, 10 working days. One of the biggest problems for this section of the school is reassuring the mothers of very young children that they can cope with the task of administering the lessons, i.e. 'act' as a teacher. The experience of the school is that, in general, mothers can cope very well.

But most young nations cannot run schools of this kind because most mothers in these nations, especially in the rural areas, have not even completed primary education. The gravity of this problem is reflected in table I below.

Notes and References are on Pp. 18 & 19.
Table I  Percentage of people who had no or incomplete Primary Education in some Commonwealth countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Age Group in years</th>
<th>People with no or partial primary education (%)</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Australia</td>
<td>25+</td>
<td>1</td>
<td>1971</td>
</tr>
<tr>
<td>2. Papua, New Guinea</td>
<td>24+</td>
<td>88.2</td>
<td>1973</td>
</tr>
<tr>
<td>3. Barbados</td>
<td>15+</td>
<td>0.7</td>
<td>1970</td>
</tr>
<tr>
<td>4. Botswana</td>
<td>25+</td>
<td>72.7</td>
<td>1970</td>
</tr>
<tr>
<td>5. Belize</td>
<td>25+</td>
<td>28.7</td>
<td>1960</td>
</tr>
<tr>
<td>6. British Solomon Is.</td>
<td>25+</td>
<td>91.7</td>
<td>1973</td>
</tr>
<tr>
<td>7. Brunei</td>
<td>25+</td>
<td>79.2</td>
<td>1968</td>
</tr>
<tr>
<td>8. Cayman Is.</td>
<td>25+</td>
<td>17.5</td>
<td>1971</td>
</tr>
<tr>
<td>9. Hong Kong</td>
<td>25+</td>
<td>56.6</td>
<td>1973</td>
</tr>
<tr>
<td>10. Seychelles</td>
<td>25+</td>
<td>28</td>
<td>1973</td>
</tr>
<tr>
<td>11. Ghana</td>
<td>25+</td>
<td>86.2</td>
<td>1970</td>
</tr>
<tr>
<td>15. Lesotho</td>
<td>25+</td>
<td>41.1</td>
<td>1973</td>
</tr>
<tr>
<td>17. Malasia</td>
<td>25+</td>
<td>58.5</td>
<td>1957</td>
</tr>
<tr>
<td>18. Mauritius</td>
<td>25+</td>
<td>81.7</td>
<td>1972</td>
</tr>
<tr>
<td>19. Sierra Leone</td>
<td>25+</td>
<td>96.4</td>
<td>1963</td>
</tr>
<tr>
<td>22. Trinidad Tobago</td>
<td>15+</td>
<td>11.3</td>
<td>1969</td>
</tr>
<tr>
<td>23. Uganda</td>
<td>25+</td>
<td>68</td>
<td>1969</td>
</tr>
<tr>
<td>24. Western Samoa</td>
<td>25+</td>
<td>12.2</td>
<td>1970</td>
</tr>
<tr>
<td>25. Zambia</td>
<td>25-34</td>
<td>82.8</td>
<td>1972</td>
</tr>
</tbody>
</table>

Notes and References are on Pp. 18 & 19
It is clear that by the time virtually all the countries in Table I above become or became independent they will have or had a high percentage of the adults (above 25 years) with no or partial primary education. Therefore, it can be inferred that at the time when the young nations will be or were in need of conducting dynamic development programmes (through enlightened agents), the majority of their adult population will not be/were not adequately enlightened to sustain the desired rate of development. This is because such people cannot understand, appreciate, or propagate the required development transformation.

Thus, the rehabilitation to bring the majority of the adult population to the equivalent of primary level will be or was pretty urgent, because such education or orientation is a necessary prerequisite for rural development at a reasonable pace. However, it should be noted that this rehabilitation will be or was bound to be very expensive to conduct and the tendency in most young nations has been to talk about it without substantial action.

(ii) Primary School Studies

In Australia, by 1974 correspondence studies had been conducted for both primary and secondary school studies at two correspondence schools, namely, the Southern Australia Correspondence School, Adelaide and the Correspondence School, Melbourne.\(^5\)

Notes & References are on Pp. 18 & 19
In New Zealand, by 1974, primary school studies, among other studies, had been conducted through correspondence by the New Zealand Correspondence School. These studies constitute a special section "deal with children with learning difficulties due to physical, mental and emotional factors."6

Indeed, it is apparent that Australia and New Zealand have extensively made use of correspondence studies, and they have been the pioneers in conducting infant and primary school studies through correspondence studies.

Again, very few young nations can conduct primary school studies through correspondence studies because of the same constraint mentioned in (i) above.

(iii) Semi-secondary school studies

Semi-secondary school studies have been sometimes referred to as Junior Secondary studies. In their efforts to upgrade certain categories of junior staff, some countries have used correspondence tuition for semi-secondary school studies (the first two years standard of secondary school studies). Those successful in the pertinent examinations receive a Junior Secondary Certificate.

Semi-secondary school studies have been conducted through correspondence tuition to upgrade the standards of primary teachers, clerical staff, junior armed forces.

Notes & References are on Pp. 18 & 19.
personnel from army, prisons and police, etc. The Junior Secondary Certificate of Education has also been used as an entry qualification to vocational training institutions.

In Kenya, the subjects in the KJSE (Kenya Junior Secondary Examinations) have been conducted through the Correspondence Course Unit, University of Nairobi, to upgrade the standard of primary teachers with effect from 1969. The holders of the KJSE Certificate become eligible for promotion from P.3 (the lowest cadre) to P.2 (the next higher cadre). 7 By 1973 the Correspondence Course Unit also provided tuition for the KJSE to the personnel from the Kenya Army, Police and Prisons and Kenya Cooperatives. 8

In Zambia, the Correspondence Course Unit, Luanshya, conducts the studies for the Zambian Junior Secondary Certificate which is awarded after the successful completion of a three-year course. The JSC "............ is a recognised qualification into many forms of vocational training, including agricultural training schemes, primary teacher training and most artisan courses." 9

(iv) Full Secondary-school studies

The full secondary school studies constitute the complete ordinary and advanced level studies of secondary education. Several young countries have used correspondence tuition to absorb the candidates that have not been admitted to, or have not been able to attend studies at formal secondary schools for ordinary level studies.

Notes & References are on Pp. 18 & 19
However, only a few countries (whether young or technologically advanced) have used correspondence tuition for advanced secondary school studies. Among the Commonwealth countries only U.K. has substantially provided tuition for Advanced Level secondary studies through private correspondence institutions such as British Tutorial College, Wolsey Hall Correspondence College, the Metropolitan College and Rapid Results College.

In Australia, Ghana, Kenya, Malawi, New Zealand and Zambia Public Correspondence Schools had been established by 1974 for conducting Ordinary secondary level studies which are examined for the award of the General Certificate of Education. Japan has also extensively used correspondence studies mainly for advanced level school studies since 1945.

In Uganda the Centre for Continuing Education conducts studies which are equivalent to the advanced level school studies for the adults who wish to be admitted to Makerere University, Uganda.

(v) **Post Secondary Education and Training**

Post secondary education and training are conducted at Colleges and Universities. Junior colleges produce junior technicians while senior colleges produce senior technicians. Universities mainly produce academic technologists (graduates) and professional graduates (e.g. in Agriculture, Medicine, Law, Pharmacy, etc.)

Notes and references are on Pp. 18 & 19.
Several countries have established colleges and universities where correspondence tuition has been one of the major media of tuition. The names of such institutions suggest that these institutions admit any qualifying candidate. For instance, in Iran, Israel, and the United Kingdom, correspondence studies have been conducted at the Free University, Everyman’s University and Open University, respectively. Most subjects offered by such Universities are taken under academic degrees (which can be considered to be more educational than vocational.)

Other countries which have used correspondence tuition under separate correspondence institutions or through correspondence departments attached to colleges or universities are Australia, France, Japan, Soviet Union and U.S.A. In Australia correspondence tuition has been used up to doctoral degree studies, and the Soviet Union has made the most extensive use of correspondence tuition for the attainment of college and University diplomas.

Also correspondence studies have been used in several countries for a variety of clerical/craft, technician and professional training. For instance, correspondence tuition has been used for clerical and supervisory courses for in-service training in the Uganda civil service, at the Uganda Institute of Public Administration in Kampala. In the United Kingdom several private correspondence institutions such as the Rapid

Notes & References are on Pp. 18 & 19
Results College, Metropolitan College, Foulks Lynch, etc, offer tuition in business studies or professional qualifications in Accountancy, Management, Marketing etc. The International Correspondence Schools conduct tuition for very many subjects in both business and technological studies. The students for these institutions come from J. K. and other Commonwealth countries.

Higher education and training by correspondence has been in existence in the Soviet Union for more than fifty years. Education and training have covered the production of technicians in science, technology and culture.

In Sri Lanka, correspondence studies have been used for teacher training for the untrained primary teachers, under the responsibility of a correspondence teacher education unit, Ministry of Education since 1972.

In New Zealand, the New Zealand correspondence school, Wellington, has been offering tuition to the prospective candidates for the teaching certificate and diploma, since 1962.

In Iran, through the Free University, correspondence studies have been used to increase the rate of production of secondary teachers, para-professionals to substitute for medical doctors and managers for cooperatives.

....../18

Notes & References are on Pp. 18 & 19.
2.3 Notes and References


4. Pertinent data were not available for the remaining 26 Commonwealth countries.

5. Same reference as 2 above, p.8

6. Same reference as 2 above, pp.24-42.

7. Same reference as 1 above, pp.255-56.

8. Same reference as 2 above, p.234.


10. Same reference as 2 above, pp.8-10, p.92, p.102 p.112, p.128, and p.162 respectively.


.../19


14. The courses offered by the International Correspondence Schools are given in Appendix 2, p. 109.

15. Same reference as 1 above, p. 314.


18. Same reference as 1 above, pp. 192-93.

....../20
3. **THE THEORY OF THESIS:**
   **THE NEED FOR CORRESPONDENCE STUDIES**

3.1 **Hypotheses**

The main hypothesis of this thesis is that correspondence studies are of vital importance in the development of young nations, because the facilities for classroom education and training in such countries are significantly inadequate for the qualifying candidates.

A number of young countries that have used correspondence studies, and the extent and depth to which correspondence studies have been used in their educational and training systems will be examined in order to support or refute this hypothesis.

The historical patterns of education and training in young nations will show the common bottlenecks which have been and are still being experienced by such nations in their formal education and training systems.

The second hypothesis is that correspondence studies are simply an inevitable practical remedy to enable most young nations to break through the constraints that have become increasingly tight in their manpower development and employment endeavours.

The third hypothesis is that the most urgent uses of correspondence studies for most young nations are adult (mass social development) education and post primary education and training.
3.2 Common Historical Patterns of Education and Training in Today's Young Nations.

A young nation can be considered to be among the countries which most authors have referred to as under-developed countries.

Michael P. Todaro has considered under-development from the point of view of Maslow's hierarchy of needs. He takes any country which has not been able to raise the living standards to enable the majority of its people to attain self-esteem and freedom of choice to be under-developed. He continues to assert that "... low levels of living, low esteem and limited freedom all work in a cause and affect process to perpetuate under-development". He considers the countries which have not been able to provide the basic necessities for the majority of their populations to be in absolute under-development.

From the foregoing views of under-development one can see that most young nations have a long way to go before they can break the chains of under-development since starvation, poverty and illiteracy still exist in substantial proportions of the people of such nations. It is important that such nations should devise realistic models of development so as to optimally benefit from the resources they have and can acquire.

Notes & References are on Pp. 35 & 36.
It will be realised that the rate of expansion of the formal post-primary education and training facilities in most young nations has been overtaken by the excessive numbers of qualifying candidates.

It is evident, therefore, that the strategic use of correspondence studies in particular, and various forms of distant learning in general, can go a long way in providing educational and training facilities to as many qualifying candidates as possible.

Other problems which have been pretty difficult to solve have been unemployment and social problems related thereto, illiteracy and slow economic development; such problems arose from the inadequacy of colonial and post-colonial development capacities of young nations. Mass social and economic development and expansion of employment were not accorded due priority.

Most curricula for education and training in most young nations have tended to create too many job-seekers and a few job-makers, thus leading to unemployment of many job-seekers. If practical remedies (e.g. proper correspondence vocational studies for rehabilitation and future employment balance) are not devised, unemployment in most young nations will grow to explosive proportions in the near future. And, of course, explosive unemployment breeds other social problems such as robbery, theft, thuggery, misery, etc.
Illiteracy and slow social and economic development have been observed to be common characteristics of young nations. Minimisation of these problems has been bottlenecked mainly by lack of adequate funds to conduct the required community development activities and governments' indifference on the role of the religious workers can play (beyond their religious work) in community development programmes.

All young nations have passed through some colonial administration or other; a few of them became politically independent before 1960 and most of them became politically independent in the 1960s; and several countries (most of them being too small to sustain a strong independent status) are still under colonial masters. The economy management of a colony is similar to that of the "master country;" the colony can be considered to be virtually a less privileged province of the master country.

The countries which attained their political independence through peaceful processes tended to perpetuate the colonial systems of education and training, not realising that some of those had been expediently set up to suit the objectives of the colonial administration and were most likely not optimally useful for post-colonial development.

....../24

Notes & References are on Pp. 35 & 36
Thus, the colonial hangover in those young nations has tended to take several years, even more than two decades in some nations. Such nations have tended to continue sending people for training and/or receiving correspondence tuition from their former colonial-master countries. For instance, most Commonwealth countries have continued to use various correspondence institutions in the United Kingdom even up to now.\textsuperscript{22}

But, most countries which attained their political independence through struggle started their independence life with a lot of plans to dismantle the colonial systems and replace them (not necessarily as and when opportune) with those which suited the post-colonial developmental philosophy. Such an approach was necessary because the countries which fell under this category had low rates of colonial development. In order to increase their rates of post-colonial development, these countries had to drastically transform most colonial systems.

Although the expenditure on education and training is the highest among other sectors of the economy, in the annual budgets of most countries, thousands of qualifying candidates have not been admitted to formal schools, colleges and universities because of lack of adequate vacancies. These drop-outs have been occurring every year for several years now, and most of the drop-outs cannot get employment nor are they equipped with enough skill for self-employment.

\textsuperscript{\ldots/25}

Notes & References are on Pp. 35 & 36
Therefore, every year there has been an inflow of redundant drop-outs into urban areas, who resort to robbery, theft, thuggery, etc.; when their survival is at stake since they cannot make ends meet without employment or permanent benefactors.

The number of Government Ministries in young nations ranges between 25 and 40, that is, on the average, each Ministry should have 25% to 4% of the national budget. But, it can be seen in Table 2 below that a lot of Commonwealth countries (28 of which had attained their political independence by 1973) spent 11.5% to 23% of their Gross National Product on public education in various years, between 1965 and 1973. Of these countries only Britain and Canada can be considered to be technologically advanced today. Other countries can be considered to be young countries at different levels of development.
<table>
<thead>
<tr>
<th>Country</th>
<th>Public Expenditure on Education as % of GNP</th>
<th>Year When Data were Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Australia</td>
<td>13</td>
<td>1970</td>
</tr>
<tr>
<td>2. Barbados</td>
<td>21.3</td>
<td>1968</td>
</tr>
<tr>
<td>3. Bahamas</td>
<td>23.2</td>
<td>1973</td>
</tr>
<tr>
<td>4. Botswana</td>
<td>13.4</td>
<td>1969</td>
</tr>
<tr>
<td>5. Britain</td>
<td>20</td>
<td>1973</td>
</tr>
<tr>
<td>6. Bermuda</td>
<td>18.8</td>
<td>1970</td>
</tr>
<tr>
<td>7. British Solomon Islands</td>
<td>11.2</td>
<td>1968</td>
</tr>
<tr>
<td>8. British Virgin Islands</td>
<td>15.0</td>
<td>1970</td>
</tr>
<tr>
<td>9. Brunei</td>
<td>19.0</td>
<td>1968</td>
</tr>
<tr>
<td>10. Cayman Islands</td>
<td>16.9</td>
<td>1965</td>
</tr>
<tr>
<td>11. Falkland Island</td>
<td>12.2</td>
<td>1970</td>
</tr>
<tr>
<td>12. Gibraltar</td>
<td>7.7</td>
<td>1969</td>
</tr>
<tr>
<td>13. Gilbert &amp; Alice Islands</td>
<td>10.3</td>
<td>1969</td>
</tr>
<tr>
<td>14. Hong Kong</td>
<td>22.8</td>
<td>1970</td>
</tr>
<tr>
<td>15. Montserrat</td>
<td>9.9</td>
<td>1969</td>
</tr>
<tr>
<td>16. St. Helena</td>
<td>8.0</td>
<td>1966</td>
</tr>
<tr>
<td>17. Seychelles</td>
<td>11.9</td>
<td>1970</td>
</tr>
<tr>
<td>18. Turks &amp; Caicos</td>
<td>16.9</td>
<td>1970</td>
</tr>
<tr>
<td>19. Canada</td>
<td>22.9</td>
<td>1970</td>
</tr>
<tr>
<td>20. Cyprus</td>
<td>17.3</td>
<td>1970</td>
</tr>
<tr>
<td>21. Gambia</td>
<td>15.2</td>
<td>1968</td>
</tr>
<tr>
<td>22. Ghana</td>
<td>20.3</td>
<td>1969</td>
</tr>
<tr>
<td>23. Guyana</td>
<td>14.0</td>
<td>1970</td>
</tr>
<tr>
<td>24. India</td>
<td>19.5</td>
<td>1967</td>
</tr>
<tr>
<td>25. Jamaica</td>
<td>18.5</td>
<td>1969</td>
</tr>
<tr>
<td>26. Kenya</td>
<td>18.4</td>
<td>1965</td>
</tr>
</tbody>
</table>

.../27
<table>
<thead>
<tr>
<th></th>
<th>Country</th>
<th>1955</th>
<th>1969</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>Lesotho</td>
<td>19.8</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Malawi</td>
<td>15.2</td>
<td>1969</td>
</tr>
<tr>
<td>29.</td>
<td>Malasia</td>
<td>15.6</td>
<td>1969</td>
</tr>
<tr>
<td>30.</td>
<td>Malta</td>
<td>13.7</td>
<td>1969</td>
</tr>
<tr>
<td>31.</td>
<td>Mauritius</td>
<td>11.5</td>
<td>1970</td>
</tr>
<tr>
<td>32.</td>
<td>Nauru</td>
<td>14.1</td>
<td>1970</td>
</tr>
<tr>
<td>33.</td>
<td>New Zealand</td>
<td>12.4</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td>Sierra Leone</td>
<td>17.9</td>
<td>1969</td>
</tr>
<tr>
<td>35.</td>
<td>Singapore</td>
<td>11.7</td>
<td>1970</td>
</tr>
<tr>
<td>36.</td>
<td>Sri Lanka</td>
<td>13.7</td>
<td>1969</td>
</tr>
<tr>
<td>37.</td>
<td>Swaziland</td>
<td>17.7</td>
<td>1968</td>
</tr>
<tr>
<td>38.</td>
<td>Tonga</td>
<td>16.2</td>
<td>1970</td>
</tr>
<tr>
<td>39.</td>
<td>Trinidad &amp; Tobago</td>
<td>17.7</td>
<td>1970</td>
</tr>
<tr>
<td>40.</td>
<td>Uganda</td>
<td>17.8</td>
<td>1970</td>
</tr>
<tr>
<td>41.</td>
<td>Western Samoa</td>
<td>21.8</td>
<td>1970</td>
</tr>
<tr>
<td>42.</td>
<td>Zambia</td>
<td>21.8</td>
<td>1969</td>
</tr>
</tbody>
</table>

+ Britain was the colonial master of other countries.
* Territories which were still dependent on Britain in 1974.


Notes & References are on Pp. 35 & 36.  

....../28
It is rather unfortunate that most young nations have not gone down to earth to seriously gauge the nature, extent and gravity of their under-development problems, nor have they geared their development programmes in line with the realities pertaining to their economies. Hence, the development efficiency of such countries has been far from optimal. Further, it is pathetic to note that some under-developed nations have experienced post-colonial negative development, mainly due to political instability.

3.3 Importance of Correspondence Studies to Human Resources Development and Employment:

Man's quality is largely shaped through education and training processes. This quality has three major dimensions, namely, talent, discipline and stamina. Man's talent includes his intelligence and his artistic endowment, his discipline and his capacity to adjust himself to cope with the societal and organisational requirements, and his stamina which embraces his courage, initiative, ambition, confidence, etc.

Although the dimensions of man's quality basically stem from inborn traits and family upbringing, educational and training processes account substantially for an individual's development.

The quality of a given society is determined by the average quality of man that constitutes it. The dimensions of man's quality may not be developed with due balance; some countries emphasize the development of certain dimensions and leave others to develop anyhow.
Most young countries tend to develop the talents and discipline to a lesser extent while stamina is left to the individual's natural powers reinforced by the nature of exposure in the practical world.

By and large, it is clear that the quality of management of an economy depends on the types of education and training systems that shape man's quality who in turn steers the economy's operations and development.

Thus, the bottlenecks in the educational and training systems of a country have a direct impact upon the performance and development of an economy since man is the resource that organises other resources to produce goods and services. And the architects of an economy's economic system should be mindful of the significance of education and training to the quality of the economy management.

Most colonial education and training systems turned out job-seekers especially for civil service. Virtually no training institutions were developed for certain fields such as engineering, accountancy, architecture, banking, insurance, business management, etc.

After a few years of attaining political independence, the expansion of civil service jobs in most young nations was overtaken by the great numbers of job-seekers, which resulted in heavy unemployment and deterioration of social stability arising therefrom.

........../30.
<table>
<thead>
<tr>
<th>Country</th>
<th>Population in Millions</th>
<th>Unemployment (% of Labour force)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Australia</td>
<td>14.4</td>
<td>6.1</td>
</tr>
<tr>
<td>2. Austria</td>
<td>7.5</td>
<td>2.1</td>
</tr>
<tr>
<td>3. Belgium</td>
<td>9.8</td>
<td>6.7</td>
</tr>
<tr>
<td>4. Canada</td>
<td>23.7</td>
<td>7.4</td>
</tr>
<tr>
<td>5. Denmark</td>
<td>5.1</td>
<td>3.7</td>
</tr>
<tr>
<td>6. Finland</td>
<td>4.8</td>
<td>6.0</td>
</tr>
<tr>
<td>7. France</td>
<td>53.5</td>
<td>5.9</td>
</tr>
<tr>
<td>8. W. Germany</td>
<td>61.4</td>
<td>5.3</td>
</tr>
<tr>
<td>9. Greece</td>
<td>9.4</td>
<td>1.9</td>
</tr>
<tr>
<td>10. Iceland</td>
<td>0.226</td>
<td>0.4</td>
</tr>
<tr>
<td>11. Ireland</td>
<td>3.4</td>
<td>1.1</td>
</tr>
<tr>
<td>12. Italy</td>
<td>56.9</td>
<td>7.5</td>
</tr>
<tr>
<td>13. Japan</td>
<td>115.9</td>
<td>2.1</td>
</tr>
<tr>
<td>14. Luxemburg</td>
<td>0.364</td>
<td>0.7</td>
</tr>
<tr>
<td>15. Netherlands</td>
<td>14.0</td>
<td>4.2</td>
</tr>
<tr>
<td>16. New Zealand</td>
<td>3.1</td>
<td>1.9</td>
</tr>
<tr>
<td>17. Norway</td>
<td>4.1</td>
<td>2.0</td>
</tr>
<tr>
<td>18. Portugal</td>
<td>9.9</td>
<td>8.1</td>
</tr>
<tr>
<td>19. Spain</td>
<td>37.1</td>
<td>8.5</td>
</tr>
<tr>
<td>20. Sweden</td>
<td>8.3</td>
<td>2.1</td>
</tr>
<tr>
<td>21. Switzerland</td>
<td>6.3</td>
<td>0.3</td>
</tr>
<tr>
<td>22. Turkey</td>
<td>44.1</td>
<td>13.9</td>
</tr>
<tr>
<td>23. U.K.</td>
<td>55.9</td>
<td>5.3</td>
</tr>
<tr>
<td>24. U.S.A.</td>
<td>220.6</td>
<td>5.7</td>
</tr>
</tbody>
</table>

Fig. 1. The scatter diagram showing relationship between the unemployment rate and population in the OECD Countries in 1979.
Despite the threateningly heavy post-colonial unemployment, most young nations have not seemed to visualise the economic and social misery of unemployment; nor have the state administrators tried to alleviate the rural underemployment and national unemployment through viable self-employment.

Indeed, it would have been too expensive to transform the educational and training curricula overnight in order to promote self-employment orientation in the education and training systems of young nations. But if these nations had the insight in, and the will for, minimising underemployment and unemployment, remedial and strategic programmes could have been conducted in feasible phases.

One of the practical ways by which the young nations can rehabilitate the unemployed and underemployed and minimise subsequent unemployment and underemployment is to devise, and motivate the affected people to undertake, various self-employment orientated vocations through correspondence studies/financing facilities and marketing management. And practical

Correspondence studies enable the self-employed to study while they manage their enterprises. Appropriate financing policies can assist in the establishment and expansion of such enterprises and proper marketing networks can spread the urban markets to the rural suppliers. (There has been a tendency of the suburban areas monopolising the urban markets, the rural surpluses being wasted because of lack of transport and marketing organisation to take such surpluses to the urban areas).
In some areas such as medical services, the teaching of science subjects, accountancy, etc, the scarcity of qualified manpower has been a critical factor in the development of most young nations and is likely to continue to exist for quite a long time to come. Some technologically advanced countries have overcome such scarcity through systematically designed correspondence training, reinforced with radio and/or TV programmes. Indeed, it is apparent that one of the escape valves for young nations to move from low level equilibrium trap in manpower development and employment capacity is the strategic use of correspondence tuition for both job-seeking and self-employment training.
3.4 Notes and References

19. Maslow's Hierarchy of needs comprises three major stages through which man aspires to satisfy his needs:

(i) Satisfaction of physical (biogenic) needs, including:
(a) physiological needs, e.g. shelter, sex, etc.,
(b) safety needs such as physical and economic security;

(ii) Satisfaction of social needs which include:
(a) affection (eg belongingness, love etc),
(b) Esteem needs (eg. self-respect, reputation, prestige, status etc.);

and (iii) satisfaction of self-evaluation and development needs which include:

(a) self-actualisation needs (eg. striving to achieve what one believes one is fit to achieve),
(b) need to have greater insight (deeper knowledge and understanding)
(c) need for aesthetic satisfaction (eg. appreciation of beauty of nature, art, literature, etc).

..../2
20. The Economics of the Developing World,
Micheal P. Todaro, Longman Group Ltd.,

21. The term "colony" includes all countries which
are not politically independent.

22. The main U.K. correspondence institutions which
are used by most Commonwealth countries include,
among others, the Rapid Results College,
International correspondence Schools, British
Tutorial college, Metropolitan College, and
Wolsey Hall Correspondence College.

23. The data for the remaining 23 countries were
incomplete or not available.

24. The coefficient of correlation, $r$, for variables
$X$ and $Y$ is given by:
$$ r = \frac{\sum xy - nx\bar{y}}{(n-1)\sigma_x\sigma_y} $$
where
$x$ is a value of variable $X$,
$y$ is a value of variable $Y$,
$n$ is the number of paired values $(x,y)$,
$x$ is the mean value of $X$,
$y$ is the mean value of $X$, $Y$
$\sigma_x$ is the standard deviation of $X$, and
$\sigma_y$ is the standard deviation of $Y$. 

---/37
CHAPTER THREE: DATA ANALYSIS PERTINENT TO THE NEED OF CORRESPONDENCE STUDIES

4.1 Overview:

The main hypothesis in 3.1 above contends that correspondence studies are of vital importance to young nations, because formal educational and training facilities in such nations have been significantly inadequate, thus having a retarding effect on their development.

The data analysis to be carried out in this chapter is intended to show whether or not formal post-primary schools, colleges and universities in a sizeable number of Commonwealth countries and in a case study on Kenya were inadequate during and/or after the colonial times.

The drop-outs at the end of primary school level will be compared with the total number of primary school leavers, as a percentage, for various countries, and in different years.

If the drop-out percentage is generally high, this will be an indicator that the secondary school facilities are generally inadequate in young countries; hence the use of correspondence studies, among other distant-learning methods, will be a necessary remedy to increase the opportunities for the secondary school studies.
If on the other hand the drop-out percentage is generally low, then there will be no cause for alarm, and correspondence studies can be provided so that every primary completer can have an opportunity for continuing his education.

The same analysis will be carried out for higher levels of education and training.

Table 4 below comprises the data pertaining to the completers of primary school, secondary school and tertiary education (in form of percentage of a given age-group).

The countries in this table were former colonies of, or territories still dependant upon, Britain. They were managed under similar colonial policies; hence, they had similar development decisions.

Table 6 below comprises the data pertaining to the qualifying candidates for, and admissions into, form I, form V, and colleges or universities in Kenya's educational and training systems. Then Table 7 is derived from Table 6; that is, it comprises the percentages of the drop-outs at the end of standard (Primary) 7, form IV and form VI respectively. Such data of any other nation could have been taken if I had had convenient access to them. Therefore, the data pertaining to Kenya's post-primary demand for, and supply of, educational and training facilities can be considered to have been taken as a random choice.
Also, since Kenya has not had critical political problems (which have been the major causes of frequent disruptions of the development programmes in many young nations), it has had the opportunity to formulate and implement quite stable educational and training policies and programmes. Therefore, the features of the data in Tables 6 and 7 are expected to reflect the basic under-development bottlenecks which any young nation is expected to face to a lesser or greater extent, in its endeavours to develop manpower resources.

Table 8 comprises the data pertaining to the categories (according to qualification and citizenship) of the teaching staff in Kenya Secondary schools. The analysis of these data will indicate whether or not the lack of trained teaching force or large numbers of non-Kenyan teachers or both existed, hence implying major bottle-necks in expanding secondary school facilities. If neither problem exists, (reflected in Table 6), then the unsatisfied demand, if it is critical, will be attributable to other factors such as lack of funds, insight, or will to establish the required secondary schools.

4.2 Data Analysis

Data analysis will comprise the analysis of the data pertaining to primary, secondary and tertiary education of Commonwealth countries as a sample of young nations and the analysis of Kenya's
statistics of candidates qualifying for, and admitted into, post-primary school institutions.

The common features among the Commonwealth countries data will be analytically exhibited by determining the correlation between the compared features, if the correlation between the compared features is high, there will be strong reason to conclude that relation between the features is significantly common among the Commonwealth countries in particular, and young nations in general.

The aim is to establish the educational and training levels which are not substantially provided for by virtue of the percentage of the people that have completed a certain educational and/or training stage in the entire population or for a particular age-group.
TABLE 4:

Primary School, Secondary school and Tertiary education/ Training completers in some Commonwealth countries.15

<table>
<thead>
<tr>
<th>Country</th>
<th>Age-group (years)</th>
<th>Primary School Completers (% of age group)</th>
<th>Secondary School completers (% of age group)</th>
<th>Tertiary Education and training completers (% of age group)</th>
<th>Year of Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Australia</td>
<td>25+</td>
<td>37.1</td>
<td>57.2</td>
<td>4.7</td>
<td>1971</td>
</tr>
<tr>
<td>2. Papua, New Guinea</td>
<td>24+</td>
<td>11.0</td>
<td>0.5</td>
<td>0.3</td>
<td>1973</td>
</tr>
<tr>
<td>3. Botswana</td>
<td>15-24</td>
<td>4.5</td>
<td>1.75</td>
<td>0.2</td>
<td>1970</td>
</tr>
<tr>
<td>4. Brunei</td>
<td>25+</td>
<td>24.6</td>
<td>0.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Gibraltar</td>
<td>All ages</td>
<td>10.3</td>
<td>80.3</td>
<td>9.4</td>
<td>1970</td>
</tr>
<tr>
<td>6. Hong kong</td>
<td>15-24</td>
<td>29.8</td>
<td>51.5</td>
<td>4.2</td>
<td>1973</td>
</tr>
<tr>
<td>7. Seychelles</td>
<td>25+</td>
<td>19.9</td>
<td>18.9</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>8. Cyprus</td>
<td>15-24</td>
<td>35.</td>
<td>12.2</td>
<td>1.5</td>
<td>1973</td>
</tr>
<tr>
<td>9. Ghana</td>
<td>25+</td>
<td>7.2</td>
<td>5.3</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>10. Guyana</td>
<td>All ages</td>
<td>8.4</td>
<td>4.5</td>
<td>0.06</td>
<td>1970</td>
</tr>
<tr>
<td>11. Jamaica</td>
<td>15-24</td>
<td>81</td>
<td>9.5</td>
<td>0.1</td>
<td>1968</td>
</tr>
<tr>
<td>12. Kenya</td>
<td>25+</td>
<td>75.3</td>
<td>5.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>13. Lesotho</td>
<td>15-24</td>
<td>16.0</td>
<td>2.9</td>
<td>0.6</td>
<td>1970</td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td>8.6</td>
<td>1.6</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15-24</td>
<td>80.4</td>
<td>1.3</td>
<td>1973</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25+</td>
<td>57.2</td>
<td>1.6</td>
<td></td>
</tr>
</tbody>
</table>

Notes and References are on P. 64

.../42
<table>
<thead>
<tr>
<th>Country</th>
<th>Age Range</th>
<th>Male (%)</th>
<th>Female (%)</th>
<th>Total (%)</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Malawi</td>
<td>25-34</td>
<td>36.8</td>
<td>0.9</td>
<td>0.0</td>
<td>1970</td>
</tr>
<tr>
<td>15. Malta</td>
<td>All ages</td>
<td>75.0</td>
<td>22.5</td>
<td>2.5</td>
<td>1972</td>
</tr>
<tr>
<td>16. Mauritius</td>
<td>13-24</td>
<td>12.1</td>
<td>9.5</td>
<td>0.1</td>
<td>1972</td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td>10.3</td>
<td>6.7</td>
<td>1.3</td>
<td>1972</td>
</tr>
<tr>
<td>17. Sierra Leone</td>
<td>All ages</td>
<td>2.9</td>
<td>0.7</td>
<td>0.05</td>
<td>1963</td>
</tr>
<tr>
<td>18. Singapore</td>
<td>10+</td>
<td>35</td>
<td>20</td>
<td>22.5</td>
<td>1972</td>
</tr>
<tr>
<td>19. Sri Lanka</td>
<td>15-24</td>
<td>37.0</td>
<td>40.0</td>
<td>0.1</td>
<td>1972</td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td>41.3</td>
<td>27.6</td>
<td>0.6</td>
<td>1972</td>
</tr>
<tr>
<td>20. Trinidad &amp; Tobago</td>
<td>15+</td>
<td>72.8</td>
<td>10.8</td>
<td>0.7</td>
<td>1969</td>
</tr>
<tr>
<td>21. Western Samoa</td>
<td>All ages</td>
<td>80.9</td>
<td>5.5</td>
<td>1.4</td>
<td>1970</td>
</tr>
<tr>
<td>22. Zambia</td>
<td>25-34</td>
<td>10.4</td>
<td>3.7</td>
<td>0.7</td>
<td>1972</td>
</tr>
</tbody>
</table>

Key*: Territories which were still dependent on Britain by 1974.

Source: New Media in Education in the Commonwealth, Commonwealth Secretariat, Commonwealth publications, London; 1974, pp 1-161
4.2.1 Analysis of the Data in Table 4

The significant features of the data in Table 4 are that the age-groups and the dates of recording the data differ; and the percentages of primary education completers are generally greater than the percentages of secondary education completers, and the percentages of secondary education completers are generally greater than the percentages of tertiary education/training completers.

These features indicate that Britain applied similar educational and training policies in its colonies. And since there is no marked difference between the dependent and independent countries, the post-colonial educational and training policies did cause substantial changes even several years after the attainment of political independence.

The fact that the dependent and independent countries had similar educational and training pyramids is shown by the correlation between the percentage of primary school completers and the percentage of the secondary school completers shown in Fig. 2 below, and the correlation between the percentage of secondary school completers and the percentage of tertiary education/training completers as shown in Fig. 3 below.

These results show that the percentages of the secondary school and tertiary education completers were generally low whether or not the country had high percentages of primary and secondary school completers respectively.
Fig. 2 Scatter diagram showing the correlation between the secondary school completers and the primary school completers.

.../45
% of Tertiary education completers

% of secondary school completers.

Fig. 3: Scatter diagram showing the correlation between secondary education and tertiary education completers.
In fact, it is evident that the imbalances in the colonial educational/training systems, among other systems, were difficult to rectify in a few years of independent life.

Further analysis showed that the ratio of the percentage of primary education completers to that of secondary education completers was generally much smaller than the ratio of the percentage of secondary education completers to that of tertiary education completers. These ratios are shown in Table 5 below. It is reasonable to conclude that tertiary education was substantially out of step with secondary education, and that secondary education was much closer to primary education than tertiary education.

In other words, although both secondary education and tertiary education needed remedial measures, such as correspondence studies, T.V., and Video programmes, the need was greater for tertiary education than for secondary education. It is noteworthy that some countries had negligible percentage of people who had completed tertiary education by 1973.
Table 5

The ratio of primary education to secondary education completers and those of secondary education to tertiary education completers.

<table>
<thead>
<tr>
<th>Country</th>
<th>Age group</th>
<th>% of Primary education</th>
<th>% of secondary education completers</th>
<th>% of tertiary education completers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(years)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Australia</td>
<td>25+</td>
<td>0.7</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>2. Papua, New Guinea</td>
<td>24+</td>
<td>22</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>3. Botswana</td>
<td>15-24</td>
<td>24</td>
<td></td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td>35</td>
<td></td>
<td>3.5</td>
</tr>
<tr>
<td>4. Brunei</td>
<td>15-24</td>
<td>0.9</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td>0.9</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>5. Gibraltar</td>
<td>All ages</td>
<td>0.125</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>6. Hong Kong</td>
<td>15-24</td>
<td>0.58</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td>1</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>7. Seychelles</td>
<td>15-24</td>
<td>3</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td>1.4</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>8. Cyprus</td>
<td>15-24</td>
<td>1.2</td>
<td></td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td>2.5</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td>11</td>
<td></td>
<td>1.6</td>
</tr>
<tr>
<td>10. Guyana</td>
<td>All ages</td>
<td>1.9</td>
<td></td>
<td>7.50</td>
</tr>
<tr>
<td>11. Jamaica</td>
<td>15-24</td>
<td>9</td>
<td></td>
<td>95</td>
</tr>
<tr>
<td>12. Kenya</td>
<td>15-24</td>
<td>5.3</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td>5.4</td>
<td></td>
<td>3.2</td>
</tr>
<tr>
<td></td>
<td>Country</td>
<td>Age Group</td>
<td>Rate</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>-----------</td>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td>13</td>
<td>Lesotho</td>
<td>15-24</td>
<td>6</td>
<td>00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25+</td>
<td>3.5</td>
<td>16</td>
</tr>
<tr>
<td>14</td>
<td>Malawi</td>
<td>25-34</td>
<td>41</td>
<td>00</td>
</tr>
<tr>
<td>15</td>
<td>Malta</td>
<td>All ages</td>
<td>3.3</td>
<td>9</td>
</tr>
<tr>
<td>16</td>
<td>Mauritius</td>
<td>13-24</td>
<td>1.25</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25+</td>
<td>1.6</td>
<td>5</td>
</tr>
<tr>
<td>17</td>
<td>Sierra Leone</td>
<td>All ages</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>18</td>
<td>Singapore</td>
<td>10+</td>
<td>1.75</td>
<td>0.9</td>
</tr>
<tr>
<td>19</td>
<td>Sri Lanka</td>
<td>15-24</td>
<td>0.9</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25+</td>
<td>1.5</td>
<td>4.5</td>
</tr>
<tr>
<td>20</td>
<td>Trinidad &amp; Tobago</td>
<td>15+</td>
<td>6.5</td>
<td>15</td>
</tr>
<tr>
<td>21</td>
<td>Western Samoa</td>
<td>All ages</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>Zambia</td>
<td>25-34</td>
<td>3</td>
<td>5.3</td>
</tr>
</tbody>
</table>

Source: Table 4 above.
**Table 6:** Qualifying candidates for and admissions into Kenya's post-primary institutions.

The figures which were estimated:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1975</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1990</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Data for 1980-1977, if not available, were estimated from the annual reports.
From Table 6 above Table 7, comprising the percentages of drop-outs at the end of Primary (Standard) 7, Form IV, and Form VI, was derived. The drop-out percentages were obtained from taking drop-outs as percentages of qualifying candidates.

<table>
<thead>
<tr>
<th>Year</th>
<th>Drop-outs (in percentages)</th>
<th>After Primary 7</th>
<th>After Form IV</th>
<th>After Form VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>74</td>
<td>83.8</td>
<td>20.0</td>
<td></td>
</tr>
<tr>
<td>1971</td>
<td>71</td>
<td>83.7</td>
<td>26.3</td>
<td></td>
</tr>
<tr>
<td>1972</td>
<td>79</td>
<td>82.4</td>
<td>37.0</td>
<td></td>
</tr>
<tr>
<td>1973</td>
<td>69</td>
<td>83.3</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>1974</td>
<td>64</td>
<td>84.4</td>
<td>35.3</td>
<td></td>
</tr>
<tr>
<td>1975</td>
<td>61</td>
<td>84.3</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>1976</td>
<td>58</td>
<td>84.2</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>1977</td>
<td>55</td>
<td>85.6</td>
<td>32.0</td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>78</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1984</td>
<td>-</td>
<td>-</td>
<td>60.0</td>
<td></td>
</tr>
<tr>
<td>1987</td>
<td>74</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td>-</td>
<td>80</td>
<td>53.5</td>
<td></td>
</tr>
</tbody>
</table>

Source: Derived from Table 6 above.
4.2.2. Analysis of Data in Tables 6 and 7

(a) Form 1 Candidature

In Table 6 the qualifying candidates grew at an annual average rate of about 11,000 candidates while the admitted students grew at the rate of 7,000 candidates, from 1970 to 1977, but there was explosive increase (about 58,500 candidates per year) of qualifying candidates and drop of about 500 candidates on the annual average in admissions between 1977 and 1981. It is envisaged that the qualifying candidates will increase by an annual rate of about 65,000 candidates between 1981 and 1987, while the admissions are expected to rise by an annual average of about 19,000 candidates.

It is clear that the absolute figures show a gradual increase of drop-outs between 1970 and 1977, inclusive and a drastic increase between 1977 and 1987 respectively. This pattern of variation can be more clearly seen in Fig. 4 below.

From Table 7 above it can be seen that the drop-out percentage at the end of Primary 7 gradually fell between 1970 and 1977, inclusive but rose again after 1977. It should be noted that the drop-out percentage remained very high. The variation of the drop-out percentage over time can be seen in Fig. 4 below.
Since by 1973, the correspondence unit, University of Nairobi, had not started admitting school leavers; there were already 488,000 primary school leavers who had qualified to be admitted into Form I but whose continuing education had been virtually bottlenecked by inadequate facilities for study. It is, therefore, apparent that more facilities for correspondence studies were required as early as 1973.

Now that the correspondence Unit, University of Nairobi, can admit any member of the Public for secondary school studies, a lot of drop-outs at the end of Primary 7 should be able to study through correspondence. "............the Unit now offers correspondence courses in 7 subjects at KJSE (Kenya Junior Secondary Examinations) and a full range of EAEC (East African Examinations Council) subjects, all supported by daily radio broadcasts through the voice of Kenya".27

It is, therefore, evident that Kenya Government has attempted to provide correspondence study facilities for secondary school studies (i.e. for the drop-outs at the end of primary 7); it is a manifestation that the role of correspondence studies has been realised for the rehabilitation of past, and coping with future, drop-outs at the end of Primary 7.

....53

Notes and References are on P. 64
Fig. 4: The absolute and percentage drop-out variations over time at the end of Standard 7 of Kenya's primary schools.
Form V Candidature

From Table 6 above, it is clear that the drop-out at the end of form IV rose at an average annual rate of about 2,500 candidates between 1970 and 1977, inclusive and it is envisaged that this rate will be about 10,000 candidates between 1977 and 1991, inclusive. This implies that between 1970 and 1979 the gap between the qualifying candidates for and the admitted candidates into form V did not vary very much at first but it is apparent that after 1977 the number of qualifying candidates for form V has been growing at a much higher rate than that at which the form V facilities have grown, and it has been projected that this phenomenon will persist even up to 1991.

Table 7 reveals the alarming shortage of the facilities for the advanced school studies since 1970. This grave situation does not seem to improve, in that since 1970 the percentage of the drop-outs at the end of form IV has been above 80% and it is expected to remain so up to 1991. This implies that the facilities for this level of studies has been pretty difficult to expand or there has been utter neglect in making the required expansion of the facilities for advanced school studies.

However, since the drop-out percentage fluctuated between 82.4% and 85.6% only and by 1991 the percentage is likely to fall to 80%, it is apparent that attempts were made to prevent the grave situation from growing worse for two decades after which it is envisaged the drop-out percentage at the end of form IV will fall.

.../55
It is clear from Tables 6 and 7 that remedial measures for the drop-outs at the end of form IV were badly needed as early as 1970. Unfortunately, no correspondence studies have been provided for advanced school studies. The subjects currently conducted at the Extra-Mural centres in Nairobi and five main towns of Kenya include some of the advanced school studies. Those studies are conducted under the Institute of Adult Studies, University of Nairobi. Appendix I includes the advanced school subjects under the "social Sciences", "Languages" and "Other sciences". It seems the provision of Extra-Mural studies may be the main contributory factor which will cause the drop-out percentage at the end of form IV to fall to 80% in 1991.

Advanced school studies are also offered on correspondence basis by the branch of the International correspondence schools, Nairobi, and a few other private institutions, but their cost of study is so high that the demand for their correspondence tuition is bound to be low. The studies offered by the International Correspondence schools are given in Appendix 2.

All in all, it is evident that the drop-out problem after form IV has been, still is and will continue to be, crucial for quite a long time. It is simply imperative for the Government of Kenya to provide correspondence studies for the advanced school studies in order to substantially reduce the drop-out percentage of form IV leavers. It is assumed
and hoped that the Government correspondence institutions charge much less fees and are better managed than private correspondence institutions. Also in Appendix I there are tertiary studies, such as Business studies, Law, and Administration and Management, which form IV leavers can undertake to improve their general knowledge or acquire the knowledge which can assist them attain greater understanding and better performance in their fields of employment.

(c) Higher Education Candidature.

From Table 6 above it can be seen that the absolute figures of drop-outs at the end of form VI rose sharply between 1971 and 1974, but between 1974 and 1977 there was a gentle rise. In 6 years (i.e. 1971-1977) the drop-out grew by about 200%, i.e. about 33% p.a. On the other hand, in another 7 years (i.e. 1977-1984) the drop-out rate of increase has been estimated at 93% p.a. which is a phenomenal one, but it is envisaged that the drop-out will rise at the rate of about 13% p.a. between 1984 - 1991 (seven years' period).

The phenomenal rise in the drop-out rate per year from 33% to 93% must have been due to an explosive increase of qualifying candidates while the educational and training facilities remained rather static. The fall of the rate of drop-out rate from 93% p.a. to 13% p.a. implies that a major expansion of tertiary education and training must be anticipated.
Among other possibilities, this change is most likely to be based on the second national University, the plans for which were started in 1981.

From Table 7 above it can be seen that the drop-out percentage at the end of form VI rose from 20% to 37% between 1970 and 1973, inclusive, and then gradually fell to 32% in 1977; but it is envisaged that between 1977 and 1984 this percentage will rise to 60% which is a phenomenal rise, and in another 7 years' time (1991) it is envisaged that the drop-out percentage at the end of form VI will drop to 53.5%.

It is noteworthy that although a second formal University is inevitably required for the studies which require sophisticated laboratory and professional practical (field) work, other studies do not necessarily require the formal university facilities, which are very costly. The funds required to operate certain facilities of a formal university for thousands of students can be used to operate a university of correspondence studies capable of handling millions of students. A system of using correspondence universities has been widely used in the U.S.A., even up to doctoral studies.28

Notes and References are on P. 64.
The teaching manpower for secondary schools and tertiary education has been considered to have been the most critical constraint on the expansion of post-primary educational and training facilities.

If any successful expansion in educational and training systems is to be effected, it should be based on the authorized strength of the existing staff and the training of the new staff.


<table>
<thead>
<tr>
<th>Year</th>
<th>Total No.</th>
<th>No. of Teachers (Undergrad.)</th>
<th>% of Teachers</th>
<th>Total No. of Citizen-Teachers</th>
<th>% of Citizen-Teachers</th>
<th>Total No. of Non-Citizen-Teachers</th>
<th>% of Non-Citizen-Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>7,061</td>
<td>2,371</td>
<td>34</td>
<td>4,690</td>
<td>66</td>
<td>1,383</td>
<td>24</td>
</tr>
<tr>
<td>1971</td>
<td>7,061</td>
<td>2,371</td>
<td>34</td>
<td>4,690</td>
<td>66</td>
<td>1,383</td>
<td>24</td>
</tr>
<tr>
<td>1972</td>
<td>7,061</td>
<td>2,371</td>
<td>34</td>
<td>4,690</td>
<td>66</td>
<td>1,383</td>
<td>24</td>
</tr>
<tr>
<td>1973</td>
<td>7,061</td>
<td>2,371</td>
<td>34</td>
<td>4,690</td>
<td>66</td>
<td>1,383</td>
<td>24</td>
</tr>
</tbody>
</table>

Table 8: Secondary School Teachers in Kenya.
Therefore it would be unwise to expand educational and training facilities when the existing staff has a substantial content of untrained and/or non-citizen teachers and lecturers.

Also the availability of physical facilities is considered to be the most major factor that determines the expansion of educational and training opportunities. But, whereas a lot of physical facilities can be erected in a matter of months, it is not possible to produce a big number of qualified teaching manpower, even in two years, unless a lot of financial and/or technical aid is received for teacher-training.

The analysis of data pertaining to the determinants of successful expansion of educational and training facilities has been concentrated on the stability of teaching staff that was required for the late 1960s onwards. This period (late 1960s) was crucial in determining the post-colonial transformation and strategies for the Kenya's educational and training systems.

The analysis of Table 8 above shows that the proportion of trained secondary teachers as a percentage of the total teaching manpower in Kenya's secondary schools, fell from 72% to 59% from 1966 to 1968, inclusive and then to 63% in 1969 and virtually remained constant from 1969 to 1973, inclusive.

.../60
It is, therefore, apparent that the proportion of trained teaching manpower for secondary schools in Kenya remained quite high, during the period under study. But it should be borne in mind that the percentage of trained teachers was shared between the citizen and non-citizen teachers, so was the percentage of untrained staff.

Although the percentage of the non-citizen teachers declined from 65% to 34% from 1966 to 1973, inclusive, 34% of non-citizen staff as at the end of 1973 should be considered to be pretty high in connection with strategic expansion of educational facilities for secondary school studies.

The existence of substantial populations of untrained and non-citizen teachers for the period 1966-1973, inclusive indicated that the teaching manpower in Kenya's secondary schools was not expected to be stable even soon after 1973, thus delaying the realistic transformation of secondary school facilities, which should have, ideally, taken place in the late 1960s.

Untrained and non-citizen teachers have been considered to be unstable because such categories of personnel tend to be mobile, seeking better employment alternatives or going back home (in case of non-citizens).

Thus, it can be inferred that the continued existence of high drop-out percentage at the end of primary 7 was most likely due to the inadequate expansion of secondary schools, which, in turn, was inhibited by the lack of stable (trained and citizen) teachers.
4.2.3 General Analysis

The analysis of Tables 6 and 7 reveals that the drop-outs at different levels of education and training have not been substantially reduced in the last 17 years of post-colonial Kenya.

However, there is hope that within the next ten years effective measures will be taken to rehabilitate the past, and cope with, the future drop-outs.

Also, it should be noted that no steps have been taken to use or devise correspondence studies for self-employment modules and/or advanced school and higher education studies. Only a few private correspondence institutions based in U.K. (with branches in Nairobi, Kenya) conduct advanced school studies and tertiary education at a very high cost which inhibits a lot of poor qualifying candidates from attaining higher qualifications.

The analysis of Table 7 shows that the initial remedial steps to alleviate the drop-out problems should have been simultaneously applied for both ordinary and advanced secondary schools. But if this was not possible, then the initial remedy, which was undertaken (to provide correspondence studies for the Junior Secondary Studies first and senior Secondary studies next), was in order, because the jobs for ordinary-school leavers were expected to be more scarce than those for the advanced-school leavers.

.../62
Unfortunately, the provision of a practical remedy for the drop-outs at the end of form IV has been long overdue since such a remedy was required as far back as 1970. In fact, under normal circumstances, the remedy to cope with the past and the future drop-outs at the end of form VI can also be considered to be long overdue. One would have expected the non-laboratory courses of the imminent Kenya's second university to be conducted on the basis of distant-learning methods, but apparently, they may also be conducted on the conventional (classroom) basis. This type of university may still leave a substantial percentage of drop-outs at the end of form VI uncatered for.

Recently, (1981) a serious concern was shown by a committee set up to review Kenya's educational system, to the extent that the committee recommended that the system be overhauled. 29

It is, indeed, high time that developing countries realised the need to design and implement the educational and training activities that can go a long way in alleviating and coping with their development problems.

The data analysis for several countries in general, and Kenya in particular, in relation to the inadequacy of the facilities for education and training has shown that the post-colonial educational and training management did not significantly transform the pre-independence educational and training systems in order to alleviate the past problems and cope with future

Notes and References are on P. 64
problems with due realism and effectiveness.

It is quite clear that most young nations needed to use practical remedies, such as distant learning methods, in order to solve the pre-independence and post-colonial educational and training problems.
4.3. Notes and References

25: The data for the remaining Commonwealth Countries were not available.

26: The EACE (East African Certificate of Education) which used to be awarded by the EACE was replaced by the K.N.C.E. (Kenya National Certificate of Education) in 1980, which is awarded by the Kenya National Examinations Council.

27: The University of Nairobi Calendar 1980-81, University of Nairobi, Nairobi, P. 321.


5. CHAPTER FOUR: OTHER ISSUES INVESTIGATED.

5.1 Overview

The analysis carried out so far has indicated that despite the glaring deficiencies in the educational and training systems of most young nations, only a few of such nations have effectively made use of correspondence studies as a practical remedy to alleviate those deficiencies.

The intensive and extensive use of correspondence studies by Australia and New Zealand (which are developing nations) and the extensive use of correspondence studies by advanced countries, namely, USA, USSR, and UK should have been exemplary guidance to other developing countries, some of whose educational and training problems have already developed into stalemate situations.

The other issues which will be investigated under this chapter will include the user profile of correspondence studies hitherto observed and the possible future user profile, the merits of correspondence studies hitherto conducted and the possible future merits and demerits of correspondence studies (past and future) and the remedies that can be employed to minimise their impact on the effectiveness of correspondence studies.

This investigation together with the investigation carried out in earlier chapters will constitute the basis for formulating the recommendations and conclusion in chapters 6 and 7, respectively.
5.2 **User Profile**

It has already been mentioned in general that correspondence studies are undertaken by the people who are or have been unable to pursue their studies through classroom facilities.

It is, therefore, worthwhile identifying the user profile (the categories of people that have made use or need to make use) of correspondence studies. An example of the user profile of correspondence studies hitherto conducted will be given and the extended user profile will be looked into.

A pretty long list of a user profile was established from a statistical analysis of the New Zealand correspondence school, November 1972.\(^3\) This list includes the following categories of people:

(a) **People living overseas**
These are the New Zealand nationals who or whose children wish to continue their studies within the New Zealand education and training systems.

(b) **Isolation**
People who stay in isolated places where day schools could not be economically operated have to join boarding schools or study by correspondence. For instance, if one's entry qualifications for a boarding school have not been competitive enough and one happens to live in an isolated place, one finds correspondence studies quite useful for the pursuit of one's further studies.

(c) **Supplementary Tuition**
Some secondary school children may use correspondence studies to supplement the classroom tuition. Such

---

Notes and references on P.\(^9^4\)
children use correspondence studies after being advised by their teachers to do so when they are observed to lag behind the rest of the class in understanding ability.

(d) Pregnancy

Evidently, pregnant women's classroom studies are interrupted during the pregnancy period and a few months after delivery. During such interruptions of classroom studies a student can continue her studies by correspondence tuition.

(e) Medical Cases

There are medical problems which would make correspondence studies the inevitably most effective method of tuition for the affected people.

The medical cases which fall under this category include the people who are home bound or hospitalised. There are people who get occasional disorders in their mental or physical health (e.g. cases of epilepsy and muscular dystrophy) or people who have to be hospitalised for several months although they are able to study in bed (e.g. fracture cases).

Therefore, such medical handicaps to classroom study make distant-learning methods (especially correspondence studies) inevitable for the affected people to continue their studies.

(f) Expulsion

The children or students who have been expelled from conventional schools or colleges for failing to comply with or fit in the required institutional discipline can
continue their studies through correspondence tuition; because correspondence institutions have no regulations designed to contain behavioural discipline.

(g) Knowledge Enrichment

Some people use correspondence studies for acquiring more general knowledge. Therefore, correspondence institutions which offer, among other courses, a variety of interesting courses (such as simple technical skills, commerce, economics, management principles, principles of law, medicine and health, agriculture and animal husbandry, fish farming, hobbies, etc) serve the interests for this category of people.

(h) Vocational and Professional Improvement

Some people have pretty high ambitions and they tend to pursue further studies beyond the qualifications they have already attained. Since they may not find it convenient or feasible to go back to classroom studies, such people find correspondence tuition quite helpful in gaining more knowledge in their lines of specialisation.

Through this kind of study one may attain higher qualifications such as Associateship and Fellowship of a professional body or masters and doctoral degrees. The sophistication of this role can be extended to higher doctorates and post-doctoral qualifications.
(i) **Rehabilitation and Educational Development**

The Ministry of Justice in New Zealand recommends rehabilitation, through education and/or training, of certain defaulters, especially the young offenders. Correspondence tuition has been the most suitable tuition for this category of people.

Although in New Zealand the statistics were collected in relation to young offenders, rehabilitation can be applied even to all dropouts at various levels of conventional schools, colleges or universities. Such drop-outs may have failed to continue their studies because of lack of enough facilities for classroom studies, marriage (housewives), failing to pay tuition fees of classroom institutions, etc.

The following were the percentages of the categories (a) - (h) in the user profile of New Zealand correspondence school.

<table>
<thead>
<tr>
<th>Category of Students</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overseas</td>
<td>1</td>
</tr>
<tr>
<td>Isolation</td>
<td>4</td>
</tr>
<tr>
<td>Secondary school students</td>
<td>36</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>4</td>
</tr>
<tr>
<td>Medical Cases</td>
<td>4</td>
</tr>
<tr>
<td>Expulsion</td>
<td>1</td>
</tr>
<tr>
<td>Enrichment</td>
<td>11</td>
</tr>
<tr>
<td>Vocational</td>
<td>32</td>
</tr>
<tr>
<td>Rehabilitation</td>
<td>7</td>
</tr>
</tbody>
</table>

- 70 -
It is clear that the user profile of New Zealand correspondence school studies comprised high percentages of secondary school students (36%) who used correspondence studies to supplement their full-time tuition and of the people who sought to strengthen their vocational lines (32%).

The categories and percentages thereof in a user profile of correspondence studies are, indeed, expected to differ from society to society and from institution to institution.

The diversity of the structure of a user profile depends on the kinds of studies offered by a correspondence institution and the deficiencies in the classroom institutions.

This implies that before a correspondence institution is set up a thorough research should be conducted to get an appreciable picture of its prospective user profile in the relevant society.

5.3 Merits of Correspondence Studies

Several merits of correspondence studies can be identified with respect to the studies hitherto conducted and the envisaged merits if correspondence studies can be extended to incorporate more functions in order to satisfy a larger user profile.
(a) Merits which have been identified with respect to the correspondence studies hitherto conducted

Students' Freedom to study at appropriaate paces

(i) Correspondence tuition gives each student an opportunity to study at the rate which his or her capabilities can contain. If the student is brilliant, he can complete a given course in a short time. On the other hand, a slower student has also the liberty to take his or her time so that he or she can thoroughly cover the course.

Usually, the classroom tuition takes everybody in a given class through the same syllabus and academic period. But people are not equal! Some students are slow and would require longer time than the scheduled time, and some students are pretty clever and can cover a given syllabus in a shorter time ; while other students can fit properly in the prescribed academic period.

Because of these learning capability differentials correspondence institutions provide tuition patterns from which prospective students can choose the number of subjects they can study in a given period. Alternatively, prospective students have the opportunity of studying the same level and number of subjects within their respectively suitable periods of time.

Table 9 shows the subjects and combinations thereof and the tuition fees charged for single subjects and course combinations thereof for the CPA(K) (an accountancy qualification of Kenya) by Strathmore College (a private full-time college) and ICS (International Correspondence Schools), Nairobi branch. Strathmore College does not give
opportunity for single-subject tuition while the ICS allows any combination of subjects a prospective student wishes to take. Also Strathmore College arranges to cover the syllabus of its courses in six months while ICS leaves the student to determine his pace of study.
### Table 9: Subjects and course combinations thereof offered, and Tuition Fees charged by Strathmore College and ICS, Nairobi Branch for CPA (Kenya).

<table>
<thead>
<tr>
<th>Part</th>
<th>Section</th>
<th>Subjects</th>
<th>Tuition Fees Charged by Strathmore College</th>
<th>Tuition Fees charged by ICS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Per section Shs.</td>
<td>Per part Shs.</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Accounting 1</td>
<td>5,460</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Law 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Accounting 2</td>
<td>5,460</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bus. Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II\textsuperscript{32}</td>
<td>3</td>
<td>Accounting 3</td>
<td>3,106</td>
<td>7790</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Auditing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Law 2</td>
<td>4,674</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taxation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III\textsuperscript{33}</td>
<td>5</td>
<td>Accounting 4</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principles and practice of Management</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Accounting 5</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accounting 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Auditing 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes and references on P. 93...
Source: Information sheets of Strathmore College and ICS (International Correspondence Schools), Nairobi branch, 1981.

(ii) Cost of Study

The tuition fees charged for correspondence studies are usually much cheaper than those charged for classroom studies. Therefore, since not all people are not equally economically privileged, the people who cannot afford to pay the high fees for classroom studies can go in for correspondence studies.

It can be seen in Table 9 above that the fees charged by the ICS are much lower than those charged by Strathmore College for the CPA courses.

It should be noted that most families in young nations are so poor that their children cannot even go to the highly subsidised public schools. Among the current young countries 31 are considered to be least developed countries (LDC), because their income per capita is below the poverty line.34 Such countries must be in a stalemate in connection with providing primary and pre-primary education since they cannot effectively use correspondence at these levels; nor can they afford to provide free education for all. However, these countries can alleviate the financial problems of post-primary education and training by providing correspondence tuition.

Most correspondence studies have hitherto been conducted by private organisations. But in young nations, private institutions have tended to be less progressive and more expensive than public institutions. Therefore, if public correspondence schools are set up, high standards are most likely to be maintained and low

Notes and references are on P. 93
fees can be charged to enable most people who cannot afford formal school fees to continue their studies by correspondence.

(iii) People who cannot attend classroom studies

This group of people finds correspondence studies the only effective means of continuing their studies. It includes working people, business people, housewives and pregnant women, medically handicapped and hospitalised people, prisoners, children or students who have been expelled from school and cannot enter other formal schools, etc.

In fact, it should be imperative upon the management of any economy to have correspondence programmes for refresher courses and professional reinforcement for the workers and business people.

For instance, it would be pretty difficult and expensive to conduct refresher courses in new subjects or methods for all the teachers concerned. Indeed, such programmes would be practically feasible through correspondence tuition.

Thus, it is clear that correspondence education is required by all countries to a lesser or greater degree for alleviating problems in education and training systems and/or effectively keeping the labour force up-to-date with the developments in business, work, profession or the economy as a whole. Correspondence studies, are, therefore, a vital instrument for maintaining and improving an economy's manpower, knowledgeability and skill.
Table 10 below shows the proportions of the broad categories of the users of correspondence studies in three institutions which are situated in different countries. All the three countries are young countries; both Kenya and Zambia are at about the same level of development but New Zealand is at a much higher level of development than Kenya and Zambia.

It can be seen from Table 10 that both the Kenyan and Zambian correspondence institutions concentrated on up-grading civil servants while the New Zealand institution served mostly non-civil servants and school children.
Table 10: Percentages of broad categories of the User Profiles of Correspondence institutions in a few countries

<table>
<thead>
<tr>
<th>Correspondence Institution</th>
<th>Percentages of the categories which used correspondence studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Civil Servants</td>
</tr>
<tr>
<td>1. Correspondence Course Unit, University of Nairobi, Kenya 1973</td>
<td>90</td>
</tr>
<tr>
<td>2. Correspondence School, Wellington New Zealand, 1972</td>
<td>18</td>
</tr>
<tr>
<td>3. Correspondence Unit, Luanshya, Zambia, 1970</td>
<td>72</td>
</tr>
</tbody>
</table>

(iv) Overcoming Teaching/Lecturing Manpower Constraints

The inadequacy of teaching/lecturing manpower has been one of the critical problems of most young nations.

Since one tutor in a correspondence institution can produce lessons for thousands of students, it is possible that the entire tuition requirements for quite many students can be provided by one tutor.

For instance, in 1972 the average student tutor ratio for the Correspondence school, Wellington, New Zealand was 50:1, while the corresponding ratio in New Zealand's formal secondary schools was 20:1. This means that the staff for one formal Secondary school was enough for two or more correspondence schools.

The student-tutor ratio for a correspondence institution can be increased several times if the marking of the students' exercises is computerised since the marking activity is the major time consuming work of a tutor of a correspondence institution.

Sometimes a major change or development in educational or training curriculum may necessitate the training or retraining of a large number of people. Such requirements may not be met because of inadequate formal teacher-training facilities and/or finance. Such bottlenecks can, therefore, be overcome by covering the theoretical knowledge through correspondence tuition, so that the period of residency for practical work in the teacher training institutions can be tremendously reduced. Sri Lanka has been using this method to train unqualified primary teachers since 1972.

Notes and References on P. ??
(v) **Employing competent people who feel uncomfortable in formal Schools, Colleges or Universities**

Some people may be interested in, and technically suitable for, instructional careers, but some handicap or other (such as stammering, inability to walk or stand, abnormal facial appearance, etc) may bar them from participating in, or force them to leave, classroom teaching or lecturing.

Correspondence studies, therefore, provide an opportunity for such people to participate comfortably in tuition activities since the embarrassing or difficult elements in the classroom lecturing or teaching do not arise in correspondence studies.

Also retired teachers or lecturers can find correspondence tutorship much less strenuous than classroom teaching or lecturing or any other work.

(vi) **Promotion of Authorship of Books**

The lesson materials for correspondence tuition are usually prepared through careful and thorough research. After such materials have undergone a series of refinements, they can be compiled to make quite voluminous textbooks.

The production of books becomes another source of revenue for a correspondence institution and increases the wealth of knowledge available for any member of the public to acquire.

Authorship involves a strenuous work and it is usually constrained by the publishing economics, marketing and protection, to the extent that a few people in any society successfully come out with books. Therefore, the production
of books through correspondence tuition does not experience
the usual problems of authorship because the books are indi-
rectly evolved from the tuition materials. In other words,
the books produced through correspondence tuition are by-
products of correspondence tuition, a fact which can render
the prices of such books much lower than the directly written
books.

(b). Merits of extended Role of Correspondence studies
Correspondence studies have hitherto been used mainly
for examination oriented studies and up-grading certain
categories of personnel.

This scope of correspondence tuition can be expanded
to cater for other vital needs, especially for young nations.
The pressing needs are in the areas of mass social and
economic development of rural areas and the promotion of
self-employment all over the nation.

(i) Social and economic development
The social and economic development would be conducted
through the education of the masses to eradicate illiteracy,
poverty and disease.

The functions of the social workers and community
developers seem to have been inadequate for the required
pace of social and economic development in most young nations.

If the roles of social workers and community developers
is to be optimally useful the Governments of young nations
have to employ very many of them which would be too expensive
for such nations.

..../81
There are two cheaper alternatives which would need the Governments of young nations to seek the assistance and cooperation of religious institutions.

The first alternative would be to request the religious centres to undertake social and economic education on top of their pastoral work. This is because the religious centres are the closest institutions to the masses, and they have a lot of influence on the beliefs and attitudes of the masses; hence the motivational aspect of adult education and other special developmental programmes would not be a problem.

The religious workers would have to be trained on the mass education they are to teach and then in turn they would conduct classes at village level using properly phased correspondence materials. The use of the same correspondence tuition would ensure uniform national mass education.

The state administration in most countries has tended to isolate, or avoid the direct roles of, the religious institutions in national development programmes. Sometimes, it has not been the state administration to blame, because some religious institutions have tended to be passive in respect of non-religious development activities, or engineer cold opposition to the regimes they do not like.

It is high time that both the religious institutions and Governments realised the joint obligation to the social and economic development of the masses towards the eradication of illiteracy, poverty and ignorance at a reasonable pace.
The second alternative would be not to over-involve the religious workers in the tuition processes, but instead, use the ordinary school and higher graduates to conduct the education for social and economic development to the masses during the vacations. The tuition can continue to be conducted at the religious centres. Such educators would also need due orientation on the tuition they are to conduct.

- In both alternatives the supervision of tuition should be conducted by the Community Development staff who should receive the correspondence materials and issue them to the teachers and monitor the progress achieved in course of the tuition programmes. The Community Development staff can then send the reports about the tuition programmes to the correspondence institution(s) and the relevant authorities.

(ii) Minimizing unemployment through self-employment

A big problem which bothers both young and advanced nations is unemployment. That is, there are fewer jobs than the people qualifying for them in almost every country, to a greater or lesser extent.

The alternative of being employed by others is self-employment, in say, agricultural and livestock farming, retail and wholesale trade, fishing, clay works, handi-crafts, bee farming, etc. Most young nations still have undeveloped forms of small business suitable for self-employment. The participation in such business activities is stimulated and developed by linking the rural and urban areas through dynamic marketing systems and less rigid financing facilities.
Correspondence institutions can be of great help in producing appropriate study materials for various areas of self-employment, so that one can start and maintain one's business through correspondence guidance.

5.4 Demerits of Correspondence Studies

The comparative analysis between the roles of formal schools, colleges and universities and correspondence schools, colleges and universities reveal that there are several demerits of correspondence studies. That is why correspondence tuition is considered to be a practical substitute of formal (classroom) tuition.

The demerits of correspondence studies include the following:

(i) Student-Tutor gap

The lesson materials and textbooks related thereto can never be exhaustively crystal clear to the student. Normally, in classroom lessons there is room for questions which a teacher or lecturer can answer as clearly as possible with no time-lag between a question and the answer.

But a student who studies by correspondence has to send his questions to his tutor and wait for the answers for quite some time. This problem does not only slow the student's comprehension but also may cause overlapping of problems if the answers the student receives are not
exhaustively clear, in which case the student may need to send supplementary questions to the tutor or continue with partial understanding.

(ii) **Inadequate facilities for wide-reading**

Formal educational and training institutions have libraries where children or students can go and learn or understand more about the knowledge covered in a particular lesson or lecture. But the references for correspondence students are limited, especially in young nations where public libraries are found in big towns and cities only.

Therefore, one can see that correspondence students living in rural areas have limited chances of becoming sufficiently knowledgeable in their fields of study.

(iii) **Concentration on Examination**

Whereas the formal educational and training studies usually include elaborate background to, and covers a wider scope of, a syllabus, the correspondence tuition tends to gear its tuition straight to the pertinent examination (that is, leaving out the detailed knowledge for a given syllabus). This demerit coupled with the demerit in 5.4(ii) above renders the knowledge derived from correspondence tuition pretty narrow. However the correspondence approach of concentrating on the knowledge for passing examinations has enabled correspondence students in several examinations to perform equally well as, or even better than, the students in formal schools, colleges or universities.
From the case studies of 13 countries in connection with pedagogic effectiveness of open-learning methods (including correspondence tuition) five cases indicated that the success rates of correspondence students were at par with, or better than, the success rates of the candidate who had studies at formal schools, colleges or universities.

Table 11 below shows the data pertaining to the percentages of correspondence students who passed their examinations equally well as, or better than, the students in formal institutions in five out of 13 countries studied.
Table 11: Five out of thirteen cases where correspondence students' pass rates were at par or better than those of students in formal institutions

<table>
<thead>
<tr>
<th>Country</th>
<th>Type of Studies</th>
<th>Percentages pass of correspondence studies</th>
<th>Comparison with the performance of students in formal institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>University Level</td>
<td>85–95 (1969–72)</td>
<td>1% higher than the pass rate of the students in formal institutions.</td>
</tr>
<tr>
<td>France</td>
<td></td>
<td>—</td>
<td>The performance of the two types of candidates were at par.</td>
</tr>
<tr>
<td>Kenya</td>
<td>Junior Secondary Level</td>
<td>42–51 (1968–70)</td>
<td>Performance of correspondence students was better than that of students in formal institutions.</td>
</tr>
<tr>
<td></td>
<td>College/University Level</td>
<td>—</td>
<td>Performances were at par.</td>
</tr>
<tr>
<td>Soviet Union</td>
<td>University Level</td>
<td>—</td>
<td>Pass rates most likely at par.</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>University Level</td>
<td>73.5 (1973)</td>
<td></td>
</tr>
</tbody>
</table>

(iv) **Missing Group Study Benefits**

Classroom studies provide opportunities for people from different family and cultural backgrounds to interact and learn from one another's knowledge, values, approaches, etc.

Also through the school administration systems the pupils or students learn to operate within systematic procedures, acceptable behaviour, group norms, etc. In other words, a pupil or student learns to cope with and fit in the requirements of an organisational complex on top of his studies.

Therefore, a student studying by correspondence studies misses the benefits derived from formal educational or training institutions. That is, a correspondence student basically acquires knowledge, usually towards a particular qualification, but does not achieve full educational development.

(v) **Dullness of studies**

Studying all alone day to day, week to week, and year to year can be pretty dull and uninteresting. In order to successfully study by correspondence one would be expected to have appreciable stamina for lonely and dull studies. This implies that one would require to develop and maintain a strong discipline of commitment and adherence to the study programme.

However, self-discipline and consistency to cope with lonely studies over appreciable periods of time cannot be easily established and maintained by most people; hence not all the people that would benefit from correspondence studies can successfully utilise such facilities because of lack of the prerequisite maturity and sense of commitment to self-study programmes.
The impact of dullness of studies on correspondence students can be reflected by the drop-outs of students in their course of study.

Table 12 below shows that the drop-out of correspondence students varies with age; the age the higher, the drop-out rate is expected to be lower.
Table 12: Drop-out of students in the course of their correspondence studies.

<table>
<thead>
<tr>
<th>Correspondence Institution</th>
<th>Type of Studies</th>
<th>Average drop-out Percentage &amp; Date</th>
<th>Age, (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Correspondence course Unit, University of Nairobi, Kenya</td>
<td>Kenya Junior Secondary Examinations</td>
<td>15-25 (1973)</td>
<td>21-40</td>
</tr>
<tr>
<td>2. The Correspondence School, Wellington, New Zealand.</td>
<td>Teacher training &amp; School education</td>
<td>574 (1972)</td>
<td>5-40</td>
</tr>
<tr>
<td>3. Correspondence Course Unit, Luanshya, Zambia.</td>
<td>Junior &amp; General Certificates of Education</td>
<td>30 (1966-70)</td>
<td>11-40</td>
</tr>
</tbody>
</table>

Source: New Media in Education in the Commonwealth
(vi) Inadequate Study Environment

The study environment, especially for the working people is the home. A library is a better study environment, but the working people can only have consolidated study during weekends, and it is rare to find libraries which are open throughout the weekends.

Home study has quite many attention-breaking interventions. The members of the family have a variety of household activities which may call for the student’s attention to a greater or lesser extent; noise, music, talking and certain direct interruptions are bound to fragment one’s study concentration. Adults may withhold anything that would interrupt one’s study concentration, but children cannot withhold making noise for an appreciable period of time. Quite often one’s study may be interrupted by unexpected visitors or household problems.

Thus, a correspondence student's home study is subject to various environmental constraints which are detrimental to his or her rate of progress.

(vii) Inadequate Study Time

Most people undertake correspondence studies along with their normal job work-load, in which case the only study times they have are before and after the day’s work and during weekends.

It can be appreciated that handling studies along other activities of livelihood is not only difficult but also renders the completion time for a given course much longer than that normally taken by the students in formal educational
or training institutions. This is because the study time at
the disposal of the non-full-time (working) students is very
limited.

In view of this problem, correspondence studies are
usually scheduled to be covered in a longer period than those
taken by full-time students in formal schools, colleges, and
universities. For instance the Japanese correspondence learning
system ".......... enables a student to gain in four years the
same qualifications that an internal student should gain in three
years". Also in the Soviet Union it has been realised that
working students need to be given encouragement in various ways
(including giving them some time off-duty) so that their corre-
spondence studies for a particular qualification do not take
unnecessarily long to accomplish. It is considered important
that "persons who decide to enrol for a course without leaving
their jobs should be provided with every facility to allow them
to combine productive work in industry with the successful persuit
of studies." 38

(viii) Difficulty in conducting Laboratory-Oriented studies

Correspondence tuition has hitherto negligibly catered for
laboratory-oriented studies, because most experimental apparatuses
are too bulky and expensive for each individual student to acquire.

Some laboratory-oriented studies which require compact and
inexpensive apparatuses have been undertaken by correspondence
using "study kits", and in some cases students have had to use
formal schools' colleges or universities' laboratories during
vacations for complicated experiments.

....../92

Notes and References on P. 97.
At Macquarie University, Sydney, Australia, it has been... "proved that the physical sciences can be taught externally using intensive laboratory sessions". By and large, it is apparent that there is a lot to be done before correspondence will command substantial competence in laboratory-oriented studies.

(ix) Lack of Motivation and proper guidance

In most young nations career guidance and development has been misconducted and/or inadequately conducted. Therefore, pupils, students or the public at large are not dully enlightened about various, and encouraged to develop their careers through alternative ways of study.

Some career guidance masters have very poor opinion of correspondence studies to the extent of not even mentioning the role of such studies in continuing one's studies.

Therefore, the people who would gain knowledge and develop their careers through correspondence studies may not get proper enlightenment or may be discouraged by biased career guidance.

Also the advertisements of opportunities in correspondence tuition usually lack proper promotional and motivational style.

....../93

Notes and References on P. 93...
5.5 Notes and References


31: Most correspondence institutions in U.K. offer tuition for complete professional studies in various fields of business studies such as Accountancy, Banking, Insurance, Marketing, etc. In U.S.A. and Australia, certain Universities offer correspondence tuition up to doctoral degree studies. See Note 4.3.28.

32: A student has the option of taking one section at a time or the whole part II at Strathmore College.

33: Strathmore College was not conducting the studies of Part III in 1981.

34: Sunday Nation, Nation Newspaper Ltd. 2nd October, 1981, Nairobi.

35: Same reference as 30 above, P. 241

36: Same reference as 30 above, P. 142.

37: Open Learning, Norman Mackenzie, Richmond Postage, and John Scupham, the Unesco Press, Paris, P. 236.

38: Same reference as 37 above, P. 315.

39: Same reference as 37 above, P. 108.
6. **RECOMMENDATIONS**

6.1 **Overview**

Chapter 5 points out the scope, the merits and demerits of correspondence studies that have hitherto been conducted all over the world and proposes the extended role of correspondence tuition/guidance in social and economic development and promoting self-employment.

Chapter 6 spells out the recommendations that can be implemented to improve upon the role and effectiveness of correspondence studies. Those recommendations revolve around the fact that correspondence tuition should be looked at as a very powerful instrument for promoting national strength. They include the following requirements:

(a) To expand the current facilities of correspondence studies in order to rehabilitate the past drop-outs at various educational and training levels and cope with future demand for education and training.

(b) To inform and motivate people to appreciate and utilise correspondence studies.

(c) To set up inexpensive correspondence studies of high standard and capacity which can be easily adapted to cope with increasing numbers of students.

(d) To promote national, social and economic development and self-employment.
(e) To keep the working population and the public at large up-to-date and knowledgeable.

(f) To carry out research on how best correspondence studies can be made close substitutes of formal schools, colleges and universities.

Young nations need to realise that their explosive population growth rates have overtaken the expansion of their formal schools, colleges and universities. Also, it is high time that such nations realised that the best remedy to this critical problem is to make the best use of correspondence tuition.

6.2 Expansion of the Current Facilities of Correspondence Studies.

The current facilities are few and most of them are owned by private entrepreneurs. The facilities of correspondence tuition can be increased to cater for various areas of study. For instance, separate correspondence institutions can be set up to cater for science and technology studies, mass, social and economic development, self-employment, etc.

It should be appreciated that private investors have no cause to invest in institutions where they do not expect to attain high profits. Therefore, Governments have to take part in the increase or expansion of the current facilities of correspondence tuition in order to alleviate the educational and training problems in line with national development programmes.
6.3 Need to Inform and Motivate Prospective Correspondence Students

In most young nations the information systems about the available educational and training facilities leaves a lot to be desired; motivating prospective students for correspondence is virtually non-existent; and sometimes careers guidance has been unfavourable towards the role of correspondence studies.

Correspondence institutions rarely advertise themselves as long as they earn substantial profit. Moreover, the rare advertisements about the existence and the role of correspondence institutions lack the motivating element.

Most young countries have tended to leave the ownership of correspondence institutions to the private investors whose marketing skill is practically non-existent. Since the attitude towards the effectiveness of correspondence studies has been generally poor, the demand for such studies has tended to be rather low; hence the business of correspondence tuition has not been a lucrative business, and very few entrepreneurs have set up correspondence institutions. Since the advertisements deficient of marketing stimuli have negligible impact on demand for correspondence studies, advertisement cost-benefit is too low for a private investor, in which case he would prefer not to advertise the existence and the role of his correspondence institution.
Thus, it is clear that the growth of the role of corres-
pondence cannot be optimally carried out if the ownership of
correspondence institutions is left to the private investors,
especially in the developing world. Of course, private
institutions cannot be expected to have optimal concern for
public interests, hence the Governments of young nations
should endeavour to inform and motivate prospective corres-
pondence students through comprehensive and extensive
career guidance and various mass media.

6.4 Inexpensive, High Standard, and Elastic-capacity
Correspondence Institutions

Inexpensive correspondence institutions which are
capable of maintaining high standards and handling increasing
numbers of students should be tremendously increased.

This implies that public correspondence institutions
should be increased since private correspondence institutions
are not expected to satisfy the educational and training
requirements in line with the development goals of a nation.
The role played by a few Governments in providing correspondence
tuition has been mainly concerned with the up-grading of
certain categories of staff and school certificate studies.

The private correspondence institutions have tended to
have low standards of tuition and operational efficiency,
while the public correspondence institutions have been
observed to maintain high standards of tuition as reflected
by the institutions given in Table 11 above where all the five
public institutions achieved examination results which were

....../98
with
at par/or better than those of the students who studied through formal institutions.

The causes for low standards of tuition and poor operational efficiency in private correspondence institutions in young nations have been observed to be largely due to the profit-maximisation motive of such institutions. These institutions tend to employ unqualified staff (who are paid low salaries and wages) and avoid using efficiency-boosting aids such as proper filing, computing and printing services, etc.

It can also be seen how the behaviour of private institutions inhibit the capability of handling increasing numbers of students since they want to earn high profits by avoiding high-cost facilities such as computers, printing facilities, microfilming filing, etc. which enable an institution to cope with larger and larger operational capacities.

On the other hand, public institutions are not geared to any profit-making. Instead, they are supposed to maximize the quality and quantity of social services to people. In fact, in young nations the standards of tuition in public institutions has been observed to be much better than those of private institutions. Also the expansion and diversification of correspondence tuition can best be carried out under the public ownership to tally with developmental strategies for minimising educational and training problems.

The increase of correspondence tuition facilities and beneficiaries will enable Governments to run such tuition at a lower average cost per student. It will also increase employment opportunities for tutors and other types of workers.
6.5 Promotion of National, Social and Economic Development, and Self-employment

The eradication of illiteracy, poverty and disease, which has been pretty slow in most young countries, can be affected much faster through the joint efforts of the Governments and religious institutions.

Since the religious centres are in the closest touch with the masses even in the remotest parts of a country they can be of effective help in promoting the required social development in areas like health education, role of Government and politics, avoidance of drunkenness, prevention of soil erosion, importance of law and order, importance of village roads etc. The masses can also be taught the requirements of rural economic development. They need to know the importance of cash crops, importance of cooperatives in farming, storage of food for safeguarding against shortage of food that may occur in future, avoidance of idleness, etc.

It should be noted that the rural economic development needs to be enhanced by appropriate marketing systems geared at enabling rural people to get access to the urban markets. This strategy has mutual advantages between the rural and urban people in that the supply of foodstuffs from the rural areas will keep a country's food inflation down while the rural people will receive income from their produce. This strategy can be strengthened by spreading/processing and manufacturing industries all over the country. Such a strategy should also aim at reducing costs of transport and middlemen profit margins.

Correspondence materials can be collected or received by social workers and community developers who in turn can issue...
them to the religious centres at village level. The teaching of the masses can be carried out by the religious workers or nation service workers (school and higher graduates).

There are very many drop-outs at various levels of education and training who cannot afford to go to the urban centres where opportunities for study are situated; nor are the radio programmes beneficial to everyone since some people cannot afford to buy or maintain a radio set.

Such drop-outs could organise and run lucrative small businesses if they are guided by systematically and comprehensively prepared study materials which can be produced by a correspondence institution at a reasonably low cost. Self-employment promotion also requires the availability of financing facilities for this purpose and nationally-oriented marketing systems for small business output.

6.6 Promotion of up-to-dateness and knowledgeability

It is necessary that a country's working population be kept up-to-date by letting them know new developments in various walks of life through correspondence, especially in cases where the workers are required to cope technically with the new developments. For instance, it may be necessary for every officer to know the principles and practice of management. Since this kind of knowledge cannot be accomplished fast enough at formal institutions, correspondence tuition becomes instrumental for this purpose.

It is also important that a country's population have facilities of learning more in their lines of specialisation and/or about other disciplines especially aspects concerned with
day-to-day living. For instance, it would be essential for everyone to know the elements of home management, health science, record-keeping, law, insurance, investment, etc because one usually meets situations which require some knowledge in these areas. Again, since it is not possible to learn these subjects in certain systems of education and training, correspondence tuition would be quite useful in providing people with learning facilities for such subjects.

6.7 Need for Research on Improving the Effectiveness of correspondence studies

In view of the fact that correspondence studies have various demerits and they have hitherto not been close substitutes of formal schools, college and university studies, it is necessary that research be undertaken to minimize or eliminate the impact of the demerits on the users of correspondence studies.

It has been pointed out that even if there are vacancies in formal educational and training institutions there are people who cannot attend studies in such institutions. Therefore, improving upon the palatability and effectiveness of correspondence studies will boost the morale of correspondence students.

It is important that research be carried out to identify the self-employment opportunities so that appropriate course packages can be formulated and study materials can be prepared.

It is also important to determine the required courses for adult education in promoting social and economic development, the relationship between Government and religious institutions and/or the use of national service in adult education.
The research should include the forecast of demand for correspondence studies in order to determine the growth of correspondence tuition in appropriate phases, bearing in mind the likely decline of the population of school children and students in future.

The research into the improvement of quality will be required to look into the production of self-teaching study materials, the curriculum package to make correspondence students quite widely knowledgeable, and enabling scientifically talented people to study science subjects.

The detailed self-teaching materials will increase the passing rate of correspondence students and practical examples will make the studies more meaningful. The curriculum packages for various courses should go beyond the examination requirements. The consideration of this aspect is equally applicable even to formal educational and training institutions, in that the curricula hitherto examined have left out vital education and training towards the child's or student's appreciation and understanding his/her country's problems and various ways and means of coping with such problems.

Thus, it will be important to do research into how nationhood studies (to promote unity) nationness and behavioural civilisation and self-reliance studies can be incorporated in any educational and training unit. This implies that the syllabi of the current curricula will have to be reduced (in extent, depth or both) so that these vital studies can be included at all levels of education and training right from the nursery schools.
In order to emphasize the importance of nationhood and self-reliance studies, it will be necessary to make them compulsorily examinable, in which case appropriate publications of study materials for them will precede their introduction in schools, colleges and universities.

7. Conclusion

The major hypothesis of this thesis contended that most young nations need to strengthen the use of correspondence studies to alleviate their educational and training problems.

The research, therefore, had to look into facts and figures to establish the extent and degree to which young nations need to use correspondence studies. Developing countries like Australia and New Zealand were observed to have extensively and intensively made use of correspondence studies, and technologically advanced countries such as USA, USSR and United Kingdom had made extensive use of correspondence studies. But judging from the majority of Commonwealth countries most young nations had either attached inadequate importance to correspondence studies or used correspondence studies with negligible appreciation of their value.

A case study of Kenya's education system indicated that even after seventeen years of political independence, the problems facing the national education and training programmes had been merely prevented from going from bad to worse. And it was recently (1981) estimated that these problems are likely to remain in this situation up to 1991, despite the fact that Kenya has tried to use correspondence studies for secondary school studies and upgrading junior staff in police, army and cooperatives. The gravity of the problems in Kenya's educational and training systems has been attributed to the faulty education system according to a presidential commission's report, 1981, which went to the extent of proposing an overhaul of the Kenya's education system.
The educational pyramids of most young nations were found to have high percentages of drop-outs at the end of primary education and at the end of secondary education. Such drop-outs were attributed to the lack of adequate formal schools, colleges, universities and stable teaching manpower.

Surely, the young nations should have learnt from the exemplary use of correspondence studies exhibited by Australia, New Zealand and the most technologically advanced countries if they had done some research on how to alleviate their educational and training problems. The use of correspondence studies by most young nations is long overdue; it has been established that there was need for most young nations to make extensive and intensive use of correspondence studies at least a few years after attaining political independence.

Consequently, it has been recommended that most young nations need to promote, expand and diversify correspondence tuition to solve the accumulated and future problems in their educational and training systems. Most of such countries will need to use correspondence studies for post-primary education and training and adult education for social and economic development.

By and large, correspondence tuition is simply an inevitable way of breaking through the tight constraints in the educational and training systems of most young nations.
2. GENERAL BIBLIOGRAPHY


.../106


LANGUAGES - ELEMENTARY TO ADVANCED LEVEL:

English
French
Arabic
Chinese
Japanese
Spanish

German
Kiswahili
Russian
Portuguese
Italian

BUSINESS STUDIES

Accountancy 1, 11 and 111
Business Administration
A.C.W.C. 1 and 11
Purchases and Supplies
Commerce 1 and 11
Stores supervision
Diploma in Marketing
Banking
Shorthand
Institute of Marketing
(Cert. and Diploma)
Advertising
KETA/IAS

Auditing
C.P.A. 1, 11, and 111
Insurance
Store-keeping 1, 11 and 111
Salesmanship 1, 11 and 111
Marketing 1 and 11
Business English
Institute of Bankers
I.P.S.

Diploma in C.A.M. Professionals
Certificate in Office Practice
Kenya National Certificate in
Supplies Management.

....../108
Company Law
Mercantile Law
International Law

Principles of Law
Public Law

ADMINISTRATION AND MANAGEMENT

Management Studies
- Personnel Management
- Office Management
- Human & Industrial Relations
- Work Study
- Principles & Practice of Management

Public Administration
Public Relations
Declaration
Supervision
Commerce

SOCIAL SCIENCES

History
Economics
Philosophy
Psychology
International Relations
Home Economics
General Paper

Sociology
Political Sciences
Bible
Criminology
Demography
Adult Education
Geography

OTHER SCIENCES

Mathematics (Old & New)
Cobal Programming
Car Maintenance
Health Science

Chemistry
Physics
Human Biology
Introduction to Computer

Source: The daily Nation, Nation Newspapers Ltd. Nairobi 22/1/1982, p.20
THE FULL RANGE OF COURSES OFFERED BY
THE INTERNATIONAL CORRESPONDANCE SCHOOLS

1. ICS SCHOOL OF GENERAL EDUCATION

1.1 General Certificate of Education

   60 subjects at Ordinary and Advanced levels - all examining boards

ICS Education Certificate
ICS Education Diploma
Good English
Business Letter Writing

1.2 Mathematics

   Commercial Arithmetic
   Technical Mathematics
   Modern Arithmetic
   Geometry & Trigonometry

1.3 Commercial Studies

   Pitman's Shorthand
   Gregg Shorthand
   Typewriting
   Book-keeping

1.4 Foreign Languages

   Elementary French
   Advanced French
   Elementary Italian
   Advanced Italian
   Elementary Spanish
   Advanced Spanish
   Elementary German
   Advanced German
   Elementary Latin

2. SCHOOL OF TECHNICAL STUDIES

2.1 Building & Construction

   Institute of quantity Surveyors
   Comprehensive Building
   Clerk of Works

   City and Buildings certificate in Builders Quantities
   Basic Building
   Building Supervision

....../110
2. SCHOOL OF TECHNICAL STUDIES

2.1 Building & Construction (cont.)

Repair and Maintenance of Buildings
Building Management
Estimating for Builders
Carpentry and Joinery
Architecture
Architectural Assistant
Architectural Drawing
Interior Decoration
Surveying and Estimating
Heating and Air Conditioning
Modern Domestic Heating
Air Conditioning

2.2 Mechanical Engineering

Comprehensive Mechanical Engineering
Basic Mechanical Engineering
Power Systems
Internal Combustion Engines
Diesel Engines
Refrigeration and Air Conditioning
Complete Welding
Electric Welding
Gas Welding
Workshop Practice
Machine Drawing, Design and Construction
Industrial Instrumentation

2.3 Motor Engineering

Automobile Engineering
Motor Mechanics
Automobile Maintenance
Automobile Electrical Systems
Automobile Body Rebuilding and Refinishing
Garage Management

2.4 Civil Engineering

Comprehensive Civil Engineering
Structural Engineering
Reinforced Concrete Engineering
Highway Engineering
Sanitary Engineering
Surveying and Mapping

2.5 Industrial Chemistry

Comprehensive Chemical Engineering
Petroleum Engineering
Process Engineering
Analytical Chemistry

...../111
2.6 Technical Management and Communications

City and Guilds Certificate in Technical Communications

The British Association of Industrial Editors

3. SCHOOL OF ELECTRONICS

3.1 C & G Certificates

Telecommunications Technicians, Radio, T.V & Electronics Technicians
Radio Servicing (Theory)
Radio Amateurs
Electrical Installations Technicians
Electrical Installations Technicians
Electrical Installation Work
Technical Communications
MPT Radio Communications Certificate

3.2 Radio, Audio and Television (cont)

Radio & Television Engineering
Radio & Television Technicians
Radio, Audio and TV Servicing
Principles of Radio Receivers
Principle Radio Servicing
Radio and Audio and TV Servicing
Principles of Radio Receivers
Practical Radio Servicing
Radio and Audio Engineering
Adv. Radio and Audio for Technicians
Radio and Servicing
Transistor Radio Servicing
Audio Frequency and Hi-Fi

3.3 Electronics

Basic Electronics
Electronic Engineering
Electronic Maintenance
Electronic Technicians
Radio Telemetry Technicians

....../112
3.3 Electronics
Electronic Instrumentation and Systems control
Electronics for Automation
Computer Engineering
Fundamentals of Computers
Computer technicians

3.4 Electrical Engineering
Electrical Engineering
Industrial Electricians
Electrical Installations
Electrical Contracting
Radio, TV and Electrical Appliances
Householder’s Electrical Engineering Preliminary

3.5 Practical Radio Kits
Transistorised Radio Construction
Transistorised Amplifier

4. PUBLIC SERVICE EXAMINATIONS

4.1 Entrance
Police/Fire
Women’s Police
Prison Officers

4.2 Police Promotion
Constable to Sergeant
Sergeant to Inspector

4.3 Fire Promotion
Leading Fireman
SubOfficer
Station Officer

4.4 Institution of Fire Engineers
Preliminary
Graduateship
Membership
Fire Control Prevention

5. HORTICULTURE & AGRICULTURE
Royal Horticultural Society
General Examination
Complete Gardening
Intensive Market Gardening
Glasshouse Crop Production
5. HORTICULTURE & AGRICULTURE

5. Arable Farming
   Livestock Farming For
   Dairy or Beef Cattle or Sheep
   Farm Management
   Pig Keeping
   Tropical Agriculture

6. CREATIVE & HOBBY COURSES

6.1 Guitar Playing (on Cassettes)
   Recreational Art
   Water Colour and Oil Painting
   Portrait Painting
   Commercial Art
   Cartooning
   Small Boat Sailing
   Practical Photography
   C & G General Photography Exam

6.2 Writing for Profit and Pleasure

   Short Story Writing
   Freelance Journalism
   TV Scriptwriting
   English for Writers.

Source: Career in Management, International Correspondence Schools
        Ltd., Nairobi, 1981.