

Priorities and Strategies for Capacity Building in Tertiary Distance Education for Human Resources Development in Ghana

**A final report prepared for
the World Bank**

By

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ACRONYMS USED

AVU	Africa Virtual University
B.Ed	Bachelor of Education
B.Sc	Bachelor of Science
CIDA	Canadian International Development Agency
COL	Commonwealth of Learning
CUC	Central University College
DBE	Diploma in Basic Education
DANIDA	Danish International Development Agency
DE	Distance Education
GCE	General Certificate of Education
GHADEA	Ghana Distance Education Association
GES	Ghana Education Service
GBC	Ghana Broadcasting Cooperation
HND	Higher National Diploma
ICT	Information and Communication Technology
IEC	International Extension College
IEDE	Institute of Educational Development and Extension
KNUST	Kwame Nkrumah University of Science and Technology
MA	Master of Arts
MOE	Ministry of Education
M.PHIL	Master of Philosophy
MTTP	Modular Teacher Training Programme
NCDE	National Council for Distance Education
NCTE	National Council for Tertiary Education
ODA	British Overseas Development Administration
P-DBE	Post Diploma in Basic Education
PGDE	Post Graduate Diploma in Education
Ph.D	Doctor of Philosophy
SRC	School Representative Council
SSNIT	Social Security and Nional Insurance Trust
SSS	Senior Secondary School
STC	State Transport Corporation
TV	Television
UCC	University of Cape Coast
UCEW	University College Of Education Of Winneba
UK	United Kingdom
UG	University Of Ghana
UNESCO	United Nation Education, Scientific And Cultural Organisation
USA	United State of America
WADEA	West African Distance Education Association

EXECUTIVE SUMMARY

Distance Education Provision in Ghana

1. Distance education is in its infant stage in Ghana. Currently there are only three universities which are offering distance education programmes. Of the three two started in the 2001/2002 academic year. The third institution is at its fourth year of operation.
2. All the three providers are dual-mode institutions. The distance education programmes are coordinated at units established within these universities which were originally set-up to provide conventional face-to-face education. There is no dedicated distance teaching institution in Ghana.
3. All the three institutions offer a very small-scale distance education programme. However, they have plans to expand.
4. The other tertiary institutions which have no distance education programmes have interest in offering some of their courses through distance education.
5. All the institutions studied see distance education as having the following advantages:
 - Providing opportunity for a large number of qualified applicants, who do not get admission into the face-to-face programmes as a result of limited facilities, to have access to tertiary education.
 - Providing opportunity for working adults to combine work and study.
 - Creating an avenue for income generation by the universities.
6. The level of commitment on the part of the personnel of the various institutions towards their institution's DE programme is very low. The DE programme is often marginalized at management meetings. There is therefore the need for awareness creation for all the different levels of personnel in the institutions, beginning from the very top.
7. Even though the institutions have limited facilities, the few that exist are not being used to support the delivering of DE. This is partly due to lack of expertise to use these facilities for distance education.
8. The print constitutes the only distance education medium which is used by the various institutions offering distance education. There are, however, plans to add other media like audio and video cassettes, in the near future
9. There are only a few personnel at the university level who have been trained in various aspects of distance education. A few academics have been trained in course writing for distance education whilst the core staff at the various distance education units have been trained in administration and management of distance education.

10. The personnel at the polytechnics and the universities which have no DE programmes have received no training at all in DE with the exception of KNUST where though some personnel have received some basic training the DE programme has not taken off.
11. The expertise in course materials development which the academics have is limited to the development of print material. None of them has been trained in the development of the other study materials.
12. The institutions make use of their full-time lecturers as writers for the course materials. Whereas this practice has the advantage of ensuring parity of esteem for the DE programme, it at the same time delays the writing process because these full-time lecturers have competing schedules.
13. Although the academics are able to produce high quality materials, they do not have access to computers for word processing and so materials are always handed to the DE units in hand-written form. There is therefore scope for substantial improvement through the use of computers to support the development of materials.
14. The institutions offering DE have not as yet put in place the administrative structures needed for effective operation of large scale DE programmes. Even though they have Regional Study Centres, they are not fully operational because apart from the Centre Coordinators, no other personnel have been appointed to assist in the day-to-day administration of these centres.
15. As a result of the situation described in paragraph 14, the administration of DE is highly centralised with almost everything being done at the central campuses.
16. At the national level there is no umbrella body which coordinates the activities of the various institutions. A new National Council for Distance Education which is supposed to do this coordination has not been established to replace previous one whose tenure ended about two years ago.
17. A notable gap in the provision of DE in Ghana is the absence of collaboration among institutions. UCEW and UCC attempted to collaborate to mount a joint Diploma in Basic Education programme but the collaboration run into problems at the very initial stages and so has been suspended.

Training needs of institutions

As we have noted in paragraphs 9 and 11 the scope of training received by personnel in the institutions which offer DE is very narrow. The polytechnic institutions have no training at all in the delivery of DE. From the above analysis therefore we believe that the following programmes will act as a spring board for building the needed capacity in the tertiary educational institutions to support the delivery of large scale DE.

Strategies to raise awareness about distance education

Organisation of three workshops, one for the topmost administrators of tertiary institutions (Vice Chancellors and Principals, Registrars, Polytechnics Secretaries, Deans and Directors) and top officials at the Ministries to have discussion with renowned international experts in DE. The second one will be for middle level management within the tertiary institutions to sensitize them on the need to integrate DE programmes into the day-to-day administration of their institutions and the third for the academic staff to discuss issues like the relationship between the academic departments and the DE units.

Writers' training workshop for the development of print materials

This workshop will equip the academic staff of the institutions which are yet to start DE programmes, with the basic skills of writing for distance learners. The services of local facilitators will be secured for this workshop. These writers will also be trained in word processing so that they can word-process their materials before handing them over to the DE units.

Training workshop in the development of DE study materials other than print

The aim of this workshop will be to train the academic staff in all tertiary institutions (both those which are currently running DE programmes and those which are not) to acquire the expertise in developing audio and video materials for distance learners. An international consultant will be needed for this workshop.

Training workshop on academic editing of DE materials

The focus of this workshop will be training selected academic staff, who have proven to be good and enthusiastic writers, on how to edit DE materials.

Training workshop in administration and management of DE

This workshop will bring together selected administrative staff of the various DE units as well as administrative staff in the institutions which do not have DE programmes but which are interested in DE to train in the day-to-day administration of DE with special emphasis on student record-keeping.

Funding DE in Ghana

1. It is not the intention of government to fund mass DE in Ghana. Government feels that DE should be made a private sector affair and so the operators should come from the private sector.
2. The government will ensure that the right policies and environment are created to ensure successful delivery of DE.
3. At present the government supports the institutions offering DE by adding extra 2% to their quarterly subvention.
4. For the tertiary institutions to attract funding for their DE programmes from the private sector, and also for them to generate income to sustain their programmes, they need to offer relevant (i.e. private sector demand-driven) programmes, market these programmes and adopt flexible fee payment and admission policies.

5. The institutions should also convince the government to provide funding by preparing realistic and justifiable budgets.

Tertiary Educational Needs of Ghanaian basic schoolteachers

1. Ghanaian basic school teachers have a very strong desire to upgrade themselves academically and professionally but those in the private schools have not had this opportunity because the private schools do not grant their teachers study leave with pay.
2. The teachers in both public and private schools prefer to study through distance education for the following reasons:
 - Distance education involves less cost than the conventional system.
 - Distance education will help them to acquire higher qualifications.
 - Admission into distance education programmes is less competitive.
 - Family commitments will make it difficult for them to leave home to pursue residential course
 - Difficulty in getting study leave with pay to study full-time.
3. These teachers prefer courses in the Arts, Business and the Social Science because these subjects are easier to study at home.
4. The teachers prefer to study through print, audio cassettes, video cassettes, radio and television when they enrol in distance education programmes. Their main reasons are that these media are accessible and also affordable. They further indicated that from 6.00pm to 9.00pm each day will be the most convenient time for them to access any of these media.
5. These teachers will be able to attend face-to-face tutorials during the week-ends, preferably twice a month.
6. To be able to study through the distance mode successfully, the teachers will require assistance in the form of:
 - reduction in workload
 - sponsorship from organisations
 - efficient communication between DE tutors and learners
 - adequate facilities at the study centres
 - regular delivery of learning materials
 - flexibility in meeting times
 - constant counselling.

CHAPTER 1

INTRODUCTION

For the past ten years or so, the universities in Ghana have had the unpleasant duty of turning away a large number of qualified applicants every year as a result of their inability to admit not even half of these applicants. This situation has been attributed to limited and deteriorating facilities.

Coupled with this limited facilities is the rising cost of providing quality education at the secondary and tertiary levels. The government of Ghana is finding it increasingly difficult to fund tertiary education all alone.

As a result of the above reasons and many others the government of Ghana has adopted distance education as a viable complement to the conventional face-to-face education. This step is inspired by the vision that all Ghanaians should have access to all forms of education and training regardless of where they live.

A Brief History of Distance Education in Ghana

The idea of distance education (DE) is not new in Ghana. It was more vibrant two or three decades ago than it is now. It used to be known as correspondence education, an avenue through which a number of workers and professionals upgraded themselves. The economy of Ghana started deteriorating after independence thus making it difficult for student-workers to afford the cost of upgrading themselves by this means of education. The income levels of workers were so low that they could not simply afford to pay their fees.

However, after some time the idea of using DE for manpower development resurfaced strongly and this led to the introduction of a number of DE initiatives including the Modular Teacher Training Programme (MTTP), which was introduced in 1982. This programme was meant to upgrade untrained teachers academically and professionally through some form of DE. Through this programme 7,537 untrained teachers received professional training and obtained Teachers' Certificate A. However this programme was abandoned because of certain difficulties it faced.

Recent Initiatives in Distance Education in Ghana

Despite the difficulties encountered in the earlier attempts with DE in Ghana, there was still a strong conviction on the part of the Government of Ghana that DE is a viable complement to conventional education especially at the tertiary level. This conviction was partly due to the fact that universities were not able to admit even half of qualified applicants due to limited facilities.

Consequently, between 1991 and 1994, the government of Ghana through the Ministry of Education (MOE) sponsored a number of surveys to assess the DE needs of Ghana. Two important international organisations which were involved in these surveys are the Commonwealth of Learning (COL) and the United National Education, Scientific and Cultural Organisation (UNESCO).

Upon the recommendations from these surveys the universities agreed to start DE programmes. The four universities, University of Ghana, University of Cape Coast, University of Science and Technology and University College of Education of Winneba started preparations for this new model of educational delivery. University of Ghana opted to offer four courses through its DE programme. These are Sociology, English, Religious and Political Science at the Bachelor degree level. For University of Cape Coast the courses selected were Bachelor of Education in Primary Education and Post graduate Diploma in Education (PGDE). At the University of Science and Technology two programmes were proposed for the programme. These were B.Sc. (Building Technology) and B.Sc. (Biological Sciences). However, funding of the DE programme was a problem for the universities.

Of these four Universities only UCEW was able to take off in 1996 as a result of assistance from the then British Overseas Development Administration (ODA) now Department for International Development (DFID). UCEW took off by admitting a first batch of 196 students to pursue Post-Diploma Bachelor of Education (B.Ed) degree in four subject areas namely: English Education, Life Skills Education, Mathematics Education and Science Education. UCEW therefore became the pioneer in university level DE in Ghana. UCC and UG have just taken off in this 2001/2002 academic year with diploma programmes in Basic Education and Youth in Development Work respectively.

Mission of Ghana Distance Education Programme

The mission of Ghana's distance education programme is to make quality education at all levels more accessible and relevant to meet the learning needs of Ghanaians so as to enhance their performance and improve the quality of their lives. The official title of the policy document is "Ministry of Education, Ghana Distance Education Programme: Policy Document." This document is so far the official policy document, which directs how DE should be delivered in Ghana. It was presented to the Minister for Education who duly sent an acknowledgement in a letter sent to the Committee, which prepared the document.

Policy areas

Ghana's distance education policy covers three main areas, which are:

- Access and participation
- Quality of teaching and learning
- Governance and management

Access and participation

The objectives are to:

- increase access to and participation in education of all types and at all levels for all.
- facilitate progression through the education system
- improve people's capacity to cope with rapid changes in knowledge and skills, and thereby improve upon their contribution to the economy and society

- increase in equality and democratisation of education
- make education cost-effective and affordable

Quality of Teaching and Learning

The main objectives here are to:

- improve learner achievement and retention
- produce graduates who are independent and more autonomous learners
- develop quality assurance processes in all aspects of DE
- make high quality programmes readily accessible to learners at all levels and in relevant areas
- make courses relevant to the needs of learners
- train, develop and equip personnel for course design, development, and delivery

Governance and Management

Under governance and management the programme seeks to:

- provide direction to the development of DE in the country.
- sustain efficient and effective management, control, monitoring and evaluation of DE programmes.
- strengthen the institutions for efficient and effective delivery of DE.

Apart from the guidelines outlined above, in April 2002, the government of Ghana re-affirmed its to using distance education to improve the quality of education at all levels of education in Ghana. This commitment is seen in the launching of the President's Special Initiative on Distance Learning (PSIDL). The objective of this initiative is to examine how technology can be used to improve the quality of education in Ghana at the basic secondary, and teacher training levels. The initiative also aims at establishing an Open College in the near future. A 15-member committee has been appointed to see to the implementation of this initiative. The committee is currently working on a pilot project which involves using television to teach Mathematics and English to JSS and SSS students via television. UCEW has been tasked with the responsibility of producing study materials in these two subject areas for the pilot project.

Despite this laudable vision on the part of government, institutional response has been very slow. This is partly due to lack of required expertise, facilities and funding to enable the institutions take off.

The situation has prompted the World Bank to find out the priorities and capacities of Ghanaian universities and polytechnics to deliver distance education so as to assist them.

In the light of this, two local consultants were appointed by NCTE with financial assistance from the World Bank to assess the present capacities of tertiary institutions in Ghana and advise on strategies for capacity building in these institutions.

The specific terms of reference of the project are as follows:

To verify the

- tertiary educational needs of Ghanaian workers
- type and levels of educational programmes which the various universities and polytechnics can mount for them
- types of teaching media which will be convenient and affordable for the adult learners, the institutions and the nation as a whole;
- distance education initiatives taken by the universities and polytechnics;
- difficulties encountered and how the institutions propose to respond to them,

To advise on

- the staff training needs of the universities and polytechnics
- linkage with ICT development plan
- partnership with foreign and local distance education providers
- how to finance and sustain distance education in Ghana.

Development and Pilot Testing of Instruments

After a careful study of the terms of reference, the two consultants developed two sets of data-gathering instruments. One set was meant to collect information from universities and polytechnics while the other was meant to collect information from Ghanaian workers to find out their tertiary educational needs. (See Appendices B and C respectively)

On 18th of September 2001, the two sets of instruments were pilot tested to find out their validity and reliability. The workers' instrument was pilot tested on teachers and other workers in Winneba township, whereas that for the tertiary institutions was pilot tested at Cape Coast Polytechnic. Cape Coast Polytechnic was chosen because it is not one of the institutions involved in the study.

Meeting with Mr William Saint, the World Bank Education Specialist

After the pilot testing, a meeting was held between Mr Owusu Mensah, the Senior Consultant, Mr William Saint, the World Bank Education Specialist and Mr. Paul Effah, the Executive Secretary for National Council for Tertiary Education (NCTE) at Mr. Effah's office on 3rd of October 2001. In the course of the meeting the Senior Consultant who represented Mr S K E Mensah, the Principal Consultant, gave a brief progress report on the project. The meeting was informed that data-gathering instruments had been developed and pilot tested. The two instruments were examined and discussed at the meeting.

As a result of the discussions that took place at the meeting of the data-gathering instruments were modified.

The World Bank Specialist in Education pointed out that the main focus of the study should be the identification of the capacities of the tertiary institutions and that the assessment of the educational needs of Ghanaian workers should be de-emphasised. Consequently, it was agreed that in the case of the workers, the study should be limited to basic school teachers. He again suggested that since a similar study had

been done in Nigeria the consultants should try to procure a copy of the report of that study.

Data Collection

Data collection started on 16th of October 2001 and ended on 7th November 2001.

Data was collected from five universities (four public and one private) and five polytechnics (See Appendix A).

In the case of the teachers, data was collected in the Northern, Ashanti, Western and Greater Accra regions. One hundred questionnaires were sent to each of the four regions. Apart from the questionnaires that we sent out, we also took time to visit the ten institutions to find out what facilities they have and also took the opportunity to have informal interview with some selected personnel particularly those at the DE units. We were able to procure a copy of the National Policy Document on Distance Education in Ghana, which we studied in detail. We found this document very useful in directing out study.

In addition to this document we had the opportunity of meeting the National Distance Education Coordinator. Our discussion with him gave us more insight into the policy direction of distance education in Ghana.

CHAPTER 2

FINDINGS FROM THE STUDY

INSTITUTIONS

Admission Capacity

All the institutions – both universities and polytechnics – have not for the past five years been able to admit a high percentage of qualified applicants. This has been attributed to

- inadequate classroom and residential accommodation
- inadequate teaching facilities like machines and equipment for practicals and laboratories
- inadequate qualified teaching staff
- inadequate library facilities

The institutions feel that these factors have been hindering the success of their work. However dedication and hard work are partly responsible for keeping the institutions going.

In all the institutions the Humanities and Business Studies are the disciplines with the greatest number of applicants.

Facilities

All the institutions have certain basic facilities like computers, libraries and resource centres but because of the large number of students using them these facilities are overstretched and so are not enough to support students' learning. Even though these facilities are not adequate we believe that they provide a initial valuable resource for distance education at the tertiary level. They are potential preparatory grounds for the introduction of information and communication technology (ICT) in teaching and learning.

Using Radio for Lectures at UCEW

All the four public universities we visited have radio stations, which serve the various university communities and their immediate environs. An area of innovation, which has an implication for capacity building in the delivery of distance education, is the use of the FM station at UCEW to deliver lectures to large classes. This area of innovation provides an excellent opportunity for the inclusion of radio as a teaching medium for the UCEW DE programme. With further training, the academic staff of the university can easily be made to deliver lectures to DE students at the national studio. UCEW therefore has a potential capacity, which it needs to harness. This innovation can be copied by other institutions which have radio stations.

Interest in Distance Education

All the four public universities studied – UG, UCEW, UCC and KNUST have distance education units, while the private university, CUC, and the five polytechnics do not have. However, all these ten institutions have interest in Distance Education because they

- recognise the potential for distance education to help them expand access to many qualified applicants who are turned away year after year due to limited admission capacities
- realise that distance education will make education available to the large number of the working population who will not be able to study full-time.
- feel that distance education programme will be particularly useful to workers in the private sector and other organisations which, by their collective agreement policy, do not grant study leave with pay to their workers
- see the introduction of the distance education programme as a way of generating income to supplement the inadequate funding that they receive from the government.

Recognition of DE within the Institutions

Distance education has been adopted by the government of Ghana as a viable option to conventional face-to-face tertiary education. This has become necessary as a result of the limited capacity of Ghanaian universities to admit the large and ever-increasing number of qualified applicants who apply every year. As we have noted above, every year a large number of qualified applicants are turned away due to limited facilities.

Distance education is therefore supposed to become an integral part of the programmes of the Universities. However this recognition of DE is lacking in the institutions studied. Right from the top to the bottom of the administrative structure of the universities DE is not given the recognition, acceptance and support that it is supposed to have. At the highest level, DE is hardly discussed at academic board and other meetings during which major decisions concerning the universities are taken. DE hardly appears in the calendars and other schedules of the universities. What this means is that DE is considered as more or less an appendage to the programmes of the universities and is easily sidelined. It is considered as a programme for the staff of the DE units. Among the academic staff, most lecturers do not seem to know what is happening at the various DE units. Only those lecturers whose departments are involved in the DE programme were found to show some interest and even this can be attributed to the fact that they have been contracted to write study materials for a fee. The fee therefore may be the motivating factor but not the fact they believe in the programme. Some of the lecturers we talked to plainly admitted that they do not know what is happening at the DE units. This unfortunate situation is attributed to a number of reasons three of which we want to capture in this report:

The first reason is related to the attitude of the top management of the universities. It appears that the introduction of DE into the universities was not preceded by any serious attempt on the part of the government to educate these senior administrators on how best DE can be integrated into the day-to-day administration of the universities. The DE programme was initially presented as a government programme

which the universities were to oversee. This is an issue that needs to be tackled seriously.

The second reason is related to how DE began in these universities. Since the introduction of DE into the universities all the activities like workshops, seminars, and study visits have been limited to the staff of the new DE units and centres. For example in two public universities, which are currently offering the DE programme, the DE activities are limited to specific academic departments. For example at UCEW the BEd programme is limited to four academic departments, English, mathematics, Science and Home Economics. The UCC programme is also limited to the Department of Primary Education. As a result of this limitation of activities to specific departments, the staff outside these departments see the DE programme as belonging to only a small section of the University. This is because they have not been made to know the position of DE programme in relation to the overall mission of the university. This situation calls for conscious efforts to educate the whole university community on the relationship between the DE programme and the mission of the university.

The third reason is that when the idea of incorporating DE into the programmes of the universities was first mooted some of the academic staff became apprehensive. They thought that the universities would eventually be turned into dedicated institutions, which will not need the services of full-time teaching staff thereby rendering them jobless. This made some of them show very little interest in the DE programme.

Models and Features of Distance Education Provision at the Four Universities

All the four universities are dual-mode institutions. That is, the same curriculum, course structure and course content are used for both the on-campus and the distance education programmes. At University of Ghana, however there is one additional distance education programme. Diploma in Youth in Development which is offered through distance only. This is a sponsored programme by the Commonwealth of Learning. There is no dedicated distance education institution in Ghana. Of these four dual mode institutions it is only UCEW and UCC which have been able to develop study materials and have enrolled students. The dual mode programmes of University of Ghana and that of Kwame Nkrumah University of Science and Technology have not taken off yet. This is due to delay in the writing of print materials which, for the time being is the only distance learning material the academics at the universities have been trained to develop.

Distance Education Delivering Capacity of Institutions

The survey has revealed that even though distance education is at its infant stage in Ghana, some of the staff in the four dual-mode universities have received some amount of training in the delivery of distance education.

All the staff in the Distance Education Unit of these institutions and some selected academic staff have received some form of training. The areas of training include writing DE study materials, editing DE materials, administration of DE and managing learner support in DE.

Some of these staff have benefited from overseas training at such places as the International Extension College of the United Kingdom and Simon Frazer University Distance Education Centre of Canada.

Thirteen (13) staff members in the various DE units in the universities have been trained. The breakdown is as follows:

UCEW	5
UG	3
UCC	3
KNUST	2
Total	13

This then is expertise the staff in these institutions are using to get DE on its feet. We believe that this training is not adequate especially in the area of materials development. Even though the print has been the basic distance education study materials especially for the developing countries there is the need to vary the teaching media. It is significant to note that despite the fact that the personnel in these institutions have not had any training in the area of any other media apart from the print, all the institutions have plans to add such media as audio, radio, video and multimedia CD to their study materials. This was made known by the staff during interviews. At UCEW a lot of preparation has been made towards adding on-line mode of delivery to their distance education programme. This involves the use of Information and Communication Technology (ICT).

To achieve this objective, a computer centre has been created and a satellite dish being installed so that the centre can get connected to the outside world.

Again computers have been acquired for the seven Study Centres so that both tutors and students can make use of computers to facilitate effective teaching and learning. Finally, the computer centre will train all the DE writers in the use of computers for materials development so that materials can be word -processed before being sent to the DE unit.

All the polytechnics and the Central University College, the only private university involved in the study, have received no form of training in the delivery of distance education. This notwithstanding, these institutions feel that they have academic and administrative personnel who are capable of helping in delivering courses in areas such as providing face-to-face tutorial support, marking assignments and keeping administrative information about students. They perceive these roles as not being different from what they do for their on-campus students. Whereas this conviction may be true to some extent we want to point out here that performing the above roles for distant learners is different from doing it for on-campus students. Distance learners have certain problems which their on-campus counterparts do not have. These peculiar problems imply that to perform their roles effectively there is the need for training to equip the personnel (tutors, centre coordinators and administrators) with the needed skills and attitudes which will help DE students to overcome their problems.

Of the four public universities, which have distance education units, only UCEW has some basic facilities for producing its course materials. The course materials for the two batches of the B.Ed programme are printed at the Institute for Educational

Development and Extension which coordinates the university's distance education programme, using a Risograph machine.

We must point out here that this in-house production has become possible because the number of students on this programme is very small. The two batches now have a total student population of only 256.

The in-house printing of study materials can only be sustained when the numbers involved are quite small. In the light of this the printing of the course materials for the Diploma in Basic Education programme, which has a student population of 1093, has been given to a publishing house outside the university to print.

UCC, UG and KNUST have each a printing press where all the course materials can be produced.

The Polytechnics and CUC have no such facilities for large scale printing of materials. Photocopiers are what they use for reproducing documents for day-to-day administration and printing examination papers.

Materials Development: Current Practice and its Challenges

Our survey has revealed that the print is the only self-study materials that are used by the distance teaching institutions in Ghana. The development of this material relies predominantly on course writers who are also full-time lecturers of the universities. In fact this practice has its own advantages and disadvantages. The first advantage is that since the same lecturers who teach the on-campus students write these materials, it gives these materials the needed acceptance and so cannot be looked down upon or considered as inferior by the academics in the universities. This tends to give the DE programme the parity of esteem it needs.

Secondly it makes the University pay less than it would have paid if it had employed external course writers whose terms and conditions for writing might have been different from these lecturers.

A third advantage is that monitoring of the writing process becomes easier when the lecturers in the University write the course materials. It is easier to contact them at the various departments, find out the progress of work and send them reminders when necessary.

Finally it makes it easier for them to do effective tutoring during the face-to-face sessions since they wrote the materials themselves.

The biggest disadvantage with this practice, however, is that because these writers do full-time teaching, the writing of DE materials tends to compete with several other activities of these academics and therefore makes it difficult for them to meet deadlines. This tends to slow down the pace of materials development. This is the major problem of materials development in Ghana.

Process of Materials Development

The process of materials development is the same in all the four universities, which have DE units.

The process begins with a writers' training workshop, which brings together the academic staff of the departments whose courses are being offered through the DE mode.

After the workshop these academic staff who are content experts write the materials. Most of these writers write on their own but they are occasionally brought together at what is referred to as "conference writing" during which they are accommodated and fed. The objective of such conference writing sessions is to speed up the writing process so that adequate numbers of study materials will be available at the right time. The unfortunate aspect of this conference writing is that many of the academics who are sent there do not write as much as is expected. So the objective of such sessions is normally not fully achieved.

Editing goes on alongside the writing process. Academic staff of the DE units who are themselves experts in the writing of DE modules do the editing. When the handwritten materials are submitted to the DE units, they are first typed before being given out for editing. As the first editing goes on the graphic artist in the DE units begin to design all the artworks that are expected to go into the books. After the first editing the materials go back to the writers to effect whatever modifications are necessary. When the materials come back to the typists, the artworks are imported into the books and then given back to the editors who then do the second editing, this time with all the illustrations, diagrams and other graphics in the draft. A book goes through a number of drafts before it finally comes out. The final draft is then reproduced in the required quantity.

Quality of Materials

Despite the fact that DE is relatively new in Ghana the print materials that have been produced so far have been acclaimed to be of a high quality. At UCEW, two evaluation studies have been conducted to find the quality of the DE programme. The results show that the study materials were highly commended by the DE students who described them as simple easy-to-understand and very interactive".

Economics of DE

At UCEW which is the leading DE University in Ghana, it was observed that the BEd programme which it has been running since 1998 is not based on any economic considerations. The programme is therefore not cost-effective. No proper costing of study materials, day-to-day administration and learner support had been done. As we have indicated under learner support at UCEW, sometimes tutors travel long distances to tutor only two students. One of the four old centres had less than 10 students. The UCEW BEd students paid only token fees, which did not cover even half of the cost of the study materials.

The main reason for this situation is that the DE programme was originally meant towards the upgrading of training college tutors than generating income. This also is partly due to the fact that there are no experts in the economics of DE at the various

institutions. The picture is now different because an attempt has been made to ensure that the students who have been enrolled in the Diploma in Basic Education programme pay more realistic fees.

Administration of Distance Education

As we have pointed out several times in this report, DE is at its infant stage in Ghana and as a result the institutions involved have not as yet put in place full administrative structures needed for effective delivery of DE.

UCEW, which is the leading provider of DE in Ghana, operates a highly centralised model of administration of DE. This is because the Regional Study Centres are not fully operational and so all students records are kept at IEDE, the institute responsible for UCEW's DE programme. The DE administrator is the only one who has received some basic training in student record-keeping and even then the needed database has not been installed to enable him use it for student's records.

Apart from student records, other activities like annual residential sessions and examinations all take place at main campus at Winneba. UCEW, however, hopes that with the new programme which has 1093 students some form of decentralization will be introduced into the administration of DE programme. The centres will be well equipped to handle student records. Examinations and annual residential sessions will also take place at selected centres. All these will require training for the staff who will be sent to these centres.

UCC and UG who have just admitted their first batches of DE students are yet to put in place the needed administrative structures outside the Universities for their DE programmes.

Educational/Training Needs

In this section we want to highlight what we consider to be the most pressing educational training needs of the institutions involved in this study. Even though we have listed a number of such needs in this report we believe that the following should be considered as priority if large scale DE is to be offered in Ghanaian tertiary institutions.

- The need for the rank and file of the staff of the institutions to see distance education as an integral part of their institutions and also to see how DE fits into the mission and vision of these institutions.
- Basic training in the areas of course materials development, management of administration of DE and supporting distance learners for the polytechnics and the universities, which have no DE centres.
- Further training in the areas mentioned above for the four public universities which have DE units. In the area of materials development personnel should be trained in how to develop other study materials apart from the print. In the area of administration, training should focus on strengthening their student record-keeping skills. As far as student support is concerned the study centre coordinators and their staff should be trained to appreciate the

need to support distance learners and also how to cope with the large number of students.

- Sponsoring some of the academic staff in the polytechnics and those institutions which do not have DE units to do Masters Degree programmes in Distance Education both by distance and full-time.
- Development of effective administrative systems.
- The use of ICTs to support course materials design and development.

Learner Support Systems

All the four universities which have distance education units appreciate the crucial role learner support plays in the distance education programme. They acknowledge the importance of supplementing the print materials with monthly face-to-face sessions. This is evidenced by the fact that UCEW already has seven study centres. UCC has centres in nine out of the ten regions in Ghana. UG has two centres for its Diploma programmes but has plans to increase the number to four in order to save the students from the problem of travelling long distances for face-to-face support. KNUST has not as yet identified its centres even though it has plans to do so.

These institutions believe in decentralising learner support so that the students will not have to travel to the main university campus. This is highly commendable.

So far the three institutions (UG, UCC, UCEW) which offer DE do not share common learner support systems. Every institution has its own centres in the regional capitals. In 2001, the Ghana National Association of Teachers (GNAT) offered to assist UCEW and UCC to collaborate by using their regional offices as joint study centres but it turned out that GNAT did not have the required number of rooms. The idea could not therefore materialise.

We believe that the time has come for the various DE delivering institutions to pull their resources together to collaborate in all areas so as to offer quality services to their clients.

There is a problem of providing the needed facilities at these centres. UCEW which has been providing distance education for the past three years has not been able to set up the administrative structures which are required to make these centres fully functional. At each of its centres the only person there is the study centre coordinator. He has no office staff nor does he have basic office equipment like computers, office tables and chairs, cabinet, files, and access to telephone to help him in the day-to-day administration. The same situation prevails at the centres of UG and UCC. Also library books sent to the UCEW centres have not been put on the shelves for students' use due to lack of the needed furniture.

What this means is that students are not benefiting from the centres as expected. There is the need for these centres to be made fully functional and also networked so that communication among them and also between them and the main university campus will be facilitated.

At UCEW it was found that the organisation of the monthly tutorials tends to be very expensive. This is because every month lecturers from Winneba have to travel to these centres to run tutorials. Once they go the university has to pay for their transport, night allowances and the tutoring itself. What makes this exercise less cost-effective is that at some of the centres a lecturer travels all the way to meet only two students. At one of the centres there is only one student offering mathematics. The institute has realised this and has decided to look for qualified people who work in the cities where the centres are located to employ them on part-time basis to organise the tutorials. Such people will be given orientation before being assigned to the distance learners.

A programme, which is gradually becoming a feature of UCEW's support system, is the inclusion of a lengthy residential session (eight weeks) at the main campus for the students to join their on-campus counterparts to do the course for which study materials are not ready. This strategy, which is meant to make up for the slow pace of material production; can create problems for the distance students who opted to study through the distance mode because they will not be able to study full time for various reasons.

This problem requires that UCEW will have to build the needed capacity to develop the materials needed for the distance education programme.

Lack of Collaboration between Institutions

A feature of university level distance education in Ghana which is worthy our comment is the absence of coordination among institutions. Each university is operating in isolation from the others. At the beginning of UCC's programme, there was an attempt to enter into a kind of collaboration with UCEW to mount a joint Diploma in Basic Education programme, but this did not work because the two institutions were at different levels of preparation. It was, however, agreed that each institution should admit the first cohort of students so that the collaboration can start with the second cohort. We wish to reiterate our earlier suggestion that the National Council for Distance Education should be established and a desk for linkages and collaboration set up so that all heads of DE institutions and other stakeholders could be brought together to work out the mechanism for developing this collaboration.

Until such a time we propose that the National Coordinator for DE coordinates this collaboration.

The African Virtual University (AVU)

One programme which is found at the campuses of three out of the four public universities visited – UCC, UG, KNUST – which is worth mentioning is the AVU. This programme is important because it is a form of distance education programme which can help in capacity building at these universities. This educational programme, which is sponsored by the World Bank, links these universities to a number of other universities in Europe and other parts of Africa. It makes it possible for students in these campuses to have live lectures from foreign universities via satellite.

This programme can be incorporated into the distance education programmes of these universities where some of the courses can be taken from some universities abroad after the necessary memorandum of understanding has been signed. To achieve this collaboration, some of the personnel in these universities will have to be given the needed training to equip them with the know-how to facilitate this learning programme.

EDUCATIONAL NEEDS OF GHANAIAN TEACHERS

As we have indicated in the introduction, four hundred questionnaires were distributed to basic schoolteachers in four regions in Ghana. In all 358 questionnaires were filled and collected back. This represents 90%. Of the total questionnaires returned 150 were from private schools while the remaining 238 were from teachers in public schools.

Fifty-eight percent (58%) of the teachers who completed the questionnaire were females whilst 42% were males. Their ages range from 20 to 40 years with majority falling between 30 – 40 years. The entry qualification with which the respondents entered the teaching profession is Certificate A which is the basic qualification for professional teachers in Ghana. Most of the teachers in private schools did not have the teacher's certificate. Despite this, these teachers have not been able to upgrade themselves professionally and academically. One reason for this situation is that because they are not professional teachers and so do not qualify for study leave with pay. Another reason given is that private schools do not normally give their teachers study leave with pay.

Preference for Distance Education

From the data gathered, it came to light that Ghanaian basic school teachers have various reasons for wanting to study through the distance education mode. The prominent reasons are that

- distance education involves less cost than the conventional system
- they want to get higher educational qualification
- the admission into distance education programmes is less competitive
- family commitments will make it difficult for them to leave home
- It is difficult for them to get study-leave with pay

It is worthy to note that unwillingness to leave home as a result of family commitments is the most important reason for the female teachers, whilst the difficulty in getting study leave with pay was the main reason for the teachers in private schools.

Preference for Courses

About 95% of the teachers prefer courses in the Arts, Business and Social Sciences. The main reason given for the preference for these subjects is that they are easier to study at home. Majority of them (98%) are aiming at getting a first degree.

Preference for Teaching Media

All the respondents indicated that when combining work and study, they would like to use print, audiocassettes, videocassettes radio and television. Their main reason being that these media are accessible and affordable. They further indicated that from 6.00 pm and 9.00 pm each day will be the most convenient time for them to access any of these media. Only a few of them (20%) indicated that they have access to e-mail and Internet.

Library Facilities

Almost all the respondents indicated that they have access to library facilities. They mentioned the Ghana Library Board and their school libraries as their potential source of reference.

Face-to-face Sessions

All the respondents indicated that they will be available for occasional face-to-face tutorials at the week ends. Majority of them indicated that meeting twice a month will be ideal for them. Only a few of them preferred meeting every week-end.

Assistance Needed

When the teachers were asked to indicate the form of assistance they will need when they are combining work and study, the following were mentioned:

- reduction of workload
- sponsorship from organisations
- effective communication between DE tutors and learners
- adequate facilities at the study centres
- regular delivery of learning materials
- flexibility in meeting times
- regular counselling

Strategies to Encourage Teachers to Take Advantage of Distance Education

When workers combine work and study the nation benefits a great deal. In the first place, it saves the government the amount it would have spent if these workers were granted study leave to study full-time. This is because the government would have to pay these workers and at the same employ other people to take their places. This would have meant that the government would have paid two groups of people for the same job. Secondly, it brings about efficiency in the sense that it makes it possible for these student-workers to apply whatever theories, techniques and skills they will acquire from their studies to their work thereby making them improve upon their job performance.

Thirdly it reduces the pressure on facilities at the various tertiary institutions since the DE students will not use these facilities as often as full-time students do.

Finally it increases access to education thereby increasing the quality of the nation's workforce.

In view of the above benefits of DE to the nation it is recommended that the Ministry of Education come out with a comprehensive policy on DE that will motivate teachers who combine work and study. Here we mean an attractive policy that will entice teachers to opt for DE instead of leaving their jobs to study full time while at same time receiving their salaries.

It is recommended that to encourage teachers to combine work and study the following measure should be taken:

- Teachers who opt for Distance Education should be given financial assistance to cover the cost of the study materials and frequent travels to their study centres. To achieve this, it is specifically recommended that a modified form of the

Students Loan Scheme which on-campus students are currently enjoying be extended to DE students as well.

- Teachers who enrol in the DE programme should be given reduced workload. They should be exempted from all co-curricula activities and be made to teach only 2/3 of their teaching load. This will enable them have time for their studies.
- The Ministry of Education (MOE) should establish good libraries at District Education Offices where teachers can frequently visit to do their research and further reading to supplement their study materials.
- Because radio and TV appear to be the most common media the teachers have access to, it is recommended that the MOE, GBC and the tertiary institutions should collaborate to offer some of the DE courses through these media so that teachers can study in the comfort of their homes.
- Apart from the Students Loan Scheme being extended to all DE students, it is recommended that the District Assemblies put in place a special incentive package for teachers in the remote areas who decide to stay at post to upgrade themselves. This package is crucial because one of the reasons why most teachers in the rural areas struggle hard to get admission to full time study is to run away from these deprived areas. When therefore teachers decide to stay behind in these areas to combine work and study they should be motivated to stay.

CHAPTER 3

STRATEGIES FOR CAPACITY BUILDING FOR SUCCESSFUL DELIVERY OF DISTANCE EDUCATION

Introduction

This chapter will discuss the strategies for capacity building which should be adopted in Ghana to ensure effective and efficient delivery of distance education in Ghanaian tertiary institutions. The areas we shall touch on are

- Policy issues
- National infrastructure
- Institutional capacity
- Individual capacity

Policy Issues

A first step in capacity building is the proper education of people in policy making positions on the potential benefits of distance education to the nation. It was evident from our survey that some of the people in these high positions are not enthusiastic about the whole issue of distance education. That is why the National Council for Distance Education has not been established.

Apart from the national level, there is a similar attitude among policy makers at the institutional level. Some of these policy makers appear not to be interested in the distance education programme in their institutions. Some see it as belonging to only the distance education units and not the entire university. A lot of policy decisions taken at some institutions do not take into account the implications for distance education practices.

This situation implies that there is the need for broadening and deepening awareness about the benefits and challenges of distance education at all levels of decision-making.

Another area of policy making which is worth commenting on is the student loan scheme. In Ghana tertiary education students are entitled to an annual loan which is administered, by the Social Security and National Insurance Trust (SSNIT). But unfortunately distance education students are not part of this scheme. They have no form of financial assistance apart from their salaries. This is indeed unfortunate when we come to think of the fact that unlike their residential counterparts, DE students continue to offer their normal services while studying.

The final policy issue we will talk about is the failure to establish the National Council for Distance Education (NCDE). According to the Policy Document on Distance Education in Ghana, one of the strategies for implementing distance education in Ghana is the establishment of NCDE to coordinate the distance education activities of all institutions but up to date this council has not been established.

National Infrastructure

We have stated that the turnaround time for assignments at UCEW is about one month, because marked assignments are given back to students when they visit the centres. The assignments are not posted because of the rather unreliable postal system in Ghana.

Closely related to the postal system is the telecommunication system. Distance education students would have liked to call their tutors on the phone for discussions and counselling but telephone facilities are not available in most towns and villages in Ghana. Another infrastructure, which is very crucial for successful implementation of distance education programme, is electricity. As we have indicated under the section of materials development, the four public universities involved in this study have plans to diversify their teaching media by introducing audio cassettes and video cassettes but the successful utilisation of these media depends on reliability of source of power. The frequent interruption of power supply in most parts of Ghana can hamper the effective utilisation of these media.

The above scenario calls for the need for all stakeholders in education in Ghana to work towards the improvement of these facilities to help in the successful delivery of educational services.

Institutional/Individual Capacity Building

It has become clear from our survey of the institutions involved in this study that distance education is at an infant stage in Ghana. Even UCEW, which has been delivering distance education for the past four years graduated its first batch in July 2002. Besides all these institutions are operating distance education on a small scale, and have not as yet put in place the systems and structures needed to operate on large scale.

Also, we have noted that the personnel in the institutions which have distance education programmes have received just the basic training in material development and administration of distance education. There is indeed more to be done.

In the case of the polytechnics and the Central University College none of the personnel has received any form of training in distance education. There is therefore a real need for capacity building in these institutions if they are to join in the provision of tertiary level distance education in Ghana. Even where the personnel have received initial training there is the need for periodic updating of their knowledge and skills. Refresher courses and periodic workshops should be organised to keep them abreast with current trends in distance education.

In the case of the polytechnics there is the need for initial training in the areas of curriculum design, materials development, learner support and administration and management of distance education.

There should be starter courses, which should then be upgraded as time goes on. Since the universities have some form of training already, the personnel in the universities should be charged with the responsibility to organise the initial training sessions for the polytechnics then international consultants can be brought in to give both the universities and the polytechnics further training.

There should be some criteria to select people from the various sections of the institutions to take part in such training programmes. In the case of institutions which are already providing distance education, all the staff of the distance education unit should be made to participate in the relevant training programmes. In selecting people from the other sections of the university, attention should be paid to

- those who have shown active interest in the distance education programme
- those who have been participating in the activities of the distance education units. We are referring here to the writers and tutors.

The content of such training programmes should include all the three main sub-systems of the distance education system. These are

- course material development
- management and administration
- student support

The programme should seek to explore the contemporary issues involved in these areas.

International Exposure

Apart from the workshops and seminars, which will definitely equip the participants with the needed knowledge and skills, we also believe that exposing some of the personnel in the institutions to distance education programmes of other countries – both developing and developed – will further sharpen their skills. We therefore wish to recommend that as part of the capacity building some selected personnel, especially those working in the distance education units should be made to visit such places as the Open University of UK, University of South Africa, University of Nairobi and Indira Gandhi Open University in India.

While we recommend most of these visits should be study tours, we also believe some of the young personnel in the distance education units should be assisted to acquire degrees and diploma in distance education. This will give them a sound theoretical base for effective operation.

Some of the institutions where such academic qualifications can be acquired include the UK Open University, the International Extension College (IEC), University of London, University of Southern Queensland, Australia, and Simon Fraser University, Canada.

Linkages/Collaboration

The Policy Document on Distance Education advocates for the establishment of linkages and sustainable partnerships among distance education providers in and outside Ghana, but this study has shown that no such linkages exist even among the providers in Ghana.

This is not a healthy situation, because in this era of globalisation there is the need for organisations which have similar aims and objectives to share ideas, plans and experiences so that they can meet the needs of their diverse clients better. Collaboration has the effect of giving international credibility to the services of the collaborative institutions irrespective of which part of the globe such services are offered.

There is therefore the need for distance education providers in Ghana to forge healthy relationships among themselves and also with similar agencies in other parts of the world.

In this regard we wish to reiterate our earlier recommendation for the establishment of the National Council for Distance Education which should coordinate all linkage programmes. Once the Council has been established, it should seek to revive the Ghana Distance Education Association (GHADEA) and the West African Distance Education Association (WADEA) which will provide fora for discussion and strengthening these linkages. As at now these two associations are inactive hence the need for the revival.

We wish to propose a three-level model of linkages. The first level, which we shall call the **International Level**, should be linkages with academic institutions delivering distance education at different parts of the world and also international organisations which seek to promote distance education worldwide. Linkages with academic institutions delivering distance education should aim at

- sharing experiences in such areas as materials development, management and administration, learner support and quality assurance
- exploring the possibilities of institutions which offer similar programmes making use of each other's course materials
- exploring the possibilities of students of Ghana taking courses from other universities and vice versa through either the internet or via satellite as is currently being done in some of the Ghanaian universities through the African Virtual University programme
- working out exchange programmes where personnel from the distance education units of Ghanaian universities will visit the distance education units of foreign universities and vice versa.

The second level, which we shall refer to as the **Institutional Level**, linkage should be a collaboration among distance education institutions in Ghana. We recall that the analysis of the tertiary educational needs of the teachers revealed that most of them prefer courses in the Arts, Social Sciences and Business. With this large number of clients we recommend that the institutions which offer these courses should come together to offer common programmes which will meet their needs.

To achieve this objective we wish to recommend that

- the polytechnics begin their distance education programmes by offering joint Higher National Diploma programmes in Accountancy, Marketing and Purchasing and Supply, which are the three most popular business courses at the HND level
- the polytechnics set up common study centres throughout the country where their distance education students will have their face-to-face tutorials
- the UCC –UCEW collaboration issue should be revisited and further discussed to come out with strategies for mounting a joint Diploma in Basic Education programme.
- there is the need to establish a desk for partnership and linkages at the National Council for DE to coordinate all forms of linkages and collaboration in DE.

The third level is what we shall call **logistical partnership**. By this partnership we mean collaboration with stakeholders like the Ghana Broadcasting Corporation (GBC), postal companies, Internet providers, private radio and television companies, transport companies and all other bodies which can assist in the delivery of teaching-learning materials. After instructional materials have been prepared it is important to ensure that they reach the learners safely and in good time, hence the need for this third level of linkage

Presently, UCEW relies on tutors who travel monthly to the study centres or occasional visits of study centre coordinators to the main campus at Winneba to take course materials to students. This creates a lot of inconveniences for the tutors. This is also not reliable because sometimes when the tutors are not able to make it to the centres it means the materials will not get to the students.

To solve this problem a kind of partnership needs to be entered into with the postal companies and transport organisations. In this regard we wish to recommend that an agreement should be signed between the institutions offering distance education and the Vanef/State Transport Corporation. So that STC will convey distance learning materials to the regional study centres. The STC is recommended, to begin with, because it is a well-organised transportation system and also links all the regional capitals where the distance education study centres are mostly located. Other transport organisations can be brought in later.

The services of the postal companies will be needed most in the conveyance of assignments. Instead of waiting till another tutorial session before sending marked assignments to students an agreement should be signed between the DE institutions and the Ghana Post. The use of Ghana Post can reduce assignment turnaround time from one month to about two weeks. The cost involved should be borne by the distance learners. This cost should be included in their fees.

Partnership in the area of Information and Communication Technology (ICT) is discussed below under strategy for using ICT.

Using ICT to Enhance Distance Education Delivery

In this era of science and technology, the use of ICT to enhance distance education delivery cannot be over emphasised. The use of such technologies provides the opportunity for global networking, increased interactivity and more control for learners in a highly cost-effective manner. Since distance education lends itself to the use of such technologies it is imperative for distance education providers in Ghana to start exploring the possibilities of making use of them to enhance the quality of distance education delivery in Ghana. As we have indicated in the findings from the institutions, the print is the main medium which is being used by the three universities currently providing distance education in Ghana. The use of such media as radio, audio, video, television and computers are yet to be incorporated into the teaching-learning process.

To ensure effective utilisation of such media we wish to recommend that using ICT for distance education is best done on cooperative basis. Collaboration with organisations with experience in the field is highly recommended.

We also want to emphasise that in using ICT, the role of teachers still remain central. The key to quality education is still good teachers. Using ICT for education delivery requires having the best teachers involved in planning, producing and delivering the course and also available for interaction with students for 'live' questions and answers.

What the above point implies is that people must be given the needed training so that they can facilitate learning through the ICT.

Modus Operandi

On how ICT can be incorporated into distance education delivery in Ghana, we wish to make the following recommendations:

- ICT committees should be set up in all institutions. University of Ghana has started such a move and we recommend it to other institutions.
- These committees should include personnel from the distance education units of the various institutions.
- The committees should enter into agreement with the GBC and/or any of the private TV and radio stations to deliver lessons through radio and the TV.
- The distance education units in the various institutions should be supplied with adequate computers so that the study centres can be equipped with computers.
- The study centres and the distance education units must be networked so that there will be a free flow of information between the two to ensure efficiency.
- The computers which will be installed at both the main campuses and the study centres should be provided with internet facilities where the distance learners can pay to access the internet for information to supplement their reading.

- As a sequel to the above recommendations, we wish to state that there are certain companies and individuals who may be interested in entering into partnership with the universities which provide distance education to use their study centres as Internet café. The ICT committees, which will be set up, should be charged with the responsibility of identifying some of such companies or individuals and work out detailed modalities for such partnership.

Funding DE in Ghana: Some Considerations

Funding large scale DE is one of the crucial issues in developing countries. Governments in these countries initially become excited about the relative cheapness and cost-effectiveness of DE and so consider it as a viable option to conventional face-to-face education. However they begin to drag their feet as it were when they come to discover that DE involves a high initial capital outlay to make it take off successfully.

In this section we shall examine the Ghana government policy on the funding of DE and then make recommendations on how to ensure sustainable funding of DE in Ghana.

Since the Government of Ghana decided to adopt DE as a complement to the conventional education at the university level, there has not been any comprehensive funding policy. It was the conviction of the government that DE should be made a private sector approach affair and so the operators should come from the private sector. It believed that the role of the public sector was to ensure that the right policies and environment were created to ensure successful operation. To this effect, the government indicated that it was not going to encourage state funding for a massive DE programme.

As a result of this stand on the part of the government, DE is given very limited funding. The practice so far has been that when an institution is offering a DE programme it is given an extra 2% of its regular subvention to support its DE programme. At present UCEW is the only university which has been enjoying this provision since it was, until a few months ago, the only university running DE programme. UCC will begin to enjoy this financial support very soon because it has just started its DE programme. UG and KNUST are yet to start. UCEW finds the 2% budget allocation woefully inadequate to support its DE programmes. This is more so when the two batches of its DE students pursuing the Post-Diploma BEd were made to pay only a token fee to cover overhead expenses. This was in line with the government policy of free tuition at the tertiary level of education in Ghana. However, of late the Universities have been charging Academic Facility User Fees. As the name implies it is the fees students pay for the use of such facilities as classrooms, libraries and laboratories. On the part of the DE students, the practice used to be that they were made to pay just a small percentage of the cost of the study materials only. This trend has however, changed and now at UCEW, the DE students are being made to pay a fee which covers the full cost of the study materials and some appreciable percentage of the running cost.

We have identified under Assessment of Tertiary Educational Needs of Ghanaian Basic School Teachers, how the nation benefits when full-time workers decide to upgrade themselves while still working. We noted that DE has the potential of saving the country huge sums of money which would have otherwise been spent on workers who leave their jobs to embark on full-time study. Apart from this when workers in the private sector who normally have the problem of getting sponsorship from their employers decide to further their education and upgrade themselves through DE, it is the nation that eventually benefits; after all, the government has identified the private sector as the engine for economic growth in Ghana.

With this background we wish to state that the government of Ghana should take the issue of funding DE very seriously. We acknowledge the fact that already the government is funding the writing of materials by paying writers but we feel more has to be done. There are a number of strategies that both the government and the institutions can adopt to promote large scale DE in Ghana. We wish to make two sets of recommendations, one to the government and the other to the institutions.

Recommendations to the Government

For the government we wish to make the following recommendations:

- The government, through the Ministry of Education (MOE), should seek assistance from international agencies like COL, UNESCO, DANIDA, The World Bank, CIDA and DFID to support DE in Ghana. The assistance should be in two forms. The first form is to provide funds to organise workshops at both national and institutional levels for capacity building. The second should be in the form of equipment and machines like computers, photocopiers and printing equipment to assist in materials production and also equipping the study centres for effective and efficient administration.
- The government, through the MOE should enter into negotiations with all non-governmental organisations which are interested in education to explore possible areas of assistance to fund DE programmes.
- A percentage of the Education Trust Fund should be devoted to funding DE. Here, a technical committee made up of the National Coordinator for DE, the Vice Chancellors and Principals of institutions providing DE and the Directors/Coordinators of the DE units of the various institutions should be set up to see to the proper disbursement of such funds.
- The government should include, how to assist private sector workers who enrol in DE programmes in its Private Sector Development Plan. A technical committee, including the Minister for Private Sector Development should be set up to work how best the private sector can contribute towards the funding of DE in Ghana to help upgrade the skills of their workers.
- Finally the government should seek to motivate the development partners mentioned above by creating the right policies and provide conducive environment for them to operate in. Such policies should include tax rebate and passing of laws that will protect their interests.

Recommendation to Institutions

It cannot be denied that the government alone cannot fund large-scale DE in Ghana. We, however, believe that provision of DE should not be left entirely in the hands of the private sector. It should rather be a partnership between the government, the private sector and the institutions themselves. We wish to state here that whether the private sector will show interest in the provision of DE or not will depend on how the institutions project and market their programmes.

We want to make the following recommendations on how the institutions can attract funding for the DE programme.

The institutions must offer relevant programmes to ensure maximum subscription and patronage. The courses that will be offered through the DE mode must be based on market research to ensure that they are the courses which Ghanaian workers need to progress on their jobs. For example, the little market survey which we did among teachers as part of this study shows that teachers are most interested in the Arts and Business subjects. The effect of such an approach will be that enrolment on the DE programmes will be high and the advantage of economies of scale can be realised. This will in the first place help the institutions to generate income and secondly to attract private individuals and organisations to enter into partnerships with the institutions in the provision of DE.

Closely related to mounting relevant programmes is the need for the institutions to market these programmes. The general public must be well informed about every aspect of these programmes – entry requirements, course materials package, course content, fees, location of study centres, face-to-face sessions, duration or programmes.

Our survey revealed even though the UCEW and UCC programmes are for teachers, most teachers are not aware of the existence of such opportunities. Public education is therefore crucial. This approach will also have the added advantages of increased student enrolment and attracting private sector participation.

Another strategy for making DE programmes attractive to more potential clientele is to make the programmes flexible and dynamic. The flexibility should be seen in the following areas:

- Payment of fees – students should be allowed to pay about a third of the total fees on registration and the rest spread over a number of months.
- Admission policy – students should be allowed to enter the programme at any time they wish and work towards the accumulation of the total number of credits required to graduate.
- Credit accumulation – there should be a policy where after accumulating a certain number of credits, it should be possible for students to take some time off when the demands of their jobs necessitate that, and come back to continue later.
- Credit transfer – it should be possible for DE students who leave one institution for another to transfer the accumulated credits to their new institutions.

As regards dynamism, the institutions should be capable of responding to the changing educational needs of Ghanaians. In this regard, these institutions should be able to change or modify their programmes as and when the need arises so as to be in tune with the educational needs of the Ghanaian public. This will keep them in business.

To conclude this section on funding we would like to state that if the institutions are to convince the government to assist in funding DE, then apart from the above recommendations, which will also make the government see them as contributing to national development, they should also try to prepare realistic and justifiable budgets to the sector Ministry. Such budgets should be convincing enough to attract funding from the government.

Project Proposals

Creating Awareness

This should begin with the establishment of the National Council for Distance Education (NCDE) which will then coordinate this awareness drive and come out with strategies to educate the policy makers in education at both the national and institutional level about the promise and challenges of distance education.

At the institutional level, one area that needs emphasis is the fact that the distance education programme belongs to the whole institution and should not therefore be seen as belonging to the distance education units alone. This message needs to be made very clear to all especially the course writers and tutors who often see themselves as doing the distance education unit a favour instead of seeing themselves as working for the University.

To be able to do this the NCDE will have to make use of seminars, workshops and relevant literature to educate all stakeholders about distance education. On the use of seminars, both local and international experts in distance education should be invited to talk about various aspects of distance education particularly the potential it has for the manpower development in a developing country like Ghana.

Details of Awareness Creation Project

As we have pointed out above the awareness creation can be achieved through the use of workshops and the use of literature. We propose that three workshops should be organised as follows:

Workshop 1

Target group: This group should include Vice-Chancellors, Principals and top officials at the Ministries whose activities have bearing on distance education. These include Ministry of Education and Ministry of Finance, Ministry of Manpower Development and Ministry of Foreign Affairs. The focus of the workshop at this level will be on policy making.

Objectives: The main objectives of this workshop will be to:

- raise awareness of the potential of DE
- expose these top level officials to the operations of large scale DE institutions elsewhere and the challenges that go with such large scale delivery.
- make these officials aware of how DE fits into the national educational policy
- provide a national forum for discussing the challenges in implementing tertiary distance education in Ghana
- whip up the interest of these officials in the use of distance education to solve the problem of limited intake into Ghanaian tertiary institutions.
- provide opportunities for the top officials from the Ghanaian tertiary education system to share ideas and explore opportunities for cooperation.

Duration

Considering the tight schedules of such top officials a one workshop will be enough to achieve the above objectives.

Proposed steps on implementation

- Identification and invitation of international facilitators of high repute.
- Preparation of timetable for a one-day workshop.
- Invitation of one Vice-Chancellor of a foreign dual-mode university.
- Organisation of logistical support for both participants and facilitators
- Running of workshop

Workshop II

Target group: This workshop should be for the Top-level Administrators of the tertiary educational institutions. This group should be made up of the Registrar, the Finance Officer, the Development officer polytechnic secretaries, heads of IT units and Industrial/Public relation officers.

Objectives: The objectives should be to:

- expose the participants to the best practices in distance education at the international level.
- offer them the opportunities to discuss the challenges involved in the large scale delivery of distance education
- provide a forum for the participants to identify new opportunities for delivery of distance education programmes
- promote fertile grounds for the senior officials to share ideas and explore avenues for collaboration

Duration: We propose one day for this workshop.

Proposed steps for implementation

- Identification and invitation of facilitators
- Preparation of a time table for a one-day workshop
- Identification and invitation of about three middle -level administrators from three dual mode institutions two in Africa and the remaining one outside Africa
- Finalising logistical arrangements
- Running of workshop

Workshop III

Target group: This workshop will seek to bring together academics from faculties and schools, which either run DE already or are likely to participate in the institutions DE programme.

Objective: The objective of this workshop will be to:

- expose these academics to the best practices in distance education at the international level
- offer them the opportunities to discuss how best they can produce high quality study materials and thereby ensure parity of esteem
- provide opportunities for them to explore possible areas of collaboration especially in the area of curriculum and course content.

Duration: We propose a four-day workshop

The proposed steps for implementation will be the same as the second workshop.

Use of Literature to Create Awareness

Concerning the use of literature, we propose that the NCDE, when formed, should liaise with such international bodies as the Commonwealth of Learning, UNESCO, the World Bank to get the relevant materials for the consumption of the general public. These materials should give a comprehensive picture of distance education.

Building Capacity in Materials Development and Administration and Management

We have already identified the training needs of the personnel in the various institutions. A series of training workshops should therefore be organised to equip these personnel to ensure effective delivery of large-scale distance education. Here we wish to propose the following workshops:

- Workshop on development of print materials for the academic staff of the polytechnics and the universities which are yet to begin their DE programmes
- Workshops on the development of other study materials apart from the print for the staff of all the tertiary institutions
- Workshop on management and administration of large scale DE for the staff of both the polytechnics and the universities
- Workshop on learner support for the staff of the polytechnics and the universities which are yet to begin their DE programmes
- Workshop on editing for the academic staff of all tertiary institutions

Training workshop I: Materials Development

This workshop will seek to equip the academic staff of the institutions, which are about to mount DE programmes with the basic knowledge and skills in how to develop simple and interactive print material which forms the basis for the development of other study

materials. Training of authors has generally been carried out in one or more of the following five ways:

- short courses or workshop
- informal guidance from other staff
- use of in-house handbooks on writing, usually prepared by an institution for its own staff
- use of published books and manuals on the techniques of writing and developing teaching materials
- participation in longer, formal courses either offered face-to-face or offered through distance education

This workshop should be a combination of the above ways where applicable.

This workshop should take five days. The areas to be covered should include

- The meaning and characteristic of DE
- Problems DE students face
- Breaking down a course into units and sections
- Printing topic outlines
- Writing course/unit/section introductions
- Planning the visuals
- Active learning
- Introducing activities
- Using an appropriate language and style
- Writing a summary
- Measuring the readability of a text

Suggested steps for implementation

- Identification and invitation of a local facilitators
- Developing a timetable for a five-day workshop
- Arrangement of logistical support
- Invitation of selected participants
- Running of workshop

The above steps will be the same for the remaining workshops.

Training workshop II: Development of other study materials apart from print

The purpose of this workshop will be to assist the academic staff of the institutions to acquire the skill of developing other study materials after acquiring the skills in the development of print material. We propose that this workshop should be limited to the development of audio and video cassettes which can easily be developed at the institutional level. This should also be a five-day workshop.

The areas to be covered in this workshop should include:

- The purpose of using audio and video
- The advantages of using audio and video
- Pre-production planning
- Production activities
- Post-production activities
- Script development
- Budgeting for production
- How to use audio and video in conjunction with the print

It is recommended that the local facilitators be drawn from GBC and some of the private TV stations.

Training workshop III: Management and Administration of Large-Scale DE Programmes

We have already indicated that administrative systems for DE in Ghana are not well developed. The DE units in the four public universities are manned by a few administrative staff who have received minimal training. The polytechnics and other tertiary institutions which are yet to start DE programmes have no such training. The focus of this workshop should be to equip the administrative staff of the existing DE units and selected prospective staff of non-DE institutions on the use of relevant softwares to administer DE programmes effectively.

We wish to recommend that information technology experts should be hired to help in the creation and installation of the software, which will be needed for the workshop.

Such a workshop should address all the administrative issues involved in DE. It should cover issues ranging from the advertisement of courses to graduation. The specific topics should include:

- Advertising courses
- Selection of qualified applicants
- Classifying learners by course and centre
- Receiving and recording of students' assignments and examination scores
- Calculation of the credit point average of students
- Filing systems

Training workshop IV: Learner Support

We have pointed out in Chapter 2 that the pioneer distance learners at UCEW, UCC and UG are not adequately supported because the administrative structures and the facilities needed for effective learner support are not in place. The first step towards putting in place the needed administrative structure is training the personnel who will operate under this structure.

This workshop will therefore be expected to bring together selected personnel from both the institutions which have DE units and those who have not, to undergo a five-day workshop on Learner Support Systems in Opening Learning and Distance Education.

One international consultant assisted by local facilitators will be required to organise such a workshop.

The content of such workshop should include the following topics:

- Definition and distinctions
- Systems thinking in distance education
- Functions of distance education systems
- The profile of the adult learner
- The problems distance education students face
- The types of support that distance education students need

- academic support
- emotional support
- organisational support
- How to provide support in distance education
- The various support personnel and their functions
- Counselling in distance education
- Managing distance learner support
- Challenges of learner support in dual-mode institutions
- Problems of supporting learners in developing countries
- Quality assurance for learner support

Training workshop V: Editing Distance Education Materials

After the academic staff have been trained in the writing of DE materials, there will be the need for some of them to be selected and trained in editing. This selected staff should be made up of all the academic staff of the present and future DE units and those to be selected from the academic departments. Those from the academic departments should be people who have demonstrated interest in and commitment to their institutions' DE programmes.

This can be a four-day intensive hands-on workshop. It should be facilitated by one international consultant to be assisted by local facilitators.

The topics to be covered in this workshop should include the following:

- The role of editing in distance education
- The meaning of editing
- Issues in academic editing
- The use of punctuation marks like
 - Commas
 - Semi colons
 - Colons
 - Dashes
 - Apostrophes
 - Parentheses
- Sentence analysis
- Word order
- Trial version of checklist for academic editors

We wish to emphasise here that the above training workshops should be activity-based. Participants must be made to do a lot of activities so that by the end of the workshops participants would have acquired the basic skills of academic editing.

While we agree that these one-off on-the-spot training workshops will not be adequate to equip the participants with all the skills they need, we believe that these workshops can be considered as starting points for further and on-the-job training. Furthermore the value of such workshops lies in their ability to raise awareness about key issues and also inculcate the habit of self-improvement in the participants.

In all these training programmes, therefore, greater consideration should be given to striking a balance between initial and subsequent staff development.

Again we wish to state that even though these workshops have been presented as discrete components, which can be implemented separately, they should be seen as an

integrated system with each of them forming a sub-system, which contributes to the success of the whole system.

The corollary to the above point is that there is the need for a body to coordinate all these workshops and other projects. This makes the establishment of the National Council for Distance Education even more crucial.

In the absence of the Council it should be possible for all providers of DE in Ghana to come together as a body and appoint a local project management body to be responsible for the coordination of such projects. Such a body should be accountable to the National Council for Tertiary Education (NCTE), which will play a supervisory role in the project implementation.

APPENDIX A SCHEDULE OF INSTITUTIONAL VISITS

INSTITUTIONS	LOCATION	INSTRUMENT USED
Central University College	Accra	Questionnaire and Inventory
Kwame Nkrumah University of Science and Technology	Kumasi	Questionnaire and Inventory
University of Cape Coast	Cape Coast	Questionnaire and Inventory
University College of Education of Winneba	Winneba	Questionnaire and Inventory
University of Ghana	Accra	Questionnaire and Inventory
Accra Polytechnic	Accra	Questionnaire and Inventory
Ho Polytechnic	Ho	Questionnaire and Inventory
Kumasi Polytechnic	Kumasi	Questionnaire and Inventory
Takoradi Polytechnic	Takoradi	Questionnaire and Inventory
Tamale Polytechnic	Tamale	Questionnaire and Inventory

APPENDIX B

QUESTIONNAIRE FOR INSTITUTIONS

INTRODUCTION

Distance education (DE) makes it possible for people to upgrade their academic and professional competence while working. When applied to tertiary level instruction, DE possesses the potential to generate numerous benefits. If properly staffed and implemented, DE can

- (1) expand access to higher education particularly for the poor and economically marginalized;*
- (2) reduce cost per student thereby enhancing cost effectiveness of the programme;*
- (3) bring about greater flexibility in course design and delivery; and*
- (4) bring about greater relevance to the needs of the nation.*

The rising importance of DE in educational development has prompted the National Council for Tertiary Education (NCTE) to find out the Priorities and Capacities of Ghanaian Universities and Polytechnics and subsequently help them embark on Distance Education programmes. In the light of this, consultants were appointed by the NCTE with financial assistance from the World Bank to study and recommend the potential capacities of Universities and Polytechnics in Ghana.

This questionnaire is, therefore, meant to solicit information from you about your institution's priorities and capacity for mounting a distance education programme. Your response to the questions that follow will help in no small way in assessing the distance education needs of your institution.

Any information you give will be treated with strict confidentiality

Thank you for your cooperation.

S K E Mensah
IEDE, UCEW
Winneba, Ghana
Principal Consultant

Francis Owusu -Mensah
IEDE, UCEW
Winneba, UCEW
Senior Consultant

General Instructions

In this questionnaire, boxes and lines are provided for responses. Please tick in the boxes or write on the lines where appropriate.

General Information

Institution: _____

Date founded: _____

Position of Contact Person: _____

Department/Division/Faculty _____

Telephone _____

Fax: _____

E-mail: _____

Postal Address: _____

1. What is/are the objective(s) of your institution?

2. Who are your target learners?

3. What certificate(s) or qualification(s) do your students earn at the end of their course?

4. Complete the table below for the period 1997 to 2001 to show the admission capacity of your institution

	No. Applied for Admission	No. Qualified	No. Admitted
2001			
2000			
1999			
1998			
1997			

5. (a) Do you have any problem, which limits the intake of students into your institution? Yes No

(b) If yes, list the three most important reasons that prevent you from enrolling more students.

i

ii

iii

6. In which of the course(s) do you normally have the greatest number of applicants?

7. What factors, in your opinion, are responsible for the success of your institution's work?

8. What factors hinder the success of your institution's work?

Facilities

9. (a) Which of the following facilities does your institution have?

Computers

Library

Radio/FM stations

Equipment for printing

(b). If you have computers, are they for students' use?

Yes

No

(c) If yes, are they adequate for your students?

Yes

No

(d). If you have a library is it accessible to students?

Yes

No

(e) Is the number of books in the library adequate to support students' learning?

Yes

No

Distance Education (DE) Initiatives

10. Does your Institution run a DE programme?

Yes

No.

Please, if you have responded yes to question 10, answer questions 11 – 19, but if not, go straight to question 20.

11. What are the objectives of the DE programme?

12. For how long has your institution been running this programme?

13. Which courses are offered under the DE programme?

14. At which of the following levels does the DE programme prepare learners?

Certificate

Diploma

Bachelors Degree

Post-Graduate Certificate

Post-Graduate Diploma

Masters Degree

Doctorate Degree

Others

(please specify) _____

15. (a) Do you have any plans of increasing the number of courses you are offering by

DE? Yes

No

(b). Give reasons

16. (a). Which of the following media do you use for teaching your distance learners?

- Print
- Audiocassettes
- Videocassettes
- Radio
- Television
- E-mail
- Internet
- CD-ROM

(b). Which of the media listed above, which your institution has, are not used for the DE programme?

(c) Give reasons for not using them

17 (a) Do you have personnel with relevant training to manage the DE programme?

Yes

No

(b) If yes, in which of the following areas have they received training: (Please tick)

- Providing possible face-to-face support to learners
- Keeping students' records
- Developing print materials
- Developing multimedia CD
- Developing audio materials

Developing video materials

Graphic art

Counselling

Tutoring

Assessment

Others

(specify) _____

18. (a) What problems does your DE programme face?

(b) What steps are being taken to solve these problems?

19 (a) Does your DE programme have linkages with any distance learning institution?

Yes

No

(b) If yes, name the institution(s) and indicate the nature of the linkage(s)

**To be answered by Institutions which do not have
Distance Education (DE) Programmes.**

20. (a) Has your institution ever made any attempt to introduce a DE programme?
Yes No

(b) If yes, what has prevented it from taking off?

21. (a) Would you recommend that some of the courses in your institution should be offered through distance education?

Yes No

(b) If yes, which courses would you recommend to be offered DE?

(c) Give reasons for your answer

(d). If you decide to run a DE programme, which of the following you would prefer?

Offering your own DE programme
Working in partnership with other organisations

22. If you decide to run a DE programme, which of the following roles do you think your institution is equipped to perform?

Planning of Distance Education

- (a). Determining the type of DE Institution to be established
- (b). Articulation of DE policies
- (c). Operational plans and strategies for DE at tertiary level.
- (d). Identification of challenges and constraints

Please explain briefly what specific capacity your institution already has in any of the above areas.

Development of courses

- (e) Determining acceptable content in various subjects and disciplines
- (f). Restructuring content to suit DE modes (course design)
- (g). Course writing and course writing techniques
- (h). Reviewing and editing existing DE materials (whether written in Ghana or from other countries)
- (i). Testing developed DE materials for suitability of use in the Ghanaian context
- (j). Evaluation and testing DE courses

Please explain briefly what specific capacity your institution already has in any of the above areas.

Delivering courses/programmes

- (k) Providing possible face-to-face tutorial support to learners
- (l) Marking assignments
- (m) Keeping administrative information about students
- (n) Issuing certificates, diplomas, degrees to successful students

Please explain briefly what specific capacity your institution already has in any of the above areas.

23. (a) Who will be your target learners for the DE programme?

(b) Give reasons for your answer.

24. Which of the following levels will you want the programme to prepare learners?

Certificate

Diploma

Degree

Post Graduate Certificate

Post Graduate Diploma

Masters degree

Any

other, specify _____

25. What will be the duration of your proposed programme?

26. Give reasons for your response to question 25 above.

27. (a) Which of the following teaching media would you suggest for teaching the distance learners?

Print

Audiocassettes

Videocassettes

Radio

Television

E-mail

Internet

CD-ROM

Correspondence

Others (specify) _____

(b). Give reasons

APPENDIX C

QUESTIONNAIRE TO ASSESS THE TERTIARY EDUCATIONAL NEEDS OF GHANAIAN WORKERS

INTRODUCTION

A major advantage of distance education (DE) is that it makes it possible for people to upgrade their academic and professional competence while working at the same time.

Other advantages of DE at tertiary level of education include the following:

- expansion of access to higher education particularly for the poor and the economically marginalized;
- reduction in cost per student thereby enhancing cost effectiveness of the programme
- greater flexibility in course design and delivery; and
- greater relevance to the needs of the nation.

This questionnaire is, therefore, meant to solicit information from Ghanaian workers about their educational needs so that the Universities and the Polytechnics can mount relevant programmes through distance education to help upgrade their academic and professional competence.

Your frank response to this questionnaire will also help these tertiary institutions to meet your needs through the most convenient and affordable teaching media.

Thank you for your cooperation.

General Instructions

In this questionnaire, boxes and lines are provided for responses. Please tick in the boxes or write on the lines where appropriate.

Personal Information

1. Age:
20 or younger
21 – 24
25 – 29
30 – 34
35 – 40
40 or older
2. Sex: M F
3. Marital status:
4. Name of organization:
5. Town/City in which you work.....
6. Position/Rank/Status:.....
7. Number of years of working in present organization:.....
8. Highest qualification:

Educational Needs

9. With what educational/professional qualification did you enter this organization?.....
10. (a) Have you had the opportunity to upgrade yourself since you entered this organization? Yes No
(b) If yes, how did you do it?
.....
.....
.....
(c) If no, what factors have accounted for this?
.....
.....
.....
.....

11. (a) Do you have the desire to upgrade yourself? Yes No
(b) If yes, how do you hope to go upgrade yourself?

.....
.....
.....
.....

- 12 What qualification would you like to have?

.....
.....

Studying by Distance Education (DE)

13. (a). If you are given the opportunity to study for a higher certificate while still working (combining work and study), will you take advantage of it?
Yes No

(b). Give reasons for your answer.

.....
.....
.....
.....

14. If you answered yes for question 13, what course (subject) do you wish to pursue?.....

15. Why do you want to pursue this particular course you have mentioned in 14?

.....
.....
.....

16. Which institutions in Ghana offer the course you wish to pursue?

.....
.....
.....

- 17 (a) Are you currently pursuing any course? Yes No
- (b) If yes, is it a full-time or part-time?.....
- (c) If it is part-time, how do you combine it with your work?
-
-
-

Preference for Distance Teaching Media

18. (a) If you decide to combine work and studies, which of the following teaching media will be convenient to you?
- | | |
|----------------|--------------------------|
| Print | <input type="checkbox"/> |
| Audiocassettes | <input type="checkbox"/> |
| Videocassettes | <input type="checkbox"/> |
| Radio | <input type="checkbox"/> |
| Television | <input type="checkbox"/> |
| E-mail | <input type="checkbox"/> |
| Internet | <input type="checkbox"/> |
| CD-ROM | <input type="checkbox"/> |

- (b) Give reasons for your choice.
-
-

19. Which of the media listed under question 18 do you have access to?
-
-

20. Below are the seven days of the week and the various teaching media through which you can do your course while still working. For each day, indicate the **time** that will be convenient to you to learn through a particular medium.

	Print	Audio	Video	T.V.	Radio	E-mail	Internet	CD-ROM
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
Sunday								

Face-to-face Sessions

21. When you are studying by distance education and you are expected to meet your tutors at a study centre during weekends, how many times in a month can you make it to the centre?

Once in a month

Twice in a month

Every weekend

Any other (Please specify).....

22. (a) Do you have access to library facilities at where you are working?

Yes

No

- (b). If yes, who owns the library?

Yourself

The Employer

The community

An educational institution

Ghana Library Board

Any other, (please specify).....

23. If you decide to combine work and studies what problems are you likely to encounter?

.....

24. If you decide to study by distance education, what assistance do you think will be necessary to enable you to go through the programme successfully?

.....
.....
.....