The Use of Distance Learning in Non-Formal Education

A report on a survey carried out for the Commonwealth of Learning by the International Extension College

Tony Dodds

March 1996
Preface

Recognising the growing importance of non-formal education to its member countries and its continued interest and commitment to the Education For All campaign, the Commonwealth of Learning in 1995 included non-formal education as one of its sectoral areas of focus (other areas being technical/vocational, higher education, open schooling and teacher education). To assist COL to determine the specific projects or areas in which COL should target its limited resources, during the three-year rolling plan period 1996-99, it was deemed necessary to gain a better understanding of the current extent of and practices related to the use of distance education methodologies in the area of non-formal education.

Towards this end, the Commonwealth of Learning commissioned the International Extension College (Mr Tony Dodds, Executive Director) “to undertake an environmental scan of active non-formal education projects/activities which are employing distance education methodologies and to develop a framework for and identify possible case studies for further elaboration”. IEC submitted the final report to COL on 17 November 1995. The report documents information on 73 projects in 56 developing countries and 17 industrialised countries in both the Commonwealth and non-Commonwealth. It is based on an extensive literature review, data-base search, contacts with a wide-range of international organisations and personal correspondence. The information is presented geographically, by region and country; according to content, subject area or field of activity; and finally under main media and methodological approaches used. In view of the excellence of the report and the comprehensive and extensive nature of the information contained therein COL deemed it important that the results of the research should be published and disseminated widely. It is hoped that as a result of such wide readership, additional activities and projects can be added to the knowledge base thereby increasing our understanding of the present status of non-formal distance education programming.

The report also presents a number of conclusions and proposals for further action. Essentially, the report concludes that there is considerable activity in non-formal distance education across the depth and breadth of both the media used and the content area but that it is poorly documented. It notes that non-formal distance education projects are not taken seriously by governments and as a result are poorly funded which often leads to low quality and poor results, and projects which are not sustainable. Further, it concludes that there are notable gaps related to practical income-generating or vocational skill areas. The final conclusion is that there is need for much more detailed, carefully researched and analytical information on what goes on in non-formal education at a distance and that this requires a carefully constructed research agenda and a coordinated approach to implementing this research.

The main purpose of this research is to provide indepth analysis and detailed documentation in readily accessible and usable form of a range of non-formal education projects using distance education. These case studies would assess the effectiveness and potential of different approaches and identify major constraints and problems faced in a range of circumstances.

It is proposed, at the time of writing, that COL and IEC will seek funding to enable us jointly to undertake a multi-year research project with the following three main objectives:

1. develop a more detailed and comprehensive documentation/information base on world-wide non-formal education at a distance which would expand upon the COL/IEC study and further assess the extent of and experiences in non-formal distance education.
2. describe and analyse in depth a representative group of non-formal distance education projects to determine best practices and common constraints and present a series of case studies in non-formal education at a distance illustrating experiences in a variety of programming/content areas and media and methodologies used.

3. analyse and assess the factors which bear upon local impact, pedagogical effectiveness, cost, appropriateness and sustainability of non-formal education at a distance activities and/or projects.

In a final (and probably separately funded) exercise, we plan to apply the lessons learned through this research in a series of action research projects. In this way we hope to test the research findings by demonstrating that they can be successfully applied in a range of different circumstances.

COL is pleased to make this report available and would encourage readers of the report to assist us in the development of a more complete knowledge base by providing to COL and IEC information on non-formal activities employing distance education techniques which are not reflected in this current survey. (A form designed for this purpose is included on the next page.) Further information on the project is available from Dr Abdul Khan (akhan@col.org), Ms Patricia McWilliams (pmcwilliams@col.org) or Dr David Warr, International Extension College.

A special note of appreciation must be made to all of those individuals who so kindly assisted by providing information on their projects and activities. COL is particularly indebted to Tony Dodds and all the staff of the International Extension College for the presentation of an exemplary report and a job very well done – thank you all.

Patricia McWilliams
Commonwealth of Learning
5 March 1996
A REQUEST TO READERS

The aim of this report was to present as wide a range of non-formal education initiatives using distance teaching methods as possible. Inevitably, however, the list included is incomplete, and we want to use this opportunity to ask you to complete this form if you are able to provide information about any NFE projects or programmes that we have not included. Even if you can only give us the name of the project or programme and a suitable contact person this would be very helpful.

Also, if you note any inaccuracies in the information about the projects included in this report (e.g. a project listed which has changed its approach significantly or ceased to operate) please help us to rectify these errors by completing the bottom table.

**Additional NFE projects/programmes using distance education**

Name ........................................................................................................................................

Location ....................................................................................................................................

Contact person and address ........................................................................................................

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Target audience ........................................................................................................................

Course topic/topics .....................................................................................................................

Distance education methods ........................................................................................................

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Governance ..................................................................................................................................

Any other information ..................................................................................................................

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**Inaccuracies in projects/programmes listed in this report**

*Please give page references and provide contact addresses for further information.*

Please cut out this page and send it to:


Fax: +44 1223 464734

Thank you for your help.
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PART 1

THE USE OF DISTANCE LEARNING IN NON-FORMAL EDUCATION

Introduction: Why and How?

In 1972, a year after the International Extension College first came into being, it published its first Broadsheet. This was called ‘Multimedia Approaches to Rural Education’. There are three interesting features to this title: it emphasised the IEC’s priorities; it showed that distance education and distance learning were not yet phrases in common use in English; and it indicated that non-formal education had not yet been invented. This report by the IEC on a survey commissioned by the Commonwealth of Learning on the use of distance learning in non-formal education in one sense, therefore, marks a generational change. Both phrases are now common educational parlance (though it is my guess that both will have disappeared in another 25 years). Distance education literature and practice, however, still pay scant attention to non-formal education. It is my hope that this report, emphasising as it does the need for further attention, careful research and experimentation and more diligent documentation, will coincide with a change of emphasis. As we move perilously close to the year 2000, by which time the international community is pledged to have achieved ‘Education for All’, it is very clear that we are going to fall disastrously short of that target, at least as far as educationally deprived adults are concerned. It is therefore a matter of urgency for us – or at least for governments – to seek ways to harness the powers of distance learning which are becoming internationally recognised for higher levels of education to meet the needs of adults who were earlier in their lives deprived of opportunities to go to school.

This concern is not new. Long before either phrase – distance education or non-formal education – became common, those involved in education and training for adults outside the structures and curricula of formal schools and colleges were looking for ways to use the media of communication – books and magazines and newspapers, radio and television – to expand their coverage and their outreach. Agricultural and health education or extension magazines, radio doctors, farm radio forums, go back to the early days of both extension and broadcasting. Development support communication grew out of this interest in the mass media by development workers. It was strengthened by the belief in and research findings about the role of mass media in national development by education and communication pioneers such as Wilbur Schramm. These interests, however, and the more traditional curricula and methodologies of formal educators remained – and often still remain far apart.

In the early 1970s, however, international planners, such as Philip Coombs and Ahmed Mansoor, Jim Sheffield and Victor Diejomaoh, began to draw the attention of both the professionals and the financiers of formal education to this wide range of educational activities, mainly for adults, going on outside the formal structures of education. They stressed the vital importance of such activities in accelerating economic and social development in developing (and industrialised) countries and they coined the phrase ‘non-formal education’ to describe them.

Both educational and extension professionals moreover have, in recent years, begun to recognise the power of the technological media to improve and extend their ability to communicate with their respective audiences. This power is once more on the brink (or slightly over the brink) of another and yet more dramatic technological revolution with the growing access to and the ever expanding range and speed of computerised communication. At this juncture, therefore it is of great importance to catalogue and analyse the experience to date of the use of media and information technology, the methods of distance education, in the spread
and facilitation of the highly diverse range of educational activities now commonly classified under the heading of non-formal education. That is the major purpose of the survey of which this is the report.

In carrying out the survey and compiling the report two major problems have been encountered. The first is the problem of definition and categorisation. Neither distance education nor non-formal education are precise phrases. It is possible to put several different interpretations on both, as is evidenced in the growing literature and the common controversies concerning both (e.g. Carron and Carr-Hill 1991 and SAIDE 1995). To what extent can distance education programmes incorporate and even become dependent on face-to-face tuition and still remain distance education? How far can non-formal education reflect or even equivalence what goes on in formal schools and colleges, even to the extent of having fixed curricula and common examinations, and still remain non-formal? At what point does an open broadcast development information programme with no organised or structured discussion or study by its audience become an organised educational (even a non-formal educational) activity?

In order to avoid unnecessary semantic argument, for the purposes of this report I have used the following inclusive definition, of non-formal education, taken from a chapter in a recent book on ‘multi-channel learning’:

"under the heading of non-formal education we include all such learning programmes about life for adults (and even for young adults) which take place outside the school, college or university system. These programmes may take place in school buildings on a part-time basis. They may or may not be taught by teachers. They may or may not have curricula, examinations and certificates. They may or may not include literacy and numeracy as well as basic knowledge and understanding of science, society and the environment. They may or may not cover subjects in skills taught in primary (or post-primary) schools. But they are organised; they do not happen by chance; students join with a specific goal and know that to succeed they must pursue that goal for a significant period of time. And, at the end of that time, if they are successful, they will have achieved a state of knowledge, skill and understanding they did not have before." (Dodds, T in Anzalone 1995)

Similarly I have taken as wide and open a definition of distance education as possible: any organised learning activity in which a significant proportion of the teaching and learning takes place with the teachers and the learners at-a-distance from each other. The exact proportions and emphasis on distance media on the one hand and on face-to-face discussion and tuition on the other is not seen as important. Also the length or the intensity of the study is not taken into account.

The second major problem has been the paucity of information readily available on such programmes. This is in part because distance education has been much less widely and less consciously used for non-formal education than it has for university or secondary or vocational and teacher education. More serious however is the fact that many such programmes do not automatically come under the headings which are the common ways of describing and categorising education in general and distance education in particular. Literature searches and survey enquiries which have used these descriptors have failed to identify the kinds of programmes we have been looking for. Finally, almost by their very nature and origins, many such programmes are not recognised by their originators or practitioners as distance education or non-formal education. Such people are often primarily concerned with the content and purpose of their programme – health, agriculture, business development. If they make use of media to achieve their goals, this is purely incidental rather than central to their activity. They do not see what they are doing as education, and certainly not as distance education. So their reports on such activities do not refer to these characteristics, and they often therefore do not appear in lists of either non-formal or distance education activities.
Two less important problems have also affected the collection of accurate information for this report. First it is difficult to be sure that the information quoted is up-to-date. In fact much of it isn’t. It’s drawn from case-studies wherever possible published in the last five years. By publication date such case studies are already one or more years old. It has not always proved possible to cross-check the currency of that information in 1995. For that reason the date of the latest information is given in each entry. I have tried to limit entries to projects for which the information is no more than five years old and have therefore not included many interesting projects of non-formal education at-a-distance which were in existence in the 1980s and before but which may not exist any longer.

The second problem is the language problem. Part of this is my own limited range of language competency, probably more serious is the bias in the identification and selection of projects created by working mainly from texts in English and with libraries and data-bases which are in English. There is very limited literature in English (or even references to literature in French, Spanish or Portuguese, for example) on the experience of Francophone Africa or of Latin America.

For these reasons the directory which follows is as comprehensive as it has proved possible to make it: but it is far from complete. There is no doubt that many more relevant programmes are not included, unintentionally, than are included. It is hoped that it will trigger off a much more comprehensive cataloguing process in the future than has been possible in this survey.

The terms of reference for the study referred to an environmental scan on non-formal education projects using distance education methods. This was agreed to mean both detailed bibliographical exploration and a mapping exercise of what existed based on whatever other sources of information could be identified.

The terms of reference also indicated that the study should neither be exclusively limited to the Commonwealth nor to developing countries, though it was agreed that the bias of research should concentrate on both these categories. The report reflects this agreement: there are many more examples drawn from Commonwealth developing countries than from the rest of the world; most of the rest of the examples are non-commonwealth developing countries; and very few indeed are from non-commonwealth industrialised countries. The following table shows this breakdown of the 73 projects reported:

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<th>Developing Asia/ Pacific</th>
<th>Latin America/ Caribbean</th>
<th>Industrialised Australia</th>
<th>Europe</th>
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Four main approaches have been followed in carrying out the survey.

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First a very detailed literature search based on published books, journals and bibliographies on related subjects has been carried out. Where these have identified but not described in up-to-date detail projects or programmes which appeared to be of interest, attempts have been made to follow them up with direct enquiries to obtain more detail and more up-to-date information.

Secondly, searches of as many data-bases on the same subjects have been requested, and, in most cases, carried out. These include the International Centre for Distance Learning (ICDL), ERIC, the International Development Information Network (IDIN), the British Education and Training Listing Service and CESO. Again, wherever possible and necessary, attempts have been made to follow-up interesting leads and references which have emerged from these searches.

Thirdly contacts have been made with a wide range of international organisations with remits which include some aspect of non-formal or distance education. These include the UN agencies such as UNESCO, FAO, WHO, ILO and IIPEP, the World Bank and also bilateral agencies such as ODA, and national research or educational professional agencies such as the Deutsches Stiftung for Internationale Entwicklung, the Advancing Basic Education and Literacy project and specialist university departments. Many of these have supplied bibliographies and catalogues which have then been treated in the same way as the first category.

The follow-up enquiries which have arisen from all of these first three approaches have produced a disappointingly limited amount of detail and further information for this survey. It is possible, as is suggested in the final chapter of the report, on further research needs, that these follow-up attempts could form the basis of much more detailed and exhaustive enquiries.

Finally widespread use has been made of the grapevine: personal cries for help have gone out to a wide range of personal contacts in the twin fields of non-formal and distance education. Many, with remarkable speed, good grace and generosity have responded with invaluable information which has helped to swell the directory quite considerably. That range of contacts, however, reflects a strong personal bias and possibly accounts for the somewhat idiosyncratic distribution of projects which the directory reflects.

I wish to express my personal gratitude and thanks to all agencies and individuals who have responded in any way to any of these approaches. The information which follows is almost entirely based on their responses. The interpretation — and any mistakes in that interpretation — are entirely my own. Finally, and most fully, I would like to acknowledge with gratitude the work, especially on the first three approaches, which was carried out by Elizabeth Taylor, IEC's Librarian and Resources Officer until the end of July 1995. Without that hard work, right up to and after her leaving IEC, the report could not have been written. It's layout, appearance and consistency is the work of Maureen Stirling, IEC's Office Manager and the Executive Director's Secretary who has managed to make sense — and given the readers a chance to make sense — of a somewhat muddled collection of information. My thanks go to all of the above.

The information collected from the survey is presented in three different ways. First it is presented geographically, by region and by country. This is the main body of the directory, in which is contained some detail of the content and subject matter of each project or programme, their target audience or audiences, the distance education methods used and the governance or administrative structure of the project. Some information about the history of the project and evidence of its impact is also included in these main project entries. Secondly the projects are all regrouped under content, subject area or field of activity headings, and thirdly under the main media and methodological approaches used. These last two groups are for purposes of cross-reference only and do not repeat the project details which are given under the first, geographical, entries.

The third part of the report has three chapters. The first two try to draw out evidence of major trends and patterns which emerge from the survey and to arrive at some tentative conclusions.
about the experience it represents. The final chapter suggests an agenda for further research on
the subject, including action research, and proposes a list of and guidelines for up to 15 varied
but interesting case-studies, out of the directory, which seem to be worthy of much more
detailed examination.

One final caution in reading the directory which follows: I have included some entries, which
are based on very limited and inadequate information, but which I considered to be interesting
enough to include nevertheless: these are clearly labelled as being based on a brief reference
(B/R).

It is my hope that this report will be seen as a first draft, or, at best, as the first, very
preliminary, stage of an ongoing research activity. This will explore in much more detail in the
future the experience to date, the potential, the effectiveness, and the major constraints and
problems in the use of distance education and open learning approaches in non-formal, and, in
particular, adult basic education. Only on the basis of such research can the growing rhetoric
on the importance of and possibilities for non-formal education be turned in to reality. Without
it the commitment to Education for All – at least for the worlds' adults – will remain no more
than a dream.
PART 2

DIRECTORY OF PROJECTS

A. By geographical distribution

1. Africa

1.1 Botswana: Department of Non-formal Education (DNFE), Adult Basic Education Division

Content: Post literacy; plans for adult basic education courses; home economics etc.

Audience: adult and young graduates of literacy classes

Distance education methods used: self-study readers; plans for further self-study print materials development, possibly for use of audio cassettes and radio

Governance: sub-unit of government department of Ministry of Education

History and impact: DNFE grew out of and incorporated the Botswana Extension College, established in 1973 as a distance education institution for both formal and non-formal education; in its early years it ran experiments in extension worker training; village women education, literacy and radio study group campaigns; after incorporation the distance education methods and media have been concentrated on out-of-school secondary courses with minor uses in non-formal education; it now has plans to reintroduce distance education methods for adult basic, non-formal and post-literacy education.

Source: M Legwaila, Personal communication 1995

1.2 Burkina Faso: Local Radio Stations (Kougussi, Poura, Souron, Diapaja, Djibasso, Orodoro)

Content: cooperative education, health education, agricultural education, community education

Audience: local communities in the limited geographical area covered by each station (20-50 km radius), rural adults with common linguistic cultures

Distance education methods used: regular educational radio programmes, close relations with local extension services who often provide the programme content

Governance: local radio stations plan and control the educational output, but are dependent on local government (and NGO) extension services. Largely self-financing
History and impact: very limited information available. Plans for smallscale community/local radio stations grew out of a recognition of the decline of centrally-controlled rural radio/radio clubs initiatives in 1984/5. The first three such stations were inaugurated in 1986; one more in 1989; two more were due to start in 1990.

Source: Y F Tietmaste 1990 – Adult Education and Development Journal, DVV

1.3 Ethiopia: Agri-Service-Ethiopia

Content: agriculture; crop science, animal husbandry; women’s education; health education; socio-economics and development

Audience: farmers and their families in rural areas; rural women; local extension workers and leaders

Distance education methods used: (as in INADES) simple printed correspondence self-study booklets; pictorial albums; study-groups with trained group leaders

Governance: NGO registered association, branch of INADES (see below Ivory Coast et al); close cooperation with Ministry of Agriculture and Ministry of Education Department of Adult Education and with local NGOs and political movements

History and impact: set up by INADES in 1969. Gradual growth and development; still active in mid 1980s. No recent detailed information available but hearsay reports of continued existence


1.4 Ethiopia: Tigray Institute of Distance Education (TIDE)

Content: extension officer training; pre- and post-literacy courses in health and agricultural education; water supply and sanitation; small-scale business skills

Audience: Non-literate and newly-literate adults, especially women; extension workers, including those trained as para professionals during the civil war

Distance education methods used: radio and audio cassette programmes; self-study printed materials including flip-charts; study-groups and briefly-trained study-group leaders

Governance: local NGO with support from regional government

History and impact: TIDE was established as a small experimental programme in 1993; it is currently developing and testing distance education courses for both formal and non-formal education; its programmes are expected to be launched in 1996

Source: TIDE Proposal and Progress Report 1994
1.5 Ghana: Ministry of Education, Non-formal Education Division (and collaborating agencies)

Content: Functional literacy and numeracy and post-literacy programmes – farming, fishing, forestry, health education etc.

Audience: Illiterate, semi-literate and neo-literate adult men and women

Distance education methods used: radio series; audio cassettes; rural newspapers and reading clubs; self-study training manuals for supervisors, facilitators, etc.

Governance: Ministry of Education NFED/collaboration with NGOs and district and local authority structures

History and impact: nation-wide coverage; distance education methods concentrate on mobilisation (radio), staff-training, support for study of development functions, post-literacy activities.


1.6 Ghana: Upper East and Upper West Regions Water Utilization Project

Content: Water hand-pump installation and maintenance; water education for health; water-related diseases and health and hygiene practices

Audience: Villagers in Upper West and Upper East Region; Community Water Organizers; village leaders

Distance education methods used: Radio; self-study printed materials – manuals for field staff; picture-books, demonstration posters etc., study groups, trained study group leaders

Governance: Ghana Water and Sewerage Corporation, Upper Regional Administrations; URA Radio

History and impact: Started with water hand-pump installation 1973-81; general community education programme 1977-84; water education for health programme 1985-90; radio learning campaign 1986-90. More than 5 000 Community Water Organizers trained and active in water education for health activities throughout the two Upper Regions by 1990, working with a population of more than 700 000 people benefitting from the water hand-pumps which had been installed. Still in operation

Source: Byram et al 1990 personal communication 1995

1.7 Guinea: (B/R) Rural Radio

Content: rural life concerns, agriculture, health education, child care

Audience: rural people, men and women, of all ages
Distance education methods used: rural radio series, group meetings, village meetings, quizzes with prizes, links with local extension programmes

Governance: set up under auspices of Guinea's government-run radio station and extension ministries with external bilateral and multi-lateral donor funds and support

History and impact: very limited information available: set up "a few years ago"; broadcasts three hours per day; has proved "exceedingly popular"

Source: K Simonen in Voices, Newsletter of DCFRN 1994

1.8 Ivory Coast (et al): Institut Africain pour le Developpement Economique et Social (INADES-formation). INADES headquarters is in the Ivory Coast. It operates and has national associations in many other Francophone countries in West and Central Africa, as well as programmes in English in Kenya, and programmes in Ethiopia. Though there are local variations this entry lists the common features of INADES.

Content: agriculture, development, small-business management, extension worker training, training of trainers

Audience: peasant farmers; extension workers of government agencies and NGOs

Distance education methods used: self-study printed booklets in very simple language, and highly illustrated; group study led by extension agents; correspondence tuition to groups and individuals; occasional seminars led by professionals; (in a few countries only) radio series and audio cassettes

Governance: international NGO established and supported by Catholic Church; in individual countries close liaison with government extension departments and NGOs; established as an international association, consisting of national associations

History and impact: INADES-formation was originally set up in 1962. Initially it concentrated its work in francophone West Africa, but, through the 1970s and 1980s spread to several countries in Central and West Africa, and expanded its work from French only to English and other languages. By 1986 it had 7,600 students enrolled in agriculture and nearly 500 on other, more advanced, courses.

Source: INADES-formation 1986 and personal information 1990

1.9 Kenya: African Medical and Research Foundation (AMREF)

Content: Health worker continuing education and training; primary and community health care, common diseases, family planning, environmental health etc.

Audience: rural health workers, nurses, paramedics, public health technicians, laboratory technicians, nutrition field workers etc.

Distance education methods used: correspondence courses, primary health care textbooks and pamphlets; radio series, audio cassettes (temporary experiment, discontinued through lack of resources), practical field demonstrations
Governance: AMREF is an international non-government organisation, based in Kenya, operating throughout East Africa, especially Uganda and Tanzania and in other neighbouring countries; cooperates with Ministries of Health and with NGO health services

History and impact: AMREF founded in 1957; carried out baseline study of education and training status of rural health workers in 1978; launched its correspondence course in 1980 and its radio programmes in 1987; evaluation study conducted in 1993/4. In January 1995 it had enrolled 6 615 participants on its courses of whom 2 492 had completed courses and 4 090 were still active students; wide evidence of improved knowledge and practice on the part of successful students; students receive certificate of completion which often helps in career development though they are not intended and do not count as formal qualifications

Source: Nduba 1995

1.10 Kenya: INADES-formation

Content: general agriculture and animal husbandry; farmer production; farmer enterprises (all in Kiswahili)

Audience: adult farmers and their families; agricultural extension workers; women’s groups; NGO leaders

Distance education methods used: self-study printed correspondence booklets; study-groups with part-trained group leaders; correspondence tuition to groups; follow-up workshops

Governance: International NGO (see also Ivory Coast) working closely with NGOs, churches and government agencies

History and impact: grew out of Ivory Coast institution and experience; established in Kenya in 1978; now operating with a large number of farmers as registered students

Source: N Hinga 1991 in Adult Education and Development DVV

1.11 Lesotho: Lesotho Distance Teaching Centre (LDTC) (NFE Literacy and Service Agency Programmes Division)

Content: literacy and numeracy for out-of-school youth and adults in rural areas; agriculture, health, local income-generating crafts (weaving, crochet, sewing) first aid

Audience: adults and young adults in rural areas; members and leaders and extension workers of local NGOs; government extension agents; special emphasis on and provision for women’s education in rural areas

Distance education methods used: self-study printed materials: booklets, posters, primers etc.; radio series; support materials for local study-group leaders and “learning post” workers; access to a small revolving credit fund and loans scheme for groups learning and implementing new income-generating projects
Governance: LDTC is a unit of the Ministry of Education with responsibility for non-formal education. It enjoys a degree of internal autonomy derived from its original status as a parastatal agency. It collaborates closely with other government agencies and NGOs especially in relation to its service agency work.

History and impact: LDTC started its non-formal education programmes soon after its establishment in 1974; two important features guided its NFE work through its first decade - careful research and testing and needs assessment studies; and the development of a service-agency self-financing philosophy. In recent years the literacy and NFE programmes have suffered from lack of finance, personnel and facilities. The Service Agency approach, however, has remained an important source of finance and a morale booster for LDTC. Programmes in NFE continue to be a significant part of LDTC's output.

Source: J Mayo 1993 in Dodds and Mayo forthcoming and J Odumbe 1992

1.12 Malawi: Agricultural Communications Branch (ACB), Ministry of Agriculture

Content: mainly improved agricultural practice and agricultural information; some health and community education included

Audience: farmers and their families in rural area

Distance education methods used: regular farmers magazine; puppet shows (in daytime) and film and video shows (at night) shown in villages by touring fleet of AU landrovers; regular radio programmes; contact with and support from/to local extension officers; regular programme of materials testing, and topic research

Governance: mainly central government unit of Ministry of Agriculture; now some decentralisation to Ministry of Agriculture Local Agricultural Development Divisions

History and impact: started as Malawi Extension Aids Branch in early 1970s; has survived, therefore, for more than 20 years, with wide scale national coverage; still active with expanded personnel, methodology and equipment, but following largely the same pattern of outreach

Source: Personal communication between ACB and IEC 1995

1.13 Mauritius: Mauritius College of the Air (MCA)

Content: (in the recent past) mother and child care, health education including aids prevention; consumer affairs; road safety. (Currently) post-literacy course in English; introduction to information technology for home-workers; manipulation, utilisation and maintenance of A/V equipment

Audience: adults with limited formal education; newly literate industrial workers; school caretakers/attendants
Distance education methods used: audio and video cassettes; television and radio series; self-study print materials; phone-in facilities linked to broadcasts; occasional face-to-face tutorials/study-group meetings

Governance: MCA is a parastatal agency part-funded by the Ministry of Education; works in collaboration with other Ministries, and government and non-government agencies and the Mauritius Broadcasting Corporation

History and impact: MCA was founded in 1972 with a commitment to experiment with distance education for both formal and non-formal education; throughout the 1970s and 1980s it carried out a series of experimental media-supported educational projects for a variety of ministries and purposes; more carefully structured distance education approaches are now being built into new programmes through the MCA’s newly-established distance education division

Source: Dodds and Dhurbarrylall 1993 in Dodds and Mayo forthcoming and T Bhuwanee 1995: personal communication

1.14 Morocco: Tamania Mars (8 March) and other journals: Women’s Awareness Education

Content: democratic rights of women, women and work, women’s literature, women in history, health education

Audience: women of all classes and educational levels

Distance education methods used: specially produced women’s magazine with some special ‘education pages’, linked sometimes to public meetings, seminars, lectures, festivals etc.

Governance: the Tamania Mars Collective, a women’s leftist cooperative, runs and publishes the magazine as regularly as possible, financed largely from sales and subscriptions

History and impact: the magazine/collective was founded in 1983, published regularly until 1989; after a period of one year in which it ceased publication, it was republished in 1990 and continues as a monthly publication. It has sales of approximately 17 000 copies. Some other, similar papers/magazines have appeared, largely stimulated by the Tamania Mars example. All have attracted serious opposition from official sources and are both economically and politically insecure, but have succeeded in creating public awareness, especially among women, of their rights and their need to support a women’s movement to promote and protect their rights

Source: Tamania Mars Collective in Lewis, 1993

1.15 Namibia: Ministry of Education and Culture and Namibia Broadcasting Corporation (NBC): Let’s Speak English

Content: English communication skills – oral, aural and written

Audience: primarily aimed at teachers; also used by other professional people and the general public
Distance education methods used: radio series; printed self-study textbooks, audio-cassette copies of radio programmes; study-groups; study-group leaders and supervisors manuals

Governance: Ministry of Education and NBC

History and impact: launched within the first few years of independence to help teachers to cope with the introduction of English as the language of instruction in primary schools (from Grade IV) and above; ran for three years from 1991 to 1993; not currently being broadcast, but some discussion in NBC about reintroducing it. Widely listened to in first two years; study groups not effectively supervised; problems in distribution of printed books; where available and where groups operated, the programme appears to have been popular and appreciated.

Source: Trewby 1992; Personal communications 1994 and 1995

1.16 Namibia: Ministry of Basic Education/Adult Basic Education Division; Certificate in Education and Development

Content: Adult Education Methodology, Adult Basic Education, Literacy Extension Officer Training, Adult Learning Psychology; adult education, extension and development

Audience: adult education officers and extension officers, literacy facilitators etc. from government ministries and NGOs (education, health, agriculture, community development etc.)

Distance education methods used: correspondence courses, residential courses, supervised practical work, practical work report

Governance: Ministry of Education programme, collaborating with other Ministries and NGOs

History and impact: being introduced on pilot basis in 1996. Impact not yet measurable.

Source: MOEC Project Proposal 1995

1.17 SAHEL Countries of West Africa (Benin, Cote d'Ivoire, Ghana, Guinée, Guinea Bissau): Education, Communication and Information Project on Environmental Protection and Desertification Prevention (a project planned for implementation from 1995)

Content: environmental and anti-desertification education

Audience: rural adult population, community leaders, local educators, journalists, extension officers

Distance education methods used: television and radio programmes; audio and video tapes, printed educational materials, training of extension officers
Governance: this is a sub-regional project working with governmental and non-governmental agencies in six countries; the actual educational activities will be run under the auspices of national education and communication authorities; some sub-regional cooperation in training and materials development is envisaged.

History and impact: the planning for the project was carried out in 1994 and early 1995. A European Union support project was envisaged. It is reported that the project has now been launched. No further information available.

Source: European Union Prequalification Dossier 1994; personal communication 1995

1.18 Somalia: Institute of In-Service Teacher Training/Refugee Adult Education Unit (IITT/RAE)

Content: Health and hygiene, small-scale agriculture, small business development and management at pre-literacy, and post-literacy levels; adult literacy and numeracy

Audience: adult refugees from Ethiopia/Ogaden in refugee settlements in Somalia

Distance education methods used: audio cassettes, flip charts, literacy primers and readers, post-literacy readers, study-groups with briefly-trained study-group leaders

Governance: parastatal body (IITT) financed by UNHCR with government and internal NGO support

History and impact: started as a refugee literacy programme in the early 1980s; developed in mid to late 1980s into a broader non-formal education programme, incorporating distance education methods, and merging with the IITT refugee teacher education programme. The programme came to an end in 1990/91 with Somalia's disintegration into civil chaos. Members of staff of IITT/RAE are now involved in a UNESCO-supported educational rehabilitation programme in Somalia, and in nascent government and internationally-supported educational programmes in Somaliland. Large-scale programmes were beginning to develop throughout the refugee camps in Somalia by 1990; approximately 10 000 plus adult refugees were enrolled in these programmes.

Source: Dodds 1992 in Dodds and Mayo, forthcoming; Country Report to Unesco Sub-Regional Conference, Dar es Salaam 1994

1.19 South Africa: University of Fort Hare Adult Basic Education Project (ABEP)

Content: first aid; poultry keeping; clothes making; small business management; typing; adult literacy and numeracy

Audience: adults in rural communities in region surrounding the University; possibly also in peri-urban townships with limited or no formal education
Distance education methods used: audio cassettes; flip-charts; picture hand-outs, training manuals; correspondence self-study materials; study-groups with briefly trained group leaders

Governance: University action-research project, being incorporated into permanent University outreach unit; management board includes university and community representatives

History and impact: introduced by University at the time of South Africa’s sudden change towards democracy as a means of repositioning the University and developing its commitment to the community in which it is situated; small experimental programme to date; just given status as permanent university programme in 1995. It is still very small-scale and experimental; has researched, developed and tested a methodology; and has established credibility in the community; will experiment with attempts to expand its scale in early 1996.

Source: University of Fort Hare/ABEP Progress Reports 1994 and 1995

1.20 South Africa: Non-formal Distance Education for Peace, Nation-building and Rehabilitation (a plan and agenda for action)

[Editor’s note: this entry is not based on a report of an actual project but of a seminar, one of whose purposes was to produce an ‘actionable agenda’ for the new South Africa. It is included because of the challenging and innovative nature of the ideas and their potential importance if ever turned into a project.]

Content proposed: human rights, peace and stability, good governance, democracy, pluralism, reconstruction, reconciliation

Audience: adults and young adults both black and white in the new South Africa, especially heads of households and economic decision takers

Distance education methods used: no clear definition of this was made in the seminar but assumptions were made about the use of print, electronic media (radio and television, audio and video, fax and telephone) and face-to-face groups, tutoring and counselling

Governance: wholly undefined – but must include participation by government adult basic education agencies, broadcasting bodies, community bodies, NGOs and employers

History and impact: none as yet: the entry is based on a seminar held in December 1994 to discuss the possibilities and produce an actionable agenda

Source: UN Economic Commission for Africa Report on a Seminar held in La Mercy, near Durban 1994

1.21 South Africa: University of South Africa (UNISA) Training Course for Adult Basic Educators

Content: skills of teaching adults at basic education level, how adults learn; the context of adult learners in South Africa, literacy and numeracy teaching methodologies
Audience: tutors, organisers, facilitators for adult basic education

Distance education methods used: printed correspondence courses, audio, face-to-face self-help groups/local seminar/tutorials every week or every two weeks

Governance: a special course development team/unit created for the purpose with UNISA. Some consultation and liaison with varied ABE providers in South Africa, especially NGOs

History and impact: planning and initial course development took place in 1994. The initial course was launched on a pilot basis in early 1995 with 2 500 students. It is planned to expand enrolment to up to 6 000 in future years.

Source: V McKay, J Glennie and D Swift, personal communications 1994 and 1995

1.22 South Africa: ULWAZI: Non-formal and Adult Basic Education Radio Project

Content: literacy and numeracy support programmes, general adult education programmes

Audience: general adult audience in three selected regions (due to expand in 1996)

Distance education methods used: radio spots and radio series linked to existing programmes of adult basic education, supporting printed materials in booklet form and newspapers

Governance: experimental radio project established by South African NGO (South African Institute for Distance Education - SAIDE) working with newly established local radio stations and existing, largely NGO, adult basic education agencies

History and impact: established as an experimental project during the period of transition in South Africa in 1994; has trained team of adult education radio producers now producing series through three regional/local radio stations, working closely with local established adult basic education agencies in those regions; plan to expand work with such agencies in 1996 and 1997.

Source: H Perold 1995 and S Maslamoney personal communication

1.23 Sudan: Sudan Open Learning Organisation (SOLO) (incorporating Sudan Open Learning Unit)

Content: adult literacy (functional) in Tigrinya and Arabic, primary health care, income-generating and small business management skills for women

Audience: Ethiopian and Eritrean refugees living in Sudan, Southern Sudanese displaced people living in Northern and Eastern Sudan; special project for women in displaced communities in Khartoum and Omdurman

Source: B Nga, personal communication 1995
Distance education methods used: self-study print materials, printed pictorial visuals, flip-charts, audio cassettes, group leader and primary health worker training self-study manuals, study-groups, briefly-trained study-group leaders

Governance: SOLU was/is originally an externally funded NGO programme of an international NGO (IEC); SOLO is a Sudanese NGO created to take over and continue SOLU's work; women's project run by SOLU and Al Milaik Foundation for Women's Education

History and impact: SOLU was created in 1984 to establish formal and non-formal education programmes for refugees, with support from the Sudanese Government, UNHCR and international distance education and funding agencies. NFE programmes have consistently been an important part of its programmes, including literacy and PHC. These programmes continue to date with the remaining population of refugees from Ethiopia and Eritrea who are seeking settlement in Sudan. SOLO/SOLU is increasingly developing and adapting programmes to meet the needs of displaced Southern Sudanese and other Sudanese educationally disadvantaged groups. The NFE programmes have reached and continue to reach significant proportions of the refugee groups. SOLU is currently running two new pilot projects, a PHC campaign and the Women's Development Project

Source: SOLU Reports 1995

1.24 Tanzania: Cooperative College Directorate of Field Education

Content: cooperative education and awareness; elementary book-keeping, cooperative management

Audience: members, potential members, committee members, managers and staff of cooperative societies

Distance education methods used: printed correspondence courses, study and discussion guides, radio series, study circles and individual study

Governance: the programme is run by a department or directorate of the National Correspondence College, Moshi; it is a parastatal responsible to the Ministry of Cooperatives

History and impact: established as the Cooperative Education Centre, parallel to but independent of the Cooperative College in 1965, it started to pioneer programmes of correspondence/radio/study-group discussions for cooperative members and leaders. In the 1970s it was absorbed into the Cooperative College but continued the same kind of programmes. It became the Directorate of Field Education in 1993. By 1992 50 000 students had been enrolled for the book-keeping and management courses, and more than 1 000 study groups had completed study-group courses

Source: N Reuben, personal communication 1995
1.25 Tanzania: ‘Health and Sanitation Through Water Health Education Project’ (HESAWA) Study Group Programme

Content: health and sanitation education related to water usage: construction of pit latrines, digging and maintaining rock wells, child care and development

Audience: adults in rural communities in Tanzania’s lake regions

Distance education methods used: audio-cassettes, flip-charts, participants illustrated handbooks, study groups, briefly trained study-group leaders, study group programmes closely linked to individual and group practical activities

Governance: run as a special project under the Prime Minister’s Office, based in Mwanza with specialist project team; close liaison with specialist ministries of Health, Water and Community Development some of whose staff were seconded to help to produce the programmes and materials and to run the study-group campaigns

History and impact: established in 1986, growing out of an earlier water installation programme; from an early stage it was running study groups in approximately 200 villages in the Lake Regions. Up till 1992 it ran one or two campaigns each year. Still reportedly active in 1994

Source: J Baltzer 1990; S Maseke (unpublished essay) 1994

1.26 Tanzania: Correspondence Department of the Institute of Adult Education (non-formal courses)

Content: political education, book-keeping, agriculture, management education

Audience: adults in mainly rural areas with literacy but limited formal education

Distance education methods used: correspondence courses

Governance: the Correspondence Department of the Institute of Adult Education, a national parastatal body, offers these non-formal courses as a very small part of its total programme of secondary-level courses

History and impact: the programme was started as one of the Department’s (then the National Correspondence Institution) first programmes in 1971. After a successful initial launching the non-formal courses have remained very limited and have reached a very limited number of students.

Source: N Reuben, personal communication 1995

1.27 Tanzania: South African Extension Unit (SAEU)

Content: basic English, agriculture, local government conduct and procedures

Audience: initially only South African refugees in Tanzania and other front-line states; since that programme ended in mid-1995 SAEU is preparing to cater for Burundi
refugees and for aspiring local government councillors in Tanzania's new multi-party system

Distance education methods used: correspondence courses, audio cassettes, study groups

Governance: SAEU was set up in 1985 under the auspices of the Commonwealth Secretariat to cater for South African refugees; it was and remains registered as an international agency registered with the Tanzanian government.

History and impact: set up in 1985, it initially catered only for South African refugees in Tanzania; in the late 1980s it offered its courses, both formal and non-formal, to South African exiles in approximately five frontline states. After the settlement in South Africa, SAEU provided continuing support to returned refugees in South Africa. It is now diversifying its programmes for other groups of refugees in East Africa and for local Tanzanian groups.

Source: N Reuben, personal communication 1995

1.28 Zambia: Cooperative College Cooperative Training Programme

Content: cooperative education: basic business calculations; society management; cooperative consumer shop management

Audience: cooperative society members; cooperative society employees; non members (currently 300 registered students)

Distance education methods used: printed correspondence courses; postal tutorial and marking service; supporting radio programmes

Governance: the parastatal Cooperative College, which comes under the Ministry of Cooperatives, manages the programme; it liaises with the Zambian Cooperative Federation and the regional unions over recognition

History and impact: the Zambian Cooperative College was established in 1980 and has run correspondence courses for employees and members since then. A significant number of employees throughout the country have now taken these courses. In the early to mid 1980s the College also ran mass member education programmes, including a series of mass radio learning group campaigns. This programme has now been taken over by the Zambian Cooperative Federation

Source: R Siacwena: personal communication, 1995

1.29 Zambia: (B/R) Cooperative Federation (ZCF), Development Services Division: Member education

Content: general cooperative education; agriculture; savings and credit; meetings procedures; gender

Audience: Cooperative Society members and potential members

ms/C - International Extension College - October 1995
Distance education methods used: (planned) self-study handbooks, studygroups, local district level facilitators, and village level contact persons

Governance: Zambian Cooperative Federation (ZCF), the apex cooperative organisation, has recently taken responsibility for general member (and potential member) education. It presumably plans to work through the regional Cooperative Unions and their networks of Cooperative Societies

History and impact: as indicated above, this is a new responsibility for the ZCF, though it was involved as a partner with the Cooperative College previously. The programme of radio campaigns was very large scale in the mid 1980s. Since then no large scale programmes have taken place. The plan now is for a new national programme to be launched under the name of Cooperative Member Active Participation Programme (COOPMAP)

Source: R Siaciwena: personal communication, 1995

1.30 Zambia: National Agricultural Information Service (NAIS) Radio Farm Forums Programme

Content: agricultural practices; Land preparation; How to grow various crops; Marketing of Produce; Livestock management; Loans

Audience: groups throughout the country of peasant farmers and emergent farmers

Distance education methods used: regular radio series in vernacular languages on topics selected by local subject committees of local extension workers, agricultural researchers, and farmers; supporting booklets in simple language also in vernacular languages; radio listening groups of c.15 members in local communities run by local committees

Governance: Ministry of Agriculture, Food and Fisheries in collaboration with Zambian Broadcasting Services, working with local agricultural authorities

History and impact: Radio Farm Forums started in Zambia approximately 25 years ago. After an enthusiastic start, with UNESCO support, the programme appeared to be static in the late 1970s and early 1980s. It is now claimed that over 1 000 forums exist and operate regularly

Source: R Siaciwena: personal communication 1995

1.31 Zambia: Ministry of Community Development and Social Services, Radio Listening Group Programme

Content: literacy, health, agriculture, civics education, gender

Audience: radio listening group members made up of literacy class members, literacy instructors, community development staff at village level
Distance education methods used: radio series; printed booklets, brochures and newsletters in vernacular languages; radio listening groups managed and organised by local community development officers and committees

Governance: Ministry of Community Development and Social Services in collaboration with Zambia Broadcasting Services and local literacy committees

History and impact: Broadcasting for Literacy began in 1969, in English, extended in 1971 to cover the seven main vernacular languages. Each local literacy class is now supposed to organise a radio listening group. There are currently 1,219 such literacy classes.

Source: Fordham 1990; R Siaciwena: personal communication 1995

2  Asia and South Pacific

2.1 India: Yashwantrao Chavan Maharashtra Open University (YCMOU) - extension, community education and non-qualification programmes

Content: agriculture and crop-production; marital adjustment, personality development, ageing: child care, nutrition, first aid; vocational skills, entrepreneurship development

Audience: illiterate adults; new literates; less educated adults; earthquake victims; unemployed youth; leprosy patients etc.

Distance education methods used: self-study printed materials, including visual materials; audio-vision; study-groups (or Prayog Parivars); practical demonstration programmes

Governance: State Open University often working with local government agencies and local NGOs

History and impact: The YCMOU, established in 1989, was India’s fifth Open University. It was the first in India to develop and implement a deliberate policy of mass education of a non-formal nature with strong emphasis on grass-roots vocational skills and social linkages

Source: Professor R G Takwale et al 1994

2.2 India: All-India Radio(AIR) Farm and Home Broadcasts/Farm School of the Air

Content: agricultural crop production techniques; agro-enterprise development; agricultural and social and rural development; home-improvement and maintenance; health and hygiene

Audience: farmers, farmers families, farm labourers and other adults in rural areas covered by up to 73 All India Radio (AIR) stations (1987)
Distance education methods used: regular radio series; published versions of the radio programmes; organised village study-groups (charcha mandal); linkage with agricultural and rural development extension workers

Governance: AIR local stations, linked to national network, working closely with Ministry of Agriculture and other Ministries and local extension agencies and local authorities

History and impact: The AIR Farm and Home Broadcast Units, and the Farm School of the Air grew out of AIR’s early experiments with Radio Rural Forums from 1956 onwards. The expansion in the 1970s and 1980s was to some extent stimulated by India’s concentration on increasing food production. These programmes were still very widespread by the end of the 1980s though there is evidence of declining audiences and coverage in the 1990s.

Source: Dighe in Fordham 1990; personal communication 1994

2.3 INDIA: Tamil Nadu Agricultural University Farm School of the Air

Content: modern farming and cultivation, water management, low-cost technology etc.

Audience: farmers and their families in Tamil Nadu

Distance education methods used: radio series, television series, printed support and self-study materials, study-group discussion meetings, occasional face-to-face tutorials

Governance: run by a department of the Tamil Nadu Agricultural University in association with State broadcasting agencies

History and impact: the programme grew out of the national AIR Farm School of the Air programme (see above); Tamil Nadu Agricultural University established in 1971; it took over responsibility for the Farm School of the Air for the State

Source: ICDL Courses Database 1991

2.4 India: All India Radio (AIR) Tamil Nadu, Kerala and Karnataka Child Care Project

Content: health care, child care, nutrition

Audience: women generally in Tamil Nadu; nursing and expectant mothers in particular

Distance education methods used: radio series; radio guide book for organisers of group listening and extension workers; organisation of listening groups through Anganwadi Centres; training of anganwadi workers in organisation and facilitation of listening groups; feedback through form-letters from groups


Source: Bharani Visvanathan and L S Saraswathi in Dighe in Fordham 1990

2.5 India: Doordarshan Kendra, Ahmedabad, Gujarat: Gram Jagat (Village World) Programme

Content: agriculture, health, animal husbandry, adult literacy

Audience: illiterate adults in the above regions of the State of Gujarat

Distance education methods used: television series, informal linkage with agricultural extension workers and village organisations

Governance: Doordarshan television stations in collaboration with government and non-government organisations

History and impact: the Ministry of Information and Broadcasting of the Government of India instructed Doordarshan Kendra, Ahmedabad, to produce programmes for rural development. In 1988 Doordarshan Kendra, Ahmedabad, established its Gram Jagat Unit. The project was then launched with funds from the State Government of Gujarat. It was still active, with recommendations for improvement, in 1989 and 1990.

Source: A T Sheth in Dighe in Fordham 1990

2.6 India: Indira Gandhi National Open University Continuing Education Unit Food and Nutrition course

Content: food and nutrition

Audience: women with basic but limited continuing formal education

Distance education methods used: printed self-study/correspondence courses, video programmes, occasional tutorial support in network of study centres

Governance: department of the National Open University; the courses have also been offered in conjunction with some State Open Universities

History and impact: these courses were set up as IGNOU’s main thrust in women’s education to provide courses with open entry for women. In 1992 nearly 6 000 enrolled for these courses

Source: ICDL Courses Database 1993
2.7 India: Alternative Media for Women's Empowerment: Yatra (long marches or journeys), video and street theatre [NB. this is an entry on several experiences, all separately organised and not working together]

Content: awareness of modern science; environmental protest; women's empowerment; consciousness-raising against dowries etc.

Audience: poorly educated women in particular areas, and other members of the communities in which they live

Distance education methods used: the alternative medium itself (ie. Yatra, video or street theatre) supported by leaflets, discussion groups, radio coverage etc.

Governance: special interest NGOs

History and impact: very hard to document: many such media are based on historical Indian traditions, recently adapted to serve the purpose of women's empowerment and democracy. Evidence of significant impact on poorer and less educated sections of society especially in terms of confidence-building

Source: Urshavi Butalia in Lewis 1993

2.8 Indonesia: Directorate of Community Education (Dikmas) of the Directorate General of Out-of-School Education, Youth and Sports (Diklusepora) Paket A and Paket B

Content: Paket A: literacy in Bahasa Indonesia, arithmetic, post literacy, income generating subjects, primary school equivalency subjects, vocational and community development issues

Paket B: junior secondary equivalency subjects, including vocational education

Audience: illiterate and out-of-school children and adults; out-of-school children and adults qualified for entry into junior secondary

Distance education methods used: printed self-study modules; weekly face-to-face tutorials

Governance: Ministry of Education directorates working, at field level, with NGOs

History and impact: Paket A programme was started in 1978; Paket B was started in 1989. By 1994 it is claimed there have been 8.5 million participants registered in Paket A and more than 20 000 in Paket B. Between 1992 and 1995 c. 1.9 million learners participated in Paket A

2.9 Maldives: Non-formal Education Unit (NFEC), Ministry of Education

Content: English language; plans for nurse and primary health care personnel training on-the-job

Audience: adults, young adults, teachers, health workers living in scattered islands or atolls

Distance education methods used: self-study printed courses, correspondence tuition, audio-cassettes, occasional face-to-face tutorials

Governance: Ministry of Education programme; plan for health worker training would necessitate inter-ministry cooperation

History and impact: the English language programme has been in operation for several years, since the late 1980s, and continues. There have been plans for extension of the distance education programme into several new fields, both formal (teacher training, out-of-school secondary) and non-formal (health worker training). No recent information is available on the implementation of these plans

Source: WHO Conference on Nurse and Health Worker Training, SE Asia Paper 1990; Raheem 1992; personal communication 1995

2.16 Mongolia: Gobi Women’s Project, Ministry of Education and Unesco

Content: post-literacy materials, income generating activities, small business management, marketing, health and hygiene

Audience: nomadic women in the Gobi Desert regions of Mongolia; special target group: one-parent family heads.

Distance education methods used: radio, self-study printed materials including visual materials, post literacy materials, occasional home visits by mobile teams of tutors, linked educational events/tutorial opportunities on market days in district (somon) towns

Governance: UNESCO project under auspices of Ministry of Education, Non-formal Education Division; linkages with Mongolian Radio and with local Somon authorities in Gobi Region

History and impact: The project was devised and planned in 1993; materials (print and radio) developed in 1994 and a small-scale pilot project was run in 1994/95; this is currently being evaluated, with a plan to expand to cover the whole region in 1996/97. It is hoped the project will provide a model for national non-formal education development thereafter.

Source: UNESCO 1995 and personal communication 1994
2.11 Nepal: (B/R) A Basic Curriculum for Rural Families

Content: literacy and numeracy skills

Audience: out-of-school primary children; illiterate adults

Distance education methods used: [only marginally distance education] 4 self-study primers to develop reading, writing and maths skills, presented in comic-book form; used with largely untrained facilitators

Governance: Ministry of Education Basic Primary Education Project (BPEP) and Non Formal Education Division; also working with many local NGOs

History and impact: grew out of attempts to reach remote rural and mountain areas with basic education for adults in early 1980s; has survived largely under the BPEP (which combined and institutionalised two experimental projects) but with limited emphasis and resources and no real use of distance education approaches. With renewed international interest and support there are new plans emerging to use distance education methods more systematically

(a) to training facilitators, and
(b) to provide post-literacy learning opportunities

Source: J Comings 1993: Forum for Advancing Basic Education and Literacy Bulletin

2.12 Pakistan: Allama Iqbal Open University (AIOU), Faculty of Mass Education

Content: functional courses in agriculture, livestock management, childcare, rural credit, electricity in the village; literacy and numeracy; primary and middle and secondary school equivalency for adult and young adult women

Audience: illiterate and neo-literate men and women in villages in different language/culture communities in Pakistan (basic functional courses); adult and young adult women in villages who have not been able to go to, or complete basic schooling (women’s basic, middle-level and matriculation courses)

Distance education methods used: self-study printed materials (flipcharts, picture handouts, primers, group-leader manuals, text-books) audio cassettes, study-groups, training for facilitators and group leaders

Governance: separate faculty of mass education within the national open university; liaises with local government authorities, including educational agencies; working with local and international NGOs.

History and impact: from its foundation in 1974 AIOU (then the Peoples Open University) was committed to education for the uplift of the rural masses. An action research project to explore and test methods and approaches and needs was set up in 1982 (Functional Education Project for Rural Areas – FEPSA) and, after three years of experimentation, was made a regular Basic Functional Education Programme of the University. Similarly an integrated functional literacy project was started in the late 1970s which also became a regular programme aimed almost exclusively at rural women in the mid 1980s. A Women’s Matric programme was also established in the
1980s. To complete these tertiary adult education programmes, a Women’s Middle Level Project is currently being developed and tested. All these projects came under the Bureau of University Extension and Special Programmes which became the Faculty of Mass Education at the beginning of 1995.

Source: Mayo 1993 in Dodds and Mayo forthcoming and R Abbas, 1993

2.13 Philippines: (B/R) Community radio project working on agricultural technology transfer with pilot communities in the Philippines

Content: priority topics chosen locally by key informants in the communities concerned with modern agricultural methods/technology

Audience: village adult communities

Distance education methods used: community-originated tapes produced by villagers with help from community broadcasting associations; study-groups; careful evaluation of knowledge gained and changes in practice

Governance: pilot projects developed over 2-3 years; no other information currently available

History and impact: as above

Source: verbal description by Professor Gary Coldevin on COL video tape on NFED 1995

2.14 South Pacific Regional Project (Western Samoa/Solomon Islands/Kiribati) (B/R) – Regional Environmental Education Programme

Content: environmental awareness, education, protection, problems

Audience: schools and teachers (formal); adults generally, especially NGO opinion leaders

Distance education methods used: (plan to use) regular radio series and radio spots; information packs; training of opinion leaders, NGO group leaders etc., study group meetings

Governance: regional project office in Western Samoa, coordinators in each country; close liaison with government authorities and NGOs, especially churches

History and impact: due to be implemented for one year in 1994 in these three countries; then evaluated; in Year 2 it is planned to expand a revised form to other countries. No information available after the project was due to start

Source: N Taylor, 1994 – Forum for Advancing Basic Education and Literacy
2.15 Thailand: Laiwo Karen Multichannel Learning Project (MCLP) (in planning stage)

Content: forest conservation; Karen language and literacy; local traditional culture and values; forest agriculture

Audience: young adults out-of-school in the Laiwo-Karen communities in Western Thailand

Distance education methods used: self-study printed materials in Karen language; locally-produced learning materials; post-displays; flip-charts; monitor-training guide-books; audio-cassettes; (videos etc. at seasonal festivals); local village "smoking groups" or discussion groups led by monitors; interactive dialogue led by local elders

Governance: local traditional authorities, central government department of education, Wildlife Fund of Thailand

History and impact: the project was still at the planning stage in 1994. It is scheduled initially for a period of three years

Source: M Laflin and M Olsson in S Anzalone 1995

2.16 Thailand: (B/R) North East Thailand Community Broadcasting Project on Nutrition and Fishing

Content: nutrition, causes of protein deficiencies, in-land fishing via ponds and dugouts

Audience: adult villagers in region

Distance education methods used: extension agents, on-site demonstrations, radio tapes played on community broadcasting systems by village leaders

Governance: no information available

History and impact: no information available

Source: verbal description by Professor Gary Coldevin on COL video tape on NFED 1995

2.17 Thailand: Ministry of Education Department of Non-Formal Education (DNFE) Distance Education for Primary School Equivalency

Content: primary and lower secondary school equivalency curricula for adults: language, vocational skills, quality of life promotion courses, mathematical skills; industry, agriculture, home economics, commerce, handicraft, art; (at lower secondary level only) world of work, English, science

Audience: adults generally, disadvantaged groups in particular: women, detainees, in-service military personnel, workers, farmers
Distance education methods used: radio and television programmes, studying correspondence materials, textbooks, group meetings facilitated by teachers

Governance: programme run by Department of Non-Formal Education of Ministry of Education through its Centre for Educational Technology, (and, as planned, its Thaicom Distance Education Centre); working through regional and district NFE office network; also working closely with local NGOs

History and impact: a Radio Correspondence programme, offering distance education programmes of school equivalency was set up in 1975. This was absorbed into the newly-established Department of Non-Formal Education in 1979; the Centre for Educational Technology was set up in the mid 1980s, and the Thaicom Distance Education Centre was established in 1993.

Source: Ministry of Education publication: Department of Non-Formal Education, 1995

3. Caribbean and Latin America

3.1 Barbados: (B/R) People of Tomorrow/University of the West Indies Women and Development Unit and Voice of Barbados

Content: self-development for unemployed youth; career plan; income generating skills

Audience: young unemployed people in Barbados (and nearby islands)

Distance education methods used: radio programmes; radio phone-in service, linkage to face-to-face interviewing and counselling, group workshops, linkage to face-to-face skill training courses

Governance: university department and national radio station


Source: Fordham 1990

3.2 Bolivia: Radio San Gabriel: Auto Didactic Adult Education (SAA) 'The Voice of the Aymera People'

Content: Aymera culture and language, social organisation, literacy, numeracy and post literacy, agricultural skills, entrepreneurial and commercial skills, artisan crafts, health

Audience: adult peasant communities/groups amongst the Aymera people in the Altiplano and tropical valleys of Bolivia. Special emphasis on the needs of women
Distance education methods used: radiophonic school approach: regular educational radio programmes, printed self-study textbooks, study-groups/cultural circles and meetings in designated study centres, carefully trained and supported group/circle leaders, central teacher team producing the textbooks and radio programmes

Governance: Catholic Church-owned private radio station coordinating the whole programme with accreditation and some financial support from government

History and impact: Radio San Gabriel grew out of a church-based radio station established in 1955. It became more directly educational in 1977. Between 1977 and 1980 it was involved with government supported moves to create a non-formal community education programme. This declined in the early 1980s and a new programme of adult basic and adult secondary education run by Radio San Gabriel, on which this note is based was launched in 1986. It was due for evaluation in 1991. The results are not known

Source: J C Manrique 1990 in Adult Education and Development DVV

3.3 Brazil: (B/R) TV dos Trabalhadores (TVT) – Workers Television

Content: political, democracy and trade union education

Audience: workers and trade unionists, mainly in the Brazilian Metalworkers Union

Distance education methods used: three packages each of 15 short video programmes; a self-study book for use by monitors and students; study-groups, led by monitors, in trade union training centres throughout Brazil

Governance: the TVT and the project were set up by and are administered by the Metalworkers Union

History and impact: TVT was founded in 1986; the video training package was conceived after TVT's professional unit was set up in 1989. The video training packets have been in operation since 1991.

Source: R Festa in P Lewis, 1993

3.4 Dominican Republic: Radio Assisted Community Basic Education (RADECO)

Content: primary school maths; Spanish language

Audience: out-of-school primary-age children in remote areas; children in schools with low achievement levels

Distance education methods used: intensive interactive radio series; printed worksheets; textbook; selection (or construction) of a radio-school centre; identification and training of a local radio assistant to lead and supervise the children while studying
Governance: externally financed project in collaboration with government education authority; now owns its own educational radio station (Dominican Radio Education) managed under auspices of Secretariat for Education

History and impact: started as one of the Interactive Radio Instruction (later Learn Tech) projects sponsored and funded by USAID, with primarily out-of-school children in mind, as a predominantly maths project in 1982. In the late 1980s early 1990s, as external funding came to an end, the project began to decline in size and coverage. In 1991 new RADECO activities, in teacher education and peri-urban school support began, and, by 1994 RADECO appears to have re-emerged as an integral part of the Secretariat for Education's programme, still with part of its emphasis on out-of-school non-formal education for children

Source: R Eshghi et al (Eds.) 1988; E Goldstein and Alegracia Diaz de DeJesus in S Anzalone 1995

3.5 Honduras: Adult Basic Education Project (ABEP) using interactive radio instructional methodology

Content: maths; literacy; civics; family problems and values; population

Audience: illiterate and neo-literate adults in Honduras

Distance education methods used: radio lessons; self-study print materials; radio learning groups led by part-trained monitors

Governance: externally-funded experimental programme; management links with local agencies and authorities unknown


Source: Moulton 1994

3.6 Latin America (general): Radiophonic Schools

An important and widespread movement of adult basic education and non-formal education has been the Radiophonic School movement. Many countries in the region have one or more institutions, usually established under the auspices of the Roman Catholic Church, usually owning their own private radio station, often working quite closely with the national or regional government education authorities.

Detailed up-to-date information, in English, has been hard to obtain about individual institutions. There therefore follows:

(a) a general entry illustrating the usual pattern of operation
(b) two specific institutional examples
(c) a list of such projects represented at and reporting to a conference on "literacy and non-formal education by radio" held in Radio Santa Maria, Dominican Republic, in 1990
3.6a Radiophonic schools: General pattern

Content: literacy, numeracy; primary school/basic education equivalency curricula for adults covering social, community, family, economic (eg. agriculture, business etc.) and religious concerns of everyday life

Audience: adults, young adults and out-of-school children in remote or economically deprived communities

Distance education methods used: radio lessons at various levels and in various subjects; printed “theme” posters; self-study textbooks, newspapers/newsletters, study groups in homesteads or local community halls, facilitators/monitors trained as group leaders by the central institution

Governance: projects/institutions established and supported by the Roman Catholic Church, liaising closely with local and national agencies both governmental and NGO

History and impact: Grew into a regional movement in the 1960s and 1970s modelled on an initial experiment in Colombia, Accion Cultural Popular (ACPO) set up by Fr. Salcedo, based at Radio Sutatenza. Spread rapidly in the 1970s and 1980s. A regional association, the Latin American Association for Radiophonic Schools (ALER), was established in the mid 1970s and still exists. The movement appears to be flourishing.

Source: Eugenio Rodriguez Fuenzalida 1992

3.6b Other country examples of radiophonic schools and other programmes using radio in adult basic and non-formal education:

Argentina: Instituto de Cultura Popular (INCUPO)
Bolivia: Instituto Radiofonico Fe y Alegria (IRFA)
Colombia: Centro de Educación no Formal (IPSICOL)
Costa Rica: Instituto Costarricense de Enseñanza Radiofonica (ICER)
Ecuador: Instituto Radiofonico Fe y Alegria (IRFEYAL)
Ecuador: La Voz del Upano y Crecera
El Salvador: Programa de Educacion Basica (PEBA)
Guatemala: Instituto Guatemalteco de Educacion Radiofonica (IGER)
Honduras: Instituto Hondureño de Educacion
Mexico: Escuela de Padres
Venezuela: Instituto Radiofonico Fe y Alegria (IRFA)

Source: Eugenio Rodriguez Fuenzalida 1992
3.7 Dominican Republic: Radio Santa Maria (RSM), non-formal education and literacy programmes

Content: literacy and numeracy, basic education for adults including: self-development skills, life-skills, social, cultural and economic concerns and skills for adults, youth programmes, religious affairs

Audience: adults and young adults (14-65); peasants in rural areas (75%); urban and peri-urban slum dwellers

Distance education methods used: radio series, local newspapers (using local reporters) printed educational materials, study groups or house-based 'schools', groups organised by peasant organisations, youth organisations, women's organisations etc., "friendship circles"

Governance: educational institution established by and with support of Roman Catholic Church, owning and running its own radio station; close liaison with workers and peasants organisations and local NGOs

History and impact: established in 1956, reorganised into a radiophonic school in 1969. Initially concentrated on out-of-school parallel lower secondary classes for young adults; in mid 1970s began literacy, basic and non-formal education activities for adults; carried out a major revision of its adult literacy work, on Freirean lines, in the 1980s. Growing and expanding its covering in 1990; still active.

Source: Lucia Abren and ALER in Eugenio Rodriguez Fuenzalida 1992

3.8 Uruguay: Department of Distance Education Catholic University (Montevideo) ECCA

Content: general basic education, literacy and numeracy, family and social values and skills, life-skills

Audience: adults with limited formal education, especially aimed at parents

Distance education methods used: audio-cassettes, printed educational materials, weekly group meetings led by facilitators, supervised and supported by visits and assistance from the centre

Governance: semi-autonomous status within the University, under the Department of Distance Education

History and impact: grew out of a pilot project 'school for parents' in 1978, moved to and made permanent programme in the Institute of Philosophy, Science and Arts in 1985 which later became the University. By 1990 had provided courses to 30 000 students.

Source: Francisco Sainz in Eugenio Rodriguez Fuenzalida 1992

ms/C – International Extension College – October 1995
4. **Australasia**

4.1 **Australia: New South Wales Agriculture Home Study Programme**

Content: agriculture: farm management, farm office management, single crop/subject courses, eg. beekeeping

Audience: home-based adult students working in or with interest in agriculture

Distance education methods used: self-study materials, self-correcting assignments, occasional face-to-face tutorials

Governance: partnership administration between Ministry of Agriculture and Fisheries of New South Wales and universities in the State – eg. Continuing Education Unit of C B Alexander College Tocal

History and impact: started in 1970. In 1988 there were 1 289 enrolments in the programme, mainly individual home-study students taking single courses. No recent reports

Source: R B O’Neill and W J Moore in Fordham 1990

4.2 **Australia: South Australia Workers Educational Association (WEA) Trade Union Postal Courses Scheme**

Content: secondary curriculum out-of-school substitute courses

Audience: adult trade unionists and non-trade unionists who have not completed secondary education and who cannot for geographical, work or family reasons attend face-to-face adult classes

Distance education methods used: correspondence courses with individualised correspondence tutoring

Governance: the programme for the whole nation is run for the Trade Unions by the WEA in one state, South Australia. It is supported by the Australian trade unions

History and impact: started in 1964; in 1989 it was offering 17 courses and had an annual enrolment of between 2 000 and 3 000, of whom 47% were women. No more recent information

Source: E Drennan in Fordham 1990

4.3 **Australia: Victoria Council for Adult Education (CAE) Book Discussion Groups**

Content: books/works of literature; “great books”


Audience: general adult audience, organised into study-groups

Distance education methods used: book-boxes with copies of the books, videos, film, music etc; each book accompanied by study notes of 2,500-5,000 words. Groups also receive notes on discussion techniques; self-study in organised study-groups

Governance: Victoria State Council of Adult Education, in cooperation with local organisations and individuals

History and impact: the programme was established in 1943 (possibly drawing inspiration from the American Great Books scheme). In 1989 there were 8,150 people enrolled in 750 groups. No more recent information available

Source: J L Dow in Fordham 1990

4.4 New Zealand: The New Zealand Correspondence School Community Education Courses

Content: You and Your Home

Audience: adults in general

Distance education methods used: printed correspondence courses, correspondence tuition, guided home practice

Governance: a programme of the New Zealand Correspondence School, now a public autonomous body

History and impact: New Zealand Correspondence School established in 1922 as a wholly government owned and managed institution. Changed into a public autonomous institution managed by a Board of Trustees in 1989. In 1994 it had a total student body of 20,000 students, of whom only a small proportion would be enrolled in community education

Source: ICDL Courses Database 1995

5. Europe

5.1 Finland (B/R): Lapland adult education experiment in fishery business training and data technology

Content: fishery business skills; data technology

Audience: workers and potential workers in fishery businesses in Lapland

Distance education methods used: audio/video media; information technology; face-to-face tutorials; correspondence and self-study print
Governance: fishery industry vocational training institutions in cooperation with distance education institutions

History and impact: development since 1988

Source: J Immonen and J Rinta-Kanto 1991 – American Journal of Distance Education

5.2 Finland: (B/R) Suomen Yleisradio (Finnish Broadcasting Company)

Content: language study programmes (in 12 languages)

Audience: adult students studying in non-formal general education courses

Distance education methods used: radio, TV, supplementary printed study materials, correspondence courses, group study

Governance: organised by Suomen Yleisradio in cooperation with distance education institutions

History and impact: developed rapidly since mid-1980s; now Yleisradio devotes over 5% of radio and TV broadcasting time to educational programmes

Source: J Immonen and J Rinta-Kanto 1991 – American Journal of Distance Education

5.3 Greece: YWCA Women’s Leadership and Member Training

Content: leadership training, health education, family planning education, the environment, peace, multi-culturalism, women’s issues etc.

Audience: local leaders and members of the YWCA and other women’s organisations

Distance education methods used: set books for reading and discussion, packs of supplementary and discussion questions, specially prepared kits of texts, slides, handout leaflets etc; occasional use of audio and video cassettes; study circles; telephone and postal contact with national office, feedback questionnaires

Governance: launched and run by YWCA of Greece, a national NGO, working closely with local and village groups, and social worker networks

History and impact: started, on a pilot basis, in 1986. Has grown and diversified since then; by 1992 more than 5,000 women had been reached directly by this programme but with much larger numbers reached through associated organisations (e.g. Environment Programme reached c.9,500)

Source: D Kapsambelis in Open Learning, November 1992
5.4 **Russia: British Broadcasting Corporation (BBC) – The Marshal Plan of the Mind (MPM) Trust**

Content: business education in the market economy; personal finance; agriculture and agricultural produce processing; effective business management; how democracy works

Audience: Russian local radio and television adult audiences

**Distance education methods used:** radio and television programme series; soap operas, documentaries; printed study texts and guide books and magazines; (in some cases) cassette copies of programmes

**Governance:** the project is run by a registered charitable trust (BBC MPM Trust) drawing on BBC Overseas Service expertise etc; programmes are broadcast through local radio and television stations in Russia, Ukraine, Uzbekistan and (planned) Romania; support materials are prepared by BBC MPM and printed locally. Funding from the British government and the European Union.

**History and impact:** BBC MPM was set up in 1992. First programmes broadcast in 1993. Evidence of very large audiences

**Source:** BBC/MPM leaflet and Newsletter 1995

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5.5 **Spain: Radio ECCA (Canary Islands)**

Content: literacy and numeracy (two stages) socio-cultural understanding; life skills

Audience: illiterate adults in the Canary Islands

**Distance education methods used:** regular radio classes broadcast by privately-owned radio station; lesson notes; posters establishing the themes of each lesson, and the scheme of work; activity sheets; study-groups/informal classes led by facilitators trained by the programme

**Governance:** Independent Educational Radio station working in close liaison with government

**History and impact:** started to work in adult education and literacy in the Canary Islands in 1963. Has given rise to many similar developments in Latin America. Remains a highly active Programme

**Source:** Eugenio Rodriguez Fuenzalida 1992

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5.6 **Sweden: Brevskolan/Swedish Workers Education Association (ABF)**

Content: public issues; trade union education; workers education; political education

Audience: members of trade unions, cooperatives, political parties and the general public, normally organised in study circles
Distance education methods used: printed study-guides; closely linked to radio and television series; organised discussion in study circles; training programmes and materials for study circle leaders.

Governance: ABF is one of the ten Swedish national education associations which promote non-formal adult education through study circles; Brevskolan is its distance education materials publishing house; it works very closely with the Social Democratic Party, the Trade Unions, the Cooperative movement and with national radio and television broadcasting agencies; it receives public funding for this work but is an independent organisation.

History and impact: the origins of this kind of activity in Sweden go back to the 1890s and early 1900s. Brevskolan was established in 1919, the ABF in 1912. By 1987 ABF claimed to be responsible for 120,000 study circles (one third of study circles in Sweden at the time) for which Brevskolan claimed to provide 65% of the study materials. This very large scale programme continues to the present.

Source: L P Oliver: To Understand is to Act, 1987

5.7 United Kingdom: The National Extension College (NEC) (non-formal courses)

Content: basic English, language and communication, numeracy, IT user skills, foreign languages and life skills; business management, business skills; voluntary work skills, caring, counselling and guidance and teaching and resource development skills.

Audience: adults in UK in general, special audiences for special groups of courses (e.g. non-English speakers, voluntary organisation workers, small business men etc).

Distance education methods used: correspondence courses, self-study packs including, variously, printed materials, audio cassettes, video cassettes; some used in conjunction with college-based or group-based face-to-face tutorials.

Governance: independent non-profit agency, governed by a Board of Trustees; often works with local education authorities, NGOs, professional agencies, colleges of further education etc.

History and impact: established in 1963 as a pilot project for the Open University, NEC has always experimented with flexible learning approaches and with non-formal education and education for disadvantaged groups. Has pioneered collaborative distance learning in formal, non-formal and adult basic education with UK broadcasting agencies. Current total registered student body in any one year is approximately 17,000; many others buy course materials for self-study without tutorial support. Estimated proportion of above in NFE courses is 25% to 30%, though this percentage is probably declining at present.

Source: NEC Catalogue 1995; R Morpeth, personal communication 1995

5.8 United Kingdom: Child to Child “We are on the Radio” pack

Content: guidance and advice on how to plan and organise the involvement of children in broadcasting mainly for health education; hints for organisers on how to
develop children’s radio skills, how to write and record for radio and how to contact people who could help turn such ideas into radio broadcasts.

**Audience:** teachers, organisers, youth group workers and children interested in such ideas; particularly but not exclusively in developing countries.

**Distance education methods used:** self-study book and audio tape plus group discussion, practical work etc.

**Governance:** Child-to-Child is a registered UK charity; it works with governments and NGOs in developing and industrialised countries to support the involvement of children in the education of other children with special emphasis on health education.

**History and impact:** Set up in 1979, Child to Child now works with partners in 80 other countries, both developing and industrialised, helping to produce materials, run training and assist in other ways in the implementation of such programmes.

**Source:** DCFRN Newsletter 1994; Christine Scotchmer, personal communication 1995.

### 5.9 United Kingdom: BBC Education for Adults Programmes

**Content:** health, business management, information technology, science and technology, human relationships, languages (including literacy skills in English), basic life and works skills.

**Audience:** General adult radio listening audience in the UK; continuing education students registered in classes etc. of other agencies.

**Distance education methods used:** radio and television series, accompanying self-study printed materials, study-packs (including audio-taped and video-taped copies of programmes), links with continuing education authorities and NGOs throughout the country for the provision of study groups and tutorial support to students, a telephone information line, access to computerised information services including a World Wide Web page on Internet.

**Governance:** BBC is an independent public broadcasting corporation. Its Further and Continuing Education Departments are departments within the corporation’s radio and television sections respectively. BBC also has a Further/Continuing Education Liaison Officer network which develops and supports links with students and with other agencies.

**History and impact:** since the foundation of BBC it has concerned itself with adult education broadcasting, first with radio, latterly also with television. BBC in the 1970s and 1980s ran a major adult literacy campaign working with a wide range of adult education organisations, as well as a variety of non-formal programmes with the National Extension College. Currently running many different series for NFE purposes. Regularly reaches large adult audiences by educational standards, e.g. its recent "Read and Write Together" literacy campaign reached 320,000 learners.

**Source:** J Straw, personal communication, 1995.
6. **North America**

6.1 **Canada: Developing Countries Farm Radio Network (DCFRN)**

**Content:** wide variety of subject matter on agricultural, crop production, livestock management; health and nutrition; environment; women farmers matters etc

**Audience:** rural radio audiences in developing countries via local radio stations re-broadcasting the programmes

**Distance education methods used:** radio/audio cassette scripts in printed form distributed to agricultural/farm broadcasting units in developing countries; local tapes and radio programmes are produced from them; printed scripts, illustrations, printed newsletters are distributed with scripts; sometimes these are used for open broadcasts, sometimes in use with radio forums, discussion circles etc

**Governance:** Canadian registered charitable NGO, working in collaboration with broadcasting stations and agricultural agencies in many countries. Some Canadian government aid funds available

**History and impact:** established some time before, the Network became a registered NGO in 1986. In May 1995 it was claimed that more than 150 million people receive their information each month, that there are 1 200 participants in the Network in 116 countries and that scripts are translated into more than 130 languages. There is a partner network in Zimbabwe

**Source:** DCFRN Newsletter and Publicity Brochure 1995

6.2 **Canada: University of Guelph School of Continuing Education Independent Study**

**Content:** horticulture, agriculture, rural living

**Audience:** general adult audience

**Distance education methods used:** correspondence courses, audio tapes, video tapes, occasional face-to-face tutorials, some study group activity, computer conferencing and E-mail facilities. Support group network of former students publishing a newsletter and holding group meetings

**Governance:** University School of Continuing Education is sole organiser

**History and impact:** started in 1959; started new course on ‘rural living’ and use of video cassettes in 1988; no more recent information

**Source:** B Culp in Fordham 1990
6.3 Canada: University of Saskatchewan; Division of Extension and Community Relations; Crop Market Prospects

Content: information on prices farmers could expect for various crops in any given season

Audience: adult farmers

Distance education methods used: originally the information was given in a series of annual public meetings; since 1984 the information has been broadcast by satellite to conventional “community hall meetings”. Delivery now from TV studio to 18 designated reception centres. Individuals can receive the programmes for home viewing if they have satellite dish receivers

Governance: combined programme of Federal Department of Communications and Saskatchewan Department of Agriculture

History and impact: no additional or more recent information available

Source: B Hobin and G Hass in Fordham 1990

6.4 Canada: Tele Université Quebec: Community Education Programme: Health Education

Content: AIDS awareness, life issues, ageing and health, personal development

Audience: adults in general, AIDS patients etc

Distance education methods used: correspondence courses and tuition

Governance: Tele Université Quebec

History and impact: Tele Université started its community education programmes in 1972

Source: ICDL Courses Database 1993
B. Cross-reference by subject/content or field of activity

1 Social

1.1 Health and family education

1.1 Botswana: Department of Non-Formal Education
1.2 Burkina Faso: Local radio stations
1.3 Ethiopia: Agri Service Ethiopia
1.4 Ethiopia: Tigray Institute of Distance Education
1.5 Ghana: Department of Non-Formal Education
1.6 Ghana: Water Utilization Project
1.7 Guinea: (B/R) Rural radio
1.9 Kenya: AMREF
1.11 Lesotho: Lesotho Distance Teaching Centre
1.12 Malawi: Agricultural Communications Branch
1.13 Mauritius: Mauritius College of the Air
1.14 Morocco: Tamania Mars
1.18 Somalia: Institute of Inservice Teacher Training
1.19 South Africa: Fort Hare Adult Basic Education Project
1.23 Sudan: Sudan Open Learning Unit
1.25 Tanzania: Health and Sanitation Through Water Health Education Project
2.1 India: Yashwantrao Chavan Maharashtra Open University
2.2 India: All-India Radio Project
2.4 India: All-India Radio/Tamil Nadu, Kerala and Karnataka Child Care Project
2.5 India: Doordarshan Kendra, Gurujat
2.6 India: Indira Gandhi National Open University
2.10 Mongolia: Gobi Women’s Project
2.12 Pakistan: Allama Iqbal Open University
2.16 Thailand: Community Radio Project
3.2 Bolivia: Radio San Gabriel
3.5 Honduras: Adult Basic Education Project
3.6 Latin America: Radio Schools (general)
5.3 Greece: YWCA
5.8 United Kingdom: Child to Child “We are on the Radio” pack
5.9 United Kingdom: BBC Education for Adults Programmes
6.1 Canada: Developing Countries Farm Radio Network
6.4 Canada: Télé Université Québec

1.2 Society and community education

1.2 Burkina Faso: Local radio stations
1.6 Ghana: Water Utilization Project
1.13 Mauritius: Mauritius College of the Air
1.14 Morocco: Tamania Mars
1.20 South Africa: Peace, Nation-building and Rehabilitation Education
1.24 Tanzania: Cooperative College
1.27 Tanzania: South African Extension Unit
1.28 Zambia: Cooperative College
1.29 Zambia: ZCF
1.31 Zambia: Community Development.
2.2 India: All-India Radio Project
2.7 India: Women’s Empowerment
2.15 Thailand: Laiwo Karen Multi Channel Learning Project
3.2 Bolivia: Radio San Gabriel
3.3 Brazil: TVT
3.6 Latin America: Radio Schools (general)
3.7 Dominican Republic: Radio Santa Maria
3.8 Uruguay: ECCA
5.3 Greece: YWCA
5.4 Russia: BBC Marshal Plan of the Mind
5.5 Spain: Canaries Radio ECCA
5.6 Sweden: Brevskolan
6.2 Canada: University of Guelph

1.3 Environmental education

1.17 SAHEL: Anti Desertification Project
2.14 South Pacific Region: Environmental Education Project
2.15 Thailand: Laiwo Karen Multi Channel Learning Project
5.3 Greece: YWCA
5.9 United Kingdom: BBC Education for Adults Programmes
6.1 Canada: Developing Countries Farm Radio Network

1.4 Personal self-realisation/self-improvement education

1.13 Mauritius: Mauritius College of the Air
1.15 Namibia: Lets Speak English
2.1 India: Yashwantrao Chavan Maharashtra Open University
2.9 Maldives: Non-formal Education Unit
2.17 Thailand: Department of Non-formal Education
3.1 Barbados: People of Tomorrow
3.6 Latin America: Radio Schools (general)
3.7 Dominican Republic: Radio Santa Maria
4.3 Australia: Victoria Council for Adult Education
4.4 New Zealand: Correspondence School
5.2 Finland: Suomen Yleisradio
5.7 United Kingdom: The National Extension College (NEC)
5.9 United Kingdom: BBC Education for Adults Programmes
2 Economic

2.1 Agriculture

1.2 Burkina Faso: Local radio stations
1.3 Ethiopia: Agri Service Ethiopia
1.4 Ethiopia: Tigray Institute of Distance Education
1.5 Ghana: Department of Non-Formal Education
1.7 Guinea: Rural radio
1.8 Ivory Coast (et al.): INADES
1.10 Kenya: INADES
1.11 Lesotho: Lesotho Distance Teaching Centre
1.12 Malawi: Agricultural Communications Branch
1.18 Somalia: Institute of Inservice Teacher Training
1.19 South Africa: Fort Hare Adult Basic Education Project
1.26 Tanzania: Correspondence Department of the Institute of Adult Education
1.27 Tanzania: South African Extension Unit
1.29 Zambia: ZCF
1.30 Zambia: National Agricultural Information Service
1.31 Zambia: Community Development
2.1 India: Yashwantrao Chavan Maharashtra Open University
2.2 India: All-India Radio Project
2.3 India: Tamil Nadu Agricultural University
2.5 India: Doordarshan Kendra, Gurujat
2.12 Pakistan: Allama Iqbal Open University
2.13 Philippines: Community Radio Project
2.16 Thailand: Community Radio Project
3.2 Bolivia: Radio San Gabriel
3.6 Latin America: Radio Schools (general)
3.7 Dominican Republic: Radio Santa Maria
4.1 Australia: NSW Agriculture Home Study
5.1 Finland: Lapland Adult Education
5.4 Russia: BBC Marshal Plan of the Mind
6.1 Canada: Developing Countries Farm Radio Network
6.2 Canada: University of Guelph
6.3 Canada: University of Saskatchewan

2.2 Income-generating skill training

1.5 Ghana: Department of Non-formal education
1.11 Lesotho: Lesotho Distance Teaching Centre
1.19 South Africa: Fort Hare Adult Basic Education Project
2.10 Mongolia: Gobi Women's Project
2.17 Thailand: Department of Non-formal Education
5.1 Finland: Lapland Adult Education
5.7 United Kingdom: The National Extension College (NEC)
5.9 United Kingdom: BBC Education for Adults Programmes
2.3 Running and managing a business

1.2 Burkina Faso: Local radio stations
1.4 Ethiopia: Tigray Institute of Distance Education
1.8 Ivory Coast (et al.): INADES
1.10 Kenya: INADES
1.18 Somalia: Institute of Inservice Teacher Training
1.19 South Africa: Fort Hare Adult Basic Education Project
1.23 Sudan: Sudan Open Learning Unit
1.24 Tanzania: Cooperative College
1.26 Tanzania: Correspondence Department of the Institute of Adult Education
1.28 Zambia: Cooperative College
1.29 Zambia: ZCF
2.1 India: Yashwantrao Chavan Maharashtra Open University
2.10 Mongolia: Gobi Women's Project
3.2 Bolivia: Radio San Gabriel
3.6 Latin America: Radio Schools (general)
4.1 Australia: NSW Agriculture Home Study
5.4 Russia: BBC Marshall Plan of the Mind
5.7 United Kingdom: The National Extension College (NEC)
5.9 United Kingdom: BBC Education for Adults Programmes

2.4 Para-professional training

1.3 Ethiopia: Agri Service Ethiopia
1.4 Ethiopia: Tigray Institute of Distance Education
1.8 Ivory Coast (et al.): INADES
1.9 Kenya: AMREF
1.10 Kenya: INADES
1.13 Mauritius: Mauritius College of the Air
1.16 Namibia: Certificate in Education and Development
1.21 South Africa: UNISA Adult Basic Education Training
2.9 Maldives: Non-formal Education Unit
5.7 United Kingdom: The National Extension College (NEC)
5.8 United Kingdom: Child to Child “We are on the Radio” pack

2.5 Job-search education

3.1 Barbados: People of Tomorrow
3 Educational equivalency

3.1 Literacy, numeracy and post-literacy

1.1 Botswana: Department of Non-Formal Education
1.4 Ethiopia: Tigray Institute of Distance Education
1.5 Ghana: Department of Non-Formal Education
1.11 Lesotho: Lesotho Distance Teaching Centre
1.13 Mauritius: Mauritius College of the Air
1.18 Somalia: Institute of Inservice Teacher Training
1.19 South Africa: Fort Hare Adult Basic Education Project
1.22 South Africa: ULWAZI
1.23 Sudan: Sudan Open Learning Unit
1.31 Zambia: Community Development
2.5 India: Doordarshan Kendra, Gurujat
2.8 Indonesia: Paket A
2.10 Mongolia: Gobi Women's Project
2.11 Nepal: Basic Curriculum for Rural Families
2.12 Pakistan: Allama Iqbal Open University
2.15 Thailand: Laiwo Karen Multi Channel Learning Project
3.2 Bolivia: Radio San Gabriel
3.5 Honduras: Adult Basic Education Project
3.6 Latin America: Radio Schools (general)
3.7 Dominican Republic: Radio Santa Maria
3.8 Uruguay: ECCA
5.9 United Kingdom: BBC Education for Adults Programmes

3.2 Adult basic education

1.11 Lesotho: Lesotho Distance Teaching Centre
1.19 South Africa: Fort Hare Adult Basic Education Project
1.22 South Africa: ULWAZI
1.26 Tanzania: Correspondence Department of the Institute of Adult Education
1.27 Tanzania: South African Extension Unit
2.8 Indonesia: Paket A and Paket B
2.12 Pakistan: Allama Iqbal Open University
2.17 Thailand: Department of Non-Formal Education
3.4 Dominican Republic: Radio Assisted Community Basic Education
3.6 Latin America: Radio Schools (general)
3.7 Dominican Republic: Radio Santa Maria
3.8 Uruguay: ECCA
5.5 Spain: Canaries Radio ECCA
5.7 United Kingdom: The National Extension College (NEC)
5.9 United Kingdom: BBC Education for Adults Programmes
3.3 Primary/lower secondary school equivalency

2.8 Indonesia: Paket A and Paket B
2.12 Pakistan: Allama Iqbal Open University
4.2 Australia: South Australia Workers Education Association
5.7 United Kingdom: The National Extension College (NEC)

3.4 Out-of-school equivalency programmes for children

2.8 Indonesia: Paket A and Paket B
2.12 Pakistan: Allama Iqbal Open University
3.6 Latin America: Radio Schools (general)
C. Cross-reference by media used

1 Print

All but the following seven of the projects report that they make use of some form of self-study printed material.

(NOT reporting use of print)

1.2 Burkina Faso: Local radio
1.7 Guinea: Local radio
2.5 India: Doordarshan Kendra: television
2.13 Philippines: Community radio
2.16 Thailand: Community radio
3.1 Barbados: People of Tomorrow
6.3 Canada: University of Saskatchewan

1.1 Correspondence courses

The following twenty-three projects make use of printed correspondence courses:

1.3 Ethiopia: Agri-Service-Ethiopia
1.4 Ethiopia: Tigray Institute of Distance Education (TIDE)
1.8 Ivory Coast (et al).
1.9 Kenya: AMREF
1.10 Kenya: INADES
1.16 Namibia: Certificate in Education and Development
1.21 South Africa: UNISA
1.24 Tanzania: Cooperative College Directorate of Field Education
1.26 Tanzania: Correspondence Department of the Institute of Adult Education
1.27 Tanzania: South African Extension Unit (SAEU)
1.28 Zambia: Cooperative College Cooperative Training Programme
2.1 India: Yashwantrao Chavan Maharashtra Open University
2.6 India: Indira Gandhi National Open University Continuing Education Unit
2.9 Maldives: Non-formal Education Unit
4.2 Australia: South Australia Workers Educational Association
4.4 New Zealand: Correspondence School
5.1 Finland: Lapland adult education
5.2 Finland: Suomen Yleisradio
5.6 Sweden: Brevskolan
5.7 United Kingdom: The National Extension College (NEC)
5.9 United Kingdom: BBC Education for Adults Programmes
6.2 Canada: University of Guelph
6.4 Canada: Tele Université Quebec
2 Broadcasts and recorded tapes

2.1 Radio and audio cassettes

1.1 Botswana: Department of Non-Formal Education
1.4 Ethiopia: Tigray Institute of Distance Education (TIDE)
1.5 Ghana: Department of Non-Formal Education
1.8 Ivory Coast (et al).
1.9 Kenya: AMREF
1.13 Mauritius: Mauritius College of the Air
1.15 Namibia: Lets Speak English
1.17 SAHEL: Anti Desertification Project
2.1 India: Yashwantrao Chavan Maharashtra Open University
5.4 Russia: BBC Marshal Plan of the Mind
5.7 United Kingdom: The National Extension College (NEC)
5.9 United Kingdom: BBC Education for Adults Programmes
6.1 Canada: Developing Countries Farm Radio Network

2.2 Radio only

In addition to the above, the following also use radio, but not cassettes:

1.2 Burkina Faso: Local radio
1.6 Ghana: Water Utilization Project
1.7 Ivory Coast (et al.): INADES
1.11 Lesotho: Lesotho Distance Teaching Centre
1.12 Malawi: Agricultural Communications Branch
1.22 South Africa: ULWAZI
1.24 Tanzania: Cooperative College
1.28 Zambia: Cooperative College
1.30 Zambia: National Agricultural Information Service
1.31 Zambia: Community Development
2.2 India: All-India Radio Project
2.3 India: Tamil Nadu Agricultural University
2.4 India: All-India Radio/Tamil Nadu, Kerala and Karnataka Child Care Project
2.7 India: Women’s Empowerment
2.10 Mongolia: Gobi Women’s Project
2.13 Philippines: Community Radio Project
2.14 South Pacific Region: Environmental Education Project
2.16 Thailand: Community Radio Project
2.17 Thailand: Department of Non-Formal Education
3.1 Barbados: People of Tomorrow
3.2 Bolivia: Radio San Gabriel
3.4 Dominican Republic: Radio Assisted Community Basic Education
3.5 Honduras: Adult Basic Education Project
3.6 Latin America: Radio Schools (general)
3.7 Dominican Republic: Radio Santa Maria
5.2 Finland: Suomen Yleisradio
5.5 Spain: Canaries Radio ECCA
2.3 Audio-cassettes only

The following make use of audio-cassettes but not radio:

1.4 Ethiopia: Tigray Institute of Distance Education (TIDE)
1.18 Somalia: Institute of Inservice Teacher Training
1.19 South Africa: Fort Hare Adult Basic Education Project
1.21 South Africa: UNISA Adult Basic Education Training
1.23 Sudan: Sudan Open Learning Unit
1.25 Tanzania: Health and Sanitation Through Water Health Education Project
1.27 Tanzania: South African Extension Unit
2.9 Maldives: Non-formal Education Unit
2.12 Pakistan: Allama Iqbal Open University
2.15 Thailand: Laiwo Karen Multi Channel Learning Project
3.8 Uruguay: ECCA
5.1 Finland: Lapland Adult Education
5.3 Greece: YWCA
5.8 United Kingdom: Child to Child “We are on the Radio” pack
6.2 Canada: University of Guelph

2.4 Video-tapes and television

Only four institutions reported that they make use of both video tapes and television:

1.13 Mauritius: Mauritius College of the Air
5.4 Russia: BBC Marshal Plan of the Mind
5.7 United Kingdom: The National Extension College (NEC)
5.9 United Kingdom: BBC Education for Adults Programmes

2.5 Television

The following make use of television but not video:

2.5 India: Doordarshan Kendra: television
2.17 Thailand: Department of Non-Formal Education
5.2 Finland: Suomen Yleisradio
5.6 Sweden: Brevskolan
6.3 Canada: University of Saskatchewan

2.6 Video tapes only

The following reported that they use video tapes but not television:

2.6 India: Indira Gandhi National Open University Continuing Education Unit
2.15 Thailand: Laiwo Karen Multi Channel Learning Project
3.3 Brazil: TVT
3  **Face-to-face tutoring and/or study-groups**

3.1  **Study Groups and Study Circles**

The most common form of face-to-face communication is for students or participants to meet together from time to time in study-groups to use the materials. This happens in 46 of the quoted examples:

1.3  Ethiopia: Agri Service Ethiopia  
1.4  Ethiopia: Tigray Institute of Distance Education  
1.5  Ghana: Department of Non-Formal Education  
1.6  Ghana: Water Utilization Project  
1.7  Guinea: (B/R) Rural radio  
1.8  Ivory Coast (et al.): INADES  
1.10  Kenya: INADES  
1.11  Lesotho: Lesotho Distance Teaching Centre  
1.15  Namibia: Lets Speak English  
1.18  Somalia: Institute of Inservice Teacher Training  
1.19  South Africa: Fort Hare Adult Basic Education Project  
1.22  South Africa: ULWAZI  
1.23  Sudan: Sudan Open Learning Unit  
1.24  Tanzania: Cooperative College  
1.25  Tanzania: Health and Sanitation Through Water Health Education Project  
1.27  Tanzania: South African Extension Unit  
1.29  Zambia: ZCF  
1.30  Zambia: National Agricultural Information Service  
1.31  Zambia: Community Development  
2.1  India: Yashwantrao Chavan Maharashtra Open University  
2.2  India: All-India Radio Project  
2.3  India: Tamil Nadu Agricultural University  
2.4  India: All-India Radio/Tamil Nadu, Kerala and Karnataka Child Care Project  
2.5  India: Doordarshan Kendra, Gurujat  
2.7  India: Women’s Empowerment  
2.12  Pakistan: Allama Iqbal Open University  
2.13  Philippines: Community Radio Project  
2.14  South Pacific Region: Environmental Education Project  
2.15  Thailand: Laiwo Karen Multi Channel Learning Project  
2.16  Thailand: Community Radio Project  
3.2  Bolivia: Radio San Gabriel  
3.3  Brazil: TVT  
3.5  Honduras: Adult Basic Education Project  
3.6  Latin America: Radio Schools (general)  
3.7  Dominican Republic: Radio Santa Maria  
3.8  Uruguay: ECCA  
4.3  Australia: Council for Adult Education  
5.2  Finland: Suomen Yleisradio  
5.3  Greece: YWCA
3.2 Face-to-face tutoring

The following programmes reported that they provide occasional face-to-face tutorials:

1.11 Lesotho: Lesotho Distance Teaching Centre
1.13 Mauritius: Mauritius College of the Air
2.3 India: Tamil Nadu Agricultural University
2.6 India: Indira Gandhi National Open University
2.8 Indonesia: Paket A and Paket B
2.9 Maldives: Non-formal Education Unit
2.11 Nepal: Basic Curriculum for Rural Families
2.12 Pakistan: Allama Iqbal Open University
3.1 Barbados: People of Tomorrow
3.4 Dominican Republic: Radio Assisted Community Basic Education
4.1 Australia: NSW Agriculture Home Study
5.1 Finland: Lapland Adult Education
5.7 United Kingdom: The National Extension College (NEC)
5.9 United Kingdom: BBC Education for Adults Programmes
6.2 Canada: University of Guelph

3.3 Links with Local Extension Services

1.2 Burkina Faso: Local radio stations
1.7 Guinea: Rural radio
1.8 Ivory Coast (et al.): INADES
1.12 Malawi: Agricultural Communications Branch
1.29 Zambia: ZCF
1.30 Zambia: National Agricultural Information Service
1.31 Zambia: Community Development
2.2 India: All-India Radio Project
2.4 India: All-India Radio/Tamil Nadu, Kerala and Karnataka Child Care Project
2.5 India: Doordarshan Kendra, Gujjat
2.14 South Pacific Region: Environmental Education Project
2.15 Thailand: Laiwo Karen Multi Channel Learning Project
2.16 Thailand: Community Radio Project
3.4 Occasional Seminars or Public Meetings

The following reported that their programmes were linked to occasional seminars or meetings:

1.8 Ivory Coast (et al.): INADES
1.9 Kenya: AMREF
1.10 Kenya: INADES
1.14 Morocco: Tamania Mars
2.1 India: Yashwantrao Chavan Maharashtra Open University
2.10 Mongolia: Gobi Women's Project
5.9 United Kingdom: BBC Education for Adults Programmes

3.5 Home visits

Only the Mongolia Gobi Women's Project (2.10) reported making arrangements for home tutorial visits to students.
PART 3

Trends, conclusions and proposals

A Discernible trends

1. What is taught?

There appears to be approximately equally high emphasis in non-formal education, offered through distance education, on subjects related to the social field (offered by 69 of the 73 institutions surveyed) and on those related to the economic field (offered by 65). The two most common subjects offered in the institutions we have reported on are ‘agriculture’ (offered by 32 of our programmes) and ‘health and the family’ (offered by 30). These represent the economic and social fields respectively. They are closely followed by ‘society and community education’ (offered by 23 institutions) with ‘running a business’ not far behind at 17. Subject areas which are categorised as more directly educational, grouped under ‘literacy, numeracy and post-literacy’ (offered by 21 institutions) and ‘adult basic education’ (offered by 13 programmes) also, together, represent a significant and common area of interest.

Noticeable by their absence – or at least by quite limited coverage – in these programmes are ‘income generating skills’ (included in 6 programmes) ‘environmental education’ (included in 5) and ‘job-search skills’ (included in only 1). Similarly a very small number offered courses to adults (3) or to children (3) which consciously claimed to be primary or secondary school equivalency courses.

A significant minority of programmes (11), somewhat surprisingly given the bias of the sample, offered courses for ‘personal self-realisation or self-development’, normally thought to be the exclusive interest of non-formal education in industrialised countries. An almost equally significant minority (9) provided para-professional training courses.

It would seem to be clear from these figures that distance education is seen and accepted to be an appropriate way to teach the more knowledge-based subjects – health education, family and community education, literacy and numeracy and school-related subjects, and business management. Interestingly agriculture, normally seen as a very practical, hands-on subject is also widely accepted for distance education, while other skill-related subjects are not. Environmental education has not yet gained wide coverage in such non-formal education though it would seem to be a subject which could easily and effectively be taught at-a-distance. There is a growing recognition that distance education offers an appropriate form of para-professional in-service training.

2. How is it taught?

There are three predominant and very clear messages from this survey about the media of distance education most commonly used for these purposes.

First, print remains in non-formal education as at higher levels the dominant teaching medium. This is in spite of the fact that a very high proportion of the target audiences of these programmes is made up of students who have been under-educated or are entirely or largely uneducated through attendance at formal schools and colleges. It is fair to assume, therefore,
that they experience reading difficulties, or cannot read at all. Nevertheless, only seven of the 73 institutions did not use print. Twenty-one of the 73 used printed correspondence courses as a central teaching medium. Many, it must be admitted, stressed the emphasis they put on highly visual and illustrated print materials – flipcharts, posters, picture hand-outs. Nevertheless the written word clearly dominates non-formal distance education as it does tertiary and secondary level uses. Its fitness for the purposes for which the programmes are designed must be questioned and needs to be carefully observed and evaluated.

The second most common group of media approaches (52 out of 73 programmes) is radio and audio teaching. It is worth noting that the gap between the number using radio (38) and that of those using audio (25) is not very great – probably much smaller than it would have been ten years ago. The continuing importance of these audio media for non-formal education is underlined by these results, as is the apparently growing access to audio cassette players of learners in rural areas and from educationally and economically deprived sections of society.

The third most striking trend, at least from this survey, is that there is still very limited use made for non-formal education, of television and video cassettes. Only 14 out of 73 programmes used either: 7 used TV; 9 used video; only two used both.

3. What are the patterns of face-to-face communication?

If print is the dominant medium, face-to-face contact sessions are almost equally common parts of the total teaching/learning systems used in non-formal education using distance learning approaches. Only eight of our 73 programmes did not report the inclusion of face-to-face contact sessions in one form or another. It is interesting to note that half of these are developing country programmes, half are programmes in industrialised countries.

Clearly the study-group or study-circle format of face-to-face contact is the dominant form in non-formal education. Forty-four programmes reported that they included or organised such opportunities for group study. This combination of study-groups, using radio or audio learning materials, supported by printed self-study documents is by far the single most common pattern of non-formal education at-a-distance reported in this survey.

A long way behind are two forms of face-to-face communication which represent much more direct forms of tuition. Thirteen programmes included occasional tutorial contact, on a face-to-face basis, between students and tutors selected and employed by the programme. Usually this took place through students going, from time to time, to an agreed study-centre to meet the tutors; sometimes, very occasionally, it was offered at short residential courses; in one programme, the Mongolian Gobi Women’s Project, it was offered through visits by teams of tutors to the individual homes of the students.

Thirteen programmes also reported that they organised close liaison between themselves, their students and the local and national extension officer networks relevant to the subjects being taught. This seems a surprisingly small proportion, given the popularity and regularity of health, agriculture, community education and business management, all of which, in many countries, are serviced by networks of local extension workers.

Finally, a much small number of programmes (6) reported that their distance learning materials and media were linked to or supported by occasional seminars or public meetings on the topics covered by the media.

4. A combination of teaching/learning methods

The most obviously repetitive feature of nearly all these programmes, however, is that they combine these various media and methods into what used to be called a multi-media approach –
a meaning which pre-dates the current narrow computerese meaning of the phrase. The regularity of the radio/print/study-group combination has been alluded to earlier and is the most common combination. But a very large number of other permutations are listed in the directory. Clearly there is widespread recognition in non-formal education of the added effectiveness of using more than one medium.

5. The lack of detailed information on What Works Best

As I said in the introductory part, however, there is a serious lack of information on how distance education is used in non-formal education. What knowledge and information there is is scattered and hard to find. What exists is often hearsay evidence, or uncritical reports. The information often seems unreliable. In particular there is very little systematically recorded information on student enrolment, completion, success and dropout rates in such programmes and even less carefully researched evidence on what seems to work more or less effectively in particular circumstances for particular groups of people in particular subjects.

B Conclusions

The first and most obvious conclusion from this survey of non-formal education at-a-distance is that there’s a lot of it about – almost certainly there are several times the number of projects which are covered in the directory which we have been unable to contact or identify. Even among those listed there is great variety of quality, purpose, size, relevance and effectiveness. It is not “a system”, with recognisable boundaries and approaches and structures which are common to different levels and different countries in the same way that formal education in most countries can be described as “an educational system”. Perhaps that is the result of its non-formal nature.

The second conclusion is to a large extent the result of the above. Non-formal education at-a-distance is very poorly documented. There is therefore very limited opportunity, except within small sub-sets of programmes, for practitioners in one programme to learn from the experience of other relevant and related programmes. This is made worse by the trend noted in the previous section: there is very little serious research and evaluation carried out in such programmes to determine what works well where, when and with whom. There is little analysis of costs or effects. Every new project starts anew to develop its own approaches, materials and methodologies as if no other wheels already exist.

The third conclusion is by far the most serious: such programmes, however enthusiastically launched and implemented by the often quite small groups of devotees who are responsible, and however much political lip-service is paid by politicians and the personnel of international aid and professional consultancy bodies to them, are very rarely taken seriously by governments, especially by ministries of education. Much of the enthusiasm and a high proportion of the funds and implementation responsibility is provided by the NGO sector. Government departments, often called departments of non-formal education, see their main responsibility as adult literacy and believe that distance education techniques are only relevant to out-of-school secondary courses and to university parallel programmes. Such programmes are, therefore, usually seriously under-resourced, except for pilot projects; their staff are often untrained in the techniques they are expected to implement, and are often on temporary secondment to the programmes, with little or no career prospects if they remain. The result is that, with some notable, and usually temporary, exceptions their overall impact on social, economic and educational development is smallscale. Hence starts, or continues, a vicious circle of low status, poor resourcing, low staff morale, low quality and poor results.

A fourth important, though more limited, conclusion is that there are some very serious gaps in the experience if distance education approaches to non-formal education are to play a central
role in making life-relevant education available to all adults. These gaps relate to practical income-related or vocational skill training, to science and technology at the level of adult basic education and to promoting an understanding of the urgency of environmental issues.

My fifth conclusion, however, is more optimistic. The breadth and depth of the experience revealed by the survey, wholly incomplete as it clearly is, is most impressive. Similarly it is clear that many of the programmes listed have now survived and continued to operate over significant periods of time. This is in spite of the world recession, the economic crises of many developing countries and the low priority attached to these fields of operation by governments, as I have noted above. They have developed approaches and media combinations that work; they are catering for an educational need which at least the participants recognise in growing numbers; they offer a very varied tool-box of techniques to help to repair the serious lack of basic and practical life-related education for adults in most developing countries; this is a lack which is increasingly recognised as a serious blockage to increased productivity and economic self-sufficiency in today’s ever-more market orientated society.

My final conclusion, therefore, is in tune with (and almost repetitive of) my last recognisable trend in the previous section. There is a need for much more detailed, carefully researched and analytical information on what goes on in non-formal education at-a-distance. This requires a carefully constructed research agenda and, as far as possible, a coordinated — though not streamlined — approach to implementing such research. The main purpose and hoped for outcome of such research would be the ready access for all practitioners, in usable form, to the information on experience and effectiveness, on cautions and potentials, which would emerge from such research. The study of documents and reports and literature available to date which has been carried out for this survey — and the difficulty of obtaining such reports — emphasises the urgency of producing and making available that information. The final section of this report therefore suggests such a research agenda.

C Proposals for future research

The terms of reference for this survey and report included “to identify ..., and prepare guidelines/a framework for, new case studies to be commissioned in the second phase of the project”. This final section of the report attempts to carry out this requirement. It does so, however, in the slightly broader context of further research required of which the commissioning of such case studies would be the central item. It is suggested that there are three somewhat different kinds of research which are needed. They could be seen as three phases of a single research project — though the first two phases could be carried out simultaneously; the third should clearly depend on the outcome of the second.

1. More detailed documentation of existing projects

The first requirement should be clear from my earlier conclusions. There is a need for a more detailed and comprehensive documentation/data-building exercise on world-wide non-formal education at-a-distance. This is put forward in recognition of the incompleteness of this survey. It could be based on a fairly wide distribution of this directory, as “a first draft directory”, consciously seeking supplementary and updating information. It would carry requests for similar entries on projects and programmes not included here and for more recent information and/or corrections on the information which is included. It could be a special project for the ICDL Databases, initiated as a specialist offshoot of what already exists, instituted on an on-going basis. Included in this phase would be an attempt to produce a coherent set of descriptors to cover the fields of activity included or emerging from this survey and an attempt to liaise with other relevant databases to ensure that such descriptors are included or at least are mutually recognisable.
2. A new collection of detailed case studies

The main research proposal, however, is for the implementation of what is envisaged in the terms of reference for this study: a special new series of carefully-constructed case-studies should be commissioned of 15 or more projects or programmes of non-formal and adult basic education at-a-distance. These will mainly be of projects identified and catalogued in this report, though a few might be of projects which can subsequently be identified to plug gaps in this report.

2.1 Criteria for selection

The following criteria have been used in drawing up the list of proposed case-studies which follows:

- **geographical representation:**
  - a predominance of programmes drawn from different parts or regions of the Commonwealth;
  - a predominance of projects in developing countries;
  - a small number of particularly interesting programmes from industrialised countries;
  - a significant minority of programmes of special interest in non-Commonwealth countries;
  - the last two categories should be included to cover approaches or content or special development problems not widely covered elsewhere.

- **content/subject matter/field of activity:** as far as possible the projects have been chosen to cover the following:
  - agriculture
  - health and the family
  - community/society organisation: democracy, good government; effective administration
  - peace, reconstruction and reconciliation
  - women in development
  - environmental education
  - income generating skills training
  - managing a small business
  - literacy and numeracy
  - adult basic education for primary school and lower secondary school equivalency

- **media, media combinations, and approaches to contact and communication:** an attempt has been made to include projects which illustrate different ways of using the most common media and patterns of contact – radio/audio, print, study-groups – which are revealed in this study, while at the same time including projects which make interesting use of other media and approaches.

On this basis the following list of case studies of projects covered in this directory is proposed.

2.2 A list of suggested case studies for more detailed research

**Ghana:** Ministry of Education, Non-formal Education Division (and collaborating agencies) (1.5)
Kenya: African Medical and Research Foundation (AMREF) (1.9)

South Africa: University of Fort Hare Adult Basic Education Project (ABEP) (1.19)

South Africa: ULWAZI: Non-formal and Adult Basic Education Radio Project (1.22)

Sudan: Sudan Open Learning Organisation (SOLO) (incorporating Sudan Open Learning Unit) (1.23)

India: Yashwantrao Chavan Maharashtra Open University (YCMOU) — extension, community education and non-qualification programmes (2.1)

Mongolia: Gobi Women’s Project, Ministry of Education and Unesco (2.10)

Philippines: Community radio project working on agricultural technology transfer with pilot communities in the Philippines (2.13)

South Pacific Regional Project (Western Samoa/Solomon Islands/Kiribati): Regional Environmental Education Programme (2.14)

Thailand: Laiwo Karen Multichannel Learning Project (MCLP) (in planning stage) (2.15)

Barbados: People of Tomorrow/University of the West Indies Women and Development Unit and Voice of Barbados (3.1)

Dominican Republic: Radio Santa Maria (RSM), non-formal education and literacy programmes (3.7)

Greece: YWCA Women’s Leadership and Member Training (5.3)

Russia: British Broadcasting Corporation (BBC) – The Marshal Plan of the Mind (MPM) Trust (5.4)

This list has some obvious gaps. It is therefore desirable that one or two additional projects should be included, if at all possible, covering income-generating skill training or environmental education or science and technology education in the Caribbean. Similarly it might be interesting to identify projects not included in this directory in Canada working with Inuit people or in Australia with Aborigine communities.

2.3 A framework for compiling the case-studies

The following are items which should be researched in some depth to form the framework of presentation of these case-studies:

- origins, historical development, survival and institutionalisation
- content, subject-matter, field of activity covered by the programme, including educational level and expected outcomes
distance education/open learning media and methods used (media and patterns of contact, tutoring, face-to-face communication, study groups etc.)

governance, administrative structures, institutional status, management structure, collaboration with other institutions both nationally and internationally, sources of funding, staff training provision

enrolment, success, completion, drop-out rates and statistics over time

evidence of/problems with the materials, methods and media used

costs of the programme, costs and effects, cost patterns and behaviours under different enrolment patterns

future plans

3. Action research to implement and test the results

Hopefully, out of such case-studies, it will be possible to draw conclusions about effectiveness, costs and potential which themselves will form guidelines for future practice. The final phase of this future research proposal — and by far the most ambitious — is for an attempt to be made, once the case-studies have been completed and analysed, to test their conclusions and guidelines in action. A small number of new or nascent projects should be identified as experimental, action research projects, perhaps in Commonwealth countries where the need for such development is most acute. In these a conscious effort should be made to use the experience gained from the case-studies to guide new developments. Such action research projects would ideally concentrate on fields of activity, vital for development but as yet under-represented in the existing catalogue of programmes. Such fields might include environmental education, training in income-generating skills, and education for peace, reconciliation and reconstruction. In this way it can be hoped that the results of the systematic documentation, and the carefully controlled study and research which are proposed in detail here can be rapidly put to use. Such research could then contribute directly to increasing the effectiveness and extending the range of non-formal education at-a-distance so as to help make the slogan of education-for-all a reality, at least for adults, before too much of the 21st century has passed.
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