

**CASE STUDIES OF
NON-FORMAL EDUCATION
BY DISTANCE AND OPEN LEARNING**

**Edited by
Richard Siaciwena**

The Commonwealth of Learning
British Department for International Development, UK
2000

Case studies of non-formal education by distance and open learning. Richard Siaciwena, ed.

Commissioned by The Commonwealth of Learning with funding from the Department for International Development, UK

Text edited and typeset by Anna Wilson-Nunn on behalf of the International Extension College, UK

The Commonwealth of Learning is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning and distance education knowledge, resources and technologies. Web: www.col.org

ISBN: 1-895369-84-3

© The Commonwealth of Learning, 2000

The Commonwealth of Learning
Suite 600 - 1285 West Broadway, Vancouver, BC V6H 3X8 CANADA
PH: +1.604.775.8200 | FAX: +1.604.775.8210
WEB: www.col.org | E-MAIL: Info@col.org

CONTENTS

About the authors.....	4
Foreword	5
Preface	6
Acknowledgements	7
Chapter 1 Introduction.....	9
<i>Richard Siaciwena</i>	
Chapter 2 Ghana: The use of radio in the National Literacy and Functional.....	21
Skills Project in the Volta and Northern Regions	
<i>Kofi Siabi-Mensah</i>	
Chapter 3 Kenya: The African Medical Research Foundation	45
<i>Anna P. Mwangi</i>	
Chapter 4 Tanzania: INADES-Formation, Tanzania.....	68
<i>Amon Z. Mattee</i>	
Chapter 5 Uganda: The Ministry of Health Distance Education Programme.....	92
<i>Juliana Bbuye</i>	
Chapter 6 Zambia: Radio Farm Forums.....	114
<i>David Sibalwa</i>	
Chapter 7 Conclusion.....	133
<i>Richard Siaciwena</i>	

ABOUT THE AUTHORS

Mrs Juliana Bbuye is Head of the Department of Distance Education at Makerere University, Kampala, Uganda. Her research work includes the 'Needs assessment for functional literacy' sponsored by UNESCO, and the 'Impact of NGOs on poverty alleviation in Uganda' sponsored by the World Bank. She has also carried out various formative evaluations of the External Degree Programme.

Professor Amon Z. Mattee lectures in the Department of Agricultural Education and Extension at Sokoine University of Agriculture in Tanzania. He previously served as Head of the same department, as well as Assistant Dean in the Faculty of Agriculture from 1991 to 1997.

Mr Kofi Siabi-Mensah is a Senior Resident Tutor of the Institute of Adult Education, University of Ghana, Legon. He is also the Head of the University's External Degree Centre in Accra, the capital city.

Mrs Anna P. Mwangi lectures in the Department of Literature and Linguistics, Faculty of Social Sciences, College of Education and External Studies, University of Nairobi, where she is also a Warden of Students. She is Chairperson of the Editorial Board of the Kenya Adult Education Association, and has written and edited various adult education and distance learning materials.

Professor Richard Siaciwena is the Director of the Directorate of Distance Education at the University of Zambia, and Chairperson of the Zambia Association for Distance Education (ZADE).

Dr David M. Sibalwa is a Senior Lecturer in the Department of Adult Education and Extension Studies, School of Education, University of Zambia. He previously served as Head of the same department.

FOREWORD

This research report will be useful to people involved or interested in the planning, development and implementation of non-formal education programmes because of the useful lessons it offers. The case studies in this report demonstrate the potential and importance of distance learning approaches in enhancing the contribution of non-formal education to socio-economic development in Africa.

For example, the Zambia Radio Farm Forum programme enables the Ministry of Agriculture, Food and Fisheries to reach larger numbers of peasant farmers than is possible through other extension services. The Radio Farm Forum programme helps over 21,000 small-scale farmers/peasants in rural areas, who listen and participate in the programme, to learn new knowledge and develop new skills. In the Ghanaian case study, the use of radio strengthened the coverage, by the literacy programme, of the functional and developmental themes.

Another important lesson is that distance learning approaches can be effective in changing people's attitudes/behaviour and in motivating rural communities to undertake action leading to the improvement of their socio-economic conditions. The Zambian and Ghanaian case studies again provide good examples.

In Zambia, there was evidence of changes resulting from the Radio Farm Forum programmes, which included changes in attitudes to slash and burn shifting cultivation and to certain crops which were previously seen as women's crops. In Ghana, radio changed, among many things, people's attitudes towards family planning and contributed to the establishment of income-generating ventures.

Richard Siaciwena

PREFACE

Using a range of media such as print, audio, video, broadcast radio, television and, more recently, the new devices of the ICT world, open and distance learning for both adult basic education and non-formal education has been increasing in most parts of the developing and developed world. Africa is no exception. However, reporting of such activities from Sub-Saharan Africa has been few and far between.

It is the hope of many that in the next 15 years we will witness the eradication of illiteracy world-wide. This ambitious target is unlikely to be met if those of us in the business of delivering education continue to rely principally on conventional means. Open and distance learning provide a solution to confront the challenge. Huge numbers of individuals need quickly to be provided with basic education and the useful knowledge necessary to lead productive, healthy and dignified lives. Open and distance learning can be both economical and fast. They are an answer waiting for the question.

The case studies contained in this report examine the application of open and distance learning strategies in Sub-Saharan Africa. As

such they can be instructive to all those interested in increasing access to education in that region and elsewhere. The publication not only describes five cases, but also critically analyses them, identifying the key factors necessary to bring about success in using such innovative methods of delivery. The lessons learnt can help institutions, government departments and donor agencies to better use the range of learning technologies and techniques to improve access to education and training in effective and efficient ways.

The studies described in this publication could not have been undertaken but for a generous grant from the Department for International Development (DFID), UK. The Commonwealth of Learning (COL) is appreciative to colleagues in the Department for their encouragement and assistance in conducting the study. It is one of a number of studies that COL has undertaken in recent times with the support of DFID. COL also wishes to record its appreciation to Professor Richard Siaciwena and his collaborators for carrying out this work and bringing it to a successful conclusion.

**G. Dhanarajan, President and CEO
The Commonwealth of Learning**

ACKNOWLEDGEMENTS

This publication is a result of a team effort spanning several years. It emanates from previous work jointly undertaken between the International Extension College and the Commonwealth of Learning (COL) in our efforts to understand the role of non-formal distance learning in development. Generous of spirit, time and enthusiasm, the Research Advisory Committee of Professor Tony Dodds, Dr. Barbara Spronk, Professor Abdul Khan and Dr. David Warr guided this project from inception to its final conclusion.

Each of the case studies presented here is the result of the commitment of individual authors and they are thanked sincerely for ensuring the value of the research results presented here. However, the warmest appreciation must be extended to the unfailing dedication and hard work of the Project Co-ordinator, Professor Richard Siaciwena. His continued good humour and professional demeanour endeared him to all involved, and without him this publication would not have been possible.

A special and personal thank you from all of the team must be extended to Ms May Li, an Administrative Assistant at COL, who with her efficiency and warm spirit contributed to the success of the project. Also, our deep and sincere appreciation to Anna Wilson-Nunn, who edited the text of the final report.

COL also thanks our colleagues at DFID, including Messrs. Terry Allsop, Jim Butler and Graham Larkbey, who provided not only financial support but also advice on the design and implementation of the project.

My sincere gratitude to all.

**Patricia McWilliams, Project Manager
Education Specialist
The Commonwealth of Learning**

