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Case-Study

POST-SECONDARY LEVEL PART-TIME CONTINUING OR EXTENSION EDUCATION

AND

TRAINING PROGRAMMES ORGANISED BY AHMADU BELLO UNIVERSITY
ZARIA, NIGERIA

by

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I. INTRODUCTORY

This is only one of three papers emanating from Nigeria, and I have left it to colleagues nearer the seat of Federal Government to answer the questions in Part I of the Case-Study Guidelines prepared for this Seminar. It should perhaps be noted that Nigeria is larger in size and population than most African States (being probably 9th in the world's population table). Further, it has a long educational tradition, both pre-colonial and "Western", and very many Nigerians have travelled abroad to study, so that there are trained representatives of most important professions in the country, from advertising agents to zoologists. And at present, the country is richer than many, owing to oil and other factors, so that financing of more training is not all that difficult.

This is the background for any study of continuing education in Nigeria.

I should like to make three comments on the general subject-matter of the seminar. First, we have of course begged the old question of what is "University-level" work. Continuing education is a less formal activity than full-time education, and once you work outside the formal structure, you no longer encounter neat strata of work. I have taken here as "University-level" activity all programmes for persons with some secondary education or with job-experience which could arguably be taken as equivalent to secondary training and all programmes which could not easily be taught by an agency other than a University.

Secondly, what do we mean by "part-time"? If a person goes to a class one evening a week, we call it part-time. If he spends 3 months out of a life-time in a residential course should we exclude this from our terms of reference? I have interpreted as part-time all courses which are an interlude in working life rather than a prelude to it.

Thirdly, we are bound to discuss the question of certification and recognition. From the following case-study, it will be seen that many people are catered for on an in-service basis and their studies are recognised for promotion purposes, but would of course not be applicable in other walks of life (or maybe not even recognisable by other employers). It is arguable that in developing countries this is more practical than simply to provide generally certifiable courses for people who may have no particular niche to fit into after their studies.

II. THE STRUCTURE AND FUNCTIONING OF THE UNIVERSITY

In order to understand the extension operations of Ahmadu Bello University, it is necessary to understand first the nature of the University itself. In many ways it differs from other African Universities, since it came into existence (in 1962) as an amalgam of older institutions, involved in professional training or in extension activities; and it operates as the sole higher educational institution in the educationally less privileged part of the country.

With regard to the first point, the University grew out of a branch of the Nigerian College of Arts, Science and Technology; among the professions for which high-level training was given by that College were Architecture, Art and Engineering; as a result, Ahmadu Bello University now has well-developed faculties of Engineering and Environmental Design and a well-established Department of Fine Art. It also inherited at its foundation an agricultural research institution, engaged in research and extension, whose origins go back to 1922, and the Institute of Administration, set up in 1947 specifically to provide in-service training for persons in government and the judiciary. Thus attention to specific professions and outreach to the community were part of the University's heritage at birth.

With regard to the second point, Nigeria has six Universities, but at present ABU is the only one in the Northern States; this means that it has special responsibility for serving those 6 States (out of the 12 which make up the Federation). The area of these States has a thousand-year tradition of Islamic education, but has lagged behind the rest of Nigeria in both provision and enrolment for "Western"-style, formal education. Enrolment ratios at primary school level in 1966 were as low as 4% in some Northern States, compared with a national average enrolment rate of 30%.

Working in such circumstances, the University has been flexible in its interpretation of its role, and has evolved a complex organisation to tackle a variety of demands and needs. The following components have specific extension functions:

The Institute for Agricultural Research;
The Institute of Administration;
The Institute of Health;
The Institute of Education;
The Division of Agricultural and Livestock-
Services Training;
The Centre for Nigerian Cultural Studies.

All these agencies are under the general control of the University Council, but are run by Boards of Governors (or a similar mechanism), which have substantial representation from the governments of the six Northern States. They have the responsibility of providing a research, advisory consultancy and in-service training service to the States in their given subject areas. The four Institutes work very closely with sister Faculties, and often share staff.

In addition, the University has a general extension arm for continuing education in areas not covered by the components already mentioned and to provide general co-ordination. This is the Adult Education and General Extension Services Unit. The Unit is responsible to a General Extension Service Board, with representation from all University Faculties and Institutes, as well as from the six Northern States Governments.

III. SPECIALISED CONTINUING EDUCATION SERVICES

The following outline gives an indication of the work of the four Institutes and DALST.^{1/} The important work of the Centre for Nigerian Cultural Studies is not included, since it is not covered by the Seminar's terms of reference.

1. The Institute for Agricultural Research and Special Services

The Institute carries out all agricultural research for the Northern States, in collaboration with the relevant ministries and the Federal research stations (having over 7,000 acres of land for research, mainly into cattle and crops).

The results of research are diffused by the Institute's Extension Research Liaison Service (ERLS) (headed by one of the Institute's two Deputy Directors). Its target groups are two: senior agricultural extension workers in the State Governments and farmers in the field. It reaches the former through 3 one-week in-service courses a year held in each State capital. Different themes are emphasised each year. There is no question of certification since these are designed as "refresher" exercises, but an agricultural extension worker's attendance is noted on his service record. It enables the Government agriculture staff to operate more effectively by servicing an agricultural mobile unit in each State, supplying audio-visual materials and equipment; it also provides all Ministry staff with teaching materials. From 1964-69 it put out -

280,000 leaflets on Recommended practices
30,000 Extension Bulletins
26,000 flip-books
854,000 posters
623,000 leaflets
179 slide sets.

It works in 11 languages.

^{1/} The Division of Agricultural and Livestock Services Training

The ERLS does also contact farmers directly, through radio and, occasionally television. About 100 farmers' questions a week are tackled by these means.

The Institute has its own premises on one of the University campuses, but its courses for agricultural extension workers are usually held in State Government premises. All in-service courses are run by the trained specialist staff of the ERLS, with the help of State agricultural officers.

Staff are mostly graduates in a special field of agriculture, with extension training, but some staff are trained mainly in audio-visual and other extension techniques. In-service courses are financed by Governments. The general work of the Institute is substantially funded by annual grants from the six Northern States.

The ERLS emphasises audio-visual techniques and has a section for the production of material. As already mentioned, it does make use of broadcasting.

2. The Division of Agricultural and Livestock Services Training

This is a separate entity from the Institute for Agricultural Research, but operates in tandem with it. Its statutory objects are:

- "(i) To provide courses of instruction in agriculture and related subjects for diplomas, certificates and other distinctions;
- (ii) To provide specialist training courses in agriculture and related subjects, whether leading to University distinctions or not, for government and local government employees and other persons; and
- (iii) Under such conditions as may be prescribed by appropriate authority, to award, or to recommend to the Senate award of diplomas, certificates and other distinctions".

Under present conditions, the Division's work is almost entirely in the field of in-service training. It operates two Schools of Agriculture and two specialist schools, in livestock work and in irrigation; all these are staffed by persons with the relevant qualifications (54 staff in 1972).

Courses are residential. 2-year certificate courses are offered at the immediate post-secondary level. Certificate-holders with experience may later, after several years in the field, come back for a one-year advanced certificate course or a two-year diploma course; the advanced certificates and the diplomas are to train people for senior technical posts, either as Agricultural Superintendents or Technicians. 226 certificates were awarded in 1972, and 10 diplomas. 90 students are currently doing the diploma courses. Students are trained as agricultural home agents, agricultural assistants, livestock assistants, range management assistants, farm mechanics and assistant agricultural superintendents. All certificates and diplomas are recognised by the Northern States' Governments for promotion purposes. In addition the Division provides a pre-technical sandwich course and one or two short courses in particular subjects (e.g. special 2-month course in Home Economics). Methods of teaching include classroom work and periods of practical work.

Revenue is mainly from fees, but about 23% comes from foreign technical assistance grants and smaller amounts are raised by produce sales. Almost all students have their fees paid by their State Governments; some students from other African countries are paid for by their own Government or from international sources.

3. The Institute of Administration

The Institute's present major concerns include:

Management training for State and local government and for public and private enterprise staff;

Diploma courses in professional subjects in the fields of Administration and law;

Workshops, seminars and conferences;

Research and consultancy.

It formerly had a separate Department of Extension Services, but at present the whole Institute is regarded as having some continuing education functions, side by side with research and consultancy (carried on through a special department).

Among its in-service work are the following courses:-

3-months course for senior local Government staff;

1-year advanced local Government course;

1-year Diploma course in Administration;

1-year Administrative Management Training Course

(for up-grading from Executive to Administrative class of civil service);

2-year Diploma in Law for court personnel;

4-month Judicial course for Alkalai (customary court judges);

3-month advanced Judicial course for Alkalai who have gained good certificates in the previous course;

10-week Middle-Management course mainly for private sector employees.

All are recognised by governments and other employers.

Courses are held on the Institute's campus in Zaria, but in-service students usually find their own accommodation. The Institute has its own library, the President Kennedy Library (part of the general ABUL/ libraries system), accessible to anyone attending courses there. The Institute has about 75 academic staff working on its campus, of whom about 45 are members of the Faculties of Law or Administration, and about 30 are wholly engaged in research and consultancy or in-service teaching. Some outside specialists are called in to contribute to teaching.

Courses are mostly taught by traditional classroom methods, but there are audio-visual resources on campus.

Revenues come from fees and also from Government grants and foreign technical assistance grants.

4. The Institute of Health

The Institute operates the hospital services necessary to provide adequate medical training facilities for the Faculty of Medicine as well as to provide for the immediate health needs of the community. It is attempting to develop the idea of a health team and consequently provides both basic and specialist in-service courses for various categories of para-medical personnel. Among refresher and promotion training courses are:

- 4-month certificate course in anaesthetics;
- 6-month refresher course for dispensary attendants with primary education and five years' experience;
- 6-month course for assistant leprosy inspectors.

All such courses are conducted in one or other of the institutions managed by the Institute of Health (6 hospitals, 3 Schools of Nursing, School of Hygiene, Medical Auxiliaries Training School). They are taught by the Institute's own staff attached to these various institutions and usually by class-room methods, with ample laboratory and practical work.

The Institute has very substantial funds from Governments and from international sources.

5. The Institute of Education

The Institute has extensive responsibilities in research for and consultancy to State Ministries of Education, but its statutory objectives include:

- "(iv) To promote the training of teachers and other persons engaged in or intending to engage in educational work;
- (v) To provide or co-ordinate in providing courses, conferences and lectures for persons concerned with or interested in education."

It is organised into Division of Primary, Secondary and Teacher Education, with special Divisions of Languages and Art and Instructional Technology, as well as a Division of Research. All of them are involved with continuing education programmes. In addition, the Institute manages two Advanced Teachers' Colleges which prepare students for the Nigerian Certificate of Education, the highest non-graduate qualification for teachers, which is nationally recognised.

The Institute's activities in 1971/72 included the following:

- 1-year in-service Educational Administration Course;
- 9-month Infant Method course;
- 1-month Primary School Inspectors' course;
- 1-month Workshop in Guidance and Counselling;
- 1-month vacation course in innovative aspects of Teacher Education.

All these were held at the University in the premises of the Institute or Faculty of Education, using Institute staff and foreign visiting specialists. Several short courses and conferences were also held to introduce teachers to e.g. the use of new UNICEF Science kits, and new techniques for teaching Social Studies in post-primary institutions. Some were held at the Institute in Zaria and others in State capitals. Institute staff were used.

There are two especially note-worthy aspects of the Institute's programme with regard to the continuing professional education of teachers.

One is the Teacher In-Service Programme, known as TISEP. Its main aim is to up-grade serving teachers of various grades through correspondence courses and vacation schools in a large number of centres. The various levels of teacher are groomed for an honorary Grade II Teachers' Certificate and there is an emphasis on improving professional competence in English and Modern Mathematics and in Education as such.

The second is the part-time Post-graduate Diploma programme in Education, designed as sandwich course. Practising "non-professional" graduate Teachers attend two long vacation courses of 10 weeks each and the intervening period is devoted to thesis-writing and practice teaching. 39 graduates were enrolled in the course in the 1972/73 session.

There are just over 30 staff of the Institute, responsible for in-service and vacation courses. TISEP is made possible by the assistance of staff in a large number of teacher training institutions. There are approximately 90 teaching staff in the two Advanced Teachers' College which the Institute manages. Normal class-room methods are used - there is also a closed-circuit television facility in one of the Advanced Teachers' Colleges.

The largest part of recurrent income comes from the Federal Nigerian Government. There is also revenue from tuition fees, especially from TISEP, and a grant amounting to about one-ninth of income from UNESCO.

IV. THE ADULT EDUCATION AND GENERAL EXTENSION SERVICES UNIT

The description of Institutes' work will have shown that Ahmadu Bello University has a substantial commitment to the idea of community outreach and adequate funds to sustain that commitment. Until recently, however, there was no coherent policy and no central organisation to co-ordinate extension activity.

In consequence of a consultant's report on University and Community, it was decided to set up an Adult Education and General Extension Services Unit, headed by a Chief Extension Co-ordinator, who should be responsible to the Vice-Chancellor. An Advisory Board for the Unit has been established, and a consultative committee is being set up including representatives of unions, media, women's organisations etc. The Unit's functions include:

- "(i) The provision of extension studies in areas not at present covered by the Institutes;
- (ii) Acting as a clearing-house for States' requests for specific training or educational programmes.."

The Unit consists of the following organization:

Extension Co-ordination Section, sub-divided into a Mass Media team and Special Programmes staff;

State Centres Section, responsible for building up a University programme in each Northern State Capital

Adult Education Section, responsible for research and training in Adult Education.

Since the Unit was only established in 1971, much of its work is necessarily in an embryonic stage. The Extension Co-ordination Section is the most developed.

Perhaps the Unit's major innovation has been the starting of a University of the Air. 16 radio courses of 13 weeks duration were broadcasted in the 6 months from January to June 1973, supported by monthly study-material and the correction of students' assignments. The emphasis at present is on vocational education in the broader sense. For example, a recent Government decree has provided for indigenous take-over of various categories of business by March 31st 1974. 4 radio courses (2 each in English and Hausa) were therefore beamed to businessmen in the Northern States to help prepare them for the take-over. These courses were mounted in collaboration with the Departments of Accounting and Business Administration.

Other courses in the University of the Air relevant to the subject of this Seminar, have been:

New Approaches to Subject Teaching (in collaboration with the Institute of Education);

Your Health Is Our Problem, aimed at medical auxiliaries in the field (in collaboration with the Department of Community Medicine);

Labour Call, aimed at trade unionists.

All these were put out in English and Hausa.

Other Unit activities have included evening classes and short residential courses for various types of people. As the State Centres open, it is expected that the amount of short ad hoc courses to fill special needs will increase (e.g. a course is planned for building contractors). It is likely that emphasis will continue to be on helping people to fulfil their role in life rather than on issuing certificates (e.g. work for businessmen, trade unionists, army officers, industrial training officers).

The Unit has its own small staff (establishment of 20 for 1973/74), but operates on the principle of making use of staff of any Faculty or Institute on a voluntary basis. It has as yet no permanent buildings, and uses general University facilities, or Government buildings as convenient. There is, however, a plan to build State Centres in each State capital, comprising offices, teaching facilities and some staff residences.

The Unit is funded from the University's general budget, of which it receives a little over 1%. Its immediate programme for new development is to expand the University of the Air to provide by radio and correspondence the University's Basic Studies (preliminary) courses. It is felt that, within the formal system, this is the level of the University's work at which it can help best the population of the Northern States.

V. CONCLUSION

This paper has attempted to give a general picture of the continuing education work of ABU. There are other aspects, not pertaining to any one section or Unit. Perhaps the most notable is the provision for part-time work at post-graduate level. Most Faculties allow for part-time study for Master's degrees. Of less significance, but perhaps worth noting are the occasional short courses provided by the University for foreign students (mostly Americans) who can use their study for "credit" in their own institutions. These are usually financed by the foreign institution concerned.

The following points emerge from the description of work being done at present:

- (i) Although naturally every agency could use more money, finance has not been a constraint.
- (ii) The University is constantly responding to heavy demands from State Governments to meet particular needs.
- (iii) The organisation of Boards of Governors, with both University and Government representation, is a continuing means of ensuring at least a measure of co-ordination.
- (iv) Once State Centres are established, there will be a further means of linking with Governments and public.

Constraints are largely in getting building programmes going and in recruiting enough staff from the Northern States. The main limitation of work probably stems from the problem of staff shortage - when there is heavy pressure little attention can be paid to evaluation. Some efforts are made, e.g. to find out who listens to radio programmes, but the next matter which ought to engage the University's attention, in regard to its fairly rich provision, is that of finding out what its impact has been.