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THAMES VALLEY UNIVERSITY

**DISTANCE LEARNING IN THE AFRICAN CONTEXT:
THE LEARNING RESOURCE REQUIREMENTS OF STUDENTS
AT THE OPEN UNIVERSITY OF TANZANIA,
AND THE EXTENT TO WHICH THEY ARE MET**

ALLI ABUSHIRI SHOMARI MCHARAZO

**A thesis submitted in fulfilment of the
requirements of Thames Valley University
for the degree of Doctor of Philosophy**

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To Fortunata, Sandra, and Baraka - with many thanks for
everything

ABSTRACT

There are financial and other constraints on expanding the traditional higher education system in most developing countries. Distance education is one response to this. The Open University of Tanzania (OUT) admitted its first students in January 1994. This research uses OUT as a case study to investigate the actual learning resource requirements of its students and the extent to which they are met. Fieldwork involving interviewing and observation was carried out in six regions in Tanzania: Arusha, Dar es Salaam, Kilimanjaro, Morogoro, Pwani (Coast) and Tanga. Fifty-six students enrolled on BA Education, BSc and LLB programmes were interviewed, as were the Chancellor, Vice-Chancellor, Deputy Vice-Chancellor, deans, regional directors and the librarian. Librarians at the Tanzania Library Service, the University of Dar es Salaam, the Institute of Finance Management and elsewhere were also interviewed. Primary and secondary data was collected from OUT records and other sources.

The results indicate that the programmes provided by OUT are popular with students, especially those who cannot join institutions of higher learning for various reasons. They also indicate that distance learners have unique information and learning resource needs, and that these are not being fulfilled as adequately as is desirable.

The thesis concludes that the public needs to recognise that OUT students are genuine university students, and

that they need support; that OUT students be urged not to expect the same experience and treatment as conventional students; that OUT needs to improve its study materials, its regional offices, and its own library; that students should be allowed access to all libraries in Tanzania which are relevant to their studies; that as a long-term strategy the university should aim at providing all IT media, while in the short-term it should encourage students and staff to use simple and basic methods; and that academic publishers seize a new window of opportunity.

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LIST OF ABBREVIATIONS

A' Level	Advanced Level
AIDAB	Australian International Development Assistance Bureau
AVI	Audio Visual Institute
BA	Bachelor of Arts
BAI	Book Aid International
BLISS	British Library Information Science Services
BOT	Bank of Tanzania
BSc	Bachelor of Science
CBE	College of Business Education
CBT	Computer Based Training
CIDA	Canadian International Development Agency
COSTECH	Commission for Science and Technology
DUP	Dar es Salaam University Press
ECA	United Nations Economic Commission for Africa
ENA	Ivory Coast National Administration
GDP	Gross Domestic Product
IDM	Institute of Development Management
IAE	Institute of Adult Education
IFM	Institute of Finance Management
ISBN	International Standard Book Number
ISSN	International Standard Serial Number

IT	Information Technology
LLB	Bachelor of Laws
LRC	Learning Resource Centre
MATI	Ministry of Agriculture Training Institute
MW	Megawatts
NBC	National Bank of Commerce
NCI	National Correspondence Institute
NEC	National Extension College
NIT	National Institute of Transport
NORAD	Norwegian Agency for International Development
NPF	National Provident Fund
O' Level	Ordinary Level
ODA	Overseas Development Administration
OUT	Open University of Tanzania
PhD	Doctor of Philosophy
RTD	Radio Tanzania Dar es Salaam
SIDA	Swedish International Development Authority
SOAS	School of Oriental and African Studies
STZ	Sauti ya Tanzania Zanzibar
SUA	Sokoine University of Agriculture
TAZARA	Tanzania Zambia Railway Authority
TIRDO	Tanzania Industrial Research and Development Organization
TFTW	Tanzania Training Fund for Tanzanian Women

TLS	Tanzania Library Services
TPH	Tanzania Publishing House
TPTC	Tanzania Posts and Telecommunications Corporation
TRC	Tanzania Railways Corporation
TTC	Teachers Training College
TV	Television
TVU	Thames Valley University
UK	United Kingdom
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNISA	University of South Africa
US	United States
USA	United States of America
USIS	United States Information Services
UWT	Umoja wa Wanawake Tanzania
VETA	Vocation Educational Training

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

Traditional approaches to education and library service in Africa have proved to be less than successful. Shortage of money and ever increasing pressure on resources make it impossible for educational institutions based on traditional western models to cope with the overwhelming demand. Tanzania, with a population of 27 million, had only two universities up to recently: the University of Dar es Salaam and the Sokoine University of Agriculture (SUA). In 1993 the Open University of Tanzania (OUT) was launched, one of the first such institutions in Africa south of the Sahara. This move is a new initiative in terms of providing an alternative educational system for the many whom the small number of traditional full-time institutions cannot accommodate.

Hopefully this educational innovation will prove to be useful both to individuals and the nation at large. The information profession sees this move as a challenge to the present practices of information provision which are characterised or influenced by the needs of traditional full-time colleges and universities.

But distance learning is a very complex operation which requires, amongst other things, proper planning and

sufficient resources. In the developed countries, for example, the success of open universities is attributed to provision of adequate resources to meet the diverse needs of their communities. The use of printed materials and audio-visual resources such as radio, television, video recordings, telephone, CD-Roms, and the internet demonstrate that distance learning can only be conducted successfully if it is well financed. But the situation in the developing countries is quite different as most of them have weak economies and the little which is earned is used to repay the external debt which continues to mount every year. This also means the provision for public education continues to deteriorate. This is evident in Tanzania's budgets which keep on reducing the Ministry of Education's percentage share from over 20% in the 1960s to 14% in 1970/71 to 4% in 1988/89¹ to 2.5% in 1996/97.² This also means there is not adequate provision of funds for existing institutions such as the University of Dar es Salaam and Tanzania Library Service (TLS) which are under the ministry. The University of Dar es Salaam, is currently facing difficulty in acquiring reading materials for its community. Its Director has stated that his library "has been starved of books and journals during the previous one and half decades".³ In TLS, which is expected to be a main information provider for the OUT students, the situation is even more alarming. The 1994/95 budget cut the funding for TLS by almost half

1 Bgoya, Walter. "The challenge of publishing in Tanzania". In: *Publishing and development in the Third World*, ed. Philip G. Altbach. London: Hans Zell, 1992. p.174.

2 United Republic of Tanzania: Ministry of Education and Culture. (1998). *Basic statistics in education: 1993-1997 national data*. Dar es Salaam: The Ministry of Education and Culture. p.42.

3 ...to Ranfurly Library Service (now Book Aid International). 1st October 1991. Comic Relief Funding file. BAI, London.

leaving the organisation with no money whatsoever beyond that to cover salaries. As a result the organisation depends so much on book donations from organisations such as Book Aid International (BAI) which contributes over 90% of the TLS book stock.⁴

The significance of the environment in which an open university operates is obvious. It is important, therefore, that any open/distance learning institution being established in a developing country like Tanzania should take full account of this. However, OUT was successfully launched despite the difficulties. It is obvious its students would require to be given the necessary support. One of the most important areas in which they would require support is information provision, and specifically learning resources.

1.2 PROBLEM STATEMENT

In African higher education today there are problems of meeting learning resource requirements. These problems are well documented and treated extensively throughout this work.

Distance education students, by the nature of their mode of study, are more dependant on learning resources. The existence of problems concerning the availability and supply of such resources was obvious from the earliest stages of this research, and as far as this research is concerned the problem statement is characterised by the following elements:

⁴ Harrity, Sara, and Leach, Deborah. Visit to Tanzania 19th-29th November 1994. Book Aid International, 1994. P.1. (Report).

1.2.1 Requirements of open university students

Establishing an institution which offers educational programmes is one thing; understanding the requirements of the community to be served is another.. Information managers cannot serve their communities effectively unless they are aware of what communities really need. This calls for user studies and research to be carried out to determine the needs of the community. Failure to conduct appropriate user studies may result in failure to understand the real requirements of the community. The ultimate impact of this could manifest itself in, amongst other things, under-stocking or over-stocking materials; and the under-utilisation or non-utilisation of the documents provided.

In the developing countries, especially in Africa and in Tanzania in particular, the practice is that user studies have not been given the weight they deserve. The provision of information is done haphazardly and without a careful assessment of the real needs of the intended communities. The centrality of the consumer is not acknowledged. As regards the developing world, Mchombu, for example, had once observed that "quite often the allegation that there isn't enough content to make up a complete course out of 'Identification of User Information Needs' is, in my view, a betrayal of the shortage of knowledge about the different aspects of this subject... It is not unusual to find in some

schools that the most up to date literature is ten (10) years out of date..."⁵

This helps to explain why provision of information is done haphazardly: first, there are not many professionals who possess user-studies skills and, second, there is a false assumption that the needs of students are derived from their course contents only. The needs of all students are varied and reflect both the course contents, individual abilities, existing knowledge and other factors likely to affect their studies. The experience elsewhere is not different. Calder points out that "in Community Education programmes our materials must be based on the needs of the learners and on the problems they face in their every day lives."⁶ McElroy observed that "students experience reading needs as a result of their previous decision to pursue a course of study. These needs are not merely bibliographic, nor are they automatically satisfied by providing large library collections, however excellent; different students on the same course at the same institution will experience different sets of needs. Needs, viewed in the round, are complex: a function of the student's environment, his course, and his own ambitions and abilities."⁷

⁵ Mchombu, Kingo J. (1989) "User studies: how to identify potential and actual user needs". In: *Harmonization of education and training programmes for library, archives and information personnel*. Munchen: K.G. Saur. p.151. (IFLA Publication No. 49).

⁶ Calder, Judith. (1983). "The Open University Education programme". In: *Education for adults: Volume 2 Educational opportunities for adults*, ed. Malcolm Tight. Beckenham: Croom Helm. p.176.

⁷ McElroy, Rennie. (1986). "Courses, collections and colleges: a case study and a model". In: *Student reading needs and higher education*, ed. David Baker. London: The Library Association. p.35.

The identification of what users require can best be carried out by information managers. This is so because the whole exercise involves professional skills in analysing complex communities. If it is difficult to analyse the requirements of, say, university students on one campus, it is obvious that an open university community would provide a greater challenge. Since OUT serves a wider community which is comprised of students from both urban and rural areas a fundamental question is: to what extent does the university fulfil the information requirements of its students? If Tanzania's traditional universities are failing to provide adequate reading materials for their campus-based students, how can an open university manage to do so for students dispersed throughout the country?

1.2.2 Learning resource provision for distance learners

The introduction of OUT adds a new dimension to the existing common and familiar methods of information provision and delivery. John has observed that "information provision at this level becomes complex and varied, depending on the scale of operation."⁸ This is so because the institution and its community (students, lecturers, and researchers) introduce new information demands. The new demands are the ones to which the university and the nation at large must respond. The OUT vice-chancellor has highlighted some of what is being done:

8 John, Magnus. (1995). "Prospects of information services provision for distance learning education systems in Africa". In: *Education in Africa: search for realistic alternatives*, edited by E.Okeem. London: Institute of African Alternatives. p.40

"...the University has made full use of existing facilities in the rest of the educational system... The national library network has been made use of while courtrooms, school and college classrooms have been used as study centres. Science practicals have been conducted in laboratories in existing universities. Human resources in existing institutions have been deployed to produce study materials to provide tutorial services, to carry out assessment of assignments and host other activities... Even with its low level of technological development, Tanzania has been able to provide a range of facilities to the university. The range covers face to face sessions, use of postal system to handle printed study materials, the telephone, radio, television (although in a very limited way in a restricted geographical coverage), CD-ROMs, the fax, the computer, audio and video cassettes... plans are underway to introduce more current and more advanced technologies..."⁹

The fundamental questions are: to what extent are the above facilities made available, and to what extent do they satisfy the demands of the students?

⁹ Mmari, G. (1998). Putting knowledge to use: a case study of the Open University of Tanzania. In: The Commonwealth of Learning Home Page. p.2. (<http://www.col.org/gk97abst.htm>)

1.3 SIGNIFICANCE AND RATIONALE FOR THE STUDY

1.3.1 Evaluation of learning resource provision

OUT's first students started their programmes in January 1994. A lot of ideas, government resources, and input from individuals went into the establishment of the institution. The *Report of the Committee on the Establishment of an Open University in Tanzania* stated that:

"...This decision augurs well the social demand and manpower requirements by the turn of the century. Already studies show that the expansion of higher education does not match population growth nor does it take into account real manpower needs in the social and economic sectors. Unesco (1989) for example, suggests that Tanzania has a very low ratio of higher education enrolment of the 32 as compared to 650 in Asia and Middle East and 1,250 in the USA..."¹⁰

Learning depends on, amongst other things, learning resources. And the provision of learning resources depends on the full understanding of the requirements of the students. An evaluation of these aspects would not only establish the actual learning resource needs of OUT students and what learning resources are currently available for them, but would also show what is not provided and, in that way, come up with suggestions of value to the university and other similar institutions

10 United Republic of Tanzania: Ministry of Education. (1990). *Report of the Committee on the Establishment of an Open University in Tanzania*. Dar es Salaam: Ministry of Education. p.43.

in Tanzania and other countries with similar experiences.

1.3.2 The development agenda

Since its establishment in 1993, and its first student intake in January 1994, OUT's experience can be used to highlight the lessons which need to be learned by institutions currently providing distance education, by potential similar organisations, and by similar organisations operating or about to operate in developing countries where conditions are similar to Tanzania.

This is the second successful attempt in Africa South of Sahara to establish an open university, the first being the University of South Africa (UNISA) in South Africa. Other open universities seem likely to be established. The OUT could serve as a model in certain ways, and its performance can bring about lessons for similar institutions in the future.

1.4 OBJECTIVES

The over-riding or main research questions developed for this research are:

- a. What specific issues or problems concerning learning resource provision are faced by OUT students?
- b. To what extent does OUT fulfil the learning resource needs of its students?

- c. To what extent does the nation-wide provision of information within Tanzania fulfil the requirements of OUT students?

The specific objectives of this research are:

1. To discover what learning resources are required by OUT students
2. To report on the existing situation regarding learning resource provision for OUT students;
3. Where appropriate to make recommendations as to how the existing situation might be improved;
4. Where appropriate to make recommendations that could be of use to other developing countries launching open/distance education programmes.

1.5 SUBJECT AREA(S) OF THE TOPIC

It would not be possible to address aspects of learning resource provision without first exploring some of the important related aspects and theories of distance education. In any case, as discussed in subsequent chapters, teaching and learning methods in an educational system tend to influence the type of information provision. The subject areas into which this study falls are information management and distance education. There is a substantial amount of existing literature on distance education, but very little published specifically on resource provision for

distance learners. There is little or nothing on learning resource provision for OUT students.

This study of the learning resource requirements of, and learning resource provision for OUT students will contribute to the literature of information management and of education.¹¹

¹¹ A paper drawn in part from this thesis and written in collaboration with Dr Anthony Olden has been accepted for publication by the *Journal of Librarianship and Information Science*. It is entitled Investigating the learning resource requirements of students at the Open University of Tanzania: research methods.

CHAPTER 2

RESEARCH METHODS

2.1 A CASE STUDY

The research strategy selected as most likely to fulfil the objectives of this work is the case study. Given that the university being surveyed is no more than six years old, this case study is, to some extent, also a case history. Yin points out that "in general, case studies are the preferred strategy when 'how' and 'why' questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context".¹ According to Casley and Lury, "the case study uses a mixture of methods: personal observation, which for some periods or events may develop into participation; the use of informants for current and historical data; straightforward interviewing; and the tracing and study of relevant documents and records..."² The drawback of the case study is the difficulty or impossibility of generalising from one case. However, as Casley and Lury remind us, "for the developing countries," the problems

¹ Yin, Robert K. (1994). *Case study research: design and methods*. 2nd ed. London: Sage Publications. p.1.

² Casley, D. J. and Lury, D. A. (1987) *Data collection in development countries*. 2nd ed. Oxford: Clarendon. p.65.

are those of decision, not of generalisation for science".³

2.2 PRELIMINARY FIELD WORK

The fieldwork was conducted in Tanzania. The ground was prepared by a preliminary visit in August/September 1995. Professor Geoffrey Mmari, Vice Chancellor of the Open University of Tanzania, promised his institution's co-operation and put this in writing at the request of my supervisor. Other informal preliminary interviews were conducted with:

1. Dr John Newa, Director, University of Dar es Salaam Library, which is used by a number of Open University students;
2. Teddy Ndibalema, Head, Adult Lending Division, Tanzania Library Service, whose library houses the OUT's textbooks for OUT students;
3. Six OUT students, based in Dar es Salaam Regional Centre.

Since an appropriate methodology for identification of information needs of users requires preparation for the identification of information needs a second visit was made in August/September 1996. The main purpose of this visit was to prepare and have things ready for the actual survey/fieldwork. This involved, amongst other things, investigation and identification of potential

³ Ibid. p.68.

groups of students to be studied; updating earlier information acquired in 1995; and observation of any new developments and changes. Interviews were conducted in the following areas/regions with the following informants:

1. OUT's headquarters:

Vice Chancellor
Deputy Vice Chancellor
Librarian

2. Regional Centre (Dar es Salaam)

Students (Law, and BA General)
Regional Librarian

3. Regional Centre (Morogoro)

Regional Director
Students (Law, BA General, BA Education, BSc
Education)

4. Regional Centre (Kilimanjaro, which serves
Kilimanjaro and Tanga regions)

Students (Law, BA General, BA Education, BSc
Education)

The purpose of the interview with the Deputy Vice-Chancellor was to get some information about the following aspects: degree programmes and specific subjects/modules offered; enrolment figures; organisation structure; communication channels;

educational structures; sizes of the groups; relationship between the university and other institutions; common methods of information delivery; publishing and material production; and involvement of information technology (IT) aspects.

The researcher also had an opportunity to interview the OUT's librarian, Athumani Samzugui, at the headquarters of the university. Some of the issues discussed by the Deputy Vice-Chancellor (Academics) were also discussed. But the interview focused on types of information provided by the library; aspects of demand and supply; categories of users; relationship between the library and regional centres, relationship between the library and other information centres; suppliers of information/reading materials to the library; staffing; library usage; issues or problems confronting the library; and the librarian's view of the future of the library.

The interview with the Morogoro Regional Centre Director which was carried out on 6 September 1996 was intended to find out more about its activities and the role of a regional centre. Staffing; distribution of study materials; relationship between the regional public library and the centre; enrolment figures for Morogoro Region; sizes of the student groups; issues and problems confronting his centre and students; and the Director's view on how to improve the situation.

A cross-section of students representing some of the regions (Dar es Salaam, Pwani (Coast), Morogoro, Tanga, Kilimanjaro, Arusha), and degree programmes were also interviewed. Some of the aspects discussed were reasons

for studying with OUT; reasons for choosing such a degree programme; their progress so far; sources of information; problems encountered, their personal views on how the situation could be improved; and so on.

The information gathered out of all these visits and preliminary interviews contributed to the development of an overall strategy for methodology.

2.3 DATA COLLECTION

2.3.1 Investigation of the wider context

The study reviewed relevant literature. The specific research tools/instruments used to investigate the wider context are library research and documentary evidence characterised by use of sources such as books, and periodical/journal/newspaper articles. These helped to gather information about other open universities, especially those in the developing world such as the University of South Africa; Indira Gandhi National Open University, Andhra Pradesh Open University, Nalanda Open University, Kota Open University, Y.C.M. Open University and others in India; Allama Iqbal Open University in Pakistan and elsewhere. The Open University of the UK is a somewhat unrealistic model for a developing country.

2.3.2 Consultation of records and other documents

Primary sources such as correspondence, unpublished reports, meeting/conference proceedings and other unpublished data were consulted during field work in

Tanzania. Most of these sources/information were found at OUT headquarters, and at the Ministry of Education and Culture, in Dar es Salaam.

An empirical work like this one requires gathering information of one kind or another. Losee and Worley⁴ maintain that "in some cases, pre-existing data may be used; for example, the use of published statistics or census data may allow for the inclusion of larger quantities of data than could be gathered by a researcher working alone... In some cases, however, new information needs to be acquired". Where appropriate, therefore, the records of other organisations were also consulted, for example public libraries housing materials for Open University students. Records, and statistical information were collected from TLS National Central Library and regional libraries. Some records of overseas donors such as Book Aid International, which supplied over 3,000 volumes in 1995, were also consulted.⁵

2.3.3 The survey: students, deans, librarians

Survey of students

To survey students according to scientific principles it would have been possible to obtain lists from OUT of all those registered so far (that is, in 1994, 1995, 1996, 1997, and 1998). Then, after numbering them in one sequence, one could consult statistical tables to find

⁴ Losee, Robert M. and Worley, Karen. (1993). *Research and evaluation for information professionals*. London: Academic Press. p.133.

⁵ The Open University Of Tanzania. Newsletter, no. 11, June 1995, p.1.

out how many would be required as a sample from which one could generalise about the population as a whole.⁶ After using software to generate the numbers at random one could mail a questionnaire to each, --or attempt to interview each in person or with the use of assistants, or over the telephone.

However this is easier said than done in a developing country. Tanzania is large (see map: Appendix 1), postal communication is variable and home telephones are the exception, not the norm. There is little likelihood of achieving a helpful response rate. Also, a questionnaire mailed to students would not have served the purposes of this study because it would be unrealistic to expect even those who would respond to devote much time to doing so. According to Pratt and Loizos, "the large scale sample, where hundreds of people need to be contacted and interviewed, is one of the slowest and most energy-costly methods available, not only because of the data collection phase, but also because the analysis of the data contained in several hundred questionnaires may take months rather than weeks".⁷ Fowler⁸ has observed that "there are occasions when the goal of information gathering is not to generate statistics about a population... Journalists, people developing products, political leaders, and others sometimes just want a general sense of people's

⁶ Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement*. New Edition. London: Pinter Publishers. pp.38-45.

⁷ Prat, Brian and Loizos, Peter. (1992). *Choosing research methods: data collection for development workers*. Oxford: Oxfam. p.20.

⁸ Fowler, Floyd J. (1993). *Survey research methods*. 2nd ed. London: Sage Publications. p.10.

feelings without great concern about numerical precision... Not every effort to gather information requires a strict probability sample survey".

The chosen approach, therefore, was to survey an unscientifically selected sample in the expectation that the depth and quality of the data would compensate for the limitations of the selection.

The data gathering tool was to be a questionnaire which would be distributed in person to students who agreed to respond. The questionnaire contained both open and closed questions (see Appendix 2). A draft of the questionnaire was developed in October 1997. To avoid any misunderstanding about the questions provided, the questionnaire/questions were piloted to 15 OUT students in Dar es Salaam and Coast regions. A few problems were observed and rectified. Also the researcher sought advice on the questionnaire from staff at the Department of Library and Information Studies, University of Dar es Salaam.

However in the field the questionnaire turned into a hybrid. Because it was distributed in person, and because it was often less bothersome for those surveyed to have the researcher or his assistants write down the responses, the questionnaire became, in a sense, an interview for which a list of questions had been drawn up in advance.

The researcher was well aware of the fact that OUT's students, as a group of respondents, incorporate naturally occurring variables with several levels. Urban/rural base is the main variable/factor which

needed to be taken into consideration when selecting interviewees. It was essential to have interviewees from both rural and urban areas.

6 out of Tanzania mainland's 20 regions were selected as centres for data collection for this research (see map: Appendix 1): Dar es Salaam; Pwani (Coast); Morogoro; Tanga, Kilimanjaro; and Arusha. These range from the entirely urban (Dar es Salaam), which is the largest metropolitan centre in the country, to the predominantly rural (Pwani/Coast). The following table shows the specific urban and rural areas where students were surveyed:

Table 2.1: Urban and rural areas surveyed

REGION	URBAN AREA	RURAL AREA	
		1	2
Dar es Salaam	Dar es Salaam		
Pwani	Kibaha	Kibaha	Bagamoyo
Morogoro	Morogoro	Ifakara	Kilosa
Tanga	Tanga	Korogwe	Muheza
Kilimanjaro	Moshi	Marangu	Rombo
Arusha	Arusha		

Urban areas such as Dar es Salaam and to a lesser extent the urban areas of Arusha and Kilimanjaro tend to be

significantly better provided with information than rural areas. Higher concentration of information units such as public libraries, academic libraries, documentation units, and institutional libraries make urban students more advantaged. It was important, therefore, to have views of, not only the advantaged groups, but also of disadvantaged students.

Another significant factor which had to be taken into consideration was the course requirements. Year of study, programme of study, and courses or module studied by students are some of the factors needing consideration when addressing aspects of information needs or learning resource needs of students.

First year students were excluded. This decision was taken after most of them, at the initial stages of the interviews, stated categorically that they were not in a position to provide objective answers as they were new to the university.

Interviewing a cross-section of students drawn from all eleven degree programmes was considered. But four students (one each from years one to four) from eleven programmes in six regions would amount to 264 students. This would have been unrealistic for a single researcher, and modifications were made. The eleven programmes were reduced to the following: 1. Law (LLB); 2. Education (BA Education); and 3. Science (BSc). LLB is taken by more OUT students than any other programme. Many students are teachers by profession, and some of these are enrolled for BA Education in an attempt to upgrade their qualifications. Science is important in the developing world and COSTECH commissioned this

researcher to investigate the learning resource needs of the OUT students.

In law and education Tanzanians and other Africans have made a significant contribution to the literature on Africa. In science the contribution has tended to be in the area of biological sciences. Local publications in law and education exist which reduces dependence on overseas literature.

This resulted in interviewing a total number of 54 students: one year two, year three, and year four student for LLB, BA Education and BSc in each of the six regions.

In all six regions the student would be notified by a local research assistant of the researcher's arrival dates. Having arrived in the region the researcher or the assistant would again get in touch with the students to arrange a suitable venue for the meetings. A substantial number preferred it to take place at their work places/offices. The majority of meetings in the urban areas were in public library buildings, where prior arrangements were made with regional librarians for the researcher to have a quiet room within the building. A few meetings took place at students' homes.

The sessions lasted between 45 minutes to an hour. In addition to writing down the responses the sessions were taped. A few students did not wish to be tape-recorded or to state their names. Some did not give any reasons, but others specifically stated that they wished to remain anonymous in case they could be identified by the university authorities. A few respondents did not

respond to some questions because, amongst other reasons, they did not have access to libraries; or they did not have regional centres, study centres and group discussions. So they found some of the questions irrelevant to them.

As one would expect, OUT students are scattered all over their regions. The researcher could not reach all in person. There was a need, therefore, to have a trained local research assistant in every region. Formal one-day training on the survey was given to the assistants by the researcher himself. All were TLS staff and the training took place in regional library buildings.

Survey of deans

Interviewing the OUT students by itself is not enough. In order to have an objective picture of the issues discussed or raised by the students one needs to cross-check some of the issues raised. It is also important to reinforce the study by also accommodating the views of lecturers and administrators. In any case they are the ones who are not only teaching and developing the study materials but also have experienced some of the problems or issues faced by their students.

In this group of administrators there were five categories of interviewees. The first was that which comprised chief executives of OUT. Three executives were interviewed. These were the Vice-Chancellor, Professor Geoffrey Mmari and the former Deputy Vice-Chancellor (Academics), Professor Abdu Khamis. The interviews with these executives were carried out in the preliminary stages of this research. An interview was

also carried out with the new Deputy Vice-Chancellor (Academics), Professor Donatus Komba on Wednesday, 13 January 1999. Most of the questions (see Appendix 3) in these interviews were directed towards getting information and views concerning administrative and policy matters.

The second category was that of faculty deans of Law, Education and Science, Technology and Environmental Studies (see Appendix 4). The interviewees here were:

1. Dr M.C. Mukoyogo, Dean, Faculty of Law
2. Dr J.R. Mhoma, Dean, Faculty of Science, Technology and Environmental Studies
3. Sydney Mkuchu, Acting Dean, Faculty of Education

The third category comprised three OUT Regional Directors. These are directors of Dar es Salaam, Kilimanjaro and Morogoro regions. There are no regional directors in the Coast, Tanga, and Arusha regions.

The fourth category was that of lecturers. As staff numbers are still relatively small and several lecturers are away on study leave, the pool for potential interviewees was very limited. Three deans (Dr Mukoyogo, Dr Mhoma and Mkuchu) had to serve, together with Professor G. Ndaalio of the Faculty of Science, Technology and Environmental Studies.

The fifth category was that which comprised information managers. The OUT librarian, Athumani Samzugui, happened to be the only librarian, hence the only interviewee.

Informal discussions also took place with other members of OUT staff such as the Bursar, Isaya Wambura; Dean of

the Faculty of Arts and Social Sciences, S. Kapalatu; and others.

Survey of librarians

Equally significant are the views of information providers concerning the OUT students. Five TLS regional librarians or their representatives of Dar es Salaam, Morogoro, Tanga, Kilimanjaro, and Arusha were interviewed. In Coast region the Kibaha Education Centre's librarian was interviewed. There is no TLS library in this region but OUT students tend to use the centre's library more often.

In addition to this librarians of other libraries used by OUT students were interviewed. These are those of University of Dar es Salaam library, the British Council library, and the Institute of Finance Management library in Dar es Salaam (see Appendix 5 for interview questions). For full list of academic and library interviewees see Appendix 6 (student names are not listed to preserve confidentiality).

The semi-structured interview is the data gathering tool selected for this particular survey as it allows the interviewer to hold conversations with the parties concerned, drawing them out and guiding the discussion along certain lines, but aiming to get a personal viewpoint rather than a set of responses which might be less useful in explaining the case. Another advantage is that interviews allow the expression of opinions and attitudes which are not recorded in print. Czaja and

Blair⁹ have observed that this is the best method especially for open-ended questions "since these surveys allow a more relaxed atmosphere and tempo... As a result, it is easier for the interviewer to probe for additional information, and respondents are not as uncomfortable with long pauses between answers because they can see what the interviewer is doing".

2.3.4 Observation

To supplement the above methods of data collection, the researcher also used both direct observation and participant observation methods. Yin has pointed out that "by making field visit to the case study 'site', an investigator is creating the opportunity for direct observations... Assuming that the phenomena of interest have not been purely historical, some relevant behaviours or environmental conditions will be available for observation... Such observations serve as yet another source of evidence in a case study... Observational evidence is often useful in providing additional information about the topic being studied."¹⁰.

In an attempt to find out how heavily the OUT collections in the public libraries are used by the students; type of students (by course) using the collections; how is the collection used; type of materials used and not used; type of answers posed by the students; services available for the students; and staff required for serving the students the researcher

⁹ Czaja, Ronald and Blair, Johnny. (1996). *Designing surveys: a guide to decisions and procedures*. London: Pine Forge Press. p.46.

¹⁰ Yin, Robert K. (1989). *Case study research: design and methods*. London: SAGE Publications. p.91.

had to work behind the closed access open university collection and the reference desk as a reference librarian. This method was applied in Dar es Salaam and Morogoro regions.

Using this method the researcher was able to gain extra information out of informal conversations with students, and through assisting in finding and locating information. The relevant or useful information gained out of this method was documented in the researcher's diary.

2.4 PERMISSION TO DO RESEARCH

In Tanzania no one is allowed to carry out fieldwork research without first getting permission from the Tanzania Commission for Science and Technology (COSTECH). A research application and a fee were submitted to the commission in July 1996, after which a research permit was issued. Researchers are required to deposit a copy of the final report/thesis to the commission.

2.5 ANALYSIS OF RESULTS

2.5.1 General strategies and methods

Since the study approached the subject by describing the environment and its relationship with the information available for the OUT students, it was felt that a mixture of relying on theoretical propositions that led to the case study and developing a case study

description would be used as general strategies for analysing information/data gathered from the fieldwork. Yin points out that: "...The first and more preferable strategy is to follow the theoretical propositions that led to the case study. The original objectives and design of the case study presumably were based on such propositions, which in turn reflected a set of research questions, reviews of the literature, and new insights..."¹¹

The literature review, a set of research questions, and consequently the results for this research aim at firstly, illuminating the general theories of distance education and secondly, comparing the relevance of the theory in the context of what is happening in the developing world, in Tanzania in particular. It must also be stated here that the original purpose of this research was not simply to describe the situation. As a strategy, it was important first of all to provide a picture of the situation by describing what exactly is provided. From this picture, one could easily come up with relevant explanations and underlying theories. Yin points out that "in other situations, the original objective of the case study may not have been a descriptive one, but a descriptive approach may help to identify the appropriate casual links to be analysed - even quantitatively"¹².

It must be stated therefore that this study does not use one particular method of data analysis. Instead, it

¹¹ Yin, Robert K. (1994). *Case study research: design and methods*. 2nd ed. London: Sage Publications. p.106.

¹² Ibid., p.108.

applied a mixture of methods whose characteristics were useful for descriptive and interpretative studies.

The data analysis process is an on-going one. As Glaser and Strauss point out, "analysis is not the last phase in the research process; it is concurrent with data collection or cyclic... It begins with as soon as a first set of data is gathered and does not only run parallel to data collection, but the two become 'integrated'..."¹³ The analysis of data for this study, therefore, started immediately the first set of data was received in November 1997. Tesch's¹⁴ guidelines were followed:

1. the analysis process is systematic and comprehensive, but not rigid
2. attending to data includes a reflective activity that results in a set of analytical notes that guides the process
3. data are 'segmented', i.e. divided into relevant and meaningful 'units'
4. the data segments are categorised according to an organising system that is predominantly derived from the data themselves
5. the main intellectual tool is comparison

¹³ Glaser, Barney G. and Strauss, Anselm L. (1967). *The discovery of grounded theory: strategies for qualitative research*. Chicago: Aldine Publishing. p.109.

¹⁴ Tesch, Renata. (1990). *Qualitative research: analysis types and software tools*. London: The Falmer Press. pp.95-97.

6. categories for sorting segments are tentative and preliminary in the beginning, they remain flexible
7. manipulating qualitative data during analysis is an eclectic activity; there is no one 'right' way
8. the procedures are neither 'scientific' nor 'mechanistic'
9. the result of the analysis is some type of higher level-synthesis.

In view of the above, it can be claimed that most of the grounded theory principles have been widely applied in this study. This theory/method owes its origin from Glaser and Strauss¹⁵ who developed and applied it in the 1960s. Ever since the theory, as observed by Bryman and Burgess,¹⁶ has been widely cited as a prominent framework for the analysis of qualitative data and is frequently referred to as the approach employed when writers report the results of their research".

As shown by Pandit¹⁷ the theory has five analytic phases. These are the research design, data collection, data ordering, data analysis, and literature comparison. Following their requirements in the research design

¹⁵ Glaser, Barney G. and Strauss, Anselm L. (1967). *The discovery of grounded theory: strategies for qualitative research*. Chicago: Aldine Publishing. p.109.

¹⁶ Bryman, Alan and Burgess, Robert G. (1994). *Analyzing qualitative data*. London: Routledge. p.220.

¹⁷ Pandit, Naresh. (1996). "The creation of theory: a recent application of grounded theory method". *The Qualitative Report*, vol.2, December 1996. (<http://www.nova.edu/sss/QR/QR2-4/pandit.html>).

phase the steps that need to be taken are review of technical literature and selection of cases. This research on the learning resource requirements of OUT students and the extent to which they are met defined the specific research questions and its a priori constructs. In the data collection phase the steps to be followed are the development of rigorous data collection protocol and entering the field. Here a case study database was created, multiple data collection methods were employed, and both qualitative and quantitative data were received. Then data need to be ordered. Here the data was ordered by category of interviewee under investigation. In the data analysis phase one is required to analyse data relating to the first case. The study used simple coding methods. This helped to identify and develop concepts, and also categories of ideas and their sub-categories were identified and sorted out. The significance of this phase lies in its ability to integrate categories of ideas/data to build, confirm, extend and sharpen the theoretical framework. In the final phase of literature comparison the theory requires a researcher to compare emergent theory with extant literature. Here a comparison with other similar and dissimilar frameworks was done to demonstrate significant issues facing distance learning and learners in the developing world, and in Tanzania in particular.

Software was not used to assist in data analysis. Hammersley and Atkinson remind us that "it is important not to assume that all ethnographic data must now be stored and searched on computer" and that "for many

researchers there will still be a place for simple manual procedures".¹⁸

It must be stated, however, that the main purpose of this study was not to develop a new theory from the acquired data. It will be pointed out later that the existing theories still appear to be valid, but need to be evaluated in order to come up with practices suitable and relevant to a developing world country.

¹⁸ Hammersley, Martyn and Atkinson, Paul. (1995). *Ethnography: principles and practice*. 2nd ed. London: Routledge. p.193.

CHAPTER 3

DISTANCE LEARNING WITH PARTICULAR REFERENCE TO AFRICA

3.1 OPEN LEARNING AND DISTANCE LEARNING: DEFINITIONS

Any study which seeks to identify needs of a community cannot avoid defining the scope or parameters of the study or discussions. Since this research seeks to study and identify the learning resource needs of the OUT's students it is of paramount significance, therefore, to create clear premises by providing some basic definitions of the term "open learning" and its generic terms such as "distance learning" or "distance education" and "open education" or "open learning" and others. The need to define these terms is derived from the fact that these terms have been, and still sometimes are, used interchangeably and synonymously.

Open learning, to start with, has never been short of definitions which range from simple to complex. Dixon,¹ for example, defines open learning as "a wide range of learning opportunities that both aim to assist learners in gaining access to knowledge and skills they would otherwise be denied and give learners the optimum degree

¹ Dixon, K. (1987). *Implementing open learning in local authority institutions*. London: Further Education Unit. p.9.

of control over their own learning". Holt and Bonnici² take the definition further by observing that "Open learning is not just about access alone, it is also about providing people with a fair chance of success". As suggested by Rowntree³, these definitions clearly imply that open learning has a philosophy which provides a set of beliefs about teaching and learning and a method which provides a set of techniques for teaching and learning.

Distance learning, on the other hand, has many definitions but perhaps one of the clearest is provided by Rowntree:

"...learning while at a distance from one's teacher - usually with the help of pre-recorded, packaged learning materials. The learners are separated from their teachers in time and space but are still being guided by them..."⁴

The above definition embraces all educational institutions such as schools, colleges, polytechnics, universities and others which cater for learners studying at a distance. The connection between open learning and distance learning is stated by Rowntree⁵ when he observes that "if the philosophy of open learning is to do with improving access and learner-

2 Holt, D. and Bonnici, J. (1988). "Learning to manage through open learning: a case study in international collaboration". *Programmed Learning and Educational Technology*, vol.25. pp.245-57.

3 Rowntree, Derek. (1992). *Exploring open and distance learning*. London: Kogan Page. p.13.

4 Ibid., p.29.

5 Rowntree, Derek. (1992). *op. cit.*, p.30.

control then the method (thanks to self-study materials) usually involves some element of distance learning". He demonstrates this point by stating:

"..while open learning usually involves distance learning, not all distance learning systems are particularly open. As I said earlier, it is possible to have the method without the philosophy..."⁶

A very clear distinction is provided by Rumble's statement cited by Paul⁷ who summarises the position thus:

"...Open education is particularly characterised by the removal of restrictions, exclusions and privileges; by the accreditation of students' previous experience; by the flexibility of the management of the time variable; and by substantial changes in the traditional relationships between professors and students. On the other hand, distance education is a modality which permits the delivery of a group of didactic media without the necessity of regular class participation, where the individual is responsible for his own learning..."

The above definitions are essential in identifying the key elements associated with distance learning/education. As Keegan⁸ stated, there are six

6 Ibid., p.30.

7 Paul, Ross H. (1990). *Open learning and open management: leadership and integrity in distance education*. London: Kogan Page. p.50.

8 Keegan, D. (1986). *The foundations of distance learning*. Beckenham: Crook Helm. pp.49-50.

basic defining elements of distance learning/education which are as follows:

1. the separation of teacher and learner which distinguishes it from face-to-face lecturing;
2. the influence of an educational organisation which distinguishes it from private study;
3. the use of technical media, usually print, to unite teacher and learner and carry the educational content;
4. the provision of two-way communication so that the student may benefit from or even initiate dialogue;
5. the possibility of occasional meetings for both didactic and socialisation purpose; and
6. the participation in an industrialised form of education which, if accepted, contains the genus of radical separation of distance education from other forms within the educational spectrum.

An open university, therefore, is just one manifestation of forms of distance learning/education provision as it is characterised by most, if not all, of the above elements. The ultimate aim is the removal of basic educational barriers which Bell and Tight⁹ broadly classify into the following categories:

⁹ Bell, Robert and Tight, Malcolm. (1993). *Open universities: a British tradition?* Buckingham: The Society for Research into Higher Education and Open University Press. p.3.

- (a) Physical/temporal: those restricting the time, place and space at which learning may be undertaken;
- (b) Individual/social: those to do with the characteristics of the individual learner (such as age, sex, ethnicity, class and wealth);
- (c) Learning: those to do with the nature of learning provided (such as content, structure, delivery, accreditation and flexibility).

The whole philosophy behind the above points is the same that the National Extension College and the Open University shared:¹⁰

- (a) to meet the needs of many not attracted by traditional institutions or unable for a variety of reasons to take advantage of them, and
- (b) to provide education both for adults who had missed something in their initial education and for adults who could not make use of existing facilities.

In attempting to distinguish between methods of delivery Holmberg defines distance learning as :

"...The various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same

10 Richardson, Michael. (1989). "The National Extension College and the Open University - a comparison of two national institutions", In: *Open learning in transition: an agenda for action*, edited by Nigel Paine. London: Kogan Page. p.189.

premises but which, nevertheless, benefit from the planning, guidance and teaching of a supporting organisation..."¹¹

The above definition suggests that part-time and correspondence courses could also fall within the scope of this definition. This, according to Hannah, raises the question of how we distinguish between different methods of delivery, and she attempts to demonstrate this by stating that:

"...Physical attendance requirements at classes (day, evening, or weekend) and tutorials is probably the key. The label 'part-time study' is generally applied where the student attends classes at least weekly, whilst distance education requires less frequent, perhaps minimal attendance. Of course, if no attendance at all were required, the method of study should be labelled correspondence education. Perhaps this distinction seems an obvious one, but my own experience suggests that, as methods of delivery become increasingly flexible, distinctions can become blurred. I am aware of at least one part-time degree course offered by one of the new universities and targeting mature students, where there is no attendance requirement..."¹²

11 Holmberg, B. (1989). *Theory and practice of distance education*. London: Routledge. p.3.

12 Hannah, Janet. (1995). "The role of 'non-distance supplements' in distance education: some reflections". In: *Distance education: some international examples*, edited by W. J. Morgan. Nottingham: Centre for Research into the Education of Adults, University of Nottingham. p.23.

The above discussion or philosophy is clearly based on the experience of the developed countries, especially UK, which has been a pioneer for distance learning for quite some time now.

But the fact remains that the need for such an institution as an alternative to traditional universities is quite evident not only in the developed countries but also and perhaps even more in the developing countries. This is so because of the dire need of higher education which is not easily available to the majority of school leavers and others.

3.2. DISTANCE EDUCATION IN AFRICA

Okeem poses a question: is long-distance transmission of knowledge a new phenomenon in Africa?

"...For long before radio or television were introduced in the continent during the colonial era, the 'homo Africanus' relied on his instrument par excellence - the drum - in order to communicate through distant space with his fellow man. That special drum came to be known as the 'talking drum'. Its message of joy and sorrow, mourning and celebration travelled over hills and mountains to link man in a two-way exchange..."¹³

The significance of the above quotation lies in the fact that the beginning of a philosophy of education which aimed to serve the needs of the majority started in the

13 Okeem, E. (1990). *Education in Africa: search for realistic alternatives*. London: Institute for African Alternatives. p.3.

pre-colonial era and that the 'talking drum' was a precursor of the modern correspondence education, in so far as it linked the distant learner to his/her teacher or knowledge holder.

Perraton also attempts to answer the above question by stating:

"...Distance education in Africa is not new... As early as the 1960s Botswana, Kenya, Malawi, and Zambia were amongst the countries whose governments decided to use distance for teacher training and secondary education..."¹⁴

But specifically, it is maintained that the first institution in Africa to offer distance education was in South Africa. This was the University of South Africa, which in 1947 commenced tuition by mail.¹⁵ Apart from this, the next correspondence college was established at the Centre d'Enseignement Superieur in Brazzaville, Congo in 1962.¹⁶ Significant progress followed between 1964 and 1975. Zambia and Malawi, for example, started correspondence programmes which were run by ministries of education and offered senior secondary school courses.

Realising the growing interest in adult education and use of correspondence education Dag Hammarkjold

14 Perraton, Hillary. (1992). "A review of distance education". In: *Distance education in Anglophone Africa: experience with secondary education and teacher training*, edited by Paud Murphy and Abdelwahed Zhir. Washington: The World Bank. p.7.

15 Van As, B. S. (1985). "Transitional study programmes at the distance teaching University of South Africa: a continuing experiment". *Distance Education*, vol.6. pp.223-234.

16 Okeem, E. (1990). op. cit., p.4.

Foundation in Uppsala, Sweden sponsored two seminars in 1967 and 1968 under the theme: the use of correspondence instruction in adult education: means, methods, and possibilities.¹⁷ The 1967 seminar was carried out with the purpose of giving opportunities to "African educators to come together to discuss and exchange information on their respective experiences in this field". The 1968 seminar went further than this by "giving rise to a survey of existing institutions operating programmes of correspondence education in Africa conducted in conjunction with the United Nations Economic Commission for Africa (ECA)"¹⁸

The above seminars were conducted outside Africa and attended by participants from English-speaking African countries. Under the auspices of the ECA, with the co-

operation of Ivory Coast National Administration (ENA) and the close collaboration of the Swedish International Development Authority (SIDA) the first seminar on the subject was held in Abidjan in the Ivory Coast in April 1971. This seminar:¹⁹

- (a) acted as the next step in setting up of the Association of African correspondence schools;

17 Correspondence instruction in Ethiopia, Kenya, Tanzania, Malawi, Zambia and Uganda. Experiences, needs and interests: a report to the Dag Hammarskjold Foundation.

18 Okeem, E. (1990). op. cit., p.5-6.

19 United Nations Economic and Social Council. Economic Commission for Africa. (1971). Report of the seminar on correspondence education in Africa, Abidjan, Ivory Coast, 5-15 April 1971. p.1.

- (b) considered and discussed ways of establishing a machinery for the promotion of correspondence education in Africa;
- (c) considered the need to evaluate the current state of correspondence education in Africa and its future prospects, and
- (d) considered the application of correspondence methods to specialised training.

According to Dodds distance education programmes in Africa expanded greatly between 1964 and 1975:

"...This was one response by the governments of the newly independent countries to the demand to expand their educational coverage rapidly and to provide opportunities to the young adult section of their population to obtain educational qualifications of which they had previously been deprived..."²⁰

In the southern part of Africa, for example, Zambia and Malawi were amongst the very first countries to establish correspondence or distance learning programmes. Most of the programmes were set up by the ministries of education and offered senior secondary school courses.

In West Africa Ghana established its first correspondence programme at the Institute of Adult

20 Dodds, Tony. (1994). "Distance learning for pre-tertiary education in Africa". In: *Open learning in the mainstream*, edited by Mary Thorpe and David Grugeon. Harlow: Longman. p.319.

Education, University of Ghana, in 1970.²¹ The programmes were run by a university adult education department. In Nigeria the Correspondence and Open Studies Institute was established at the University of Lagos in 1966.

In Kenya, Uganda and Tanzania in East Africa university adult education departments were established and given the task of carrying out distance learning programmes.

The levels and objectives of these institutions and programmes varied from one country to another depending on the needs and objectives of institutions and their students. According to Siaciwena,²² for example, the objectives of the National Correspondence College in Zambia were to offer secondary education to:

- (a) teachers with professional training who lacked the required academic qualifications;
- (b) other adults wanting to pursue further academic education leading to certification (directed mainly at persons currently employed to help them pursue career advancement);
- (c) primary school leavers who failed to enter the formal secondary school system.

21 Ansere, Joe K. (1971). Correspondence education in Ghana. Paper presented at the Seminar on Correspondence Education in Africa, Abidjan, Ivory Coast, 5-15 April 1971. p.1.

22 Siaciwena, R. (1981) "Secondary education by correspondence in Zambia: the role of the National Correspondence College". *Zambia Educational Review*, vol.3. p.17.

In Swaziland, on the other hand, as observed by Young and others,²³ the William Pitcher Teacher Training College which offered distance education had the following objectives:

- (a) to improve the country's teaching strength by training some 600 primary school teachers;
- (b) to inculcate modern methods, not only for use by trainees, but also as a way to change others;
- (c) to organise the training in such a way that it caused the minimum of disruption to the staffing of schools.

Curran and Murphy,²⁴ basing their analysis on distance education experiences from Ethiopia, Kenya, Lesotho, Zambia, and Zimbabwe summarise the programmes and their contents by grouping them into the following three broad categories:

1. programmes for teacher education, either at a formation level or for in-service development;
2. programmes for second-level education that compensate for the severe shortage of qualified teachers in many African countries;

23 Young, M., et al... (1980). *Distance teaching for the Third World: the lion and the clockwork mouse*. London: Routledge and Kegan Paul. p.31.

24 Curran, Chris and Murphy, Paud. (1992). "Distance education at the second-level and for teacher education in six African countries". In: *Distance education in Anglophone Africa: experience with secondary education and teacher training*, edited by Paud Murphy and Abdelwahed Zhir. Washington: The World Bank. p.18.

3. programmes that are intended to reach a wider adult audience.

3.3 WHY DISTANCE LEARNING?

Curran and Murphy²⁵ states that one of the main problems confronted African governments at independence was a "large number of able people who did not have access to second-level education". This naturally created political pressure on newly independent countries to provide educational opportunities for all segments of the population, including those who could not afford to participate in the standard face-to-face conventional system of education.

But while there was and is a need to increase the productivity of both former and present systems of education, to search for new means of extending educational facilities to more people and to increase the numbers of formally qualified people, the developing world countries, particularly in Africa, were also confronted with the problem of insufficient resources to cater for the above needs. According to Kabwasa²⁶ the only educational system which would suit the environment would be one which is inexpensive, comprehensive, be able to produce adequate trained personnel and reach a large number of people. Distance education system has

25 Ibid., p.21.

26 Kabwasa, Antoine. (1970). "Correspondence education in Africa". In: *Mass education: studies in adult education and teaching by correspondence in some developing countries*, edited by Lars-Olof Edstrom, et. al... Stockholm: Dag Hammarskjold Foundation.

been seen as favourable as it meets all of the above requirements. This is so because, as Dodds²⁷ argues, distance education has the following characteristics:

- (a) Distance teaching makes it possible for a few teachers to reach large numbers of students;
- (b) It does not require new schools to be built, it relies on the spare-time use of existing buildings and equipment;
- (c) It makes it possible for students to learn while they continue to earn; they do not need to be removed from their productive activity while they study;
- (d) once the teaching materials have been produced and the system is established, additional students can be enrolled with only marginal cost; the more students there are, the lower the cost per student.

The situation is well summed up by Dodds, Perraton and Young:

"...Its main advantages relate directly to the source of the problems. First its economy: school buildings are not required and teachers and administrators can be responsible for many times more students than they can accommodate in a school. Its second main advantage is its flexibility: people who have got jobs can study in their own time, in their own homes without

27 Dodds, Tony. (1976). *Administration of distance teaching institutions*. Cambridge: International Extension College. pp.6-8.

being removed from their work for long periods. Its third advantage is its seven-league boots: it can operate over long distances and cater for widely scattered student bodies..."²⁸

The above advantages appealed to most African countries which established distance education programmes. These are even more appealing now when most of the developing countries face economic difficulties which pose a threat to the conventional educational system. Zindi and Aucoin observe that:

"...In many African countries competing social needs such as health, food, transport and education pose a great problem for those governments with limited resources. The idea of distance education, because it does not require the same amount of physical facilities or teachers when compared to the conventional system, becomes appealing.... People who would otherwise be marginalised by the conventional educational system such as women with children, workers and disabled people can take courses through distance education because of its flexibility..."²⁹

There is not enough literature available about actual costs involved in training/educating a distance learner but the experiences of Malawi, Zambia, and Zimbabwe, as

28 Dodds, T., Perraton, H., and Young, M. (1972). *One year's work: The International Extension College 1971-1972*. Cambridge: International Extension College. p.10.

29 Zindi, Fred and Aucoin, Robert. (1995). "Distance education in Tanzania and Zimbabwe". *Open Learning*, vol.10. p.32.

demonstrated by Curran and Murphy,³⁰ show that distance education can "work and could be less costly per student enrolled than the conventional alternative". In Tanzania, Chale³¹ finds that each teacher trained by the distance education method cost one quarter of the cost of each teacher trained conventionally. In Botswana, Dodds and Youngman,³² observe that distance education is seen as providing a minimum of basic education to all Botswana and the occupational skills required by the economy and that the "unit cost of a secondary student enrolled with DNFE is approximately 10% of the cost of a full-time secondary student".

3.4 COMMON METHODS OF CONVEYING INFORMATION

Some media are valuable for the transmission of distance learning. This is so because distance education/learning involves the separation of teacher and learner, which distinguishes it from face-to-face

30 Curran, Chris and Murphy, Paud. (1992). "Distance education at the second-level and for teacher education in six African countries." In: *Distance education in Anglophone Africa: experience with secondary and teacher training*, edited by Paud Murphy and Abdelwahed Zhir. Washington: The World Bank. p.213

31 Chale, Emino M. (1992). "Application and cost-effectiveness of distance education in teacher preparation - a case study of Tanzania". In: *Distance education in Anglophone Africa: experience with secondary education and teacher training*, *ibid.*, p.135.

32 Dodds, Tony and Youngman, Frank. (1994). "Distance education in Botswana- progress and prospects". *Journal of Distance Education*, vol.9. p.71.

lecturing,³³ and rarely do teachers speak directly to learners.

In attempting to demonstrate the relationship between media, technology and distance education applications of technology Bates³⁴ identifies direct human contact (face-to-face), text (including still graphics), audio, television and computing as the most important media to be applied by distance learning programmes. Sparkes³⁵ identifies printed texts, lectures, small group tutorials, TV, radio and tape recordings, practical work, the use of microcomputers, projects assignments and independent study as main methods available for teaching or conveying information at a distance. Rowntree³⁶ attempts to compile a comprehensive list of specific examples of the media available for distance learning: print such as books, pamphlets, newspapers, journals, periodicals, specially self-teaching text; audio-visual such as audio-cassettes/discs/CDs, radio broadcasts, slides or filmstrip, film or film loops, video-cassettes, television broadcasts, computer based training (CBT), interactive video; practical or project work such as materials, equipment and specimens for learner's own use, assignments based on learner's

33 Jarvis, Peter. (1993). "The education of adults and distance education in the late modernity". In: *Theoretical principles of distance education*, edited by Desmond Keegan. London: Routledge. p.166.

34 Bates, A. W. (Tony). (1995). *Technology, open learning and distance education*. London: Routledge. p.31.

35 Sparkes, John. (1993). "Matching teaching methods to educational aims in distance education". In: *Theoretical principles of distance education*, edited by Desmond Keegan. London: Routledge. pp.141-142.

36 Rowntree, Derek. (1992), op. cit., p.97.

workplace; human interaction at a distance such as telephone conversation between learner and tutor, learner-learner telephone conversations, video conferencing, computer conferencing; and face-to-face such as learners' self-help groups, help from line managers, occasional seminars, tutorials, lectures by tutors or other group organisers.

The above methods, however, portray the experience of distance learning in the developed countries' environment which is characterised by the needs and extensive use of IT materials, and availability and easy accessibility of all forms of reading materials suggested by the above authors, and available for distance learning. While a distance learner in the UK, for example, can afford to access most of the above forms of information his counterpart in a developing country such as Tanzania cannot afford to due to all sorts of reasons such as unavailability of some of the information resources required for distance learning, and the price of reading materials. The situation is well summed up by Ansu-Kyeremeh:

"...Ordinary radio and television sets are so expensive that it would take a minimum wage earner well over two months' salary to buy a radio set and almost ten times that to be able to buy a television set... In Australia, an eight-hour daily minimum wage would buy a radio set while such a fortnightly wage would purchase a small colour television..."³⁷

³⁷ Ansu-Kyeremeh, Kwasi. (1991). "Distance education in developing context: Ghana". In: *Beyond the text: contemporary writing on distance education*, edited by Terry Evans and Bruce King. Geelong, Victoria: Deakin University Press. p.148.

The methods, therefore, which have been applied in Africa since the 1960s are varied but the common ones are identified by Kabwasa³⁸ as the use of media such as radio and print and face-to-face teaching method. When distance learning programmes started in the 1960s and 1970s several countries used radio broadcasts to reach a wider audience. Jenkins observed that:

"...Some use has been made in Africa of interactive, a method of distance education that uses radio to teach children in class, providing support for teachers who have difficulty handling certain subjects... For adults who have not been to school basic education does not necessarily need to start with literacy, and radio has great potential to reach those who cannot read. In the 1960s, 1970s, and early 1980s several countries experimented with radio-based non-formal education..."³⁹

When Perraton⁴⁰ was trying to draw models of distance education he managed to show, amongst other things, the common methods applied in Africa. She shows, for example, that teacher training programmes in countries such as Swaziland and Tanzania have been using pre- and

38 Kabwasa, Antoine. (1970). "Correspondence education in Africa". In *Mass education and teaching by correspondence in some developing countries*, edited by Lars-Olof Edstrom, et al... Stockholm: Dag Hammarskjold Foundation. pp.284-293.

39 Jenkins, Janet. (1990). "Distance education and its potential for Africa as an educational alternative". In *Education in Africa: search for realistic alternatives*, edited by E. Okeem. London: Institute for African Alternatives. p.29.

40 Perraton, Hilary. (1992). "A review of distance education". In: *Distance education in Anglophone Africa: experience with secondary education and teacher training*, edited by Paud Murphy and Abdelwahed Zhir. Washington: The World Bank. pp.9-10.

in-service training with correspondence backed radio and vocation study; for out of school secondary and tertiary education Ghana, Botswana and Nigeria have been using correspondence courses. Curran and Murphy⁴¹ maintain that the separation of teacher from student is rarely absolute since some degree of face-to-face communication exists. They categorise the methods as follows:

- (a) students are provided with course materials and may submit assignments to tutors, and there is occasional face-to-face communication with tutors, or none at all (Ethiopia, Lesotho, Zambia);
- (b) students attend some residential and day courses (Kenya, Lesotho, Zimbabwe);
- (c) students participate daily in study groups with supervisors on hand to help them (Malawi, Zambia, Zimbabwe).

The above observation suggests that many African countries are not using IT facilities such as television broadcasts, video-recordings, and audio-tapes. However, with the recent introduction and availability of media technology a few countries have started to use them. According to Perraton:

"...More recently, some countries have used direct teaching, with

41 Curran, Chris and Murphy, Paud. (1992). "Distance education at the second-level and for teacher education in six African countries". In: *Distance education in Anglophone Africa: experience with secondary education and teacher training*, edited by Paud Murphy and Abdelwahed Zhir. Washington: World Bank. p.33.

large, television-based schemes, in Niger and Cote d'Ivoire..."⁴²

It is interesting to note, however, that the francophone countries are the ones which are widely using the media. But the fact remains that at least audio-visual media are regarded as potential tools for conveying information to distance learning students.

3.5 THE NEED FOR AN OPEN UNIVERSITY

An open university is just one manifestation of the different available forms of distance learning/education provision as characterised by most, if not all, of the elements identified and discussed earlier. The ultimate aim of having such an institution is the removal of barriers which are created by the conventional educational system.

But the fact remains, that the need for such an institution as an alternative to traditional universities is quite evident not only in the developed countries but also in the developing countries. Perhaps even more so in the developing countries as Brande once observed that "no continent has a greater need for distance education than Africa".⁴³ This is so because of the dire need of higher education which is not easily available to the majority of school leavers and others.

42 Perraton, Hilary. (1992). op. cit., p.10.

43 Brande, Lieve Van de. (1993). *Flexible and distance learning*. Chichester: John Wiley. p.216.

There are only a few high school leavers and other mature students who can secure positions to pursue higher studies in the developing countries' universities. This does not mean that the candidates are less able or have not performed well in their 'A' Level examinations or any other equivalent examinations. As a matter of fact many students/candidates who graduate from 'A' Level studies and other professional studies possess the necessary qualifications required by universities.

The tradition of most universities in the developing countries, especially in Africa, is to admit candidates/students who possess high school qualifications and a very few mature candidates for undergraduate degree studies. And in a country where there are only one or two universities to serve many candidates the practice is to admit the best candidates amongst the many competitors who possess the necessary qualifications. The situation is clearly summed up by Bengé and Olden who observed that:

"...These students are not necessarily less able or less suited for a professional career than their contemporaries reading for first or second degrees; as often as not, they have been simply less fortunate in the educational opportunities which came their way..."⁴⁴

In Nigeria, where an attempt to establish a full-fledged open university was made in the early 1980s, ninety per cent of the students enrolled in formal educational

44 Bengé, Ronald, and Olden, Anthony. (1981). "Planning factors in the development of library education in English-speaking black Africa". *Journal of Librarianship*, vol.13. p.213.

institutions are in the primary schools, while only ten per cent are in secondary and tertiary institutions. Salisu observed:

"...The number of students in schools and universities is inversely proportional to the level of education (i.e. the higher the level of education, the lower the number of students in enrolment). Many factors have been found to be responsible for this dwindling number of students along the way in ascending the educational system's ladder..."⁴⁵

The reason why this practice prevails is because most developing countries cannot afford to run many universities owing to: difficult economic conditions; absence of priority; and the notion that university students need to study full-time and be accommodated only in a university campus.

Although there are distance education programmes such as correspondence courses offered by a number of institutions in African countries such as Malawi (Malawi Correspondence College), Zambia (Zambia National Correspondence College), Kenya (University of Nairobi Correspondence Course Unit), Uganda (Makerere University Correspondence Course Unit), and Tanzania (Institute of Adult Education)⁴⁶ there had been no open university in its real sense outside South Africa. One of the early attempts was in Nigeria in the late 1970s. The need for

45 Salisu, T. M. (1984). "The library and the Open University". *International Library Review*, vol.16. p.37.

46 Dodds, Tony. (1994). "Distance learning for pre-tertiary education in Africa". In: *Open learning in the mainstream*, edited by Mary Thorpe and David Grugeon. Harlow: Longman. pp.318-323.

such an institution was emphasised by the then president Shehu Shagari who advocated:

"...giving the most urgent attention to the creation of an open university system to cater for those members of our society who cannot attend full time university course..."⁴⁷

The process went as far as the introduction of an Open University Bill which was discussed in the National Assembly but was never ratified. As Salisu observed:

"...The potential of the open university has been realized by a great majority of the people who are concerned with planning of education in this country and those who are law-makers of the nation. In this light an Open University Bill has been discussed in the National assembly, though unfortunately it was thrown out..."⁴⁸

Omolewa⁴⁹ and Oduaran⁵⁰ state that the Open University of Nigeria was closed down for economic reasons as soon as it was established.

47 Shagari, Shehu. (1979). "President Shagari's address to the national assembly". *New Nigerian*, vol.18. p.3.

48 Salisu, T. M. (1984). "The library and the open university". *International Library Review*, vol.16. p.39.

49 Omolewa, M. (1984). "Introducing the National Open University". *ICDE Bulletin*, vol.6. p.41-43.

50 Oduaran, A. B. (1985). "Nigeria's National Open University: a study or retrospect". *ICDE Bulletin*, vol.8. p.49-53.

The Commonwealth Ministers of Education held a conference in Nairobi, Kenya, in July 1987.⁵¹ At the conference the proposal to create the University of the Commonwealth for Co-operation in Distance Education was tabled, discussed and agreed. The specific aim of this new body was to create and strengthen educational institutions, adapt teaching programmes and produce new ones, and link distance education centres all over the Commonwealth. Also the Commonwealth Heads of Government Conference which was held in Vancouver, Canada in October 1987 discussed and accepted, amongst other things, the proposal to form a University of the Commonwealth for Co-operation in Distance Education.⁵²

The Open University of Tanzania appears to be one of the first attempts in sub-Saharan Africa outside of South Africa. Other countries are to look upon it as an example in terms of both successes and failures.

3.6 DISTANCE EDUCATION IN TANZANIA

In Tanzania, as in most British ex-colonial countries, distance education followed almost the same pattern discussed earlier. It started with the introduction of correspondence courses. The Ministry of Education's *Report of the Committee on the Establishment of an Open*

51 Commonwealth Secretariat. (1987). *Towards a commonwealth learning. a report to create the University of Commonwealth: report of the expert group on commonwealth cooperation in distance education and open learning.* London: Commonwealth Secretariat. p.4.

52 Ibid., p.5

*University in Tanzania*⁵³ attributes the beginning of distance education to the introduction, in the 1940s, of foreign institutions like the British Tutorial College; the Rapid Results College; Wolsey Hall; and the International Correspondence School. The courses offered by these institutions did not cater for the needs of the majority as the report clearly states:

"...The relevance of the education offered by these institutions did not reflect the post independence national priorities in the political environment of Tanzania. By and large the courses catered mainly for the interest of urban dwellers who either intended to re-enter the school system or to join and upgrade themselves in commerce, civil service, accountancy and other professions. Payments for the costs of these courses were made in foreign currency..."⁵⁴

Distance learning programmes which reflected the needs of indigenous people started in the 1960s. As stated by Kagaruki and Mwakatobe⁵⁵ indigenous distance education in the form of correspondence education activities began in 1963 with the establishment of the Moshi Co-operative Education Centre (CEC). The specific aims of the centre were:

53 United Republic of Tanzania: Ministry of Education. (1990). *Report of the Committee of the Establishment of an Open University in Tanzania*. Dar es Salaam: Ministry of Education. p.6.

54 Ibid., p.6.

55 Kagaruki, G. E. and Mwakatobe, R. Y. (1973). "Correspondence education in co-operative training in Tanzania". In: *Correspondence education in Africa*, edited by Antoine Kabwasa and Martin M. Kaunda. London: Routledge & Kegan Paul. p.31.

- (a) educating members of primary co-operative societies as to their rights, duties and responsibilities
- (b) equipping employees of primary societies with knowledge and skills they required to perform their duties efficiently.

The development of distance education was given a new boost in 1970 when the Institute of Adult Education and the National Correspondence Institution (NCI) were established. NCI was established as a department of the Institute of Adult Education with financial and technical support from Sweden. The general aims and scope of NCI are summarised as:⁵⁶

- (a) to equip Tanzanians with knowledge and skills they need to meet the manpower needs of the country
- (b) to help Tanzanians understand the nation's policies and thereby be prepared to participate more fully in carrying out national policies and programmes; and
- (c) to supplement efforts being made by leaders and adult educators in various departments of government to bring about economic and social development in the rural areas.

The Ministry of Education's *Report of the Committee on the Establishment of an Open University in Tanzania*⁵⁷

56 United Republic of Tanzania: Ministry of Education. (1990). "Report of the Committee on the Establishment of an Open University in Tanzania", op. cit., p.8.

57 Ibid., p.8.

translates the above general aims into viable programmes which would perform the following tasks:

- (a) serve human resources development and not for general certification in education
- (b) attract sufficient numbers (200-300) of students for enrolments
- (c) ensure availability of course writers and teaching staff for tutorial support, and
- (d) tap on students own high initial motivation and incentives to sustaining active learning.

As observed by Mpogolo,⁵⁸ the establishment of NCI was triggered by three factors:

1. the desire to educate the masses for rural transformation
2. the need to train the middle cadre to fill the vacant posts in the government apparatus in the wake of independence
3. the need to educate Tanzanians on their national policy of socialism and self-reliance.

⁵⁸ Mpogolo, Zakayo J. (1985). "Learning strategies for post-literacy and continuing education in Tanzania". In: *Learning strategies for post-literacy and continuing education in Kenya, Nigeria, Tanzania and United Kingdom: outcomes of an International Research Project of the Unesco Institute for Education organized in co-operation with the German Commission for Unesco, Bonn*, edited by R. H. Dave, et al... Hamburg: Unesco Institute of Education. p.172.

It could be argued that the underlying philosophy behind the establishment of correspondence courses was the need to restructure the existing Western-oriented education system to suit the needs of the country, and to expand educational opportunities in response to pressure from the public since the early 1960s. Chale summarises this philosophy by focusing on the politics of the day:

"...the most important consideration in establishing correspondence education has, however, been to help the country build an egalitarian society based on the principles of Socialism (Ujamaa) and Self-Reliance (Kujitegemea). Within this egalitarian society every citizen had to have equal educational opportunities regardless of age, sex, marital status, family size, place of residence, economic background, social position and similar external barriers. Every student has the right to make the most of himself..."⁵⁹

The above philosophy reflects how the former president Julius Nyerere was trying to use education, as an ideological instrument of the state, to achieve his political beliefs and policies. This was evident when he appealed to the nation by stating that "the most central thing about the education we are at present providing is that it is basically an elitist education designed to meet the interest and needs of a very small

59 Chale, E. M. (1979). "Correspondence education in Tanzania". In: *The Tanzanian experience: education for liberation and development*, edited by H. Hinzen and V. H. Hundsdorfe. Hamburg: Unesco Institute of Education. p.200.

proportion of those who enter the school system",⁶⁰ and specifically stated that:

"...The education provided by Tanzania for the students of Tanzania must serve the purposes of Tanzania. It must encourage the growth of the socialist values we aspire to. It must encourage the development of a proud, independent, and free citizenry which relies upon itself for its own development, and which knows the advantages and the problems of co-operation. It must ensure that the educated know themselves to an integral part of the nation and recognize the responsibility to give greater service the greater opportunities they have had..."⁶¹

Just as in Zimbabwe and elsewhere Tanzania used distance education also to support political beliefs and ideologies.

It is maintained that the institutions which provided distance education, before the establishment of IAE and NCI, mainly used correspondence and radio programmes/broadcasts. It was after the establishment of IAE and NCI in 1970 when a move was made towards modern distance education by providing information through printed course materials, radio broadcasts, and face-to-face meetings between students and tutors. The development of methods of conveying information to

60 Nyerere, Julius K. (1969). "Education for self reliance". In: *Self-reliant Tanzania*, edited by Knud Eric Svendsen and Merete Teisen. Dar es Salaam: Tanzania Publishing House. p.226.

61 Ibid., p.369.

distance education learners is summed up by Zindi and Aucoin:

"...Distance education in Tanzania, as in many African nations, has followed four different paths. These are: correspondence institutes, radio programmes which are used to improve residential instruction, radio and visual campaigns to promote literacy, health and other issues of national importance, and, formal distance education and training institutions. The development of distance education has followed a chronological hierarchy ranging from correspondence schools from the 1960s to a proposal for the establishment of a full scale open university which was implemented on March 1993..."⁶²

62 Zindi, Fred and Aucoin, Robert. (1995). "Distance education in Tanzania and Zimbabwe". *Open Learning*, vol.10. p.33.

CHAPTER 4

DISTANCE EDUCATION THEORIES: THEIR IMPLICATIONS FOR INFORMATION PROVISION

Distance education theories tend to deal with the relationship between a distance learner and an institution providing distance education. But very little has been specifically written on the place of information provision in distance education teaching and learning. In fact most writings put more emphasis on teacher-learner relationships than on the relationship between a distance learner and information.

Almost all distance education theories come from scholars and theorists from the West. Some of these scholars are Rudolf Manfred Delling, Otto Peter (Germany); David Sewart (UK); Borje Holmerg and John A. Baath (Sweden); Charles A. Wedemeyer, Michael G. Moore, (USA); and John S. Daniel (Canada). It is not surprising therefore to see that the theories in fact reflect the socio-economic environment where the theorists live.

This section does not aim to provide a critical analysis of the existing educational theories on distance education and their legitimacy. This is so because the focus of this work is information provision. However, an attempt is made to show how distance education theories of autonomy and independence,

industrialisation, interaction, and communication are significant in influencing the provision of information and learning resources for distance education students.

4.1 THE ESSENCE OF DISTANCE EDUCATION THEORIES

The years 1970 to 1980 are generally regarded as the taking off period for the creation and development of distance education theory, despite the fact that distance education had been practised for many years prior to this period. One of the reasons why they emerged so late was and still is the disagreement amongst scholars and educationists. Some scholars/educationists/writers maintain that there is not a sufficient theory, which stands on its own, to justify the existence of distance education as a discipline distinct from the general theory of education. To them distance education is just part and parcel of the existing educational theory. Mood states:

"... Some people, although they agree that greater openness in education is good, do not agree that the goal is a new phenomenon. In their view traditional educators have always tried to extend opportunities to more people. Thus they see distance education as a continuation of traditional education, not a separate development..."¹

Despite all this protagonists of the existence of distance education theories argue that accommodation of

1 Mood, Terry Ann. (1995). *Distance education: an annotated bibliography*. Englewood, Colorado: Libraries Unlimited. p.22.

greater openness in distance education clearly makes it different from traditional education, and introduces new approaches and practices which require new theories.

This analysis does not attempt to enter into a debate of who is right and who is wrong. But even if the traditional educationists were right the argument for having information provision practices would still be required. This is so because even in traditional education four important elements must exist: a teacher, a learner, a communication system or mode, and a programme to be taught.

Again if it were agreed that there is really a need for a theory for distance education, still information managers need to find how they are going to fit in within the boundaries of the theory. One cannot easily do this before, first of all, identifying the main elements of the theory. The existing theories of distance education can be put into the following categories:

4.1.1 Autonomy

Distance education theorists such as Charles Wedemeyer, Carl Rogers, Allan Tough and Malcolm Knowles have in one way or another associated distance education with student autonomy. But it was Michael G. Moore who attempted specifically to address and incorporate learner autonomy. According to Keegan:

“... the more tentative section of Moore's theory is when he tries to establish learner autonomy as the

second dimension of independent learning..."²

Sharing the same views as Wedemeyer, Moore goes further to identify the setting of objectives, methods of study and evaluation as the main elements associated with learner autonomy.

It is noted here that when the phrase "learner autonomy" is used it is referring to the separation between teacher and learner at a distance. Whether partial or total separation, what matters is the extent to which it is compensated by the availability of information. This information, in various forms, would be of assistance to the so called autonomous student in setting his/her learning objectives, selecting methods of study, and being able to evaluate his/her own performance.

4.1.2 Industrialisation

Other theorists have used industrialisation and technological development as their strong point in favour of having an independent theory for distance education. One of the main pioneers of this theory is Otto Peters³ who has always maintained that distance education is a product of industrialisation, and applied aspects of economic and industrial theory to describe distance education processes. Peters and others see conventional education which is mainly characterised by

² Keegan, Desmond. (1996). *Foundations of distance education*. 3rd ed. London: Routledge. p.70.

³ Peters, Otto. (1971). "Theoretical aspects of correspondence instruction". In: *The changing world of correspondence study*, edited by O. Mackenzie and E.L. Christensen. University Park, Pa.: Pennsylvania State University. p.42

oral, and group-based practices as a pre-industrial form of education. Keegan has demonstrated this aspect thus:

"... In the universities of the Middle Ages, the ancient rhetorical form of education was replaced by the lecture, the seminar, and the lesson and these have remained permanent characteristics of traditional education ever since... These can all be regarded as pre-industrialised forms of education..."⁴

The valid argument here is that distance teaching and learning could not have existed before the industrial era. The industrialisation which brought in the development of technology made it possible for distance education to depend on facilities such as postal services, transportation, modern forms of communication, and information technology.

4.1.3 Interaction and communication

Interaction and communication are regarded, by distance educators and theorists, as central to the concept, theory and practice of distance education. The role of a teaching institution should not end after developing and distributing study materials to distance education students. Teaching institutions are expected to provide effective or satisfactory learning experiences for their students after the study materials have been despatched. In order to achieve this there must be two-way communication, guided didactic conversation, continuity of concern, and interaction and independence.

⁴ Keegan, Desmond. (1996). *Foundations of distance education*. 3rd ed. London: Routledge. p.78.

4.1.4 Two-way communication

The role of a distance education tutor is not only characterised by correcting and assessing assignment functions/tasks but also by an ability to communicate more frequently with a distance student in an attempt to get some sort of feedback. This communication can be in the form of face-to-face sessions, mail, telephone, email, fax, and others. It is envisaged that continuous support, in terms of communication between a distance tutor and a distance student is essential in boosting motivation, especially for new distance students. If this is done well then the tutor is seen to "have important pedagogical functions and may play a main part in linking the learning materials to learning".⁵

4.1.5 Guided didactic conversation

Borje Holmberg is regarded as the originator of the guided didactic conversation theory. He characterises distance learning as a self-study system. But he also emphasises the fact that distance learning is not private reading as the student is not alone. The student benefits from having the course developed for him/her, and also draws a lot of experience from supporting organisations. As Keegan maintains "the relationship between the supporting organisation and the student is described as a guided didactic conversation".⁶

⁵ Rashid, Muhammad. (1992). *Distance education: concepts and methods*. Islamabad: National Book Foundation. p.42.

⁶ Keegan, Desmond. (1996). *op. cit.*, p.94

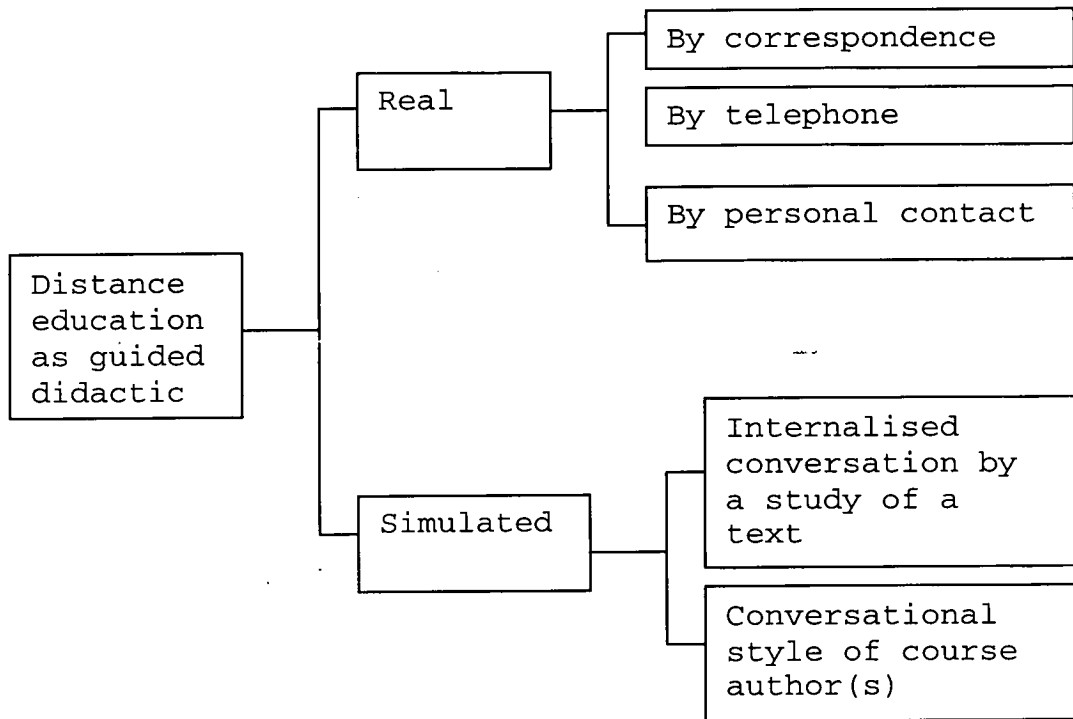
Holmberg outlines the main characteristics of guided didactic conversation as:⁷

- a. easily accessible presentations of study matter; clear, somewhat colloquial language, in writing easily readable; moderate density of information;
- b. explicit advice and suggestions to the student as to what to do and what to avoid, what to pay particular attention to and consider, with reasons provided;
- c. invitations to an exchange of views, to questions, to judgements of what is to be accepted and what is to be rejected;
- d. attempts to involve the student emotionally so that he or she takes a personal interest in the subject and its problems;
- e. personal style including the use of personal and possessive pronouns;
- f. demarcation of changes of themes through explicit statements, typographical means or, in recorded, spoken communication, through a change of speakers.

Holmberg's view of distance education as guided didactic conversation is schematically represented as in figure 4.1.

⁷ Holmberg, Borje. (1983). "Guided didactic conversation in distance education". In: *Distance education: international perspectives*, edited by David Sewart, et. al. ... Beckenham, Kent: Croom Helm. p.117.

Figure 4.1: Guided didactic conversation



Both the characteristics and the figure above attempt to show the conversation and the significance of continuous interaction between the student and the institution's resources.

4.1.6 Interaction and independence

The essence of these theories is drawing a line of demarcation in distance education activities. It asserts that the activities carried out by a distance education student are divided into two main groups. First, those activities which require the student to work alone or on his/her own such as reading, watching television at home, carrying out experiment, writing an assignment, thinking, and so on. Theorists such as

Daniel and Marquis⁸ refer to these as independent activities. Second, there are those activities which require a distance education student to contact other people such as distance tutor, colleagues, and other institutions. These are referred to as interactive activities. A good distance education programme is expected to balance the two.

4.2 IMPLICATIONS FOR INFORMATION PROVISION

As far as the information profession is concerned, the essence of all of the above theories is the physical separation between a lecturer and a distance student. The role of a lecturer is providing information in the form of study materials which will need to be supplemented by other sources made available by the institution which provides distance education. In campus-based or residential institutions on the other hand a student is provided with lectures, tutorials, group discussions, and library services.

Distance education students have more autonomy and independence than campus-based ones. It is interesting, however, to note that whenever the words 'autonomy' and 'independence' are used they refer to that relationship existing between a distance education lecturer and a distance student. The other equally significant relationship between a distance learner and providers of information other than lecturers is not clearly shown. Can there be greater autonomy from information

⁸ Daniel, J. and Marquis, C. (1979). Interaction and independence: getting the mixture right. *Teaching at a distance*, vol.15. p.32.

providers? The situation certainly imposes new challenges to information and learning resource providers. Of course, some of the tasks once carried out by teachers and lecturers have now been shifted to information providers. According to Runfold Delling:

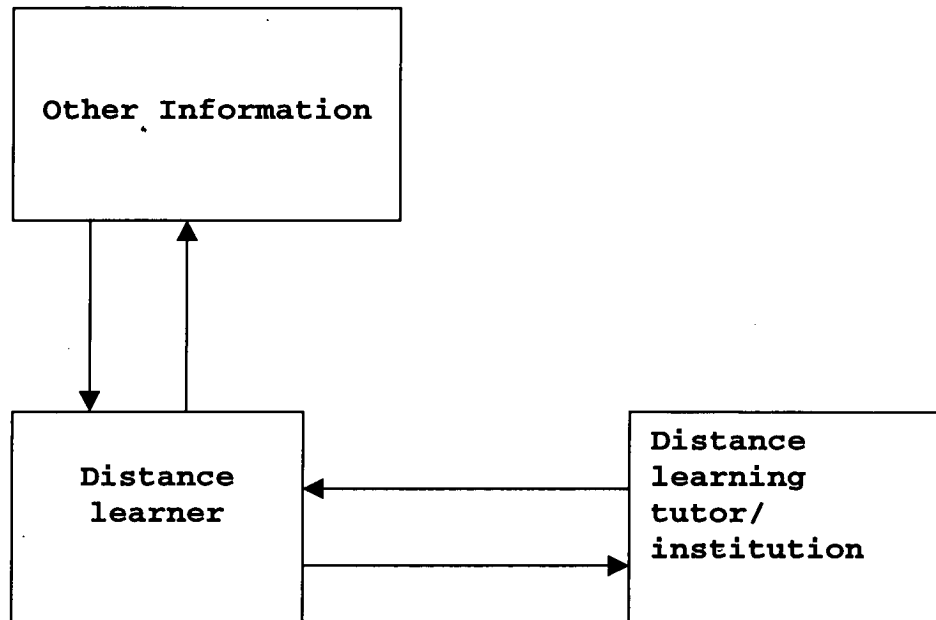
"... The function of the 'helping organization' is to take over, upon the wish of learners, everything that they cannot yet do for themselves, with the tendency that the learners eventually become autonomous. When this occurs the only function left for the helping organization is to provide information, documentation, and library facilities..."⁹

Nowadays some information organisations such as public libraries are required to address the needs of distance education community by, amongst other things, selecting, organising, storing, and disseminating information relevant to their needs. They also provide information services such as advice and reference. The introduction of subject librarian posts in some libraries has assisted students in compensating for an absent lecturer. All these functions and services fit in well within the context of interaction and independence theories.

What is also gathered from these theories is the significance of nation-wide information in the distance education learning process. The effective communication taking place between a lecturer and a distance education student takes place in parallel with the student interaction with information available outside the teaching institution. In fact this communication which

is supported by the interaction can be schematically presented (figure 4.2).

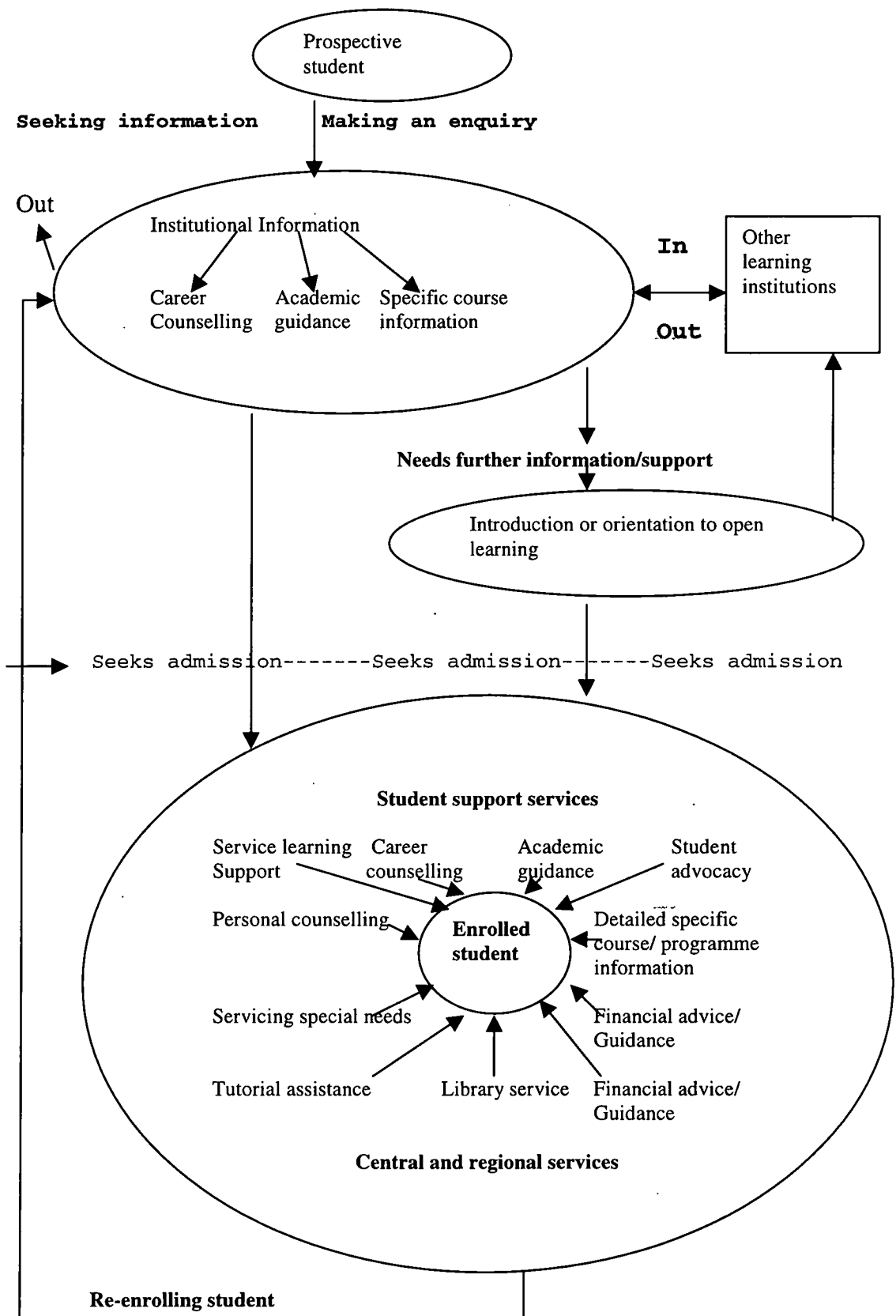
Figure 4.2: Relationship between learning and information



In their interaction with information students use all kinds of sources including people; libraries and other information units; technology based sources such as computer-based facilities; and practical sessions. The complete support services are easily represented as follows (figure 4.3):

⁹ Cited in Keegan, Desmond. (1996). *op. cit.*, p.58

Figure 4.3: Student support services



Source: Brindley (1993), as modified in: Reid, Jay. (1995). "Managing learning support" In: *Open and distance learning today*. London: Routledge. p.266.

It must be obvious that information, information providers, and information managers are central in the process of distance learning. They not only assume the intermediary role between a distance learner and a teaching institution but they also assume some of the responsibilities which were once carried out by a traditional lecturer. The issue of concern here, arising out of this analysis, is the extent to which this ideal situation is realised.

CHAPTER 5

THE OPEN UNIVERSITY OF TANZANIA: ITS STRUCTURE, ORGANISATION, PROGRAMMES OF STUDY, AND STUDENTS

5.1 BACKGROUND

The idea of having an open university was conceived way back in the 1970s. In 1979 the Tanzanian government commissioned the Anglo-Tanzania Media Study Group to look into the possibility of having such an institution in Tanzania.¹ In 1982 the Presidential Commission On Education could not understand the need for having such an institution while the existing universities were in a position to provide all the education needed by Tanzanians. As a result, it recommended the establishment of distance learning degree programmes at the existing universities:² University of Dar es Salaam and its constituencies, and Sokoine University of Agriculture.

There was still a feeling amongst the population that the universities were not able to cater for the needs of all the citizens who wanted a university education. Some of the unfavourable factors were as follows:

¹ The Open University of Tanzania. Student handbook, 1993. p.1.

² Ibid., p.1.

- (a) only a limited number of students who completed high school education were admitted to these universities. The majority could not get in. The statistics show that from 1984/85-1988/89 only 8,103 applicants out of 36,036 applicants were admitted to the University of Dar es Salaam, Institute of Development Management, Ardhi Institute, and College of Business Education.³ The figures show that throughout this period 27,933 applicants (77.5% of the total applicants) were not successful. It is also stated that about 600 people sit for the mature age university entry examinations but only about 100 are selected to enter the University of Dar es Salaam.⁴
- (b) only a limited number of students were granted scholarships by the government;
- (c) the universities could not admit all who applied due to pressures on accommodation, on teaching staff, on classrooms, on information facilities such as libraries, and on other resources;
- (d) The universities were and still are mainly offering full-time education which is impossible for some mature students who work full-time, or have other commitments which would rule out full-time education.

³ Applications as against admissions in selected tertiary institutions: 1984/85-1988/89. Statistics compiled by the Open University of Tanzania Committee from data supplied by respective institutions.

⁴ United Republic of Tanzania: Ministry of Education. (1990). Report of the Committee of the Establishment of an Open University in Tanzania. Ministry of Education: Dar es Salaam. p.45.

These issues necessitated the establishment of another committee in 1988 to look into the establishment of an Open University as an alternative institution for higher education. In 1990 the committee's report recommended the establishment of an Open University. The committee also recommended beginning by adopting materials produced by an existing institution of higher learning.⁵

The committee's recommendations formed the basis of a cabinet paper in 1991 which consequently led to a bill presented in December 1992. The bill was made an act of parliament entitled "Act No 17 of 1992, Establishing the Open University of Tanzania".⁶ It received the assent of the then President Ali H. Mwinyi on 8 December 1992. The mission of the university is:⁷

(a) to make university education accessible to a much wider public than is possible through regular face-to-face teaching methods

(b) to address some of the most urgent national development bottlenecks and manpower development

(c) to research in and experiment with new ways of learning and new approaches to education through scientific research and evaluation.

⁵ Ibid., p.1.

⁶ The United Republic of Tanzania Act No 17 of 1992, Establishing The Open University of Tanzania, 1992.

⁷ The Open University of Tanzania. (1993). *Tutors handbook*. Dar es Salaam: The Open University of Tanzania. p.3.

The objectives and functions of the university are stipulated by the law as follows:⁸

- (a) to preserve, enhance and transmit knowledge by teaching and conducting research through various means, including the use of broadcasting and technological devices appropriate to higher education, by correspondence, tuition, residential courses and seminars;
- (b) to provide opportunities for higher education to a broad segment of the population through distance learning;
- (c) to promote the educational well-being of the community generally through distance education methods;
- (d) to provide education of university and professional standard for its students and;
- (e) to conduct examinations for, and to grant degrees, diplomas, certificates and other awards of the university.

The above five objectives are general in nature. However, in order for the above objectives to be realised there must be a set of clear functions to be carried out by the university. The Report of the Committee on the Establishment of an Open University in

⁸ Ibid., p.4.

Tanzania⁹ identifies fifteen detailed objectives and functions (see Appendix 7) ranging from offering opportunity for higher education, research and consultancy services, to co-operation with national and international institutions.

One could feel that maybe these objectives and functions are characterising the rhetoric of the organisation, as they sound very ambitious for an institution in the developing world. However, the fact of the matter is that, apart from research, almost all of the above functions are already being carried out. The challenge to the university is the extent to which its objectives and functions will be fulfilled.

5.2 FINANCIAL AND MATERIAL SUPPORT

Basically the university is financed by the state/public purse through parliament, either by way of grant or loan. Apart from this, several national and international agencies, institutions and organisations have provided assistance to the university. The international organisations which have supported the university include United Nations Educational, Scientific and Cultural Organisation (UNESCO), the Australian International Development Assistance Bureau (AIDAB), the International Book Bank, the Australian government, the Chinese authorities, the Russian authorities, Canadian International Development Agency (CIDA), Overseas Development Administration (ODA) (now

⁹ United Republic of Tanzania; Ministry of Education. (1990). *Report of the Committee on the Establishment of an Open University in Tanzania*. Dar es Salaam: Ministry of Education. pp.61-62.

Department for International Development), Norwegian Agency For International Development (NORAD), the German Foundation for International Development Co-operation.¹⁰

5.3 PROGRAMMES OFFERED

At the moment, according to the university's 1998 prospectus,¹¹ the university has four faculties. While it is expected that more faculties will be established the existing ones are as follows:

1. Faculty of Arts and Social Sciences
2. Faculty of Law
3. Faculty of Education
4. Faculty of Science, Technology and Environmental Studies

There is also an Institute of Continuing Education.

The university certificates, diplomas and degrees for which courses are offered are as follows:¹²

¹⁰ Mmari, G. R. V. (1994). "Speech by the Vice Chancellor of the Open University of Tanzania Prof. G. R. V. Mmari at the plaque unveiling ceremony, July 26, 1993". In: *Addresses on the occasion of the installation of the first chancellor of the University, 19th January, 1994*. Dar es Salaam: The Open University of Tanzania. pp.7-8.

¹¹ The Open University of Tanzania. Prospectus.1998.

¹² Ibid., p.4.

5.3.1 Faculty of Arts and Social Sciences

Bachelor of Arts

Bachelor of Arts (with Education)

Bachelor of Commerce

Bachelor of Commerce (with Education)

Bachelor of Laws

5.3.2 Faculty of Law

Bachelor of Laws

5.3.3 Faculty of Education

Bachelor of Arts (with Education)

Bachelor of Commerce (with Education)

Bachelor of Science (with Education)

5.3.4 Faculty of Science, Technology and Environmental Studies

Bachelor of Science

Bachelor of Science (with Education)

The university offers the following subjects:¹³

1. Biology
2. Botany
3. Business Studies
4. Chemistry
5. Development Studies
6. Economics

¹³ *ibid*, pp.6-7.

7. English Language and Linguistics
8. Foundation Courses
9. Geography
10. History
11. Home Economics
12. Kiswahili
13. Law
14. Literature in English
15. Mathematics
16. Philosophy and Religious Studies
17. Physics
18. Statistics, and
19. Zoology

Taking Education as an example, the specific subjects to be studied for the BA (Education), BCom (Education) and the BSc (Education) degrees are Educational Psychology; Educational Foundations; Educational Planning, Administration and Curriculum Development; and Educational Communication and Technology and an approved combination of two subjects chosen from those listed earlier.

Students studying Education are required to study Education and any one of the following combinations:

1. Biology and Chemistry;
2. Biology and Geography;
3. Botany and Chemistry;
4. Botany and Zoology;
5. Business Studies (double);
6. Economics (double);
7. English Language and Linguistics and Literature in English;
8. Kiswahili and Literature in English;

9. English Language and Linguistics and Philosophy and Religious Studies;
10. Geography and Economics;
11. Geography and English Language and Linguistics;
12. Geography and History;
13. Geography and Kiswahili;
14. Geography and Mathematics, Physics and Chemistry;
15. History and Economics;
16. History and English Language and Linguistics;
17. History and Kiswahili;
18. History and Literature in English;
19. History, Philosophy and Religious Studies;
20. Home Economics (double);
21. Kiswahili and Philosophy and Religious Studies;
22. Literature in English and Philosophy and Religious Studies.
23. Mathematics (double);
24. Mathematics and Chemistry;
25. Mathematics and Economics;
26. Physics and Mathematics;
27. Physics and Statistics;
28. Zoology and Chemistry;

5.4 ADMISSION STATISTICS

In its first academic year, the calendar year 1994, the university enrolled a total of 766 students to study on four degree programmes namely BA (Education); BA (General); Bcom; and BCom (Education). In its second academic year (1995) the university enrolled a total of 738 students for the BA, BA with Education, BSc with Education, BCom, BCom with Education and LLB programmes. In its third academic year (1996) the

university enrolled 1,329 students, in the fourth year (1997) 978, and in the fifth (1998) 998. The LLB and BA/BSc Education programmes have proved to be extremely popular amongst the applicants.¹⁴ In total there are 1,464 (equivalent to 30.4% of the total student population) students studying on LLB programme out of 4,809 students enrolled during the academic year 1998. In January 1999 a new intake of 869 were enrolled. The following table provides details of students enrolment from 1994 to 1998:

Table 5.1: Students admission by programme, 1994 - 1998

PROGRAMME	1994	1995	1996	1997	1998	TOTAL	%
BA	188	51	61	50	55	405	8.4
BA ED.	359	127	92	133	136	947	19.7
BCOM	195	95	161	105	87	643	13.4
BCOM ED.	24	17	39	18	23	121	2.5
LLB	-	355	481	333	295	1464	30.4
BSc	-	32	74	70	87	263	5.5
BSc ED.	-	61	93	46	63	263	5.5
FOUNDATION	-	-	228	223	252	703	14.6
TOTAL	766	738	1329	978	998	4809	100

Source: Open University of Tanzania statistics

However, it must also be stated that not all the students who have enrolled are active. In a visit to Morogoro region, for example, which was followed by an interview with F. Mfangavo, the Morogoro Regional Director of OUT, it was made clear to the researcher that out of 107 enrolled students from 1994 to 1996

¹⁴ Komba, Alloyce. (1995). "Law degree programme supported", *The Express*, January 22-25. p.3.

only 59 are active students.¹⁵ The breakdown of active and inactive students according to the subjects studied by Morogoro students is as shown in Table 5.2:

Table 5.2: Active and inactive students in Morogoro region: 1994-1996

SUBJECTS	REGISTERED STUDENTS	ACTIVE STUDENTS	INACTIVE STUDENTS
BA (Education)	27	21	6
LLB	27	17	10
B.Com	15	7	8
Bsc	15	3	12
Bsc (Education)	8	7	1
Foundation Course	9	3	6
BA General	5	1	4
B.Com (Education)	1	0	1
TOTAL	107	59	48

Source: Morogoro Regional Centre statistics

It is interesting also to note that out of these 59 active students only 2 are women. A number of reasons are provided to explain why other students are dormant: lack of adequate studying time, pressure of work, inability to pay fees, and lack of reading materials.¹⁶

¹⁵ Interview with F. Mfangavo, Open University Regional Director, Morogoro Region, Morogoro, 6 September 1996.

¹⁶ Ibid.

5.5 THE STUDENTS AND THEIR REASONS FOR STUDYING

The present students of OUT come from different backgrounds. Most of them are teachers and administrative staff employed by the government, by parastatal organisations, and by non-governmental organisations.¹⁷ The teachers work in primary schools, secondary schools and colleges.

There are different motives or reasons for joining the university. However, some of the motives expressed by students in the preliminary interviews in September 1995 were as follows:¹⁸

- . self development for the future: the wish to gain professional qualifications
- . the intention to study practical subjects
- . the wish to continue in employment while studying
- . family responsibilities which rule out full-time study
- . insufficient qualifications for admission to other institutions

¹⁷ Interview with Professor Abdu Khamis, former Deputy Vice-Chancellor (Academic), The Open University of Tanzania. 4 September 1996.

¹⁸ Preliminary interviews with OUT students based in Morogoro and Dar es Salaam regions. September 1995.

5.6 WHERE THE STUDENTS LIVE

Up to and including 1998 the university had a total of 4,809 students.¹⁹ Out of these 4,106 are studying for degree programmes and 703 studying for Foundation Course. These students come from Zanzibar and from 20 regions in Tanzania mainland; and a very small number from outside the country: Uganda, Burundi, Kenya, USA, Zambia, Lesotho and Namibia. The majority of students are coming from the main city, Dar es Salaam. The actual distribution of students is shown in the following table:

Table 5.3: Student distribution by region of Tanzania, by other countries, and by gender 1994 - 1998

REGION/COUNTRY	MALE	FEMALE	TOTAL
Arusha	229	18	247
Dar es Salaam	1595	312	1907
Dodoma	112	22	134
Iringa	201	12	213
Kagera	108	6	114
Kigoma	89	8	97
Kilimanjaro	190	20	210
Lindi	42	1	43
Mara	107	6	113
Mbeya	293	20	313
Morogoro	170	31	201
Mtwara	77	14	91
Mwanza	234	23	257
Pwani (Coast)	94	9	103
Rukwa	47	2	49

¹⁹ OUT statistics obtained from OUT headquarters on 13 January 1999.

Ruvuma	97	6	103
Shinyanga	131	5	136
Singida	47	5	52
Tabora	133	8	141
Tanga	109	13	122
Zanzibar	115	15	130
Burundi	5	0	5
Kenya	18	1	19
Lesotho	1	1	2
Namibia	1	0	1
Uganda	2	0	2
USA	1	0	1
Zambia	1	2	3
TOTAL	4250	559	4809
	(88.4%)	(11.6%)	(100%)

Source: The Open University of Tanzania statistics

5.7 STAFFING STRUCTURE

The organisation has two main cadres of employees. These are the academic staff, and administrative staff.

An act²⁰ to establish the university stipulates that at the top of the organisational structure there is a Chancellor. According to this legislation the president of the United Republic of Tanzania "shall be the chancellor of the university unless he sees fit to appoint some other person to the office of the

20 United Republic of Tanzania. (1992). *Establishing the Open University of Tanzania*. Act No.17 of 1992.

chancellor."²¹ The chancellor is the head of the university and required by law to confer all degrees of the university. However, the chancellor of the university is not at the moment the president of the republic. When the university was established and became operational in 1993 the president of the republic, then Ali Hassan Mwinyi, appointed his Prime Minister, John Malecela, to be the chancellor of the university.²²

"

Below the chancellor there is the Vice-Chancellor who is appointed by the Chancellor. The vice chancellor is the principal executive officer of the university and is responsible to the university council for the implementation of the decisions of the council. At the moment the Vice-Chancellor is Professor Geoffrey Mmari who is a former Vice Chancellor of the University of Dar es Salaam.

Below the Vice-Chancellor there is a Deputy Vice-Chancellor who is responsible to the Vice-Chancellor. At the moment the Deputy Vice-Chancellor is the head of all academic matters and responsible and answerable to the Vice-Chancellor. The present Deputy Vice-Chancellor is Professor Donatus Komba.²³

²¹ Ibid.

²² The Open University of Tanzania. (1994). *Addresses on the occasion of the commencement of activities of the university and on the occasion of the installation of the first chancellor of the university*. Dar es Salaam: The Open University of Tanzania. pp.24-26.

²³ *The Open University of Tanzania Newsletter*. Issue no.12, September 1997. p.2.

Below the Deputy Vice-Chancellor there are four faculties; two institutes and regional centres. Each faculty, is headed by a Dean. Each institute is headed by a Director.

Within departments are members of teaching staff. These are full-time senior lecturers, assistant lecturers, and tutorial assistants, and part-time lecturers. Their tasks are to train, to write materials, to organise examinations and to co-ordinate.

According to Professor Mmari "the staff has risen from three employees in 1993 to 80 full-time members and 95 part-time workers today [July 1997]".²⁴ These numbers include non-teaching staff. According to the Deputy Vice-Chancellor (Academics), Professor Donatus Komba by January 1999 there were 34 academic staff and 38 administrative staff.²⁵ However, despite this progress there are a number of full-time positions which have not yet been filled.

To facilitate communication between the university and students in regions the university is employing directors for the 21 regional centres. Regional Directors are responsible to the Deputy Vice-Chancellor (Academics) who is the head for academic matters.

The Registrar, Bursar and other administrative staff are based at the headquarters in Dar es Salaam.

²⁴ "Great Growth by Open University, except for women". (Excerpts of the interview with Professor Geoffrey Mmari). *The East African*, July 7-13 1997. p.11.

²⁵ Interview with Professor Donatus Komba, Deputy Vice-Chancellor (Academics), OUT, Dar es Salaam, 13 January 1999.

5.8 THE DECISION MAKING PROCESS WITHIN THE UNIVERSITY

As the organisation structures shows, the university functions under the guidance of the main statutory organs. These organs are the University Council which is the highest statutory organ of the university and the final authority on all policy matters pertaining to university activities; the University Senate which is responsible for all academic matters; and Boards of Faculties, Directorates and Institutes which are responsible for academic matters pertaining to their faculties, directorates and institutes. However, while the Chancellor is only the head of the university, the Vice-Chancellor is the chief executive officer answerable to the Vice-Chancellor through the University Council.

Although the organisation structures appears to be sharply hierarchical, the process of decision making is not autocratic. At the apex management level the Vice Chancellor is assisted by two deputies: the Deputy Vice Chancellor (Academics) who is responsible for all academic matters and the Deputy Vice-Chancellor (Finance and Administration) who is responsible for all matters pertaining to the finances and administration of the university.

Also at the lower level, both academic and administrative matters, faculties, directorates and institutes, departments, and others can form committees and sub committees which will be "charged with the responsibility of examining important matters which would finally be represented to higher organs for

deliberation and final decision".²⁶ The schema of the decision making process within the university is shown in Appendix 8.

²⁶ United Republic of Tanzania; Ministry of Education. (1990). *Report of the Committee on the Establishment of an Open University in Tanzania*. Dar es Salaam: Ministry of Education. pp.61-81.

CHAPTER 6

THE OPEN UNIVERSITY OF TANZANIA: ITS INFORMATION PROVISION WITHIN TANZANIA'S INFORMATION ENVIRONMENT

6.1 LOCAL SUPPORT FOR STUDENTS

As a full-fledged open university, most of the information facilities required should ideally be provided by the OUT. This is clearly a new move towards modern distance education in Tanzania.

Since the students of the university are scattered all over the country OUT has decentralised its organisational structure by setting up regional centres where students can get support service close by. The centres, according to the university's prospectus, "will be equipped with appropriate facilities to enhance efficiency of services to students".¹ The support services expected to be provided by these centres are in the following categories:²

¹ The Open University of Tanzania. (1995). *Prospectus 1995*. p.81.

² The Open University of Tanzania. (1993). *Student handbook*. pp.10-12.

a. Regional resource centres

These centres are part of the administrative structure of the university and their functions include the following:

- . tutoring and counselling OUT students
- . providing teaching and learning facilities
- . organising public lectures, discussion groups, workshops and seminars
- . disseminating information about OUT programmes
- . co-ordinating OUT's activities with services and study centres

b. Study centres

The centres are closer and more convenient to distance study students than the regional centres. The sites of these study centres are to be decided by students and tutors in consultation with the resident lecturers or subject co-ordinators. They are likely to be situated in a secondary school, a college, or an institute. The basic functions of these centres are as follows:

- . counselling and tutoring for OUT students
- . provision of physical facilities such as classrooms, laboratories and libraries for OUT students.

By late 1998 there were more than 50 study centres in the country: in Dar es Salaam, Dodoma, Kilimanjaro, Mbeya, Morogoro, Mwanza, Ruvuma, Tabora, Zanzibar, Mtwara, Kagera, Lindi, Rukwa, and Iringa regions.³ The distribution is as follows:

Table 6.1: Distribution of study centres

REGION	NUMBER OF STUDY CENTRES
Dar es Salaam	7
Kilimanjaro	6
Mbeya	4
Morogoro	5
Mwanza	4
Ruvuma	4
Tabora	4
Zanzibar	5
Mtwara	3
Kagera	4
Lindi	2
Rukwa	1
Iringa	2

Source: OUT Statistics - 1998

c. Study supervision

From time to time field tutors or study supervisors are to meet their students in chosen study centres in each

³ OUT files made available to the researcher on 13 November 1998.

region to advise and guide them in their areas of specialisation.

6.2 THE MEDIA OF INSTRUCTION

Audio cassettes on different subjects are also to be made available to students. These are meant to support the printed materials or provide further explanations.

Distance learning scholars such as Rowntree⁴ state that in addition to print media such as books, periodicals, and pamphlets, audio-visual materials such as audio-cassettes/discs/CDs, radio broadcasts, slides, filmstrip, film or film loops, video-cassettes, television broadcasts, computer based training, and interactive video play a significant role in distance/open learning. But not all of these are available. Radio broadcasts, television broadcasts, video-cassettes, and CD Roms are not provided by the OUT at the moment.

6.3 ISSUES AND CHALLENGES

To what extent does the current provision satisfy the demand? Of course this question is one of those central issues to be investigated by this research, but preliminary study indicates that the present practice is not sufficient to satisfy needs. Within a year of the university's commencement concern was expressed over shortage of study materials. One of the students who

⁴ Rowntree, Derek. *Exploring open and distance learning*. London: Kogan Page. p.97.

participated in a two-day seminar on academic development and problems encountered since the university started noted that:

"...The shortage of study materials is so serious that unless we are going to be given extra study time or special exam favours, we will not make it..."⁵

Also in the preliminary interviews conducted with a number of OUT students in Dar es Salaam, the students raised their concern about the problems they are experiencing. Some of the problems outlined by these students are as follows:⁶

- (a) lack of reading spaces, especially in rural areas
- (b) cost of reading materials
- (c) dependence on printed materials and lectures only because other materials such as audio-visual ones are not provided
- (d) lack of co-ordination between study groups and the OUT.

In a preliminary interview with the Vice-Chancellor of OUT the above facts and concern were echoed when he stated that some of the facilities are yet to be

⁵ "Material shortage hits Open Varsity". (1994). *Daily News*, 9 July. p.1.

⁶ Interviews with six Open University students in Dar es Salaam Regional Centre, National Central Library, Dar es Salaam, Tanzania, 12th September 1995.

provided.⁷ It was stated by the Vice-Chancellor, for example, that amongst the problems facing OUT were lack of reading material (especially for science, home economics, and law). This is so because since the university started, its main source of book supply has been Nairobi University Press which does not publish enough books in these subject areas.

Inadequacies in information provision are obvious from the Vice-Chancellor's concern and from the Deputy Vice-Chancellor's acknowledgement that leverage prevailed for those who felt they had not sufficiently prepared for examinations. They were permitted to delay a year.⁸

Of course this is not a unique experience in the developing world. Similar problems associated with information provision for distance learning students have been experienced elsewhere. The popular Indira Gandhi National Open University, which was established in 1985, has found its initial course development hasty. Students found its materials unsatisfactory.⁹ Nyirenda¹⁰ highlights the main problems facing distance education in Zambia being, amongst other things, weaknesses in the development, production, and distribution of curriculum materials, and support structures for students. In

⁷ Interview with Professor Geoffrey Mmari, Vice Chancellor, The Open University Of Tanzania, 11th September 1995.

⁸ "Material shortage hits Open Varsity". (1994). *Daily News*, 9 July. p.1.

⁹ Unesco. (1993). *Distance education in higher education - inter country study visit-cum-mobile workshop*, conducted at Darling Downs Institute of Advanced Education by Thammathirat Open University, Thailand.

¹⁰ Nyirenda, J. (1989). "Organisation of distance education at the University of Zambia: an analysis of the practice". *Distance Education*, vol.10. pp.148-156.

Ghana the teaching and reading materials are not adequate to meet the reading needs of distance learning students.¹¹ Guy appreciates these problems, and attempts to put them into a context:

"...These accounts of research are significant because they provide evidence as to the lack of infrastructure development, such as materials production, organisational systems and training programmes for national staff to support the rapid expansion of distance education that is taking place in the developing world. It is analogous to distance institutions failing to make provision for student support structures. If developing nations are to employ distance education in anything like its Western forms, then most will face the enormous financial and other costs of constructing an adequate infrastructure within which distance education can operate..."¹²

6.4 THE ENVIRONMENT WITHIN WHICH OUT OPERATES

Just like many developing countries Tanzania is characterised by a weak economy.¹³ This is manifesting itself in high inflation and in heavy foreign debt payments. The results of this economic situation are,

¹¹ Carr, R. (1987). "The modular teaching programme, Ghana". *Open Learning*, vol.2. pp.50-51.

¹² Guy, Richard. (1991). "Distance education and the developing world: colonisation, collaboration and control". In: *Beyond the text: contemporary writing on distance education*, edited by Terry Evans and Bruce King. Victoria: Deakin University Press. p.156-157.

¹³ Todaro, Michael P. (1989). *Economic development in the Third World*. London: Longman. p.597.

amongst other things, the failure on the part of the state to provide efficient public services, reduced priorities to some services required by the people, and economic hardship experienced by many households. In terms of how OUT could be adversely affected by this one could outline the following areas:

- (a) many people cannot afford to purchase the textbooks and other reading materials due to their low purchasing power;¹⁴
- (b) even if people could afford to purchase books there are few bookshops. There are only found in the cities. Most of these bookshops are ill-equipped;
- (c) the national public library system (TLS) which is one of the sources of information for OUT students is experiencing financial difficulties, and as a result it has not managed to purchase new books for its network of regional, district and village libraries. A recent study by Mcharazo¹⁵ shows that the system, at the moment, depends so much on books donated by philanthropic organisations such as Book Aid International. However the donated books are not adequate to satisfy the needs of all who depend on the public library system.

¹⁴ Bgoya, Walter. (1992). "The challenge of publishing in Tanzania". In: *Publishing and development in the Third World*, edited by Philip G. Altbach. London: Hans Zell Publishers. p.175.

¹⁵ Mcharazo, Allii A. S. (1995). *The Intra-African Book Support Scheme: its impact and potential in Tanzania and Kenya as perceived by selected publishers and librarians*. MA dissertation, Thames Valley University.

- (d) many people live in areas with poor telecommunication, no electricity supply, unreasonable seasonal transport, and where mail deliveries are subject to long delays;
- (e) majority of people live in rural areas, far away from the districts or regional administrative towns;
- (f) access to television is not available to most parts of the country and although there is a fairly good nation wide coverage of radio services most families in the rural areas cannot afford to own their own radio equipment.

The above elements together with the fact that OUT is yet to provide some of the essential information/media explain the reasons why the present information provision is not adequate and needs improvement. Such an analysis should be based on a study of what OUT students actually need.

6.5 RELATIONSHIP BETWEEN OUT AND OTHER INSTITUTIONS

It is important that any open university should have a clear picture of the types of organisations existing in or outside a country with which it could co-operate. Unlike traditional full-time universities open universities are not required to house each and everything required by their students. They are guided by the underlying philosophy of making maximum use of the existing resources available in a country. OUT realises the importance of co-operating with other

institutions as this is important in terms of course production and use of facilities by students who are scattered all over the country. This need was clearly earmarked at the very first stages of the establishment of the university:

"...the justification of recommending the establishment of an open university cannot merely lie in its flexibility and the ability to expand access to higher education; it must lie, above all, in its being cost-effective. This is a function of (1) efficient utilisation of human resources available in the country for course production as well as (2) efficient utilisation of existing educational facilities and other physical facilities available in public and private institutions. For usually distance education institutions have small faculties and facilities of their own. They rely on what is available. It means that the new university will have to establish close relationship with all higher education institutions and other organisations.

A full examination of information provision by institutions co-operating with the university is provided in subsequent chapters. At the moment, however, OUT is co-operating with the University of Dar es Salaam and Sokoine University of Agriculture. It is also co-operating with other organisations such as TLS

¹⁶ United republic of Tanzania; Ministry of Education. (1990). *Report of the Committee on the Establishment of an Open University in Tanzania*. Dar es Salaam: Ministry of Education, 1990. p.73.

and its network of regional libraries.¹⁷ Recommended textbooks and other reading materials are stocked, on special shelves, in its regional libraries and at the national central library in Dar es Salaam. Where TLS libraries do not exist other public institutions have been requested to house the reading materials. Other organisations include the British Council Library, the United States Information Service Library; with media and communication institutions such as Radio Tanzania Dar es Salaam (RTD), Sauti ya Tanzania Zanzibar (STZ), Television Zanzibar, the Audio Visual Institute (AVI), and Tanzania Posts and Telecommunications Corporation (TPTC); with transport organisations such as Tanzania Railway Corporation (TRC) for delivering materials to from the headquarters to regional centres; with financial institutions such National bank of Commerce (NBC), National Provident Fund (NPF), Bank of Tanzania (BOT), etc; mass organisations such as Umoja wa Wanawake Tanzania (UWT).

The university also co-operates with donor agencies, and some regional and international organisations and institutions such as the Inter-University Council for East Africa, the University of Nairobi, the Commonwealth of Learning, Book Aid International, and the International Book Bank.

¹⁷ Mmari, Geoffrey R. V. (1997). "Library services for the Open University of Tanzania: experiences of the first year". In: *Library services to distance learners in the Commonwealth: a reader*, edited by Elizabeth F. Watson and Neela Jagannathan. Vancouver: The Commonwealth of Learning. pp.193-197.

6.6 OUT AND PUBLICATIONS FOR STUDENTS

The publishing industry is a crucial player in the success of any distance education programme. OUT students depend so much on relevant publications from within and outside Tanzania.

6.6.1 Needs of higher education

The needs for higher education vary from one type of institution to another depending on the levels and types of subjects taught. Documents published for the same subject at different levels (non-graduate diploma, undergraduate degree, and post-graduate diplomas and degrees) would have similarities.

6.6.2 Types of materials needed

Basically the types of materials needed by higher education students in Tanzania would not be different from any other country, be it developing or developed. This is so because the process of education is always supported by the availability of all forms of documents such as books, periodicals, journals, and audio-visual materials. The reality, however, is that most developing countries, including Tanzania, cannot afford to have all these different forms due to inadequate funds, lack of expertise and technology to produce them, and other reasons. It is for this reason that books are regarded as the main resource medium in most developing countries, and certainly in Tanzania.

6.6.3 Publishing firms

It is not certain how many publishers there are in Tanzania. A survey carried out by Bgoya¹⁸ showed that, by 1980, there were not less than 150. This survey, however, did not mention or identify the number of publishers producing materials for higher education, although it cautioned that the number is misleading for it includes even those organisations and institutions which publish occasional brochures or pamphlets for non-commercial distribution. This is so because there is no publisher who specialises in one or two lines of publishing to the exclusion of others. The records from the National Bibliographic Agency, at TLS headquarters in Dar es Salaam showed that between 1983 and August 1997 the Agency had issued International Standard Book Numbers (ISBN) and International Standard Serial Numbers (ISSN) to a total of 227 publishers (see Appendix 9) for samples of publishers). The publishers could be categorised as follows:

(a) State owned, for example the Ministry of Education, and the Institute of Curriculum Development

(b) Parastatal organisations, for example Tanzania Publishing House and the Tanzania Library Service Board

(c) Academic institutions, for example Dar es Salaam University Press

(d) Religious organisations, for example Ndanda Mission Press and the National Muslim Council of Tanzania

¹⁸ Bgoya, Walter. (1980). *Books and reading in Tanzania*. Paris: Unesco. p.3.

(e) Tanzanian private firms, for example Mkuki na Nyota Publishers, Black Star agencies, and African Publishers

(f) Foreign firms, for example Longman and Oxford University Press.

The major publishing institutions, however, which publish for higher education are Tanzania Publishing House, Dar es Salaam University Press, and the Ministry of Education. The most significant is Tanzania Publishing House which was established in 1966 as a parastatal organisation in partnership with the UK firm Macmillan - the partnership which was dissolved a number of years afterwards due to criticism that Macmillan was exploitative.¹⁹

Over the years TPH has published books on various subjects appropriate for higher education. The following are two well-known publications:

. *How Europe Underdeveloped Africa* by Walter Rodney

. *Class Struggle in Tanzania* by Issa G. Shivji.

As observed by Altbach,²⁰ books in the developing countries, are not published in a vacuum, and publishing is affected directly by many social, economic and political elements and by both national and international conditions and trends. Tanzania, just

¹⁹ Taubert, Sigfred. (1984). *The book trade of the world: vol.IV Africa*. London: K.G. Saur Munchen. p.303.

²⁰ Altbach, Philip G. (1975). *Publishing in India: an analysis*. New Delhi: OUP. p.3.

like any other developing country, faces a number of problems in publishing for higher education. Some of these problems could be outlined as follows:

- . insufficient authors for academic books
- . limited market
- . government monopoly until recently
- . lack of training opportunities
- . insufficient publishing personnel
- . lack of distribution channels
- . inadequate printing facilities

These problems affect the entire publishing industry, and as a consequence they also affect the reading population including students. Distance education, in particular, is more likely to be affected because the programme requires a greater degree of independence from course providers or tutors, and greater dependence on acquiring material through sources such as public libraries, and bookshops.

6.6.4 OUT as a publisher

OUT is well aware of the situation, and publishes its own study materials. By January 1998 there were 72 publications (see Appendix 10 for sample materials) from

the university.²¹ All of these materials were written by the university lecturers, lecturers from the University of Dar es Salaam, and other Tanzanian authors who have expertise in the subjects taught.

Up to January 1999 the university had 3 Macintosh computers, 1 scanner, 1 laser printer, 1 bulk copier, 1 binding machine, and a colour printer²² to assist in the process of publishing the university's materials. There were also 3 typists whose tasks were to word process study materials.

²¹ "Great Growth by Open University, except for women". (1997) (Excerpts of the interview with Professor Geoffrey Mmari). *The East African*, July 7-13. p.11.

²² Interview with Professor Abdu Khamis, former Deputy Vice Chancellor (Academics), Open University of Tanzania, September 1996.

CHAPTER 7

DISTANCE LEARNING AND LEARNING SUPPORT: THE OPEN UNIVERSITY OF TANZANIA EXPERIENCE

7.1 OUT STUDENTS

7.1.1 Personal details of students: age, reasons for studying, occupations and qualifications

The ages of the 54 respondents' over the six regions ranged from 28 to 55 years, most of them being in their early and middle forties. The average age of students interviewed in the six regions is 41.

Top of the list of reasons for studying with OUT is lack of the necessary qualifications required to gain admission to the University of Dar es Salaam. An LLB student based in Tanga region stated:

"...I have decided to join OUT because I am in dire need of getting an LLB degree as I failed to get a chance for studying a similar course at the University of Dar es Salaam..."¹

But even if they were be accepted by the University of Dar es Salaam, it would also be difficult for them due

¹ Third year LLB student, Tanga Regional Library, Tanga Region, 23 December, 1997.

to economic difficulties and family responsibilities. Another Tanga based student maintained:

"...I have this desire to get a degree while I am outside a university campus... Also fees payable to OUT are not so high and capable of being paid... and it is easy to take care of my family at the same time as dealing with OUT studies..."²

Others have stated that they were not willing to quit their jobs. However, there are particularly interested in the advancement and development of their careers without attending college or university full-time. A year four BA (education) student in Kilimanjaro region, for example, maintained that he is

"responding to educational changes under which teachers at secondary school level need to have first degree qualification..."³

A few of them have also stated that they are used to the culture of studying by correspondence/distance learning/education.

A wide range of occupations is represented by OUT students surveyed for this study. Teachers are in the majority, followed by lawyers. The full list of occupations is as follows:

. teachers

² Second year LLB student, Tanga Regional Library, Tanga Region, 23 December, 1997.

³ Third year BA Education student, Marangu Teachers Training College, Kilimanjaro region, 3 February 1998.

- . lawyers
- . advocates
- . magistrates
- . accountants
- . trade officers
- . land officers
- . technicians
- . technologists
- . land officers (surveyors, cartographers, etc.)
- . police officers
- . administrative/personnel officers
- . librarians
- . marketing officers
- . salesmen
- . stores officers
- . education officers
- . business men/women

The formal qualifications of the respondents to this study, before they joined the university, range from A'level to a Masters Degree in Business Administration (currently studying LLB with OUT). The qualifications held by these students could be grouped in the following categories:

- (a) those holding only A'level qualification
- (b) those holding A' level and a certificate
- (c) those holding A'level and a diploma (for example, in education, law, or veterinary science)
- (d) those holding an undergraduate degree qualification

(e) those holding a post graduate qualification

The majority of students are in group (b) and (c).

7.1.2 Students' achievements and problems up to now

The students responding to the questionnaire and interviews have identified a number of aspects associated with their achievements so far. Most of them mentioned improved confidence in academic work, ever increasing speed in reading and studying materials, and developing thinking capacity. These have widened their scope of understanding the subjects, and help them to gain more knowledge, hence the study habit continues to be developed.

There are also those who are using the knowledge to improve their work performance. These have found that they are developing more confidence in making decisions. A BA Education student from Arusha region observed:

"...I have been exposed to higher education... my job performance has increased due to understanding aspects of the subjects I am studying..."⁴

Ability to read, understand, interpret and translate sources of information is another relevant element mentioned by some students. A third year LLB student of Arusha stated:

"...I am now better placed in the investigation department, as a

⁴ Third year BA Education student, Arusha School, Arusha region, 5 February 1998, 1997.

policeman, as regards criminal and traffic cases as I am well equipped with the procedural laws as well as other laws..."⁵

Others have found the opportunity to exchange ideas with fellow students extremely useful.

The main problem which has been mentioned by almost every student is the inadequacy of reading materials or their complete absence. They find it extremely difficult to find relevant materials or textbooks for the courses. A second year BA student from Korogwe district, in Tanga region, for example, maintained:

"...It is difficult here. I am not having textbooks to supplement the study materials... reference materials are not available in Korogwe, in fact information for OUT studies is not available..."⁶

But this is not a problem facing OUT students based in rural areas only. A significant number of urban based students, especially those studying for science, have experienced this problem. A year two BSc student in Moshi, Kilimanjaro region observed that "it is extremely difficult to get necessary books..."⁷ A year three LLB student based in Dar es Salaam summed up the public library's situation:

"...the libraries are not stocked with relevant materials for the

⁵ Second year LLB student, Arusha Region, 5 February, 1997.

⁶ Second year BA student, Korogwe district, Tanga Region, 31 January, 1998.

⁷ Third year BA Education student, KNCU Referral Hospital, Kilimanjaro region, 4 February 1998, 1997.

study of LLB. Most of the books are out of date for the purpose of studying for this course..."⁸

They have found textbooks, reference materials, and other reading materials to be lacking in public libraries, bookshops, and even from OUT itself.

Students have found some study materials provided by the university, for example items printed and published in Kenya (University of Nairobi), to contain a lot of mistakes. A third year BSc student in Morogoro observed that: "some books, especially lecture books (study materials) which are printed outside the country (University of Nairobi) have many errors and mistakes, hence they are difficult to understand them..."⁹ Also some students, especially those doing science have found some of their study materials to be shallowly presented, with insufficient relevant examples.

Also poor communication between students and OUT is seen as another main problems facing the majority of students, especially those who live outside the Dar es Salaam region. This has resulted, in many cases, delay on the part of the university to send study materials to students, and failure to return the coursework and their feedback to students on time. This problem was common to almost all regions.

Financial difficulty is another problem facing the students. This has resulted in some students being

⁸ Third year LLB student, National Central Library, Dar es Salaam region, 2 December, 1997.

⁹ Third year BSc student, Tanga Regional Library, Tanga Region, 24 December, 1997.

unable to pay their fees, and experiencing difficulties, especially science students when they stay in Dar es Salaam and Morogoro for practical lessons....

Also most of the BSc students have found practical sessions conducted at the University of Dar es Salaam in Dar es Salaam and at Sokoine University of Agriculture in Morogoro to be insufficient. They would have liked to have more practical sessions. Closely related to this is the insufficiency of face-to-face sessions between lecturers and students. A year four LLB student in Moshi that observed:

“...face-to-face sessions are not enough. We do not get experts of laws to come to discuss things with us...”¹⁰

Other students found that they did not have enough time for their studies due to, amongst other things, family responsibilities and pressure of work.

Other problems mentioned were not having defined study groups, lack of audio-visual materials, and the high costs of the reading material in bookshops. They also stated that the membership fee introduced by TLS libraries is unfair for OUT students.

7.1.3 Most useful sources used by the students

The most useful sources identified by almost every student were the study materials provided by OUT. Other materials identified as useful are books (textbooks, and reference materials) provided in public libraries and

those owned by students themselves. A few students found lectures (face-to-face sessions) and group discussions useful, even though there were not enough of them.

Other sources such as periodicals/journals and audio-visual materials were also identified as extremely useful but were not available.

Most students find the study materials provide by OUT useful. In Dar es Salaam region, for example, most of them found the materials adequate, and one student found the materials more than adequate. A similar pattern of results is shown in Arusha region.

However, in Morogoro region, the results are spread between those students who found the materials more than adequate, adequate, or inadequate.

Some students in Arusha and Morogoro regions have found the materials adequate while others found them inadequate.

A few students in Morogoro and Kilimanjaro regions have found books provided by libraries to be more than adequate for their studies. However, the majority of the students indicated that the books were adequate.

Almost 90% of the Dar es Salaam students surveyed found discussion groups to be adequate. However most of the results coming from other regions ranked group discussions adequate. Many have shown or found group discussions as inadequate and more than inadequate.

¹⁰ Fourth year LLB student, Moshi Co-operative College, Kilimanjaro Region, 4 February, 1997.

More than 95% of all interviewees of all regions have stated that provision of journals and audio-visual materials was either inadequate and more than inadequate.

Students have also mentioned other sources/materials, which would be equally useful but are not currently supplied by the information providers. These are audio-visual materials (for example videotapes, audio-tapes, television, and radio broadcast programmes, etc), an OUT library in each region, expert lecturers for relevant programmes, periodicals and magazines, and other up-to-date sources.

7.1.4 Current providers of the sources

OUT is the only supplier of study materials to its students. For other sources there are several different suppliers/providers. Books are mainly provided by public libraries (in particular by OUT Collections), institutions' libraries, university libraries, college libraries, school libraries, personal/private libraries, bookshops, and books passed on from students/friends/colleagues who have done similar courses.

Lectures (face-to-face sessions) are delivered by visiting lecturers. This is organised by OUT. Also there are a few study groups/centres that invite lecturers or other experts to go to speak to them. Also group discussions are organised by students themselves.

7.1.5 Keeping in touch with relevant development and research in addition to what is specified in the curriculum

35 out of the total 54 students interviewed in six regions feel able to keep in touch with relevant developments and research for the subjects they are studying. Dar es Salaam region came up on the top of the list because all 9 students indicated that they feel able to keep in touch with relevant developments and research.

The main reasons stipulated by students for their failure to keep in touch is the unavailability of information from the main providers of information such as libraries. Others have stated that there are not sure where exactly to look for information. Also a few of them mentioned lack of time and lack of money to purchase reading materials from bookshops as their reasons for not being able to keep in touch with relevant development and research.

7.1.6 Library usage and competence in locating information

Almost all students interviewed use libraries for their studies. However a few (4) students in Tanga and Kilimanjaro regions region stated that they do not use libraries.

The main reason given by Tanga students is that they live in a rural area (Korogwe district) where there is no public library, and that the regional library in Tanga does not have up-to-date relevant materials. A

student based in an urban area of Kilimanjaro region gave similar reasons.

The most commonly used libraries are those run by the Tanzania Library Services Board. For Dar es Salaam students most of them are also using the University of Dar es Salaam library. However, the students in other regions have indicated that their first preference is a regional library owned by the TLS Board, and their second preference is a library available at their place of work/employment. This could either be college library or a school library, or an institutional library depending on where the respondent is employed.

The majority of students indicated the use of reference materials and the opportunity to read their personal study materials as their main reasons for using the libraries. Very few have indicated that they go to libraries to ask questions.

Most of the students have found the materials ranging from inadequate to adequate. Most of them found the facilities provided by public libraries adequate. Photocopying and referral services were found to be very inadequate.

Dar es Salaam based students lead in spending most time in libraries. They spend an average of 9 hours a week. The table below shows the average hours spent by students surveyed in each region:

Table 7.1: Average time spent by students in libraries

Region	Average time (hours)
Dar es salaam	9
Coast	7
Morogoro	6
Tanga	6
Kilimanjaro	6
Arusha	4
Total average	6

However, the study found out that the students spent an enormous amount of time studying at home. It was found that the hours used for studying at home ranged from an average of 9 hours for Arusha students to 15 hours per week for Kilimanjaro students. The average number of hours spent by Dar es Salaam students is 11; Coast students 10; Tanga students 10 and Morogoro students 9.

The overall response from all students showed that the majority believed themselves conversant in locating information from a library. A few have indicated that they are very conversant, and a handful that they were less so. No one admitted not knowing how to locate information from a library.

Apart from common and general observations from all students that there is an acute shortage of reference materials, textbooks, and other non book materials, specific observations from students of the four courses (LLB, BA General, BA with Education, and BSc) were recorded as follows:

BSc students interviewed in the six regions identified classification of fish; practical chemistry; electro microscope; practical chemistry; structure and property of matter; elasticity and strength of materials; thermal property of gases; biological techniques; and invertebrates (especially life cycle) as topics on which proved difficult to find information.

They also stated that some of the compulsory textbooks were not available, and that the available books do not provide sufficiently detailed information.

BA with Education students identified some OUT study materials; literature books (especially European literature); philosophy of education; philosophy of teaching; psychology of education; language theories (e.g. Chomsky's Introduction to Language); phonetics (very difficult to understand without practical lessons); learning attitudes and motivation, and geographic techniques as areas or subjects lacking information.

LLB students identified some modules as lacking OUT study materials. They have also identified areas such as Tanzanian case laws; statutes; precedents; law reports; local authority laws, legal methods as lacking

reading materials/information. A year three LLB student in Moshi, Kilimanjaro region, for example, summed up the situation by stating:

"...we have not been given a course outline... No case law books, no law reports in libraries and courts, no statutes available, no updates or amendments! Studying law in Tanzania is like looking for an ant's footsteps in the desert at night..."¹¹

Bachelor of Arts (General) students identified reference materials, English grammar, and English literature, as areas lacking reading materials/information. They have also stated that there are very few materials on philosophy and religion.

7.1.7 Regional centre and study centre usage

Out of the six regions visited there are only three established regional centres. These are in Dar es Salaam, Morogoro, and Kilimanjaro. The regional centre for Dar es Salaam is also serving the students in the Coast region, while Arusha and Tanga students are served by the Kilimanjaro regional centre as they (Arusha and Tanga) have not got centres of their own yet.

Students in the regions (Coast, Tanga, and Arusha) where there are no regional centres ranked most of the functions required to be provided by the centre as inadequate or very inadequate. The only functions found adequate were counselling and dissemination of information about the university programmes by the

¹¹ Third year LLB student, Moshi, Kilimanjaro region, 4 February, 1997.

regional directors. The same applies to the students in the regions with regional centres and regional directors.

Study centres are found mainly in Dar es Salaam, Morogoro, and Kilimanjaro regions where there are regional centres and regional directors. Most of the students who have active study centres have found counselling amongst themselves and interaction with other students to be fairly adequate. In Dar es Salaam, for example, where there are seven study centres, students found almost every service required to be provided in the centre which teaches laws to be adequate. The students in this centre found advice on project work, interaction with other students, organisation of seminars, tutorials, help on how to use information resources, classrooms and library services as adequate.

Most BSc students found that their main problems are lack of laboratories, and places to do practical work and demonstrations.

Most of the students in other regions ranked counselling amongst themselves as the only service which was adequate. Other services which study groups should have delivered were found to be inadequate.

7.1.8 Technology: radio, video-play-back unit(s), and audio-tape recorder and photocopy facilities

75% of all the students interviewed so far have stated that they do not have access to video-play-back units.

The remaining 25%, mainly from Arusha and Dar es Salaam regions, do own video-play-back units.

Most (90%) of the students interviewed own their own transistor radio. However, almost 35% of the respondents do not own audio-tape recorders.

In Coast, Morogoro, Tanga, Kilimanjaro and Arusha regions there are only a few students who make use of the photocopying services. In fact a good number of students in these region have stated that they do not use the service at all. The Dar es Salaam region students are the ones who make use of this service, though to a lesser extent. LLB students in particular are the ones who make maximum use of the service.

7.1.9 Students' views on how the provision of information can be improved

All sorts of points or elements were raised by the students as their views on how the provision of information for students of OUT can be improved:

Study materials

Most of the students outside Dar es Salaam region felt very strongly the need for OUT to distribute the study materials to students in time. They have, therefore, suggested that the study materials should be distributed and reach students before a student starts a course. And that copies of study materials should be kept either in a Regional Director's office or in a public library for reference purposes.

Also some of the BSc students have suggested that writers of materials should strive to provide more detailed information. The involvement of the local institutions and experts in writing study materials was seen as one solution to the problems presented by some of the study materials.

Equal distribution of materials

Students have noted that there is unequal distribution of reading materials by OUT. They have suggested that the authorities should ensure that the materials acquired by the university should be distributed equally to all regions.

Communication

Communication between students, especially those in rural areas, and the university is poor. They feel that there is an urgent need to have effective methods of communication. Some students have suggested the establishment of a well-staffed regional centre in every region and sub-study centres at the district level.

Other suggestions are the involvement of more student representatives at the university's management level, use of newspapers to convey information amongst the university community, and launching of a university student journal/magazine.

Practical lessons

BSc students find the present arrangement of having science practicals in Dar es Salaam and Morogoro at the

same time is unsatisfactory and very inconvenient to most students, especially for those who are required to attend both centres.

They have suggested the practical lessons should be conducted at different times to allow students to attend both sessions.

They have also suggested that there be more of these sessions because science students require more practicals.

Audio-visual materials

Students have noted that audio-visual materials are useful and effective tools for communicating information. However, neither OUP nor public libraries provide these useful services. The students would like these two institutions to provide them with audiocassettes, videocassettes, computers, radio broadcasts, and television broadcasts.

Face-to-face lectures

The present university arrangements under which students have only one face-to-face meeting with staff each year was found inadequate. Students want more face-to-face lectures delivered by experts to individual groups studying for specific subjects/modules/disciplines.

Public libraries

Most students have found public libraries inadequate in terms of provision of information for distance

education, or open university studies in this case. Provision of relevant materials; provision of reference sources; provision of up-to-date materials; provision of audio-visual materials; qualified staff to deal with the OUT students' queries, and abolition of registration fees by TLS were points raised as their suggestions for improvement.

Use of other institutions' resources

There are other private and public institutions or organisations which house some materials that are relevant to the needs of OUT students. However, some of these institutions would not allow students of OUT to use the information resources. Students have suggested that arrangements should be made between these institutions and OUT so that the students can make use of the nation's available information.

Employers

Students want employers to understand the sort of problems they are experiencing while studying by distance education. A third year BSc student in Arusha, for example, had this to say:

"... OUT students employed by the Ministry of Education and Culture are desperate... They do not have any financial assistance from their employer like other students... They have to pay for each and every aspect including costs of the practical lessons in Morogoro and Dar es Salaam..."¹²

¹² Third year BSc student, Arusha Region, 5 February, 1997.

They suggest that employers should, therefore, provide encouragement to their employees who are studying by distance education. Help in fee payments or loans and time-off to allow student to attend discussions can help to motivate students.

7.2 OUT DEANS

7.2.1 On achievements and problems

Managing to educate many citizens who did not have an opportunity to join or be accepted by other institutions of higher learning in the country was mentioned by all deans to be one of the main achievements of the university.

Most lecturers or administrators joined the university with little or no experience of distance education, and after five years of operation staff are now well versed in the field. This is seen as an achievement which must have a positive impact on students.

One of the main problems confronting the university is failure to secure adequate funding for the smooth running of the courses and programmes. The funding from the government is just too limited to operate the university effectively. Inadequate funding has had an effect on the production of study materials for OUT students. To date there are courses whose materials are either incomplete or not prepared at all.

Closely associated with the above is the fact that the university has been finding it hard to commission study material writers. This is due to the uncompetitive rates of pay that the university is offering. Study materials writers have found the university's rates to be very inadequate.

It was also noted that the student number keep on increasing, while staff employment has been stopped. Also a number of staff are away studying for higher degrees. This imposes new demands and more pressure of work on the already over-stretched staff.

7.2.2 On adequacy of study materials and support services

On the adequacy of study materials the Acting Dean of Faculty of Science, Dr J.R. Mhoma, stated that they still receive study materials from the University of Nairobi and Indira Gandhi Open University. On the whole he finds the materials provided for his science students to be "a little bit inadequate". He specifically identified the Home Economics module to be the poorest.

The Acting Dean of Faculty of Education, Sydney Mkuchu, also finds the provision of study materials for his education students to be inadequate. His faculty started the programme with all the materials coming from the University of Nairobi. To date it still receives materials from University of Nairobi. He identifies Teaching Methods, Home Economics, Adult Education and Development, and Introduction to Educational Research as some of the areas or subjects lacking study materials.

As for the Faculty of Law, Dr M.C. Mukoyogo finds Law of Evidence and Land Law to be the subjects which are not having adequate reading materials. Books for LLB fifth and sixth years are now being written. He too finds the provision of study guides and textbooks for his law students to be less than adequate, especially for students outside Dar es Salaam. Plans are underway to

receive study materials from Abuja, Nigeria. He also states that there could also be possibilities of an agreement with the University of Hong Kong.

The deans have reservation about OUT library. First, it is still small, second, it does not have all the required reading materials, and third, it does not cater for the needs of all students. Relating this to his needs, the Acting Dean of the Faculty of Education, Sydney Mkuchu, stated that "Sociology of Education is the only area which has enough books..., Psychology is represented with materials of general nature, and as for Curriculum Development there are not many reading materials..."

Dr J.R. Mhoma has observed that within his Faculty of Science subjects such as mathematics, physics, chemistry, and biology (botany and biology) are better served with information. The poorest subject in his faculty is Home Economics.

According to the Acting Dean of Faculty of Education, Sydney Mkuchu, Sociology of Education is the subject which has enough materials. Curriculum has not got much material. Psychology Development is fairing poorly.

As for the Faculty of Law, Dr M.C. Mukoyogo, finds Administrative Law and Law of Tort to have adequate materials, while Evidence and Land Law are problematic areas.

7.2.3 Study materials writers

There was a common agreement amongst the deans that most writers are coming from a conventional educational background. Experience in the past had shown that commissioned writers, with lack of writing skills for distance learners, had failed to write effectively to meet the needs of a distance learner. According to Dr J.R. Mhoma, there was an instance where a study material book was discarded because it was not written in a way that an open university student could read and understand.

Being aware of this problem the university arranged a seminar for its lecturers and assistant lecturers on how to best write for distance education students. There is also a guide for new writers.

7.2.4 On the use of information technology facilities

The deans' assessment of the present usage of IT media/facilities amongst students of OUT is that it is low. They have observed that print is the predominant medium amongst students. This is because of the absence of information technology facilities. They have observed, however, that a few students based in Dar es Salaam have used IT facilities in advanced libraries such as British Council, United States Information Services (USIS), and the University of Dar es Salaam. The majority who live outside Dar es Salaam would not have access to IT facilities.

The deans see it as their long-term strategy to provide all the necessary IT facilities to their students. All mentioned the contribution of the African Virtual University (AVU) to OUT. This World Bank funded project is expected to broadcast live and recorded programmes to students studying physics, biology, and computing. It has given OUT 25 computers, of which 10 have already been sent to regional centres. On their usefulness the Dean of Faculty of Science, Dr J.R. Mhoma, maintained that "these computers have CD-ROM drives, and in the future can be used for internet and e-mail communication". The long-term strategy is for every regional centre to have computer facilities.

7.2.5 On gender representation

The deans were also asked about the low number of women studying at OUT. They maintained that this problem can be explained culturally and historically:

- . not many women have undergone high school education. This is evident in the applications for admission;
- . domestic activities and obligations do not give women enough time for other activities such as enrolling for a course which could last for six years;
- . the economic aspect also takes it's toll, as many women could not afford to pay fees and other expenses;
- . employing organisations, academic institutions, and even the general public have not been providing enough encouragement for women to join such courses;

. sometimes a decision in a household is made by a man. A husband is unlikely to give permission to his wife to go for further studies, if he feels uncomfortable about it.

7.2.6 On how the provision of information for students can be improved

All the deans see this as an economic and infrastructural issue. They observe that some of the aspects which need to be taken into consideration are:

- . availability of adequate funds
- . availability of adequate resources
- . establishment of well-resourced libraries for both urban and rural areas
- . introduction of IT facilities by information institutions
- . access for OUT students to any institutions which could provide them with relevant information for their studies
- . science laboratory should be available in every region

7.3 INFORMATION PROVIDERS (LIBRARIANS)

7.3.1 Types of libraries surveyed

Interviews were carried out with public, academic and special librarians. 5 TLS regional libraries were covered: Dar es Salaam, Morogoro, Tanga, Kilimanjaro, and Arusha. As there is no TLS public library in the Coast region the Kibaha Education Centre Library, which also serves the Kibaha Secondary School, was covered.

The libraries of University of Dar es Salaam, the Institute of Finance Management, and the British Council were also covered.

7.3.2 Experience in serving distance education students

Almost all public libraries have had experience in serving distance learning students. Up to the mid 1980s the National Central Library, in Dar es Salaam, was involved in outreach services intended to serve distance readers outside Dar es Salaam. Postal, book boxes programmes, and mobile library services were used to reach distance readers who included distance education students.

Also the introduction of OUT collections in 1995 in the regions where there are TLS libraries has given librarians more opportunity to understand the requirements of distance learners, and the OUT students in particular.

As for academic libraries, all of them stated that they do not have any experience in serving distance learners.

This is so because they do not have distance learners enrolled in their institutions.

7.3.3 Types of learning materials provided

The main source of information provided in public libraries are textbooks. However most of the books provided in these libraries are outdated. In fact the few which are up-to-date have been received from Book Aid International. There are also a few periodicals which come free of charge, but most of the stock is outdated.

Recently some TLS public libraries (including the five regions under investigation) have acquired a television and video-playback machine. However, the sets are not fully used clients due to lack of videocassettes.

The provision of sources of information in academic libraries tend to be better than in public libraries. The academic libraries' main sources of information are books. But these are also supplemented by up-to-date periodicals, computer based services and other audio visual materials in the case of, for example, the University of Dar es Salaam library.

The British Council Library in Dar es Salaam has always provided up-to-date reading materials for its clients. In November 1998 the library had approximately 12,000 volumes, 26 CD ROMs, 600 videocassettes, and 52 up-to-date periodicals/journals/newspapers.

7.3.4 Information services provided

The main information services provided in the TLS public libraries are lending, advisory, and reference. Photocopying service is not available in regional libraries. It is only available at the National Central Library in Dar es Salaam.

The British Council Library and academic libraries have more services due to availability of variety of sources. Lending of books and video-cassettes; current awareness, selective dissemination of information; reference, enquiries, and weekly video/film viewing are some of the services provided by the British Council Library.

7.3.5 Achievements and problems

The public librarians have characterised their achievements in serving the OUT students with the following aspects:

- a. passing of their (OUT students) exams;
- b. provision of advisory service
- c. provision of counselling service
- d. able to satisfy some of their information needs

As for the problems they are facing while serving OUT students the librarians have clearly associated them with the general problems facing public libraries in Tanzania. Lack of up-to-date reading materials was on top of the list. They have also mentioned lack of qualified personnel, inadequate reading space, inadequate furniture, lack of IT facilities, and failure to reach students living outside urban areas. The

situation is well summed up by the Kibaha Education Centre librarian, Athumani Mombokaleo:

"... competent library personnel are not adequate. Lack of up-to-date library materials... The library is still backward. It does not meet the expectation of the library users..."¹³

7.3.6 Use of the libraries and their resources by OUT students

The TLS regional librarians have observed that their collections are not very frequently used by the OUT students. This is due to lack of relevant reading materials as the librarian of the OUT Collection in Central Library, Teddy Ndibalema states:

"...the collection does not satisfy the actual needs of OUT students... No wonder that the number of readers is not increasing..."¹⁴

All regional public librarians share the above view. However, it has been observed that OUT students tend to use the libraries for reading their own materials.

All public librarians found LLB and BSc programmes not to be well served in terms of information provision

The British Council library which houses materials on

¹³ Interview with Athumani Mombokaleo, Librarian, Kibaha Education Centre, Coast Region, 30 October 1998.

¹⁴ Interview with Teddy Ndibalema, Librarian, OUT Collection, National Central Library, Dar es Salaam Region, 3 November 1998.

education, environment, governance, law, gender, management, economics and English language has also been very useful to BA and LLB programmes. As for BSc students, the Library Outreach Manager of the British Council library, Herieth Macha, states:

"... unfortunately science is not amongst the British Council Library priority subject areas. We have quite a few materials, most of these in form of CD-ROMs and in the reference collection, and very few books for lending..."¹⁵

Academic libraries tend to be highly specialised, hence more relevant to OUT students. LLB students, for example, have found the University of Dar es Salaam and Institute of Finance Management libraries very useful. BSc and BA Education students are also finding the University of Dar es Salaam library and the British Council library useful for their studies.

7.3.7 Reasons why some OUT students do not use libraries

Public librarians have put lack of reading materials as their first reason for failure to use public libraries amongst OUT students. They have observed that both TLS and OUT collections are not sufficient enough to serve the needs of the OUT students.

Other libraries take note of the above reason but also find unawareness of libraries and their resources amongst OUT students to be another reason for failure to use them.

¹⁵ Interview with Herieth Macha, Library Outreach Manager, The British Council Library, Dar es Salaam, November 1998.

Use of other libraries has also been stated as a reason. The Regional Librarian of Arusha region, Sofia Soko, had observed that:

"... some OUT students use other libraries which have more relevant materials for them. In my region, for example, they use the High Court Library, Arusha Institute of Accountancy Library, Adult Education Library, Eastern and Southern Africa Management Institute..."¹⁶

Other reasons given were distance, lack of time, use of OUT regional offices, and use of own materials.

7.3.8 Library usage skills

Apart from Arusha Regional Library, the other libraries do not provide any library usage skills such as orientations and tours of familiarisation to OUT students when they first join the university as the librarian of OUT Collection in Tanga Regional Library, Grace Shoo, states

"... No, we do not have separate programmes geared towards providing library usage skills to OUT students... We give them instructions when they first register with our library..."¹⁷

The above exposition reflects what other libraries do,

¹⁶ Interview with Sofia Soko, Regional Librarian, Arusha Region, 5 November 1998.

¹⁷ Interview with Grace Shoo, Library Assistant and Head of OUT Collection, Tanga Regional Library, Tanga Region, 4 November 1998.

but Arusha Regional Library has a different practice. It does not matter here whether one is a member or not of the library. All first year students are introduced to the library as the Arusha Regional Librarian, Sofia Soko, states:

"... when OUT students come for their face-to-face sessions we take that opportunity to introduce them to the library and its rules... This is done for the first year students..."¹⁸

7.3.9 Library selection policy

TLS system is a centralised one. This means that the running of all TLS regional libraries is co-ordinated at the headquarters in Dar es Salaam. This means that there is one selection policy (see Appendix 11) for all regional libraries. The problem with the TLS selection policy, however, is that it is so outdated that it no longer being followed in the process of selection of reading materials. The policy was made in the 1960s; it does not address the needs of distance learners.

The University of Dar es Salaam Library, Institute of Finance Management Library, and The British Council Library have selection policies which were developed specifically to suit the needs of their clients who happen not be distance learners.

¹⁸ Interview with Sofia Soko, Regional Librarian, Arusha Region, 5 November 1998.

7.3.10 Librarians' view on how the provision of information for OUT students can be improved

The public librarians' view is mainly on provision of more resources to public libraries. This, according to them, would ensure that the public libraries are well resourced in terms of reading materials, information services, staff, outreach services, and other.

They have also stated the need for OUT to be aware of the needs and problems confronting their students. In this way the OUT collections in public libraries can be improved.

Public libraries too are urged to be flexible by accommodating new communities like distance learners. Their needs must also be addressed, and attempts must be made to regularly review them.

It was also noted that OUT students should be allowed to use the information resources of other organisations in the country.

7.4 THE OUT LIBRARY

7.4.1 Library Personnel

The librarian holds an MA degree in Library and Information Science from Leningrad in the former Soviet Union. At the moment he holds a title of an Assistant Librarian of the OUT library. As the only staff member in the library section he is required to perform both professional and non-professional duties.

7.4.2 Size of the library

The library is made up of two medium sized rooms. No stocktaking has yet been done but the librarian's estimation is that there are about 5,000 volumes (mainly textbooks) and four subscribed journals. Other available journals are received as donations and most of them are out-dated. It also houses copies of study materials published by OUT.

The common methods of receiving these library materials are purchase and donations. The university purchases textbooks from academic publishers such as Dar es Salaam University Press, Tanzania Publishing House, and others within the country. It also purchases materials from outside the country. Good examples here are materials purchased from Kenya and India. The university also receives materials through donations. Some of the donors are Book Aid International, UNESCO, Commonwealth of Learning, and the International Book Bank. It also receives donations from individuals.

When these materials are received at the headquarters in Dar es Salaam two copies of a title are retained in the library in Dar es Salaam and other copies are distributed to regional centres and OUT Collections in regional public libraries.

7.4.3 Information services offered

Lending reading materials for photocopying is one of the services offered. The library has not got a photocopier for this service, but students photocopy the materials from a nearby Tanzania Industrial Research and Development Organization (TIRDO) secretarial services office. The librarian also provides advice and referral services to students. It is also the task of the library to prepare accession lists and forward them to regional centres.

7.4.4 Users of the library

The main users of the library are OUT students, teachers/lecturers, and outside researchers. Only a few students from outside Dar es Salaam region use the library, while most users come from Dar es Salaam and surrounding areas. The frequent users of the library are BA Education and BCom students as there are enough materials for their programmes. The least frequent users are BSc and LLB students as there are not enough materials in the library. According to the librarian these students use other libraries such as University of Dar es Salaam library, Dar es Salaam Institute of Technology (formerly Dar es Salaam Technical College), and others. Most students who use the OUT library learned of it through their lecturers.

7.4.5 Provision of IT facilities

There are a few audio-tapes available but they have not been supplied to students yet. Videocassettes and CD-ROMs are available but there are no machines to play them.

7.4.6 Students outside Dar es Salaam

Most do not use the OUT library at the headquarters because they live far away from Dar es Salaam. According to the librarian these students are supplied with study materials, and are expected to supplement them with readings found in public libraries and elsewhere. The librarian appreciates the fact that most of the students living in rural and remote areas are highly disadvantaged.

7.4.7 Extent of satisfying the requirements

The library is trying to meet some of the students' requirements and demands. There is, for example, enough information on mathematics and biology subjects. But it is appreciated that not all areas are well addressed in terms of information provision. He identifies some of these areas as law, and pure and applied science (e.g. chemistry)

7.4.8 Issues and problems faced by the library

The librarian mentioned lack of resources, especially inadequate funding from the central government, as the main source of all the problems they are experiencing.

This results in failure to purchase adequate reading materials such as books and journals; and failure to employ more staff.

Specifically on day-to-day professional work and practices, he maintains that inadequate library staffing is the main reason why professional activities are not performed.

He also identified the traditional methods of teaching still practised by some lecturers as a reason why students think the library is of limited use. According to him the library, sometimes, has alternative information which could be useful to students but they do not take it because their lecturers have insisted on specific sources.

CHAPTER 8

THE REGIONAL CASE STUDIES: MOROGORO AND DAR ES SALAAM

8.1 SIGNIFICANCE OF THE PROFILES

It has already been shown in the literature review that identification of information needs is a complex process. This is so because, amongst other things, the issue or task here is not only to identify what is really required by a user, but also to what extent the needs of a user are influenced by other factors surrounding his/her environment. Devadson and Lingam¹ remind us that "information needs are affected by a variety of factors such as: the range of information sources available; the uses to which information will be put; the background motivation; professional orientation and other individual characteristics of the user; the social, political, economic, legal and regulatory systems surrounding the user; and the consequences of information use." Crawford² takes the same view and goes further to demonstrate that information needs depend on the following factors:

- . work activity
- . discipline/field/area of interest
- . availability of facilities

¹ Devadson, Francis Jawahar and Lingam, Pandala Pratap. (1997). "Methodology for the identification of information needs of users". *IFLA Journal*, vol.23. pp.41-42

² Crawford, Susan. (1978). "Information needs and uses". *Annual Review of Information Science and Technology*, vol.13. pp.61-81.

- . hierarchical positions of individuals
- . motivational factors
- . need to take a decision
- . need to seek new ideas
- . need to validate the correct ones
- . need to make professional contribution
- . need to establish priority for discovery.

It is important, therefore, to examine the most important factors which are likely to influence needs of OUT students by looking into and providing profiles of subjects under investigation; of the organisation and its environment; of the users specific environment; and of the users.

One of the main tentative proposition of this research is that urban based students tend to be better served with information than their rural based counterparts.

The case studies of Morogoro representing a rural region and Dar es Salaam representing an urban region will attempt to illuminate some of the significant factors which are likely to influence information provision and utilisation. Some of these factors are geographic location, economy, availability of information, reading behaviours, and availability of information-generating organisations.

Also profiles of these two regions should provide a comparative analysis which illuminates the level or magnitude of information provision for and utilisation by the students based in rural and urban areas. It is asserted here that this will assist in determining how a rural situation can be improved by using the urban experience.

8.2 MOROGORO REGION

8.2.1 Land, people, and economy

Morogoro region is one of the 20 regions in Tanzania mainland, bordered by Arusha and Tanga regions to the North, the Coast (Pwani) to the East, Dodoma and Iringa to the West, and Ruvuma and Lindi to the South. Occupying a total of 72,939 square kilometres (approximately 8.2% of the total area of Tanzania mainland, it is the third largest region in the country after Arusha and Tabora regions.

Administratively the region has 5 districts namely Morogoro Urban, Morogoro Rural, Kilosa, Kilombero, and Ulanga. Ulanga is the largest but least populated district and Morogoro Rural the most highly populated. Full details of the districts' land areas, actual population, and projections for the future are shown in the table below:

Table 8.1: Population density and distribution by district, Morogoro region, 1988

District	Land Area Km	1988 Population	Population Density 1988	Population Projection 1988	Estimated Population Density 1988	Population Projection 2000	Population Density 2000
Morogoro Urban	260	117,601	452.3	184,386	709.2	201,740	77.6
Morogoro Rural	19,056	430,202	22.6	534,788	28.1	558,577	29.3
Kilosa	14,918	346,526	23.2	435,003	29.2	455,244	30.5
Kilombero	14,245	187,593	13.2	262,073	18.4	280,197	19.7
Ulanga	24,460	138,642	5.7	169,004	6.9	175,831	7.2
Total	72,939	1,220,564	16.7	1,585,254	21.7	1,671,589	22.9

Source: 1988 population census

According to the 1988 Population Census there are 593,404 men and 627,160 women in the five districts. This shows that "the proportion between the sexes in both rural and urban areas closely related at the ratio of 51.4:48.6 female to males respectively" as clearly shown in the table below:

Table 8.2: Population of Morogoro region by district, sex and urban/rural breakdown

District	Rural			Urban			Grand Total
	Male	Female	Total	Male	Female	Total	
Morogoro Urban	-	-	-	58,450	59,151	117,601	117,601
Morogoro Rural	193,033	215,294	408,327	10,457	11,418	21,875	430,202
Kilosa	142,996	143,626	286,622	29,532	30,372	59,904	346,526
Kilombero	64,752	66,462	131,214	27,116	29,263	56,379	187,593
Ulanga	60,893	64,786	125,679	6,175	6,788	12,963	138,642
Total	461,674	490,168	951,842	131,730	136,992	268,722	1,220,564

Source: 1988 Population Census

The main ethnic groups in this regions are Waluguru in Morogoro Rural district; Wasagara and Wakaguru in Kilosa; Wandamba in Kilombero; Wapogoro in Ilanga district; and Wazigua.

The region's economy is predominantly agriculture. As shown by the 1988 census the "region's agricultural sector is essentially of peasant farmers and more than 80% of its population of 1,220,564 (1988 census) depend on agriculture for its livelihood".³ However, it is estimated that only 20% of the region's land is used for agriculture. The main subsistence crops grown in the region are maize, paddy, sorghum, beans, cassava, peas, bananas, sweet potatoes, and millet, whereas cotton, coffee, sisal, onions, oil seeds, and sugar cane are the main cash crops. Other allied activities in the region are cattle keeping (mainly indigenous livestock), traditional fishing, and mining.

According to the analysis of the Planning Commission and Morogoro Regional Commissioner's Office "in Morogoro region poverty is the major problem which affects the community at large".⁴ According to the 1987 figures the per capita income in the region was only 69 US dollars. Since then the situation has not improved for the majority of Morogoro residents. As for the region's contribution to the economic growth of the entire country it stands at an average of 4.7%. The table below compares Morogoro region with other regions in mainland Tanzania:

³ United Republic of Tanzania: Planning Commission. (1997). *Morogoro region socio-economic profile*. Dar es Salaam: Planning Commission. p.32.

⁴ Ibid., p.27.

Table 8.3: Regional GDP and contribution ranking, 1980 - 1994

Region	Average Annual GDP Contribution %	GDP contribution ranking
Dar es Salaam	20.3	1
Arch	7.80	2
Mwanza	7.67	3
Mbeya	6.00	4
Shinyanga	5.80	5
Iringa	5.53	6
Tang	5.52	7
Morogoro	4.67	8
Kagera	4.60	9
Kilimanjaro	3.67	10
Mara	3.47	11
Tabora	3.40	12
Ruvuma	3.33	13
Mtwara	3.27	14
Rukwa	3.13	15
Dodoma	3.07	16
Singida	2.87	17
Kigoma	2.53	18
Lindi	2.00	19
Coast	1.00	20
Total	100.00	

Source: Planning Commission Analysis

8.2.2 Transport, communication, electricity

Roads

The recent statistics show that there are a total road network of 3,742 kilometres of which 55 kilometres are trunk roads, 961 kilometres regional roads, 1043 kilometres district roads and 1,179 kilometres feeder roads. While the trunk roads and regional roads are in fairly good shape the district and feeder roads are in an "appalling situation which requires urgent

attention".⁵ By comparison the Morogoro Urban roads are better.

Railway Network

Two railway lines pass through Morogoro region. The first one is the Central Railway operating between Dar es Salaam to Mwanza/Kigoma. It passes through Morogoro, the major town of the region. The second line is the Tanzania Zambia Railway (TAZARA), operating between Dar es Salaam and Kapiri Mposhi in Northern Zambia. This line passes through the south of Morogoro Rural district, with its major station at Kisaki village. The lines provide links between Morogoro region and the neighbouring regions of Dar es Salaam, Coast, Dodoma, and Iringa.

Air transport

There are 5 small air strips serving Morogoro region. As they are made of gravel they are not suitable for big cargo and passenger planes, hence the region has no commercial air service.

Postal services

There are 10 regular post offices and 21 postal agencies with a total of 6,625 letter boxes. While the telephone service has the capacity to hold 4,010 service lines out of which 3,169 have already been taken up. However most of these lines have been taken up by government organisations, other institutions, businessmen, and other well-off individuals who are mostly based in urban areas.

⁵ Ibid., p.89.

Electricity

The region enjoys the status of being the main source of hydro-electric power for the National Grid System. It has two main power stations namely Kidatu Hydroelectric Power Station which has the capacity to produce a total of 190 MW and Kihansi Hydroelectric Power Station, which is under construction, is expected to produce about 200 MW. However, there are only 15,926 people who are currently using this electricity in the region. The actual figures of electricity supply by households and by district in the region is shown in the below table:

Table 8.4: Supply of electricity by households and by district, Morogoro Region, 1988

District	Electricity supply to households			Total households	% with electricity (of total)
	Served	Not served	Not stated		
Kilosa	4,021	59,582	91	63,694	0.6
Morogoro Rural	976	80,762	135	81,873	1.2
Kilombero	991	32,312	35	33,338	3.0
Ulanga	99	21,125	854	22,078	0.4
Morogoro Urban	10,796	15,896	10	26,702	40.4
Total	16,883	209,677	1,125	227,705	7.4

Source: Planning Commission compiled data from Morogoro regional Statistical Abstract, 1993

This shows that less than 1 household in 14 in Morogoro had electricity, an indication of the underdeveloped nature of the region.

8.2.3 Education

It is estimated that the adult literacy rate grew from 37% in 1967 to 58.6% in 1978 to 62.8% in 1988. As in other regions female literacy in Morogoro region is less than male. People living in urban areas have better rates of literacy than those in rural areas.

Until 1996 Morogoro region had a total of 631 public primary schools, a total of 37 secondary schools out of which 26 are publicly owned and 11 are privately owned.

The available 1996 figures show that the total number of primary school pupils enrolled in the region in 1996 was 201,591. In public (government) secondary schools there were 11,268 students, and 641 students studying with evening classes. And in Advance Level secondary schools there were 1,056 students. In primary schools there were 5,733 teachers. The actual requirement of the region is 6,738 teachers.

8.2.4 OUT students and facilities

OUT students

Up until December 1998 Morogoro region had a total of 201 students studying with OUT. There were 170 males and 31 females.⁶ The specific number of students enrolled in the programmes could not be attained due to lack of such statistics at the OUT headquarters, in Dar es Salaam. An attempt to get these statistics was made by the researcher by visiting the regional OUT office in Morogoro. The statistics were not readily available, however an estimation was done by the Director of the

⁶ OUT statistics: Student distribution by region and gender 1994-1998.

centre, F. Mfangavo showed that majority of the students are studying for LLB programme, followed by BA Education, Bcom, BSc Education, BA General, and BSc Education as shown in the table below:

Table 8.5: OUT Morogoro regional centre: estimated admission rate by year and programme

Year	BA	BA (Ed)	BCom	Bcom (Ed)	BSc	BSc (Ed)	LLB	Total
1994	4	10	7	-	-	-	-	21
1995	-	12	3	-	-	4	7	26
1996	2	10	5	-	2	4	19	42
1997	3	9	4	1	7	4	14	42
1998	4	6	2	1	1	2	12	28
Total	13	47	21	2	10	14	52	159

Source: Morogoro Regional Centre Statistics (figures for the Foundation Course have been excluded)

Most of the students studying for LLB programme are from legal, police, and administration professions. Most of those studying for BA Education are teachers, while laboratory technicians, technicians, and teachers represent the BSc and BSc with education programmes.

OUT students are scattered all over the region, i.e. in all four districts. However the majority of students live in Morogoro Urban district.

OUT regional office

There is an OUT regional office based in the city of Morogoro. Up until 1998 the office was headed by a Director, Mr F. Mfangavo, who later on was transferred

to the headquarters in Dar es Salaam. To date the office is temporarily run by an administrative secretary. Enquiries, advice, counselling, and other services are expected to be provided by this office for the Morogoro region OUT students. The centre is also responsible in organising venues for face-to-face sessions and examinations.

At the regional office the Director is responsible in advising or providing information to actual and potential OUT students on various aspects of the programmes. Some of the information he is required to provide is on marketing of the OUT programmes; course/programme details; advice on a suitable course to a potential student; fees details; scholarship details; examination details; general administrative tasks; and availability of information. The centre does all these by using the Director's knowledge, experience and contacts available in the region and elsewhere.

OUT reading resource

In attempt to assist its students in Morogoro region OUT, through its regional office and Director, possess a collection of textbooks relevant to the programmes taken by its students. since the regional office has not got its own library due to limited space, an agreement has been made for the OUT materials to be kept in the Morogoro regional library. The materials are kept in a separate section called OUT Collection which is exclusively for the OUT students. The survey carried out in November 1998 showed that there were about 1,000 textbooks housed in the Morogoro Regional Library. There were also a few textbooks and copies of the university's own study materials kept in the regional office.

OUT study centres

The regional office is also required to assist in establishing regional study centres in the region. However, establishing study centres is mainly a task of students themselves. Until December 1998 Morogoro region had 5 study centres of which 3 are based at Morogoro town in Morogoro Urban region, 1 in Kilosa region and 1 in Kilombero district. There are no study centres in the districts of Morogoro Rural and Ulanga. The table below shows the study centres found in the districts:

Table 8.6: Study Centres in Morogoro region's districts

District	Number of Study Centres	Study Centres
Morogoro Urban	3	1. Kigurunyembe Teachers Training Centre 2. Mahakama Ya Mkoa Morogoro 3. Maktaba Ya Mkoa
Kilosa	1	1. Kilosa Secondary School
Kilombero	1	1. Ifakara Secondary School

Source: OUT files

It is interesting to note that while there has been an increase of study centres in Iringa, Dodoma, Ruvuma, and

Lindi regions, in Mwanza region the study centres have gone down from 10 to 4.

Libraries accessible to OUT students

The regional library, located in the city centre, is one of the 17 administered by the Tanzania Library Services. Up to September 1998 the library's membership figures show that there were 218 adults and 587 children as registered users.⁷ Books are the main source of information. There are a few out-dated periodicals and journals. The main information services provided in the library for the general public are advisory, reference and lending of books. Other useful service such as book boxes programmes were stopped due to lack of funds and other resources.

The library is headed by a librarian who possess a non-graduate diploma in librarianship from School of Library, Archives, and Documentation Studies (SLADS), Bagamoyo, Tanzania. There are also 3 trained library assistants and, 3 untrained library assistants, and 6 supporting staff.

Some of the major general problems facing the library are lack of adequate reading materials, lack of district libraries, lack of transport facilities such as vehicles to reach people in rural areas, and not enough staff.

For the OUT students the library has an OUT Collection which is used exclusively by them. The students go the library to use books, journals, and OUT study materials. They also borrow reading materials and use reference and advisory services. However, most of the materials are

⁷ Tanzania Library Services Board in figures up to September 1998. TLS files and statistics.

either irrelevant or out-of-date. The survey has found that BSc students lack essential materials such as those on laboratory practicals. The LLB students are also lacking materials such as acts, supplements, case laws, and other relevant textbooks.

However, the library is used by only a few students who live in and around Morogogo. The majority of the students who live in other districts and rural areas do not have access to the library. Distance, lack of reading materials in the public library, library fees, use of other information resources, unawareness of the existence of library service amongst some of the OUT students are some of the reasons why majority of OUT students do not use the regional library.

The survey has also found that some students do use information resources available in organisations and institutions which happen to be close to their residence. LLB students, apart from the regional library, also use the Institute of Development Management (IDM), and Co-operative Education Centre. Some of the students are also using private solicitors' collections. BSc main resources are found in SUA, Vocational Education Training (VETA) colleges, Medical Assistants College, Agricultural College, Livestock Training College, Livestock Training Institute, Morogoro Works Training Institute, Mhonda Teacher Training College (TTC), Morogoro Public Health Nurses Training School, Morogoro Vocational TTC, Ministry of Agriculture Training Institute (MATI) Ilonga, Ilonga TTC. As for the BA Education Students they use SUA, Kigurunyembe TTC, Morogoro TTC, Institute of Adult Education, MATI Ilonga, Ilonga TTC. Some of the BSc and BA Education students are also using secondary schools such as

Kigurunyembe Secondary School for reference material and reading spaces.

Bookshops

The exact number of bookshops in Morogoro region is not known but there are not many. Most of them are located in the city of Morogoro, in Morogoro Urban district. OUT students based in other districts and rural areas are lacking this service and have to depend on the bookshops available in the city of Morogoro or in Dar es Salaam.

People as an information resource

The survey has also found that a good number of students have been using people to supplement their study materials. These are:

a. Discussions and advice with experts: students do consult experts in their fields of study. LLB students, for example, consult solicitors, counsels, judges, lecturers, policemen/women, and other professionals who possess some legal knowledge. BSc students consult professionals such as scientists, general practitioners, doctors, agriculturists, laboratory technicians, agronomists, and marine scientists, while BA Education students have been consulting educationists, teachers/lecturers, linguists, and their like.

b. Organised lectures: there are 5 study centres in the region. One of the main function of these centres is to organise lectures. Student tend to reinforce their knowledge with the knowledge they are getting from these lectures.

c. Discussion groups: there are also some students who have decided to form some discussion groups in order to discuss, share and exchange ideas about the subject they studying. Students find these groups very useful.

d. Face-to-face sessions: the opportunity to meet an OUT lecturer in face-to-face sessions helps students to clarify some of the academic problems which face them.

8.3 DAR ES SALAAM REGION

8.3.1 Land, people and economy

Dar es Salaam region is surrounded on the north, east and south by the Coast region, and in the east it borders the Indian Ocean.⁸ The region occupies only 448 square kilometres. It is the smallest region (0.2% of Tanzania). Administratively the region has three districts namely Kinondoni which occupies 527 square kilometres, Ilala which occupies 210 square kilometres, and Temeke occupying 656 square kilometres.

According to the 1988 Population Census the region had 1,360,865 people. According to Dar es Salaam Statistical Abstract 1993 "the estimated total population in 1994 is over 1,606,000".⁹ The table below provides details of population growth:

Table 8.7: Population and growth rate (%) by district in Dar es Salaam region 1978 and 1988

District	Population 1978	Population 1988	Growth rate (%) 1978-1988
Kinondoni	366,159	627,416	5.4
Ilala	218,476	331,663	4.2
Temeke	258,505	401,786	4.4
Total	843,140	1,360,865	4.8

Source: 1988 Population Census, Regional Profile

⁸ Willet, B.M. (1990). *Philip's modern school atlas*. London: George Philip Ltd. p.80-81.

The next population census is going to be conducted in 1999, but the feeling amongst many people is that Dar es Salaam region may have about 3 million people due to recent influxes from rural areas and other regions.

According to the 1988 census there were a total of 707,264 men and 653,601 women in the three districts of Dar es Salaam region as shown in the table below:

Table 8.8: Population by district, sex, number of households, in Dar es Salaam region 1988

District	Sex			Number of households
	Male	Female	Total	
Kinondoni	326,894	300,522	627,416	143,669
Ilala	171,371	160,292	331,663	75,130
Temeke	208,999	192,787	401,786	95,505
Total	707,264	653,601	1,360,865	314,304

Source: 1988 Population Census, Regional Profile Dar es Salaam

As the main metropolitan region, Dar es Salaam enjoys the status of being the highest industrially developed region in Tanzania. The statistics show that in 1989 Dar es Salaam employed 32% of all workers engaged in the industrial sector. They produced 42% of the nation's industrial goods output.

9 United Republic of Tanzania: Bureau of Statistics. (1988). *1988 population Census*. Dar es Salaam: Bureau of Statistics.

Table 8.9: Population and occupation in Dar es Salaam region

District	Office work	Agricultural Work	Industry work	Not employed	Total
Kinondoni	105,841	46,568	95,262	216,303	463,974
Ilala	51,089	25,245	54,571	118,886	249,791
Temeke	47,854	41,049	63,550	140,321	292,774
Total	204,784	112,862	213,383	475,510	1,006,539

Source: 1988 Population Census, Regional Profile of Dar es Salaam

8.3.2 Transport, communications, electricity

Roads

There is a total road network of 676 kilometres, of which 239 kilometres are trunk roads, 243 kilometres are regional roads, and 193 kilometres are district roads.¹⁰ Dar es Salaam roads tend to be better than other regions' roads.

Railway Network

There are three railway lines operating from Dar es Salaam. The first one is the Central Railway operating from Dar es Salaam to Mwanza/Kigoma. This line connects Dar es Salaam with Morogoro and other regions in central, western and northern Tanzania. The second one is the north-eastern Railway operating from Dar es

¹⁰ United Republic of Tanzania: Bureau of Statistics. (1996). *Dar es Salaam regional statistical abstract 1993*. Dar es Salaam: Bureau of Statistics. p.29.

Salaam to Tanga/Moshi. This line connects Dar es Salaam with regions in the eastern, and north-eastern Tanzania namely Tanga, Kilimanjaro, and Arusha. The third one is the Tanzania-Zambia Railway Authority (TAZARA) which operates between Dar es Salaam and Kapiri Mposhi, in northern Zambia. The line links the region with Morogoro region and others in the south.

Postal services

Dar es Salaam is the main business city in Tanzania. Also most of the government and business (internal and external) activities are operating from Dar es Salaam. All the three districts are well served by postal services. There is the main General Post Office located in the city centre with branches in Temeke, Ilala and Kinondoni districts. There are also services offered by private organizations.

Air transport

There is one airstrip, known as Dar es Salaam International Airport, serving Dar es Salaam region. It is the main strip connecting Dar es Salaam with other regions and overseas countries.

Electricity

Unlike Morogoro, Dar es Salaam region is not a source of hydro-electric power for the National Grid System. However due to its urban, cosmopolitan, and industrial nature it tends to be the main user of the electricity. The 1988 Population Census shows that 34.3% of the total households in Dar es Salaam use electricity:¹¹

¹¹ Ibid., p.22.

Table 8.10: Households by electricity supply by district in Dar es salaam region, 1988

District	Electricity supply				Percentage with electric-ity (of total)
	Available	Not available	Not stated	Total households	
Kinondoni	52,300	87,597	36	139,933	37.4
Ilala	30,422	46,018	3	76,443	39.8
Temeke	24,750	72,267	77	97,094	25.5
Total	107,472	205,882	116	313,470	34.3

Source: 1988 Population Census, Regional Profile of Dar es Salaam

8.3.3 Education

It is estimated that the adult literacy rate grew from 56% in 1967 to 74.1% in 1978 to 80.8% in 1988. As in other regions female literacy in Dar es Salaam region is less than male.

Until 1967 Dar es Salaam region had a total of 166 primary schools, a total of 38 secondary schools out of which 10 are publicly owned and 28 are privately owned.

The available 1997 figures¹² show that the total number of primary school pupils enrolled in the region in 1996

¹² United Republic of Tanzania: Ministry of Education and Culture. (1997). *Basic statistics in education: 1997 regional data*. Dar es Salaam: Ministry of Education and Culture. p.2.

was 252,912. In public (government) secondary schools there were 11,293 students, while in private secondary schools there were 20,049 students.

In primary schools there were 5,751 teachers, while there were a total of 1,421 teachers in public and private secondary schools.

8.3.4 OUT students and facilities

OUT students

Up until December 1998 Dar es Salaam region had a total of 1,907 students studying with OUT, of which 1,595 were males and 312 females.¹³ The specific number of students enrolled in the programmes could not be attained due to lack of such statistics at the OUT headquarters, in Dar es Salaam. An attempt to get these statistics was made by the researcher by visiting the regional OUT office in Dar es Salaam. The statistics were not readily available, however an estimation was done by the researcher with the assistance of the Dar es Salaam Regional Director, Mr K. Mwinyichande, which showed that majority of the students are studying the LLB programme, followed by BA Education, BA General, BSc, BCom and Foundation Course.

Most of the students studying for LLB programme are from legal, police, and administration professions. Most of those studying for BA Education are teachers, while laboratory technicians, technicians, and teachers represent the BSc and BSc with education programmes.

¹³ OUT statistics: Student distribution by region and gender 1994-1998.

OUT students are scattered all over the region, i.e. in all three districts.

Regional office

There is an OUT regional office based at Ubungu, in the city of Dar es Salaam. Up until early 1998 the office was headed by a Director, Mr H. P. Kimaty, who later on was transferred to the headquarters in Dar es Salaam. The new Director is K. Mwinyichande. At the regional office the Director is responsible in advising or providing information to actual and potential OUT students on various aspects of the programmes. Some of the information he is required to provide is on marketing of the OUT programmes; course/programme details; advice on a suitable course to a potential student; fees details; scholarship details; examination details; general administrative tasks; and availability of information. Enquiries, advice, counselling, and other services are expected to be provided by this office for the Dar es Salaam region OUT students. The centre is also responsible in organising venues for face-to-face sessions and examinations. The centre does all these by using the Director's knowledge, experience and contacts available in the region and elsewhere.

OUT collection

In an attempt to assist its students in Dar es Salaam region the OUT, through its regional office and Director, possesses a collection of textbooks relevant to the programmes taken by its students. The regional office has its own small library which provides a few textbooks and reading space. An agreement has been made for the OUT materials to be kept at the National Central Library, in Dar es Salaam. The materials are kept in a

separate section called OUT Collection which is exclusively for the OUT students. The survey carried out in November 1998 showed that there were a total of 1,051 volumes of books and 50 out-dated and no longer subscribed to periodicals housed in the OUT Collection, at the Central Library.

Study centres

The regional office is also required to assist in establishing regional study centres in the region. However, establishing study centres is mainly a task of students themselves. Until December 1998 Dar es Salaam region had 7 study centres of which 5 are based in or close to the city centre. There are no study centres in Kinondoni district. The table below shows where the centres are located:

Table 8.11: Study Centres in Dar es Salaam region's districts

District	Number of Study Centres	Study Centres
Ilala	5	<ol style="list-style-type: none"> 1. National central Library 2. Kivukoni Magistrate's Court 3. Mnazi Mmoja Primary School 4. Kisutu Secondary School 5. Institute of Adult Education
Temeke	2	<ol style="list-style-type: none"> 1. Police College, Kurasini 2. Jitegemee Secondary School

Source: OUT files

Other commonly used sources of information..

Public libraries

Unlike Morogoro, Dar es Salaam has several public libraries and information centres. There is a regional public library located in the city centre. The library is one of the 18 regional libraries owned by the Tanzania Library Services. The library's membership figures show that there were 570 adults and 5,667 children as registered users.¹⁴ Books are the main source of information. There are a few periodicals and journals which are out-dated. The main information services provided in the library for the general public are advisory, reference and lending of books. Book box programmes and postal library services for adult readers were stopped due to lack of funds and other resources.

The library has three main divisions namely Adult Lending Division, Children's Division, Technical Services Division, and National Bibliographic Agency. The OUT students use the Readers Services Division where reading materials, OUT collection, reading space, and other information services are provided. The Adult Lending library is headed by a librarian who possesses an advanced diploma in librarianship. There are also 4 librarians with non graduate diploma qualifications, 6 trained library assistants, 3 untrained library assistants, and 7 supporting staff.

Some of the major general problems facing the library are lack of adequate reading materials, and inadequate staff, and inadequate reading space.

¹⁴ Tanzania Library Services Board in figures up to September 1998. TLS files and statistics.

For the OUT students the library has an OUT Collection which is used exclusively by them. The students go the library to use books, journals, and OUT study materials. They also use other services such as lending of reading materials, reference, and advisory. However, most of the materials are either irrelevant or out-of-date. The survey has found that BSc students lack essential materials such as those on laboratory practicals. The LLB students are also lacking materials such as acts, supplements, case laws, and other relevant textbooks.

However, the library is used by only a few students who live in and around the city of Dar es Salaam. Distance, lack of reading materials in the public library, library fees, use of other information resources, and unawareness of the existence of library service amongst some of the OUT students are some of the reasons why majority of OUT students do not use the regional or national central library.

Other libraries and organisations

The survey has also found that some students do use information resources available in organisations and institutions which happen to be close to their residence. LLB students, apart from the regional library, also use the University of Dar es Salaam Library, Institute of Finance Management (IFM) Library, College of Business Education (CBE) Library, Police College, Kivukoni Magistrate's Court Library, High Court Library, Court of Appeal Library, Law Society, National Institute of Transport (NIT) Library, Kivukoni College, Social Welfare Institute Library, and Civil Service Training Centre. Some of the students are also using private solicitors' collections. BSc main resources are

found in the University of Dar es Salaam Library, British Council Library, Technical College Library, Chang'ombe TTC Library, Muhimbili School of Nursing, Muhimbili University College of Health Sciences Library, Dar es Salaam OUT Regional Centre, and Rwegarulila Water Resources Institute. As for the BA Education Students they use the University of Dar es Salaam Library, British Council Library, Chang'ombe TTC Library, Dar es Salaam OUT Regional Centre, and Institute of Adult of Adult of Education. Some of the BSc and BA Education students are also using secondary schools and other colleges for reference services and reading spaces.

Bookshops

As a metropolitan city with a number of government and non-government organisations, and academic institutions, publishers, Dar es Salaam tends to have majority of the publishing firms. Compared to other regions Dar es Salaam residents and organisations tend to have more purchasing power. The exact number of bookshops is not known, but it is estimated that Dar es salaam has more bookshops than any other regions. Some of these popular bookshops which sell academic publications are Dar es Salaam University Press (DUP), Elimu Supplies, Cathedral Bookshop, Tanzania Publishing House, Seifi Bookshop, and Msimbazi Centre Bookshop.

People as an information resource

The survey has also found that a good number of students have been using people to supplement their study materials. These are:

a. Discussions and advice with experts: Dar es Salaam OUT students have an advantage of having a number of

professionals and experts around them. Some of them do consult experts of their fields of study. LLB students, for example, do consult solicitors, counsels, judges, lecturers, policemen/women, and other professionals who possess some legal knowledge. BSc students consults professional such as scientists, general practitioners, doctors, agriculturists, laboratory technicians, agronomists, and marine scientists, while BA Education students have been consulting educationists, teachers/lecturers, linguists, and their like.

b. Organised lectures: there are 7 study centres in the region. One of the main function of these centres is to organise lectures. Students tend to reinforce their knowledge with the knowledge they are getting from these lectures.

c. Discussion groups: there are also some students who have decided to form some discussion groups in order to discuss, share and exchange ideas about the subject they studying. Students find these groups very useful.

d. Face-to-face sessions: also an opportunity to meet an OUT lecturer in face-to-face sessions help students to clarify some of their academic problems.

CHAPTER 9

ANALYSIS AND DISCUSSION OF THE LEARNING RESOURCE NEEDS OF STUDENTS

Watkin recently observed, when discussing a role for public libraries in supporting lifelong learning, that the key needs and requirement of open and distance learners are "information, appropriate study materials, adequate facilities and equipment, and counselling: advice and guidance"¹. The findings of this survey do not suggest any significant differences between these needs and requirements in the United Kingdom and Tanzania.

9.1 GENERAL INFORMATION ABOUT THE COURSE

With distance learning, as with any other form of traditional learning, a student is not only interested in passing his/her exams, but also in other important aspects surrounding the course. The process of acquiring general information extends from before the start of an open university course up until the end. The process includes enquiries regarding availability of sources of general information (regarding learning

¹ Watkin, Alan. (1998). "The public library: the local support centre for open and distance learners". In: *Libraries without walls: the delivery of library services to distant users*, edited by Peter Brophy, et. al. London: The Library Association Publishing. pp.147-148.

opportunities, facilities available for studying, and availability of courses); relevance of courses to the job market; funding available; course fees; cost of reading materials; availability of suitable materials for the course, information on the level of study within courses; and details of any resultant qualifications. Rowntree² has a checklist of possible questions which might be asked by a student. It is divided into three main phases: the first phase is before a student starts a course. In this phase questions to do with the details of the programme to be studied, availability of equipment and other facilities are asked. The second phase is when a student is already enrolled on a course. Here a student might ask questions about availability of tutors; availability of counsellors; method of feedback delivery; and possibility of meeting other students. The third phase is when a student has completed a course or programme. He/she may want to know, amongst other things, aspects on certification and accreditation, and employment opportunities and possibilities. In fact these factors are highly significant amongst distance learning aspirants in determining whether the programmes are suited to them or not. They are also important for the already enrolled students as, if the information is readily available, it would assist them to evaluate their performance, and subsequently come up with new approaches or strategies suitable to their learning environment.

The experience of OUT has shown that most of the elements which are associated with the need for general information are well addressed. This information is

² Rowntree, Derek. (1991). *Teach yourself open learning*. London: Sphere Books. pp.88-89.

well documented in the yearly up-dated university prospectus. It is also readily available at the regional centres and at the headquarters. The researcher witnessed a number of sessions at which queries from actual and potential OUT students were answered by Directors of Morogoro³ and Kilimanjaro⁴ regional centres. An opportunity is also given to students to pose such enquiries once a year in face-to-face sessions with the OUT staff.

9.2 APPROPRIATE LEARNING RESOURCES

It has been shown earlier that the main characteristic of any distance education programme is the separation of teacher and learner. Contacts with the teacher could range from nil, to voluntary, to compulsory. What this means is that a student would have to depend on other sources. The survey of students of OUT found that the main sources of information used are study materials and books provided in public libraries, bookshops, and those which belong to students themselves. However, the majority of the students identified audio-visual materials such as audio-cassettes, radio broadcasts, television broadcasts; and computer based materials such as CD-ROMs as likely to be equally useful for their needs. These are not currently provided.

³ Interview with Mr F. Y. Mfangavo, Regional Director, Morogoro Regional Centre, Morogoro Region, 16 December 1997.

⁴ Conversation with Professor A. S. Meena, Kilimanjaro Regional Director, OUT Regional Office, Moshi, Kilimanjaro Region, 4 February 1998.

9.2.1 OUT supplied study materials

The survey has established that not only are these the main source of information provided by OUT, but also the preferred choice of the majority of students. The majority of students rated study materials to be adequate.

But the materials themselves are not self-sufficient. The practice, in most cases, is that a writer or a study material developer writes text, in a user-friendly way, which not only highlights the main points, but also sketches out the topic. Since the study material does not provide detailed information, the developer then provides a list of relevant sources to be consulted thereafter.

The question here which needs to be asked is: why and how would the students find the study materials sufficient? Of course, the first and foremost reason is that students find them straight-forward, and addressing what the syllabus requires them to cover. This makes them feel that they are not obliged to use other supplementary sources of information such as books and other documents. This was the view of a number of students who maintained that lack of time was their main constraint. On depending solely on study materials Kinman had this to say:

"...Paradoxically, the change to the use of student study-packs and workbooks might act more to close, rather than to open the education provided. The book is taken by students to be a 'Bible' of the

module; in discussions with them it soon becomes apparent that many see it as a sufficient in itself, to provide them with success..."⁵

Of course, the above contention attempts, amongst other things, to highlight the negative impact study materials can have upon students depending solely on study materials. Students here would read to pass their exams, and not necessarily to understand different concepts and ideas as presented by scholars. Teaching methods and marking methods are also significant issues introduced by the above contention together with the findings of the survey. It is possible that both the teaching methods and assignment marking methods do not encourage students to read beyond what is provided in the study materials.

The second reason why study materials are extremely popular is lack of alternative sources to supplement them. Most of the students interviewed, especially in rural areas, did appreciate the need to have additional material. The students accepted that study materials *per se* were not enough. They needed to be supplemented with other materials. However, the supplementary sources recommended are sometimes rated as adequate, if they are available at all.

9.2.2 Books

Books, like specially written and supplied study materials, have been seen to remain the important tool for communicating information for distance teaching and

⁵ Kinman, Russell. (1998). "Cracking 'open' a learner-centred door: open learning or just an open question?" *Innovations in Education and Training International*, vol.35. p.61.

learning. They can be in the form of textbooks, reference manuals, pamphlets, collections of articles, and maps. Despite the spread of information technology, books are likely to be used as tools for information communication for quite some time to come. This is even more so for distance education programmes in the developing world. Despite Lancaster's⁶ prediction of a paperless society that could be realised in the developed world, the environment in the developing world shows such a society to be a very long way off. Economic difficulties, and low level of development of information technology have been the main reasons why these societies will continue to depend on books. In a riposte to Lancaster in 1987 Olden pointed out that an electronic library "would use imported technology to access foreign databases and then request from abroad most of the citations supplied".⁷

But use of books as a medium of communication in distance learning is also still significant in the developed world despite easy availability of information technology. Sparkes sums up the usefulness of books thus:

"Printed texts are likely to remain the backbone of distance teaching for some time to come. But it is only fairly recent that textbooks have begun to include features aimed at improving their teaching effectiveness. Texts are naturally

6 Lancaster, F. W. (1978). *Toward paperless information systems*. London: Academic Press. p.155.

7 Olden, Anthony. (1987). "Sub-saharan Africa and the paperless society". *Journal of the American Society for Information Science*, vol.38. p.301.

'serialist' in character so, in order to help holist learners, as well as develop conceptual learning, a number of features are now often included. These include: in-text exercises on the application of basic principles, explanations of difficult concepts expressed in different words, symbols and illustrations..."⁸

The survey of students found that there is a heavy demand for relevant textbooks for the courses studied at the university. This was evident, particularly, with students based in rural areas or those outside the main urban areas who experience severe shortage of reading materials, especially books. A student from Korogwe district, in Tanga region maintained that reading materials were not available⁹ and wondered how one could be expected to perform well. A similar experience is also shared by students in other rural areas such Kilosa, and Ifakara in Morogoro region where books are not easily obtainable.¹⁰

Also most of the students interviewed strongly felt the need to supplement study materials with textbooks. Many students felt that the study materials on their own cannot satisfy their needs. A second year BSc student stated that:

⁸ Sparkes, John J. (1993). "Matching teaching methods to educational aims in distance education". In: *Theoretical principles of distance education*, edited by Desmond Keegan. London: Routledge. Pp.142-143.

⁹ Interview with a second year LLB student, Korogwe District, Tanga Region, 30 January, 1998.

¹⁰ Preliminary interviews with a year three LLB student based in Ifakara; year one BA Education student based in Kilosa, Morogoro region, 6 September 1996.

"...study materials are fairly adequate. But they are not self-sufficient. They need to be supplemented with other sources..."¹¹

There were also some students who felt that the intellectual content of some of the materials was not sufficiently deep. A second year BSc student in Morogoro, for example, had this to say:

"...in terms of contents the study materials for science subjects, especially Chemistry, are not adequate. They are shallowly presented..."¹²

And another one from Kilimanjaro stated that "...most of the documents (study materials) are presented in an imaginary (theoretical) way. More illustrative material should be provided..."¹³

Other students stated reasons such as delays in receiving study material on time and absence of some study materials for some of the newly established modules. One student stated:

"...some of the study materials were sent to us very late. Calculus 1, for example, reached us in June instead of February 1997..."¹⁴

¹¹ Interview with a second year BSc student, National Central Library, Dar es Salaam Region, November, 1997.

¹² Interview with a second year BSc student, Morogoro Regional Library, Morogoro, 15 December 1997.

¹³ Interview with a second year BSc student, Moshi Regional Library, Kilimanjari Region, 4 February 1998.

¹⁴ Interview with a third year BSc student, Morogoro Regional Library, Morogoro, 15 December 1997.

On the absence of some the study materials, a BSc student in Morogoro had this to say:

"...in my second year I was not provided with "Plant Structure and Development" and "Cell Biology" study materials because they had not been prepared yet..."¹⁵

Some of the reasons mentioned above are unique to a developing world environment. However, an attempt to compare the situation with some of the developed countries such as UK has established some similarities on why distance education students in general prefer other sources to supplement study materials.

A similar pattern of results, for example, has also been shown in the recent findings of a survey of 1,000 distance learning students in the UK¹⁶. Some students felt there was a need to support the study materials with books: "...I find at times I need to read a different text either as a way of seeking clarification on certain topics, or getting things, or getting a simplified version of things..." Another one felt that:

"...while the course materials provided contained all the required reading, I feel it is important to supplement these through further reading, especially in area of special interest or to clear up uncertainties in the course material..."¹⁷

¹⁵ Interview with a third year BSc student, Morogoro Regional Library, Morogoro, 15 December 1997.

¹⁶ Unwin, Lorna, Stephens, Kate, and Bolton, Neil. (1998). *The role the library in distance learning*. London: Bowker Saur. p.73.

¹⁷ Ibid., p.73.

9.2.3 Publishing needs and opportunities

Publishing in the developing world can be a risky business. It comes without surprise, therefore, that in many instances the main question that publishers both indigenous and foreign ask is whether there are any opportunities for them. One of the obvious opportunities in the developing countries is the ever-increasing numbers of students attending all levels of education. Publishing for schools, colleges, and higher education is not a new phenomenon as academic publishers, whether government owned or private, have been in this business for quite some time now. In fact Bgoya¹⁸ finds educational publishing to be the most profitable.

However, most of what has hitherto been published for the academic market has not been able to satisfy the demands. There are shortages of books and other reading materials at all levels of education. President Mkapa himself admits:

"... in my previous capacity as Minister of Science, Technology and Higher Education, I was constantly aware of the acute shortage of books in our universities and other institutions of higher learning, and its implications for our students and inevitably for our society. In primary school and secondary schools it is not uncommon to find a whole class sharing only one or two textbooks..."¹⁹

¹⁸ Bgoya, Walter. (1984). "Autonomous publishing in Africa: the present situation". *Development Dialogue*. p.88-89.

¹⁹ Mkapa, Benjamin William. (1997). "The cultural context of publishing in Africa". *Development Dialogue*. p.8.

Also publishing at the university education level is reflecting the needs of conventional campus-based students. Publishers took this course of action because distance education - certainly distance education at university level - hardly existed. There were correspondence programmes, and students studying by this method depended so much on the study materials provided by the correspondence institutions. The establishment of OUT in 1993 clearly suggests that the Tanzanian education system is expanding and changing by applying other methods of education, and in this case distance education at the university level.

In a changing environment publishers as sources and suppliers of information must also change their practices to reflect the needs of emerging educational communities. American marketing expert Philip Kotler's²⁰ recommendation to divide up the market and target the more appealing segment(s) helps publishers to identify actual and potential customers. Perhaps this is not well done by most African publishers due to what many scholars and writers have called their unbusiness-like approach. Hans Zell²¹ wants publishers to explore new and more effective marketing and distribution channels.

At present all of the study guides originating in Tanzania are published by OUT. Perhaps academic publishers could help, as they already publish text

²⁰ Kotler, Philip. (1991). *Marketing: analysis, planning, implementation, and control*. Englewood Cliffs, N.J.: Prentice-Hall International. pp.262-287

²¹ Zell, Hans M. (1992). "African publishing: constraints and challenges and the experience of African Books Collective". In: *Publishing and development in the Third World*, edited by Philip G. Altbach. London: Hans Zell Publishers. pp.104.

books. The government owned Tanzania Publishing House, the Institute of Curriculum Development; and Dar es Salaam University Press (DUP); and privately owned firms such as Mkuki and Nyota Publishers, and others have been publishing materials for higher education. However, these publishers have not been able to satisfy all the demands of higher education students. Not enough publishers produce textbooks required for university level education. Naturally few would be prepared to take the risk of publishing an academic textbook without being fairly sure of breaking even at the very least. Tanzania has only one university press: DUP, which is busy publishing scholarly works by members of the University of Dar es Salaam staff, and also making sure that it survives by publishing for the much larger primary and secondary school markets.

The demand for both textbooks and study materials by OUT students is only partially satisfied. Some of the specific areas requiring textbooks are psychology of education, philosophy of teaching, language theory, geographic techniques, and curriculum development (Faculty of Education); law of evidence, land law, and legal methods (Faculty of Law); and home economics, biological techniques, structure and property of matter, invertebrates, electro microscope, and thermal property of gases (Faculty of Science, Technology and Environmental Studies).

Authors and publishers from both Tanzania and overseas are needed for these areas. But perhaps indigenous authors and publishers are better able to satisfy this demand. This is because their expertise and experience is more likely to meet the needs of a Tanzanian

curriculum. However, in the areas which require a more theoretical approach foreign publishers can make their contribution.

In the absence of face-to-face teaching a distance learner would certainly require books and other materials produced with him or her in mind. These need to be easy to read, follow and understand. They must also provide illustrative and demonstrative features. The Open University of the UK's Derek Rowntree²² advises that materials should be written in a friendly manner and have helpful layout, learning objectives, activities for the reader to carry out, links to other media, frequent summaries, and self-tests. These will be very useful for modules or programmes such as the BSc which have practical components. But the above features have always been fundamental for developing study materials for distance learners. The same features can be used for developing textbooks which could be used by distance learners. Easy readers and simplified versions of technical books in fields such as science and law will attract students.

Publishing appropriate material for distance learners could have an impact on the entire book industry. Writing expertise can be had from individuals in institutions with experience in this area. IAE which was established in the 1970s and OUT are two institutions which could be consulted for advice. The recommended strategy here is to combine subject know-how with the ability to communicate with distance learners. The mixture of the two will certainly come up with

²² Rowntree, Derek. (1991). *Teach yourself open learning*. London: Sphere Books. p.38

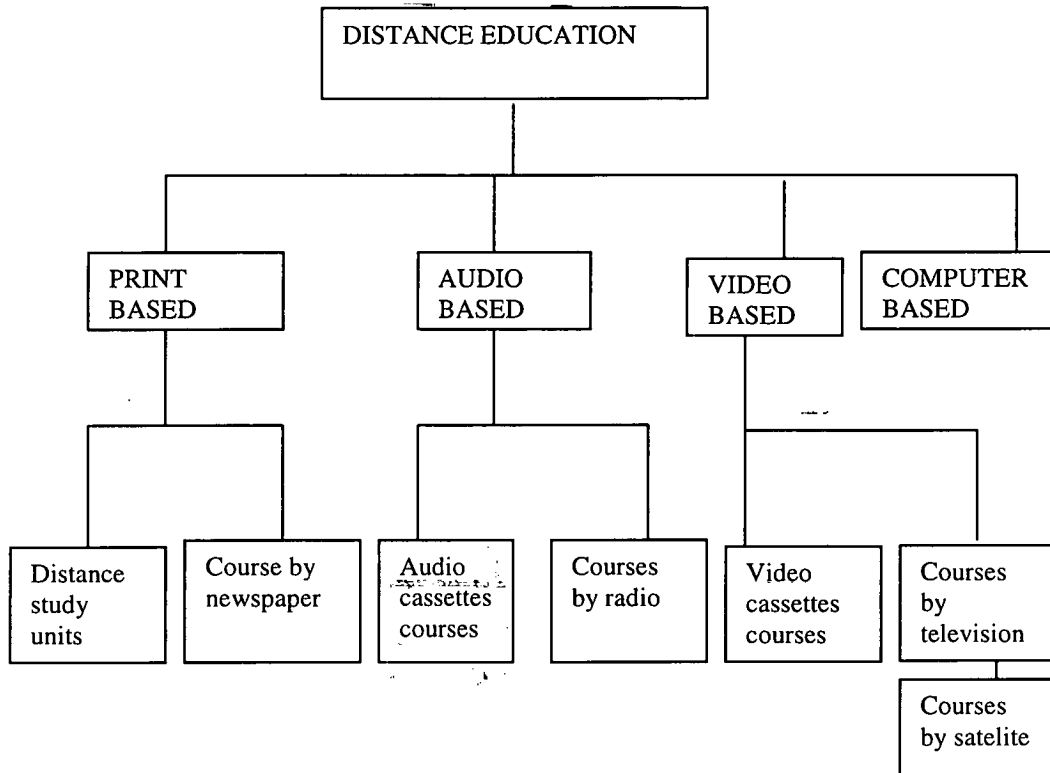
quality reading materials, which will appeal to most distance learners. Bookshops will then have something on their shelves for distance learners, while public and academic libraries will have been helped towards stocking their empty shelves.

9.3 USE/NEED FOR TECHNOLOGIES

It was pointed out earlier that the rationale for distance education is the separation of teacher and learner. It is this very basis which has had a profound influence on the need for a distance learner to use variety of media and human support to compensate for face-to-face contact. This means that a distance learning student would not only require study materials produced by a university and books, but other materials as well which would be relevant to the course. When attempting to define distance education Keegan²³ provides a diagram of some of the important media:

²³ Keegan, Desmond J. (1983). "On defining distance education". In: *Distance education: international perspective*, edited by David Sewart, et. al. London: Croom Helm. p.16.

Figure 9.1: Forms of distance education distinguished by the medium which is the basis of the learning materials



Bates illustrates the relationship between medium, technology and distance learning applications as follows:

Table 9.1: The relationship between media, technology, and distance education applications of technology

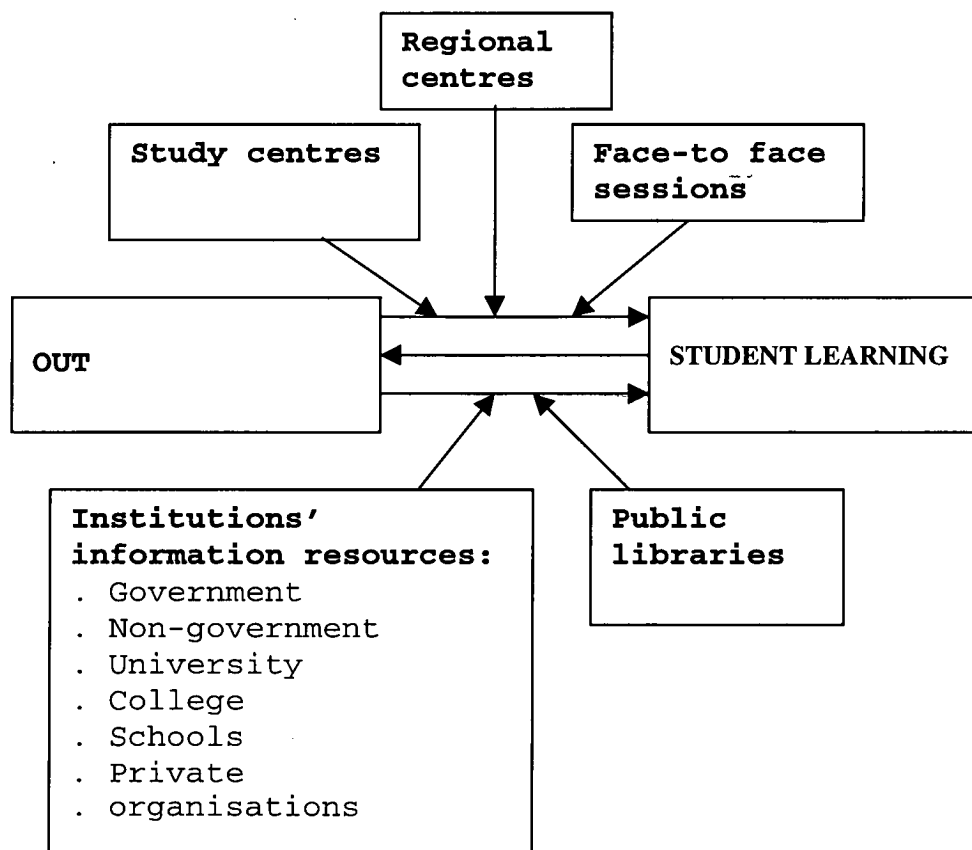
Media	Technologies	Distance education application
Text (including graphics)	Print Computers	Course units Supplementary materials Correspondence tutoring Databases Electronic publishing
Audio	Cassettes, radio, telephone	Programmes Telephone tutoring Audio-conferencing
Television	Broadcasting, video-cassettes, video-discs, Satellite, fibre-optics, ITFS, microwave	Programmes Lectures Audio-conferencing
Computing	Computers, telephone, satellite, fibre-optics, ISDN, CD-ROM, video-disc	Computer-aided learning (CAI, CBT), e-mail, computer-conferencing, audio-graphics, databases, multi-media

Source: Bates, A.W. (Tony). (1995). Technology, open learning and distance education. London: Routledge. p.30

Potentially any open university should be able to use all of the above methods of information delivery to its students. However, practically this may not be the case due to some reasons raised earlier: newness of the institution, economic constraints, and absence of information technology usage culture.

OUT maintains its intention to provide almost all of the above methods. In practice, however, the predominant method in use so far is print. Students are sent study materials and then are expected to supplement them with other printed materials such as books. Students are expected to read what they are sent, and do the coursework provided. This process of learning also requires support from other parties. Face-to-face sessions with lecturers, support from regional centres and study centres, and reading materials from public libraries and other institutions are the main parties involved in this process. The following diagram illustrates this:

Figure 9.2: Relationship between OUT students and support services



However, the particular aspect to be addressed here is the type of materials provided: the predominance of print materials for OUT. The survey found out that audio based, television based, and computer based material is virtually non-existent amongst OUT students. In fact all of the respondents for this research maintained that they had never been provided with such services.

Bates has attempted to illuminate the significance of the new technology for distance education learners thus:

"...Technology can provide learning experiences not otherwise available even in a face-to-face situation. For Arts students, television and print can provide examples of archive film or photographs, painting and building, and dramatic and musical performance. For science, mathematics and technology students, computers can provide simulations and examples of complex mathematical and physical relationships, and above all, plenty of practice in mastering mathematical techniques..."²⁴

It is interesting that almost all of the respondents realised the importance of such media. When respondents were asked about other sources which would be of assistance to them audio-visual materials were on top of the list. The responses identified all sort of audio-visual materials. Audio based materials were mentioned by the majority of the respondents. A third year BSc student of Kilimanjaro region, for example, felt the

²⁴ Bates, Tony. (1993). "Theory and practice in use of technology in distance education". In: *Theoretical principles of distance education*. London: Routledge. p.220-221.

need to have been provided with "audio-visual materials to demonstrate the practicals..."²⁵ A Dar es Salaam based student also stated that "audio-tapes are useful for a distance learning student as one can listen and rewind if one hasn't understood..."²⁶ Audio-cassette players are common everywhere nowadays. A similar view is aired by Bates:

"...Even in developing countries, audio cassette machine are common. For instance, in Afghanistan in 1971, I was surprised to find audio cassette players more common among the Kutchi nomads than radio receivers. The reason for this was that the radio airwaves were controlled primarily by government, and used for official information and 'cultural' programming, while the Kutchis used the audio cassettes for playing popular music..."²⁷

Radio broadcasts were also identified by a number of students as a useful source to them. A second year LLB student²⁸ of Korogwe, Tanga region, felt the need to supplement his studies with radio broadcasts and audio-tapes relevant for his studies. There are those who have found television based materials to be extremely useful to them. A student²⁹ based in Marangu, Kilimanjaro region realises the high costs involved in

²⁵ Interview with a third year BSc student, Moshi, Kilimanjaro Region, 4 February 1998.

²⁶ Interview with a third year BSc student, National Central Library, Dar es Salaam Region, November 1997.

²⁷ Bates, A.W. (Tony). (1995). *Technology, open learning and distance education*. London: Routledge. p.148.

²⁸ Interview with a second year LLB student, Korogwe District, Tanga Region, 31 January 1998.

²⁹ Interview with a fourth year BA Education student, Marangu, Kilimanjaro Region, 3 February 1998.

having such materials yet she maintains the need for a video-play-back unit at every regional centre.

Computer-based media are not used at all. The reason for this is the unavailability of the media and its products for the OUT students. There is evidence that the majority of the OUT students are not familiar with the importance of such computer based media.

BSc students are the ones who are in most need of the new technology. Most of them have maintained that in the absence of a face-to-face lecture, where a lecturer would demonstrate practical aspects of the lessons, video based and television based material could be extremely useful. Without this the learning experience is more difficult. There have been a number of science students who have found some of the materials published at Nairobi University in Kenya to be difficult to understand. The problems with some of these materials were experienced even by Kenyan distance education students enrolled at the College of Adult and Distance Education, University of Nairobi, according to Matiru:

"...students said that the printed materials were not clear. Perhaps this is due to the fact that most subjects depend on a sound knowledge of the language of instruction - either English or Kiswahili, neither of which is the mother tongue of over 90 per cent of the students... They said the study guides were too difficult because the language was difficult and the illustrations and

diagrams were difficult to understand..."³⁰

But there are two aspects here to be understood: first, it is possible that the materials were not written in a user-friendly way. Rowntree reminds us that "the typical open learning workbook builds in a number of features that you wouldn't expect to see in a run-of-the-mill textbook or training manual". They include friendly language, helpful layout, learning objectives, activities for the reader to carry out, links to other media, frequent summaries, and self-tests.³¹ Second, it might as well be that some of the topics, concepts, and the way they are explained could be new to an open university student who does not have a lecturer in front of him to provide clarifications. In this instance a student is more likely to find the materials less useful and hard to understand. Audio-visual materials such as illustrative videos and audio-tapes can be very useful. This is evident even at the Open University of UK:

"...From the Open University experience it seems that all subject areas for instance can benefit from the use of television, but science subjects above all require large quantities of television because of the importance of laboratory and fieldwork and the need to show experimental evidence, whereas philosophy was not a subject that

³⁰ Matiru, Barbara. (1987). "Distance education in Kenya: a third world view". In: *Distance education and the mainstream*, edited by Peter Smith and Mavis Kelly. London: Croom Helm. p.64

³¹ Rowntree, Derek. (1991). *Teach yourself open learning*. London: Sphere Books. p.38.

easily lent itself to
television..."³²

The above analysis not only shows what OUT students require but also illuminates their significance.

32 Bates, Tony. (1993). "Theory and practice in use of technology in distance education". In: *Theoretical principles of distance education*, edited by Desmond Keegan. London: Routledge. p.221.

CHAPTER 10

ANALYSIS AND DISCUSSIONS OF THE LIBRARY PROVISION

It has been shown that open university education does not only depend on communication or interaction between a student and a distant lecturers, but also on the availability of the necessary information. Since this information is not solely provided by the distance education institutions this research needs to explore the nation-wide provision on information. Olden points out that:

"The educational role of the library in Africa is the one that all the evidence attests to. People want the textbooks that will help them pass their examinations; they want supplementary material that will help them improve their performance; and they want quiet, well-lit space in which they can study and read. Individuals, parents and communities will do their best to pay for this on a local level at least, because they believe it will bring them practical returns..."¹

Organisations such as public libraries, university libraries, college libraries, school libraries, bookshops, and other organisations' information resources have been used by students of distance learning, though to varying degrees.

1 Olden, Anthony. (1995). *Libraries in Africa: pioneers, policies, problems*. Lanham, Md.: Scarecrow Press. p.148.

10.1 PUBLIC LIBRARIES

The main traditional role or objectives of any library are: acquiring, organising, storing and disseminating information to its users. In attempting to define librarianship Bengé highlights the responsibilities of librarians:

"The available definitions of librarianship all include four main areas of activity. They indicate that librarians are responsible for:

1. The collection of materials appropriate for libraries
2. The preservation of the material
3. The organisation of the collections
4. The dissemination of the material or information which it contains..."²

In a situation where a distance learner is seen to be autonomous and independent,³ and that separation of teacher and learner is seen as a central characteristic of distance education, libraries play a significant role in supporting the process by, amongst other things, selecting relevant and useful reading materials; organising them in some order so that the students can find materials they need without wasting time; making learning materials readily available for consultation or borrowing. This suggests that, under normal circumstances, distance education assumes that there would always be institutions such as libraries to

2 Bengé, Ronald. (1970). *Libraries and cultural change*. London: Clive Bingley. pp.223.

3 Sauve, Louise. (1993). "What's behind the development of a course on the concept of distance education?". In: *Theoretical principles of distance education*, edited by Desmond Keegan. London Routledge. p.99.

provide support to distance learners. Rowntree maintains that:

"...libraries are a key resource for many open learners. Libraries can give you access to an enormous range of information. Most of this will take the form of print on paper - that is, books, pamphlets, journals, etc. Even if they don't have the book you want they may be able to get it reasonably quickly through the inter-library loan..."⁴

The development of information technology has also made it possible nowadays for libraries to acquire, organise, store, and disseminate information technology related learning materials.

Beenham and Harrison⁵ summarise the objectives of a public library as providing materials to support education and culture. Since education in modern societies is regarded as a lifelong process public libraries, in this context, are therefore regarded as educational institutions, and are expected to provide sources and information to all segments of the society, including distance learners.

Distance learning institutions are aware of the need to have well resourced public libraries. OUT, despite its newness, realises the importance of public libraries, and that is why it advises its students to use public library resources. In recognition of their importance

⁴ Rowntree, Derek. (1991). *Teach yourself with open learning*. London: Sphere Books. p.99.

⁵ Beenham, Rosemary and Harrison, Colin. (1990). *The basic of librarianship*. London: Clive Bingley. pp.2-3.

the university has entered into an agreement with Tanzania Library Service to stock, in a separate collection, materials for the OUT students:

"...The Open University, under agreement with the Tanzania Library Service, has stocked recommended textbooks and other reading materials in the latter's library network in the regions and at the headquarters. These books will be kept on special shelves and will be available to students under special arrangements for reference and borrowing..."⁶

Distance learners too are aware of the need to use public libraries for their studies. The survey of OUT students found that almost every student appreciated the significance of public libraries for their studies. The fact that most respondents urged national public libraries to stock materials relevant to their needs proves that they understand their significance. But being aware of the usefulness of a public library is one thing, and heavy and intensive use of them is another. The experience of Tanzania has shown that not many OUT students use the public libraries. The reasons for this are two-fold: those associated with public libraries and those associated with the OUT students.

10.1.1 Inadequate provision or lack of reading materials

The agreement between OUT and TLS means that students have an opportunity to use both collections, the public library's and OUT's. While the public library

⁶ The Open University of Tanzania. (1998). Prospectus 1998. p.98

collection is general in nature, the university's collection tends to be more specialised and specific for the subjects taught by the university.

According to Hussein Ngwenda,⁷ the library assistant in-charge of OUT Collection in Morogoro Regional Library, there were 950 volumes. There are also a few journals which are out-of-date as they were published in the 1960s. Also according to F.Y. Mfangavo,⁸ the Regional director of Morogoro Regional Centre, there were a total of 2080 volumes of which some were kept in the regional library and others in his office. These materials were to serve a total of 107 students scattered all over the three districts of Morogoro, Kilosa, and Kilombero. They were enrolled on eight programmes: BA Education, LLB, BCom, BCom Education, BSc, BSc Education, BA General, and Foundation Course.⁹

However, the survey found out that many students do not use the collections. Many of the students surveyed stated that the library lacks some of the essential readings. A third year BA Education student in Morogoro, for example stated that "books for English literature and Education are not available at the regional library".¹⁰ A second year BSc Education

7 Interview with Hussein Ngwenda, Library Assistant in-charge of the Open University Collection, Morogoro Regional Library, 17 December 1997.

8 Interview with F.Y. Mfangavo, Director, Morogoro Regional Centre, 6 September 1996.

9 Most of this information was obtained from the Morogoro Regional Centre files and statistics.

¹⁰ Third year BA Education student, Morogoro region, 4 February, 1997.

student¹¹ faced a similar experience and stated that he did not seem to find relevant information for his course. Also a third year LLB student from Kilimanjaro shared his experience:

"...we have not been given a course outline... No case law books, no law reports in libraries and courts, no statutes available, no updates or amendments! Studying law in Tanzania is like looking for an ant's footsteps in the desert at night..."¹²

Others found that the materials available are just not enough for all the students. They feel as if they are scrambling for just a few copies. A second year BSc Education student, for example, stated that:

"...There are not enough textbooks... we have to depend on previous students who studied for similar courses... The public library does not have enough books... I went there four times and I was disappointed..."¹³

There were some students who have also found most of the materials provided in the public libraries to be out-of-date. This problem is severely affecting LLB students whose subjects require them to refer to new legislation, statutes and case laws more frequently.

¹¹ Second year BSc Education student, Morogoro region, 4 February, 1997.

¹² Third year LLB student, Moshi, Kilimanjaro region, 4 February, 1997.

¹³ Second year BSc Education student, Morogoro region, 4 February, 1997.

The Regional Director of Morogoro Regional Centre, F.Y. Mfangavo, confirmed this when he stated that:

"...students receive their study materials pack... But they need reference materials too. Our libraries are not adequate... Law students, for example, have been complaining of lack of materials in the regional library..."¹⁴

In an attempt to get a view of information providers regarding this issue, an interview with Hussein Ngwenda, in-charge of the OUT Collection in Morogoro region was conducted. It was established that only a few students in Morogoro city use the library. Others, especially those from urban areas do not. He summed up the reasons for this as:

"...there are very few copies of the textbooks; some of the materials here are out-of-date, and most of them are irrelevant and do not match the requirements of the students..."¹⁵

A similar pattern of results were also observed in Tanga region. Up until the beginning of the academic year 1998 there were about 209 studying for LLB, BA, BA Education, BSc, BSc Education, B.Com, B.Com Education and Foundation Course programmes. According to the 1997 regional libraries stock-taking there were 635 volumes

14 Interview with F. Y. Mfangavo, Regional Director, Morogoro Regional Centre, 6 September 1996.

15 Interview with Hussein Ngwenda, Library Assistant in-charge of the Open University Collection, Morogoro Regional Library, 17 December 1997.

in the OUT's collection.¹⁶ The Regional Librarian of Tanga's Tanzania Library Service public library, E. Maginga, maintained that his experience with the collection is that it does not satisfy the needs of the OUT students in the region. He stated that:

"...not many OUT students come to use the library because the collection does not meet their needs... it needs to be improved..."¹⁷

The elementary level of the material, irrelevance, and out of dateness are the most important reasons for failure to use the public library. According to the librarian "students who are severely affected are those studying for Law and BSc programmes".¹⁸ A number of BSc and LLB students in Morogoro region and elsewhere have found most of the reading materials useful only for A'level education, and perhaps for a very few of the OUT's first year students. A third year LLB student stated that "there is a problem of getting reading materials for Legal Method subject, which makes it hard to understand it..."¹⁹ A third year BSc student also maintained that he has not been able to get the necessary reading materials for his course "especially textbooks on physics and mathematics".²⁰ In fact the

16 Statistics obtained from Tanzania Library Services' Tanga Regional Library files.

17 Interview with E. Maginga, Regional Librarian, Tanga Regional Library, 23 December 1997.

18 Ibid.

19 Third year LLB student, Tanga Regional Library, Tanga region, December, 1997.

20 Third year BSc student, Tanga Regional Library, Tanga region, December, 1997.

problem of shortage of materials has been facing all Tanzania Library Service's public libraries for years. Gulbaar and Moen stated in 1986 that:

"...The shortage of books and periodicals in all kinds of libraries is a major obstacle for these institutions to fulfilling their obligations to the general public as well as to their specialised users..."²¹

Sadly, to date, not many of the items listed in major guides to reference materials on Africa such as McIlwaine's *Writings on African archives*²² and *Map and mapping of Africa: a resource guide*²³ are to be found on the shelves of libraries in Africa, including libraries in Tanzania.

10.1.2 Reading space

Readers or users of any library do not go to a library just to find reading materials. There are those who are just interested in doing their own work or reading their own materials. They go to the library because they know that is the best place for working quietly and without any disturbance. It is possible that this type of environment is missing in their homes, offices, and elsewhere. Demands from spouses, children, friends,

²¹ Gulbraar, Kari and Moen, Jorunn. (1986). *Books and libraries in Tanzania 1986: report*. Oslo: Departementet for Utviklingshjelp. p.51.

²² McIlwaine, John. (1996). *Writings on African archives*. London: Hans Zell Publishers. 279p.

²³ McIlwaine, John. (1997). *Maps and mapping of Africa: a resource guide*. London: Hans Zell Publishers. 391p.

colleagues, and sometimes the environment in general can severely interfere with one's studies.

Depending on the individual and on circumstances one should be able to read anywhere. As for open learners Rowntree had this to say:

"...open learners do it in all sorts of places - a bedroom (spare or not), a corner of the dining room table, a converted garden shed. They even do it on buses, in bars, and on park benches when the weather is kind... Some learners prefer to stick to one study place. That place then becomes so linked with studying that they can slip into the right frame of mind the moment they sit down. Others like to feel there are two or three such places they've got used to studying in..."²⁴

Of course, the above contention reflects the environment of the West. In a developing country like Tanzania the buses are heavily congested, and in public places such as bars the full-blown sound of the popular Congolese musician Mzee Papa Wemba would be preferred. This would not make for a conducive reading environment. One obvious place, for those who can get access to it, would be a public library where the environment is purposely regulated to be conducive for reading. Space, tables, chairs, quietness, and other support are, at least, expected in a public library.

Apart from students in Dar es Salaam region, almost all of the respondents who use the public libraries in

24 Rowntree, Derek. (1991). *Teach yourself open learning*. London: Sphere Books. p.95.

Coast, Morogoro, Tanga, Kilimanjaro and Arusha regions have found the space for reading in the libraries to be adequate. Interesting results, however, came from Dar es Salaam based students. Here the results were split: 50% maintaining the space to be enough while another 50% stating that the space for reading in the Tanzania Library services' National Central Library was inadequate for them.

At the National Central Library, Dar es Salaam there are two main reading rooms/halls: one located in the Children and Schools Department and another one located in the Adult Lending Department. Children and pupils up to class seven in primary school level use the reading hall in the Children's Department. The reading hall in the Adult Lending Department is exclusively for adults. By "adults" are meant all adult learners from students at secondary level, to students at higher education level. The OUT students use this room for their studies. The problem, however, is that the room is shared by mature adults and other less mature students. Mchombu once observed:

"In this so called public library, about 90% of the regular users are students but less than 20% of the resources of the public library are devoted to this group of users because in the theoretical classification of libraries a public library should aim at serving the general public..."²⁵

More frequently the room is occupied by secondary school and vocational college students who are involved in all

25 Mchombu, K. J. (1985). "Alternatives to the national library in less developed countries". *Libri*, vol.35. p.229-230.

sort of discussions: from the subjects under study to life in general. It is even more serious during examination times. As this is a study area, mature students such those from OUT find it hard, first to find a chair and a desk, and second to concentrate with their reading. One third year LLB student stated that:

"...the National Central Library is a good library... its location makes it easier for me to pop in for studying. However, its serious problems are inadequate reading space, and it is not quiet at all..."²⁶

The above quotation is representative of the many similar views aired by Dar es Salaam students. It sums up the reasons given by students who do not find the space adequate in Dar es Salaam region. In fact the views from Dar es Salaam are echoed by a few students in the other 5 regions.

As for other non-government public libraries such as The British Council Library the OUT students find them better equipped with relevant and up-to-date materials. However, they find their reading space totally inadequate.

10.1.3 Charging by public libraries

Another issue is that the Tanzania Library Service introduced membership fees recently. Members of the libraries are charged 3,000 shillings (equivalent of £3) per year. The authority maintains that the fees may

26 Third year LLB student, National Central Library, Dar es Salaam region, November, 1997.

help to revive and improve some of library services especially in these difficult times of dwindling budgets. It is debatable whether this is a right decision, as there are several advantages and disadvantages. Even in some of the developed countries this debate continues. Freedom to choose, keeping undesirable people out, and subsidising the library budget have always been put forward in favour of charging. The anonymous author of *Ex Libris* maintained:

"...[Establishing] a right or wrong level of funding... can only be done where the full costs are recovered through charges and the customer can indicate through his or her spending decisions where they wish to services to be increased or diminished..."²⁷

On the other hand opponents of charging have put forward arguments such as discrimination against the poor, breach of the requirements of the UNESCO Manifesto on Public Libraries, and the fact that a library is a public service.

But Tanzania is a poor country with a gross domestic product of almost 3.4 billion US dollars and a per capita gross national product of US \$120 in 1995. The debt payment it owes to multinational corporations is almost 7.4 billion US dollars.²⁸ Low levels of investment in industry and agriculture, which is the backbone of the country, have resulted in massive unemployment. The situation has been made even more

²⁷ *Ex Libris*. (1986). London: Adam Smith Institute. p.27

²⁸ Africa Confidential Newsletter. Vol.38, no.7, 28 March 1997. ([Http://www.Africa-confidential.com/map/tanzania.htm](http://www.Africa-confidential.com/map/tanzania.htm))

difficult for people since IMF and the World Bank imposed a retrenchment exercise. Many of the employees were made redundant, and there is little hope for future employment. Life for ordinary citizens, especially those who are unemployed, is hard.

This means that few people can afford to part with 3,000 shillings to pay a public library for membership. Most of the respondents of this survey are employed. Whereas before they had not found the public libraries adequate due to congestion by secondary school students they now find the situation has eased a bit due to the introduction of the membership charge. Few Tanzanian secondary school students can now afford to part with 3,000 shillings. In fact their parents who, most of them, are unemployed or low-wage earners who cannot afford it, and also find it unjustifiable as the libraries suffer from inadequate stock. However in Dar es Salaam, the main city, most residents are civil servants and business people. Most of the parents can afford to pay the membership fees, hence their school children continue to use the public libraries, and the problems facing the mature students regarding their presence continues.

One obvious fact is that most users of TLS libraries nowadays are serious ones. Closely associated with this is the fact that the charges have had a big impact on some of the OUT students. A number of them are not in favour of being charged by the public libraries. Their argument is that the OUT collections placed in the public libraries do not belong to TLS, but to OUT. They, therefore, do not see any rationale for being asked to pay membership fees to use their own materials.

One second year BSc student in Morogoro region maintained that:

"...the library fees recently introduced are unnecessary, and to some are unaffordable... and the public libraries should wave their fees to OUT students..."²⁹

In any case the joining instructions they received before starting their courses did not ask them to pay. As a result of this, therefore, a number of students have decided not to pay, and therefore ceasing their membership. A second year BSc student in Kilimanjaro region stated a representative view as to why he does not use the Kilimanjaro public library:

"...why am I not using the public library? They do not have enough books for the university level... they have irrelevant materials - most of them being at a secondary level. But above all, charging has totally discouraged me from using the public library..."³⁰

Of course a response of the regional libraries' staff is that the OUT students are clients just like any others. In any case it would not be possible to ask them to restrict themselves to the OUT Collection, and not to use the other stock.³¹

29 Second year BSc Education student, Morogoro region, 15 December, 1997.

30 Second year BSc Education student, Kilimanjaro region, 4 February, 1998.

31 Interviews with regional librarians of Dar es salaam, Tanga, Morogoro, Kilimanjaro, and Arusha regions.

10.1.4 Adequacy of staffing

One of the most important resources in satisfying requirements and needs in a library is the staff. It is not enough to acquire the necessary materials required by the users. An important effort/process of organising and making available the acquired information or materials must be performed by the library staff. According to Webb:

"...The quality and usefulness of a library service is not just a reflection of the material that is available, or the way in which it is arranged. To the user the initial response to a request for information, the manner in which the information is sought, and the final presentation of the results are the criteria by which the service is measured. The staff represent the service, and act as the key to its potential..."³²

All sort of activities are carried out by the library staff, but the main ones are selection of relevant materials according to users' requirements; acquiring materials; organising them for easy retrieval, storing them for easy accessibility, and dissemination of the information. These, together with other administrative and managerial tasks are complex inter-related and inter-dependent activities performed in any library. Some of these tasks do require library staff to possess professional qualities such as experience, adequate training and education. Their qualities and quantities are the most important aspects which would be required

32 Webb, Sylvia P. (1983). *Creating an information service*. London: Aslib. p.77.

for successfully addressing and satisfying the needs of their clients. Capewell and Phillips once observed that:

"The most important resource in satisfying reading needs in any library is, of course, the staff. Their abilities in liaising with teaching staff, their expertise in purchasing materials, their methods of exploiting the stock are all important factors in how effective the user perceives the library..."³³

In the case of Tanzania, public libraries have had a vital role in supporting distance learners. In the 1970s and 1980s the national public library system had played a significant role of supporting programmes such as adult education, and correspondence courses. It did this by, amongst other things stocking relevant materials in its regional and district libraries; and distribution of reading materials by mobile library in some of the regions.

However, from mid-1980s resources for the public library started to decrease considerably. The main sources of income such as government subventions, and international donor organisations' contributions dwindled a great deal. This state of economic affairs had a big impact on the Tanzania Library Service and its regional libraries. The plan to develop a public library in every region and district was halted due to lack of money for development. Collection development slowed

³³ Capewell, Paul and Phillips, David. (1986). "Problems and prospects in polytechnic libraries". In: *Student reading needs and higher education*, edited by David Baker. London: Library Association. p.28-29.

down, as it started to depend on book donors: there was not enough money to purchase reading materials. Ever since the system has been operating with a very low budget for paying staff salaries only. In light of this, how then can the public libraries affect the OUT students?

For a member of staff to be able to carry out some of the tasks discussed earlier he/she must possess a certain level of professional education or training. Casteleyn observes that:

"...a trained staff able to exploit the book stock means a more satisfied readership at all levels. The readers must be able to feel confidence in the member of staff who may be dealing with them. This confidence means that readers will return again to borrow books and to ask for information from the library staff. Here the knowledge of the individual staff member plays an important part, for the staff, even if they have only a basic education, must be knowledgeable about the tasks they perform on a daily basis and must have a sound understanding of the organisation in which they are working. Training will enable them to participate more intelligently in the work of the library..."³⁴

TLS realises the importance of education and training. Overseas and home training have been used. Between 1989 to 1995, for example, TLS sent ten staff each year for further training at the School of Library, Archives, and Documentation Studies in Bagamoyo. With the present

³⁴ Casteleyn, Mary. (1981). *Planning library training programmes*. London: Andre Deutsch. p.10.

economic difficulties it cannot manage to sustain this position. Also there has not been a single person sent abroad for further studies since 1991. The initiatives, underway, to introduce an undergraduate degree course at OUT is seen as a saviour for library staff and libraries. This problem culminated when skilled personnel left for green pastures elsewhere. Service points, sections, and departments are more often staffed by members of staff who cannot articulate the needs and problems facing their clients. Reference and reader advisory desk are the main service points affected by this, and as a consequence it has been affecting its clients. The researcher has experience, on many occasions, of reference and reader's advisory desk being staffed by library attendants, untrained library assistant or library assistants who on a number of occasions have failed to satisfy their users due to inadequate or lack of professional skills. Of course this problem faces all users of the libraries, but even more so for the OUT students who depend so much on institutions such as public libraries to provide them with advice, services and reading materials. Specifically on the advisory service, for example, many students rated it as inadequate. A third year BA Education student in Moshi, Kilimanjaro region stated:

"...the problem with my public library is not only that it has not got enough materials, but also some of the staff who attended me were highly inexperienced..."³⁵

³⁵ Third year BA Education student, Moshi, Kilimanjaro region, 3 February 1998.

In Dar es Salaam, despite being near to a number of resources, many students found their enquiries were not well served due to lack of experience and expertise amongst many staff. A third year LLB student stated:

"...I am only going to the library to consult some textbooks on law and to read my own materials... I have stopped asking questions to the library staff because, I believe, they are inexperienced and do not have expertise in the course I am studying..."³⁶

10.2 LEVEL OF STUDENT USAGE

All of the above analysis has been showing the significance of public libraries, and some of the issues that are affecting the OUT students. It must be stated, however, that the OUT students too face a number of limitations or problems which hinder them to utilise library resources effectively and to the maximum.

10.2.1 Cultural influence

Although there is evidence showing an increased number of people opting for print-based culture, oral tradition is still predominant amongst the African population. Several methods of oral communication have been used over the years by African to communicate messages as Gbadegesin stated:

³⁶ Third year LLB student, National Central Library, Dar es Salaam region, December 1997.

"...The griot's chronicle of events, the sage's myths, legends, cosmological ideas and proverbs, the storytellers' folktales and verbal artists' riddles and tongue twisters, are the constituents of people's cultural data. When used adequately, the data provide knowledge that is, to a large extent, reliable and dependable, based as it is, on the tradition of knowing that has been relied upon by the people for generation..."³⁷

The above contention offers the experience from Nigeria, but in fact, the methods identified are typical and common to other African countries. With this tradition print-based materials are seen to be alien and not compatible to many people. As a result agents of print materials such as libraries are not used effectively. In the developing world, especially in Africa not many people use public libraries. Mbambo,³⁸ for example, has found that only 7.5% of Gaborone's (Botswana) 120,000 population use public libraries. In Kenya, according to Kihara,³⁹ only 2-3% of the total population use public library services. And specifically in Tanzania Mchombu, had observed that:

"...In Tanzania, a country with 23 million people, it was found that

³⁷ Gbadegesin, Segun (1997). Aspects of Yoruba tradition: importance, richness and limits in the context of unfreedom. *Isokan Yoruba Magazine*, vol.3. p.2
(<http://www.yoruba.org/Magazine/Summer97/File4.htm>).

³⁸ Mbambo, B. (1989). An evaluation of Gaborone Public Library: Does the service meet user needs? Post-graduate diploma dissertation, University of Botswana.

³⁹ Kihara, E. (1986). Public libraries and information for rural development. Proceedings of Kenya Library Association Annual Seminar, Nairobi, 12-14 February.

the number of library service users is between 1-2% of the population. This low percentage of use is accounted for by a library system characterised by poor library facilities in primary schools, secondary schools and most tertiary colleges. The public library service in turn has directed all its services to urban centres and avoided the rural dwellers who make up 80% of the country's population..."⁴⁰

Of course, some of the problems such as lack of resources, lack of foreign exchange, and inadequate staff are some of the main reasons for failure to use the libraries. However, quite rightly as indicated by the above contention, most African countries have not yet got rid of the old fashioned colonial culture of providing social services to areas which were seen as strategic to them. This explains why public libraries and services, to date, are highly concentrated in urban areas where the minority of the population live. Mchombu again stated that:

"...In spite of this solid financial, political and moral support library and documentation services have only managed to reach 1% of the population. In addition, the existing infrastructure has developed in a lopsided way so that more than 80% of the existing infrastructure is aimed at less than 5% of the people living in major towns..."⁴¹

⁴⁰ Mchombu, Kingo. (1991). "Which way African librarianship?" *IFLA Journal*, vol.17. p.27.

⁴¹ Mchombu, K.J. (1984). "Development of library and documentation services in Tanzania: problems of strategy and tactics". *Information Processing & Management*, vol.2. p.560.

The students of OUT come from this background where a library is regarded as a place for academics only, and immediately after one's graduation he/she would not use it again. Moreover, the majority of the OUT students live in rural areas. This unequal distribution of public libraries is having a serious impact or drawback to their studies which depend so much on the public library support. In fact most of the students who live in rural areas are the ones who do not use public libraries at all because they do not have easy access to them. A student from Korogwe district in Tanga region, for example, stated:

"...We do not have a public library in Korogwe... I have to depend on the study materials and some of my own books... occasionally when I am in Tanga I use the regional public library there. But even the Tanga regional library is inadequate... it is really hard..."⁴²

The above contention is a typical example of the type of complaint the students in rural areas would register. Similar observation were raised almost by every student living in a rural area and where there is no public library. Students from Ifakara, Kilosa, and Kilombero towns shared the same view.⁴³ But more significantly it illuminates the serious effects of lack of provision of public libraries in the rural areas to distance learning students, or in this case the OUT students.

⁴² Second year LLB student, Korogwe district, Tanga region, 30 January 1998.

⁴³ Preliminary interviews with BA Education, Bsc, and LLB students, Morogoro Regional Centre, 6 September 1996.

However, it must be stated that for students who have easy access to public libraries, the survey found that the distance learning methods are gradually changing some of the students' behaviour by orienting them to the culture of using public libraries and other resources more often.

10.2.2 Distance

Closely associated with the above discussions and the consequence of having public libraries in the main cities only is the fact that many students live far away from where the public libraries are situated. It has been mentioned earlier that the provision of public library facilities in urban centres was deliberate, and as a result it has disadvantages for students in rural and remote areas. One of these is the distance involved between a public library location and other rural areas. This means the student would be required to travel a long distance to get public library services. This is not a new phenomenon as experiences even in the developed countries such as the UK has shown that the position of a library has an enormous influence on its usage, as Ritchie once stated:

"...The location of libraries has significant impact on their use as is shown in the report on *Public Libraries and Their Use*, where it was demonstrated that half of all library users travelled less than three quarters of a mile to the library. The report concludes that, based on the results of a user survey, 'most people are unwilling to travel far to use a library; or rather, because convenience is more important than distance, they are

unwilling to go far out of their way to use it and it must be a paramount factor when planning library services' "44

The above contention, though offers the UK's experience, is still significant in illuminating the fact that in poor developing countries such as Tanzania convenience is overshadowed by the poor economic well-being of the people. In fact, as far as a developing country is concerned, two aspects or issues here need to be considered: first, can the students afford to travel to a public library more frequently?; second, is it worthwhile doing so?

The answer to the first question is that a majority of them could not afford it. It has been shown earlier that most of the students are teachers and civil servants whose salaries are just enough for keeping them and their families going for a month. With this salary one is likely to find it hard to spend it on travelling expenses at the expense of feeding the family.

As for the second question, the answer to it is that a student is more likely to evaluate whether it is worth incurring all the expenses. In other words one is likely to weigh the usefulness of the library services against the expenses he is sacrificing. With problems such as of inadequate supply of textbooks, lack of reference books, and even lack of copies of study materials one is not likely to visit a public library frequently. A first year BSc student in Ifakara, Morogoro region, for example, stated that he is

⁴⁴ Ritchie, Sheila. (ed.) (1982). *Modern library practice*. 2nd ed. Cambridge: ELM Publications. p.45.

"spending a lot of money and time going to the city to find some reading materials"⁴⁵. This student is in the minority and lucky enough to be able to afford it, but equally significant he is emphasising the fact that one needs to spend a lot of money and time to access library materials and services. It was found by the survey that most of the students would pay a visit to a public library only when they happen to be in the town doing other things as well. There were also a few who have maintained that they only use the public libraries when they happen to be having their face-to-face sessions at a regional centre. What is suggested by this finding is that the majority of students living in rural and remote areas do not intentionally plan for a visit to a public library.

10.2.3 Unfamiliarity with the requirements of distance learning

Distance education and conventional education are two different educational methods. While conventional education depends so much on a lecturer distance education emphasises separation of lecturer and student, and student independence.

For most of the OUT students this is their first experience of studying at a distance. This is major shift from their previous conventional studies, at secondary school level and tertiary level. Although they were made aware of the heavy demands of the course, adjusting themselves to this new learning environment takes time and can be hard. This is demonstrated by the

45 First year BSc Ifakara district based student, Morogoro Regional Centre, 6 September 1996.

results of the fieldwork where many first and second year students were complaining about failure on the part of OUT to provide adequate reading materials for them.

10.3 OTHER LIBRARIES

The surveys have also shown that other types of libraries and information units have been used by the OUT students. It must be stated, however, that not many students of OUT make use of other libraries and information units due to some reasons which will be explained later. The other main types of libraries and information units used by OUT students are school, academic, special, and private.

The use of these libraries and information units by distance learners is not a new phenomenon at all. In fact their use is highly recommended because distance learners, by the nature of their mode of study, tend to depend more on information resources, and less face-to-face lectures.

The school and academic libraries are part of secondary schools, colleges, institutes, and universities, offering tertiary education. Libraries, documentation centres, and other information units run by government and non-government organisations can also be useful.

10.3.1 School Libraries

School libraries are potentially useful sources of information for distance learners. They provide expertise from teachers, reading materials, teaching

aids and reading space. The experience from the developing countries, and especially from Tanzania in the 1970s and the early 1980s has shown that schools and their resources such as teachers, libraries, reading materials, and classrooms were extensively used in adult education programmes to eradicate illiteracy.

However, while schools and their libraries proved to be useful to the new literate adult learners, they may not necessarily be so to distance learners, especially OUT students studying for higher education programmes. This is so because majority of schools in Tanzania are still run by the state (Ministry of Education and Culture), though there is now a new policy which allows individuals and non-government organisations to establish private schools. A recent Ministry of Education and Culture survey⁴⁶ in which the researcher was involved revealed that the majority of primary and secondary schools have no decent libraries. Even for those schools which claimed to have libraries it was found that they were in very poor state as they lack relevant reading materials, reading space and library personnel.

It is also obvious that most of the reading materials or textbooks available in primary school libraries would not be relevant to the distance learners who study for undergraduate programmes. To some extent it may also be true of the secondary education libraries. The materials likely to be provided would be of a general nature, intended for secondary school education level.

⁴⁶ Kaşembe, M.K. (1998). The status and use of school/college libraries, library services and proposals for improvement of library environments and services in enhancing the quality of education in Tanzania: consultancy report. p.11-21.

But it is also appreciated that some of the secondary school materials may not be useful to advanced students but useful to OUT students who are in the first year of the programme. These types of students are more likely to require information and learning resources which are general and introductory in order to orient themselves to the course/subject. Reading materials such as general encyclopaedias and basic elementary textbooks covering subjects such as biology, chemistry, and physics, geography, history, and commerce can be relevant to OUT students studying BSc, BA, and BCom.

It must be stated, however, that despite all these drawbacks schools can be useful to distance learners. Classroom availability (when pupils have finished their lessons in the afternoon), opportunity to exchange ideas with other distance learners, and also the opportunity to draw on expertise from teachers are some of the advantages to a distance learner.

10.3.2 Academic and other specialised libraries

These types of libraries tend to be more useful and relevant to distance learners due to the following reasons:

Specialisation

As parent organisations tend to specialise in some areas of their interest, their libraries, documentation centres, and other information units also tend to reflect the overall policies of their institutions. This means that the provision of information by the libraries and other related organisations would always

reflect the needs of their communities. Unlike public libraries which tend to be general in nature, academic libraries provide information which addresses the needs of students and lecturers as clearly stated in syllabi and curriculum. Documentation centres and other special libraries do the same by providing materials and information which support the organisations' tasks and objectives.

In Morogoro there are a few academic and specialised libraries. Sokoine University of Agriculture (SUA), as the name itself suggests, specialises in science and agricultural subjects at the tertiary and higher level of education. In fact SUA library's collection is extremely useful and relevant to science students, and the university has been chosen by OUT to be one of the centres used by OUT science students for their practicals. Another relevant and useful library in the region is the Institute of Development Management (IDM) which specialises in management, development, law, administration and finance subjects.

Unlike Morogoro, Dar es Salaam as the main city has a significant number of academic and specialised institutions and information units. Some of these have already been identified in Chapter 7. The University of Dar es Salaam is the biggest academic institution in Tanzania. Its library houses a wide range of materials covering arts and social sciences, science, engineering, education, law, and development studies. Other relevant libraries belong to the Institute of Finance Management, Business College, Dar es Salaam Institute of Technology, and Chang'ombe TTC.

Detailed information

Most of these academic and specialised libraries are not only specialising in certain subjects but they also strive to provide information which is detailed enough to satisfy the needs of their communities. They do this by ensuring that the provision of information matches the level of education. At the University of Dar es Salaam, for example, its library provides materials relevant and detailed enough for all levels of education for the programmes offered in the Faculty of Law, notably the certificate in law, LLB, and postgraduate diploma in law. The libraries also provide information in a variety of formats.

Expert advice

The other useful resource for distance learners is expert advice regarding the subjects and programmes they are doing. This can easily be attained by consulting lecturers and researchers who have specialised skills in certain subjects and fields. Subject librarians also, who possess expertise in their fields can also be of value to distance learners. Of course the availability of these expert staff to distance learners who are not registered with their (expert staff) institutions needs to be arranged. But the main idea here, is that at least distance learners like OUT students are aware of where to find expert advice should they have need of it.

10.4 OPEN UNIVERSITY OF TANZANIA STUDENTS: THEIR UNWARENESS OF LIBRARIES AND THEIR ACCESS TO LIBRARIES

Compared with actual practice, the above analysis provides a kind of ideal situation for distance learners. This is so because even in the developed countries distance learners have not been able to fully utilise all the resources that may be available. What is important with the above analysis, however, is that it throws more light on the significance of other information resources, apart from that provided by distance education institutions and public libraries.

However the survey of OUT students has found out that only a few OUT students use other libraries. Of course some of the reasons discussed in section 10.2 still apply to these libraries but the specific ones for failure to use them are as follows:

It was found by the survey that the majority of students were not aware of the need to use other libraries. The analysis reveals that this "unawareness" is two-fold: first there are those who are not certain that they would be allowed to use these institutions and their information resources; and second they are those who were not sure of where to find the institutions.

The other main reason why OUT students have not been using other libraries effectively is the fact that they have been denied access. Even in those libraries where OUT students have access they have not been allowed to borrow materials. They are allowed in with reference status only. This is a highly frustrating experience for OUT students. While on one hand OUT ask them to use

all the resources available in the country, on the other hand some of the information providers do not welcome them. Or if they are allowed in they are not given the same status as residential students.

The above experience does not help a distance learner, but it signifies the fact that distance education in the form of open university education is new to many people in the developing countries. It also suggests that the launching of the university did not go hand in hand with the process of sensitising the general public to the new demands, in terms of information, likely to be brought.

Failure on the part of OUT to find out useful institutions which could be used by its students is another reason why OUT students are not aware of the institutions, and of course another reason why they have not been significantly used. The compilation and availability, in the regions, of lists of these institutions would have assisted the students in finding relevant information regarding their academic requirements. In an environment where access may not be easy basic information as to where OUT students can go is important.

CHAPTER 11

THE OPEN UNIVERSITY OF TANZANIA EXPERIENCE: IMPLICATIONS FOR TANZANIA AND OTHER DEVELOPING COUNTRIES

The previous chapters have been showing and analysing OUT and its students performance in terms of the actual and potential needs and demands. An attempt was also made to show and analyse the actual provision of information.

It must be stated, however, that the previous chapters have been illuminating the experience of an open university in a poor developing country. Indeed, there are a number of things which have not been put into practice, but it is also true that there are number of aspects which have been put into practice by the university despite the fact that Tanzania and its OUT are facing economic difficulties - the difficulties which are likely to affect the performance of the university and its students.

The OUT experience, or rather the Tanzanian experience has enormous implications for organisations or institutions interested in establishing distance education programmes in Tanzania. Likewise, Tanzania and its OUT provide a rich experience to other countries in the developing world which face similar economic conditions. The previous analysis, therefore, can and is used by this chapter to illuminate and analyse the implications for Tanzania and elsewhere in the

developing countries as far as information provision practices are concerned.

11.1 THE FEASIBILITY OF ESTABLISHING AN OPEN UNIVERSITY

Under normal circumstances one would be bound to conclude that poor developing countries, due to economic difficulties and dire need for skilled personnel, need the flexibility of distance learning institutions such as open universities and their like more than any other countries. While there have been a number of other forms of distance learning such as correspondence institutions and their like, it is not very clear why it has taken so long to establish an open university in Africa. Tanzania, being the first sub-Saharan country, apart from South Africa, to establish one, did so almost 33 years after attainment of its independence. But the fact remain that the need for such an institution has been there for many years before its establishment.

Whatever reasons put forward in favour or not of establishing such an institution earlier, the fact remains: it is possible for a poor developing nation to establish an open university. This is well demonstrated by the establishment of OUT in a very poor country like Tanzania. The fact that it has been done it is a great achievement, which strongly suggest that where there is a will, willingness to invest in education, and realisation of the importance of such an institution any country can succeed.

11.2 AVAILABILITY OF STUDY MATERIALS

The experience has shown that in a poor developing country like Tanzania, and where the provision of reading materials by information organisations is not adequate OUT students tend to depend so much on the university's own study materials. They turn to be bread and butter for satisfying students' reading needs. This is not only the experience of the OUT and Tanzania: other countries with similar economies are bound to face the same problems.

In any case the study materials are essential in providing the scope of the subject, and for providing recommended textbooks to supplement or support the knowledge acquired from study materials. Availability of study materials also ensures that there is a smooth continuity, and students expect to complete their modules and programmes well in time.

OUT started with very limited number of study materials. For science subjects it started by depending on study materials published at the University of Nairobi, with some units missing. As for LLB programme it started with some units missing. To date there are some units still missing. This has resulted in students being compelled to take modules/units which do not particularly interest them; sometimes starting with higher level units which makes understanding the subject more difficult; and waiting for the materials be written. This does not provide a conducive and comfortable learning environment for students, and they are more likely to get frustrated and give up their studies.

The lesson which can be learned by other similar institutions in Tanzania and outside Tanzania is that it must be ensured that all study materials are written well before the first students are admitted in the university.

11.3 ESTABLISHMENT OF REGIONAL CENTRES AND STUDY CENTRES

Regional centres and their directors have been playing a significant role in the process of information communication between the OUT headquarters and the students. Distribution of study materials, counselling, advisory, provision of reading materials, and encouraging students to open their own study centres are just a few examples of activities carried out by the regional centres.

A number of poor developing countries are not having sound communication infrastructure. Postal services, telephone services, and roads are not in good condition. As for telephone services, they are usually not available to ordinary citizens especially to the poor in the rural areas. In the absence of regional centres it would mean that students have to communicate directly with the headquarters. For students living far away from the headquarters it would mean delays in receiving study materials, and lack of guidance and advisory services, lack of counselling services. This would not make a conducive and comfortable environment for distance learners. The significance and need for study centres is well summed up by Perraton by showing what other countries have been practising:

"...The difficulties of the isolated student led to the development of the second model. Both Malawi and

Zambia developed study centres with much more modest resources than those of a conventional secondary school... Other study centre systems have been developed outside Africa. In some parts of Latin America, for example, radio has been more extensively used to support centres of this kind than has generally been the case in Africa..."¹

The lesson derived from Tanzania's regional centres and elsewhere is that there is a need, prior to the admittance of the first intake, to establish regional centres which will be responsible in assisting students in their localities.

11.4 AWARENESS OF THE NEEDS OF DISTANCE EDUCATION

There are more traditional/conventional residential courses and institutions than distance learning courses and institutions. In fact, as discussed earlier, open university education is virtually new in Africa and other developing countries. Countries and institutions wishing to establish open universities must first and foremost be aware of this vital fact. As a necessity this fact must also be put into practice in order to effect the smooth learning process amongst the students. Two essential elements need to be addressed here:

a. In Tanzania there are not many lecturers or people who have been trained specifically in distance education. Many of the teachers and lecturers are experienced in aspects of conventional education. It

¹ Perraton, Hilary. (1993). "National developments and international co-operation in distance education in Commonwealth Africa". In: *Distance education: new perspectives*, edited by Keith Harry, et. al. London: Routledge. p.252

was not a surprise, therefore, that many of the teachers who are employed by OUT came from conventional education background. This is the experience which is more likely to be faced by other countries, especially those in the developing world. One approach to overcome this problem is for similar emerging universities and institutions employ experienced staff who have been trained in aspects of distance education well before taking the first intake of students. This was not the approach which was taken by OUT. What it did was to start the university with a majority of staff who had not been trained or who had not been familiar with distance education, then as the time went by, were made familiar by provision of, amongst other things, internal orientations; new working environment, experience; purposeful seminars, workshops, conferences, and their like; and guides and manuals prepared to orient staff on how to write study materials. While the former approach is ideally the best as it ensures the smooth running of the university, in practice it may prove impossible due to lack of qualified and experienced staff.

b. The experience of Tanzania has shown that whichever approach is chosen it should eventually yield the intended results - one of the results being making the very university or institution aware that there is a difference between distance education and conventional education in terms of learning and teaching methods and approaches. This would assist in easing the process of making distance learning students aware of the teaching and learning methods and approaches. As stated earlier, distance learning brings in new learning experiences to students.

11.5 UTILISATION OF NATION-WIDE INFORMATION RESOURCES

It has been mentioned earlier that distance education emphasises student independence and autonomy. Theoretically, also, it assumes that a student can have access to all information resources available in a country. This idea has been received well by the OUP management, which clearly states the need to use the nation's various information resources. Practically, however, this is not the case because of all sorts of reasons such as distance, unawareness of services provided, fees, and opening hours. But the most important elements which have been found by this research are the facts that, first some of the institutions have closed-door policies for students or any other person who is not enrolled with or working for them. There still exists that old-fashion culture of embracing a collection of information as belonging to the institution and people within that institution. What is forgotten here is the fact that that organisation/institution belongs to the country, and its information resources, under normal circumstances, should be available to its citizens. This fact should be widely publicised by any new institution wishing to establish a distance education programme.

The second element is unawareness amongst the students themselves of the existence of such information. It was shown earlier on that most of the students are coming from conventional education, and that their expectations are for the university/institution to provide them with reading materials just as any residential institution does. This element also needs to be well addressed by alerting the potential students of the need to consult all information resources available in a country.

11.6 EQUITY: GENDER ISSUES

One underlying philosophy behind distance education programmes or institutions is equity in access to education. The statistics available in Tanzania show that there are fewer women studying at higher levels of education such as colleges, institutes, and universities. In fact the higher the level of education the lower the number of women. At the University of Dar es Salaam out of 2,9251 students enrolled in the academic year 1994/95 only 509 were female.² At Sokoine University of Agriculture out of 909 students enrolled in that year only 213 were female.³ These two examples are a typical reflection of what is happening in other institutions of higher learning. Of course some of the reasons why female numbers are very small in academic institutions are a few enrolment of females at the lower levels of education, family responsibilities, and economic constraints. Cultural attitudes also contributes to this problem: women are not given enough time to decide what they want to do for their lives, disinterest amongst men to develop their women/wives, false attitude that education is for men and the women's role is to look after the families. But as far as this research is concerned, lack of adequate information concerning the role, significance and usefulness of distance education and open university education in particular is also one of the issues facing women in Tanzania. A statement from a student who enrolled with

² United Republic of Tanzania: Ministry of Education and Culture. (1996). *International conference on education 45th session, Geneva 1996: The development of education 1995-1996, national report of the United Republic of Tanzania*. Dar es Salaam: Ministry of Education and Culture, Tanzania Mainland and Ministry of Education, Zanzibar. p.42.

³ Ibid., p.43.

OUT but could not join the studies stated that according to her experience "most of the youths, who include girls, are not conscious of the need for such education..."⁴ This statement together with the problems of lack of information and others suggests that, in practice, equity in education has not been realised yet. This is not a unique experience for Tanzania but common to most developing countries as Bown observed:

"...The long hours which women work has been well documented and was referred to in several of the case studies here. For instance, the ActionAid Gambian case-study noted that Gambian rural women worked from 5.00 am in the morning until 9.00 p.m. Such long and pressured days are obviously among the reasons why women find it difficult to gain access to literacy or to any form of education..."⁵

The above contention, together with the analysis above, provides a significant lesson of having strategies of providing information about the usefulness of distance learning programmes to women. A carefully worked-out strategy which will target women in both urban and rural areas is more likely to succeed than that which put more emphasis on targeting employed, middle-class, and urban women *per se*.

⁴ Brief conversation with a Dar es Salaam based employed woman who has a child. The woman registered herself with an OUT course but decided to discontinue herself well before the course started. She maintained that she could not proceed with the course because, amongst other reasons, she was not aware that the programme would be highly demanding and found the time-frame of six years was just too much for her.

⁵ Bown, Lalage (1990). *Preparing the future - women, literacy and development*. Glasgow: University of Glasgow, Department of Continuing Education. p.14.

11.7 INFORMATION TECHNOLOGY

It is true that distance education has been practised for quite sometime now in Africa. The early form of this education was carried out mainly by correspondence. While correspondence education depends so much on printed matter and communication between a teacher and a student at a distance, modern forms of distance education, such as open university, require variety of forms which would be useful to reach its scattered audience. One of these significant methods applied by open university education is information technology. Information technology can range from simple telephone services to radio broadcasts to sophisticated computer based services.

OUT realises the importance of information technology and audio-visual materials, but in terms of practice very little has been done so far to provide such services for its students. Financial inability is one of the problems. There is also evidence that suggests even if the services were provided they would not be fully utilised due to the OUT students' lack of familiarity. It is also evident that many administrators and students tend to think of computers or computer based materials and services when the term information technology is used.

What other countries can learn from the Tanzanian experience can be characterised in the following elements:

(a) That there is a difference between a correspondence course and an open university course in terms of information delivery and provision for their students. In comparison an open university programmes and their

students are required to apply more advanced forms of information resources.

(b) The experience of Tanzania has shown that there may as well be many countries which may not afford to provide full-scale information technology services due to, amongst other reasons, financial incapability. While provision of sophisticated computer-based services may be seen as unaffordable, still they can be a target to be realised in an institution's long term strategy.

In the meantime, provision and encouragement of students to use simple information technology services such as telephones, radio, audio-tape recordings, and video-tape recordings can play a significant role of familiarising students on how to use some of the information technology gadgets, and then build on from here the culture to use such media or technology.

11.8 RESOURCE AVAILABILITY

Distance education requires adequate resources in order to perform well. It is not entirely true that distance education is cheap. The initial process of establishing a distance education institution requires adequate resources. Finance, staffing, buildings, equipment, time, and materials are just a few examples of the resources required. This implies that there must be adequate amount of funds to have these resources prior to the enrolment and admittance of the very first intake. But allocation of resources, especially finance from the central government tends not to match the actual needs of distance learning institutions. This is well acknowledged by the Tanzania's Ministry of Science, Technology and Higher Education:

"...There is little doubt that higher education in many African countries and indeed in Tanzania has been under-financed. Tanzania remains one of the few countries in eastern and southern Africa that allocates very meagre resources to the education sector relative to other sectors of the national economy. While, for instance, Kenya devotes 27 percent, Uganda 22.5 percent, and Botswana 15.9 percent of their budgetary resources to education, Tanzania devotes only 9.1 percent..."⁶

In Tanzania the situation is not as promising as the above quotation, which was written in 1995, would like us to believe. The matter of the fact is that the central government budget allocation to the Ministry of Education and Culture has been deteriorating. The 1996/97 figures show that the ministry has received just 2.5 percent.⁷ The same applies to other ministries. This is also well demonstrated by the financial figures provided at OUT. In the financial year of 1997/98, for example, the university requested a total of 2,248,546,074/- Tanzanian shillings but the Ministry of Science, Technology and Higher Education revised the figures and estimated an allocation of 660,348,000/- shillings;⁸ an allocation of just 20% of the total OUT original estimates. This affects the provision of services and facilities. And in terms of information provision, this has impact in production of study

⁶ United Republic of Tanzania: Ministry of Science, Technology and Higher Education. (1995). *Higher education policy*. Dar es Salaam: Ministry of Science, Technology and Higher Education. p.24.

⁷ United Republic of Tanzania: Ministry of Education and Culture. (1998). *Basic statistics in education: 1993-1997 national data*. Dar es Salaam: Ministry of Education and Culture. p.42.

⁸ OUT records and files, as presented to the researcher by the Bursar, Isaya Wambura, on 13 November, 1998.

materials, provision of services to regional centres, and purchase of reading materials.

It is important, therefore, to ensure that adequate funds and other resources are available for the smooth provision of information services.

CHAPTER 12

CONCLUSIONS AND RECOMMENDATIONS

Throughout this discussion it has been shown that distance education does not depend solely on the information provided by a distance education institution. The nation-wide information provision, which includes that of the distance education institutions, is the only solution to the needs and problems of distance learners and distance educators. It is appropriate, therefore, to explore the nation-wide provision and attempt to come up with recommendations of value to the parties concerned in the circle of providing information for distance learners, and specifically the OUT students.

12.1 THE STUDENTS

The differences between conventional and distance education have been discussed earlier. But the most important factor is that of student independence. This factor is the one which influences or introduces new teaching and learning methods to a distance education student. Distance education puts a student in a different learning style.

It is important therefore for the students themselves to be fully aware of this fact. The survey has some

evidence that quite a substantial number of Open University students, especially those in their earlier years, have found it hard to escape their previous conventional learning habits. The students bring with them their past learning experiences and they expect these to be perpetuated by their new distance education teaching and learning environment. As a result, therefore, some of them tend to get frustrated and find the whole programme non-stimulating, their academic performance tends to be less satisfactory, while others have decided to discontinue the studies.

The best approach here would be for a student to realise the new environment he/she is in, and not expect to be treated as a conventional student. In fact more effort and commitment is required when studying at a distance, especially in the developing world where resources are meagre. Their new teaching and learning methods should act as a motivation for them to find more information.

12.2 THE INSTITUTION

The saying "charity begins at home" is relevant in this context as the very institution that carries out distance education programmes must have a certain amount of information readily available for its students. This is not a new concept: apart from study materials the Open University of the UK, for example, has a well organised library which can be consulted by its students. The same applies in less developed countries like India and Pakistan where facilities such as libraries, and communication technology are provided to students. The question we need to ask ourselves is,

with the developing world environment, how can OUT move forward so as to be able to cater for the needs of its students as effectively as possible?

OUT library as a referral library

The state of public libraries and Open University collections have been found to be inadequate to cater for the needs of the students. The students based in rural areas are the ones who are severely affected. There is also evidence that even in urban areas such as Dar es Salaam, Arusha, Morogoro, Tanga, Kilimanjaro, and elsewhere the provision is no good. There is every indication that this state of affairs will continue for quite some time to come, at the expense of the Open University students continuing to face serious shortages of reading materials. This calls for OUT itself to come up with at least a short-term strategy to address the problems faced by its students.

The Open University library based at the headquarters of the university in Dar es Salaam is a very useful source of information for Open University students. However, its scope needs to be widened to be able to cater not only for the urban-based students but also for the rural-based ones who form the majority. While theoretically and as a long term strategy it might be appropriate to have an open university branch library in every region and district, this would take some time to realise. As a short-term strategy it is suggested that the present library should be made a library of referral to all Open University students.

In order to realise this certain necessary pre-conditions are necessary as the library is likely to be busy and faced with a lot of demands. It is necessary therefore for the library to have adequate and qualified staff to be able to serve students and members of teaching staff, many of whom are engaged in research. Academic library tasks include assessment of user needs, selection and acquiring of relevant materials, processing of materials for easy access, attending user information queries, liaising with members of the teaching staff, assisting researchers in carrying out research, preparation of new acquisitions lists to make students, lecturers, and researchers aware of new additions to stock, inter-library loan schemes, and other administrative duties. These tasks require qualified staff. With such duties to perform the head of the library wing should possess the qualifications and experience to work with clientele that includes university lecturers.

Since this is a referral library the necessary information technology to be used by students should be managed by a librarian/information manager. It is important to emphasise this because needs are better served when they are known. In this case it is anticipated that the library with its staff would be familiar with specific needs and requirements of clients. The computer terminals, CD-ROMs, photocopiers, and other items should be managed by information managers.

Suggested modes of operation of library

One possibility is for the suggested referral library to operate as a separate unit from the existing library. Another possibility is to expand the existing library by introducing this aspect of referral. This would mean that it will continue to serve its present clients together with its new referral responsibilities.

Materials would be received by the library and then organised. Indexing of individual articles relevant to the library's users is of paramount importance here. Those doing the indexing must work closely with study material developers and lecturers in order to ascertain the type of materials that would be useful for students. Acquisition lists must also be regularly prepared and distributed to regional centres or to students so that they are aware of what is available for them. What is suggested here is a shift of role for the librarian/information manager. Instead of supporting the traditional method of teaching by providing little more than lecturer-recommended materials he/she should support independent learning through identification and provision of all relevant materials of value to the students.

Requests for materials from students can be sent straight to the referral library or through a regional centre. Personal visits, telephone, or letter could be used to forward a request to the referral library. Those who live near a regional centre could forward their requests and receive the materials via a regional centre.

In order to avoid deliberate failure to return the materials back to the referral library, it is suggested that the person making the request be served with photocopies of book chapters, photocopies of journal articles, CD-ROM, and computer printouts. It is important for a referral library to have an original item on a shelf for further reference. An important element of copyright is now introduced here. The university authority needs to check the position regarding copyright law, and if possible enter into agreement.

This exercise involves costs, and it may well be appropriate to ask the students to contribute to the photocopying and postage. The exact cost can be worked out by the university authority and information managers. Although there is an indication that students are willing to pay for services like this, care must be taken to ensure that they are not overcharged.

Writers of OUT study material

Study materials are the main source of information, and at times the only source used by OUT students. In an environment where supplementary materials such as books, periodicals, and audio-visual materials are not easily available it is more likely that study materials become the "bible". But the survey has not only established that the study materials need to be supplemented by other sources, but that students have also found some drawbacks in them. The university still uses some of the materials published by Nairobi University. Some of these materials have been found by the students to be

difficult to understand, with irrelevant examples, and to have errors.

It is suggested here that the university should ensure that Tanzanian experts and other experienced writers on Tanzania write the materials. The researcher is aware, however, of the fact that most of the would-be and potential writers or experts come from a conventional/traditional education background. Most of them would be writing for distance education for the first time. The question here arises: how would one ensure that the materials are written by experienced and expert writers bearing in mind that this is their first experience? Qualifications and expertise alone are not enough. These need to be supported with a writing style which would be suitable for a distance learner. This is so because presentation is one of the important requirements for developing study materials. It is suggested, therefore, that it would have been appropriate for the university to orient its writers/experts by conducting sessions/seminars/workshops on how to write distance education materials in advance of the authors being given the task of writing them. This will ensure, amongst other things, that the materials are written with an Open University student in mind.

Regional Offices

The majority of students live far away from the Open University headquarters, Dar es Salaam. The present arrangements and plans to have a centre in every region is highly commendable. This will ensure that some of the support services can be provided to students by

centres which are based close to them. However, the survey has found some drawbacks with the present practices.

There are still several regions which lack regional centres. As a centre is required to co-ordinate activities in a region, not having one is a major drawback to Open University students. Activities and support services which are required to be provided are not available. Some of these activities or functions are tutoring and counselling; provision of teaching and learning facilities; organisation of public lectures, discussion groups, workshops and seminars; dissemination of information about the university; and co-ordination of the university's activities with services and study centres. Almost all students in the regions where there are no centres have remarked on the lack of these functions. It is recommended here that the university should ensure that centres are established in every region in order to overcome some of the problems faced by the students.

The survey also found that existing regional centres lack the necessary resources and facilities to be able to carry out their functions effectively. Of course one would not expect a regional centre to carry out all the functions effectively if it is not well resourced. For the centres surveyed, counselling by regional directors has been seen as the only satisfactory function provided by the study centres. In fact, this observation is a compliment to regional directors who operate the centres with very limited resources and facilities.

12.3 PUBLIC LIBRARIES

Libraries have been found to be amongst the most important organisations supporting distance education students. Services such as lending of reading materials, advisory, reference, and provision of reading space ensure that distance education students place a special value on them. What is important is for the students to be aware of the importance of libraries, and the Open University students are, despite library inadequacies. The evidence collected shows that the OUT students, to varying degrees, do use different types of libraries. Though public libraries receive most usage, evidence has also shown that secondary school libraries, high school libraries, college libraries, and university libraries are used by the students also. Also government and non-governmental organisations' libraries and resources are used.

The public library ideal was a "people's university". It undoubtedly is to the distance education students who depend so much on it. If this is the case then its planning, strategies, and development should be geared towards serving its communities regardless of their geographic location. In Tanzania attempts have been made to spread the services to rural areas. This move went hand in hand with government programmes such as adult education, as it was felt that new literates would lapse into illiteracy again if not provided with appropriate reading materials. The public library system was regarded as a significant partner in this process, and in its plan there was a commitment to establish a public library in every district. This has

not been realised due to, amongst other reasons, lack of resources. To date there are regions which have not got a regional public library.

Failure to provide public libraries in some of the regions and districts (rural areas) has resulted not only in failure to sustain literacy, but also failure to provide facilities and support to other members of the society such as distance education students. The government and the national public library system (TLS) should be aware that the future for a country like Tanzania lies in information and education, and that students cannot progress with education without the necessary reading materials and facilities. Public libraries are a solution to some of the problems faced by the reading community.

It was also found that almost all the public library branches are facing a serious shortage of reading materials. It is understood that this is due to the government's failure to provide Tanzania Library Service with adequate funds. As a result there have been no purchases for new books for quite some time now. Most of the Tanzania Library Services' acquisitions come from philanthropic organisations. It is estimated that Book Aid International's donations to Tanzania Library Service amount to over 90% of its total acquisitions. The situation is a disappointment to both information providers and information users such as distance education students. The significant question which the managers need to ask themselves is how best they can be able to redress some of the problems faced by their clients? The following have been earmarked as the most important areas to be addressed:

Selection policy

Tanzania Library Service has a selection policy (see Appendix 8), formulated in the 1960s. Due to a lot of changes which have taken place over the years that policy needs updating. For example, OUT was not yet established when the policy was formulated. There were a few programmes conducted by correspondence but a full scale Open University imposing new demands on public libraries was not there. Even in these times of economic difficulties when Tanzania Library Service depends on donor organisations it is important to have a clear selection policy. This will assist selection librarians to select relevant materials out of the donated books. It is recommended, therefore, that the present selection policy document be updated by specifically addressing the needs of the new emerging user communities such as distance learners, and in this case the OUT community.

User studies

Most libraries, including academic and institutional libraries, have not developed a habit of carrying out user studies to find out the exact needs of their users. Unfortunately this typifies the developing world, including Tanzania. With public libraries the task of deciding what is relevant for a user is entirely top-down, and is solely left to a librarian to choose what is relevant for his communities. In the case of school, college, and university libraries the practice is the same, but the chooser here is a teacher or a lecturer. This approach has its flaws. Resources should be

provided to the communities whose needs are well known and the best way to ascertain these needs is through purposeful studies. In fact this is a precondition for a clear selection policy. It is recommended that public libraries should investigate the needs of their communities on a regular basis in order to determine how best to serve them.

Orientation programmes

It has been pointed out earlier that the print culture is not predominant in most African societies. Libraries to most people are regarded as alien institutions. In an environment like this information managers should be in the fore-front to encourage and demonstrate the usefulness of libraries to their communities. This study has found out that, apart from a few study groups in Dar es Salaam where tutors had the initiative to take students into a public library, the majority of students never had a familiarisation visit. Arrangements could be made between TLS and OUT's regional centres to have an orientation programme at the beginning of the new academic year. Perhaps the best time is when students are at the regional centre for their face-to-face sessions with some of the OUT's teaching staff. Adequate time must be available for taking the students around the library, and also for showing and explaining the sources and services available. Librarians must put an extra effort into explaining and emphasising the significance of a public library or any other library for their studies. More such programmes would inject a sense of confidence into Open University students, and increase their library use.

Services to the rural based students

The rural or remote based students are the ones who are most seriously affected by lack of reading materials and information in general. Public libraries would help them a great deal by re-instating two services discontinued due to lack of adequate funding. The first is the mobile library service. A bus or lorry could be hired to distribute books and other relevant reading materials to rural-based students within a region. To reduce costs, the vehicles could restrict themselves to reaching district headquarters. Students could make their own arrangements to meet the vehicle at district headquarters. The second service could be book box programmes to the rural communities. What is suggested here is that an arrangement be made between a village or a group of readers and a regional library for the supply of reading materials. OUT students would not mind paying a small fee as a contribution to the services. Time periods would need to be agreed by both sides. Mobile library or book box services could reach them every two or three months or so.

Adequate and qualified staff

Naturally all of the above cannot be realised if there are not sufficient qualified library staff. It was shown earlier that most of the public libraries are suffering from economic difficulties which have resulted in, amongst other things, failure in the part of the public library system (Tanzania Library Service) to fill vacant positions and provide further training for existing staff. As a general long-term strategy it is recommended that Tanzania Library Service should work

hard to find opportunities for training its staff in order to meet twenty first century demands.

As a short term strategy to overcome some of the OUT student problems it is suggested that the present librarians or library assistants who have been assigned to look after the Open University's collections in public libraries could be used as subject specialists dealing with education, and specifically on distance education. Programmes should be prepared by Tanzania Library Service and OUT for these staff to be oriented on how best to serve the students. Basic programmes on identification of user needs, selection of materials, organisation and retrieval of information, and reference enquiries could be extremely helpful to the staff in serving the OUT students.

12.4 THE OTHER LIBRARIES

There is enough evidence which shows that apart from public libraries students have also attempted to use other libraries. School libraries, college libraries, university libraries and organisations' libraries and resource centres are used. Most of what have been recommended for public libraries applies to other libraries also. This is so because what has been outlined about public libraries earlier is characteristic of the whole library situation in Tanzania. Other types of libraries, though to a lesser extent perhaps, suffer from the same problems experienced by public libraries. The conclusions and recommendations here are for those features which are

unique to them. Most libraries have some unique features.

School libraries are providing general materials and information which are only useful for beginners. Most of the Open University students, especially those studying for BSc and BA Education, have found their collections just too elementary for second year and upward students. College and university libraries have been found more useful as they provide information about specialised subjects. Their staff also tend to be knowledgeable about the subjects taught at the colleges. Organisations' libraries are highly specialised and are sources of first hand information. In most cases they are authoritative, and there is always a possibility of counter-checking with their specialised staff.

Despite their usefulness, however, only a few OUT students use them. The main reason is that the students are not allowed access. Schools, colleges, universities, institutions and organisations are not willing to admit other citizens, apart from their users. The main reason given is that as they are already facing a shortage of learning resources, inviting other users would even make the situation worse for their own clientele.

It is recommended that OUT embark on a programme of entering into agreement with most libraries which could be of use to its students. One approach would be to commission a study which would identify useful collections or information resources available in a region. Having done this OUT or its regional directors could make arrangements with the organisations so that

they can allow the students to use their resources. This will certainly help the students to acquire more information and learning resources. Moreover, this will ensure maximum utilisation of the nation's information resources.

12.5 INFORMATION AND COMMUNICATIONS TECHNOLOGY

It is not possible for OUT and its students to continue to depend on print-based materials alone. Otherwise there is little distinction between a correspondence course and an open university course which is usually a more advanced form of distance education. The study has established the need for information technology. While the need is established, there is also awareness of the costs involved in preparing material and making it available to students. It has also established the fact that information technology is barely accessible to most OUT students.

As a long-term strategy or approach the university should strive to introduce IT aspects to its students with a view to introducing them to another form or medium of teaching and studying. The aim here should be to cover all information technology media.

As a short-term or immediate strategy, the university can start to encourage students and staff at the headquarters and regional directors to use the simple and basic methods of communication. Telephones and faxes are beginning to be popular methods of communication. Students should be encouraged to communicate with their regional directors or face-to-

face lecturers by phone or fax. Lecturer and regional directors can set aside a certain time in their timetables to provide surgery services over the phone.

Equipping a regional centre with a personal computer, a printer, and a modem would be of great help to students. With a little effort one would have database and CD-ROM based materials. Now that the university is connected to the world-wide-web communication can be easily made between students based in the regions and staff at the headquarters. Surgery sessions can also take place on the internet.

Many students have stated the need to supplement study materials with audio-visual materials. In order to reach the wider audience more use of radio and television broadcasts is recommended. It has been noted that there are a few audio-tapes and video-cassettes which are kept at the headquarters in Dar es Salaam. This is not a satisfactory arrangement as the majority of the students live outside Dar es Salaam and would not easily get access to them. Arrangements should be made to produce multiple copies of these materials and distribute them to the regional centres or regional libraries. In fact some of the regional libraries have video-play-back units which are hardly used because of lack of video-tapes.

The university also should take advantage of the availability of a number of radio and television stations. Lecturers, practical sessions, and other programmes could be easily accessed and understood by students if they were assisted by this type of media.

12.5.1 Local radio station(s)

Another possibility would be for OUT to have its own radio station to air its programmes. The recent economic policy changes which have brought trade liberalisation have had an impact on dissemination of information by radio. Recently, a number of radio stations owned by both the government and individuals have been established in Dar es Salaam and elsewhere in the regions. The initial discussions with some of the radio station owners has revealed that establishing and running a radio station which would cover a limited area (like Dar es Salaam) is not that expensive after all. The university needs to think about this possibility, and if possible, establish its own radio station. This will give opportunity to OUT students to easily listen and record programmes which could be used at their own leisure time.

12.6 THE ROLE OF THE PUBLISHER

It may be said that there is not much difference between materials published for conventional education and those published for distance education. While the researcher has no problem with this assertion, he still finds that the methods of teaching and learning for distance education are playing a significant role in making a publisher see that there is a different market out there which is not well served. This suggests that there is a new window of opportunity for educational writers and publishers who can appeal to the needs of distance education students, and in this case the OUT students. Easy readers and simplified versions of technical books

in fields such as science and law can widely attract students. The researcher still recalls some of his former lecturers' books which were and still are popular amongst students studying 'O'level history in Tanzania. They were simple and better illustrated than the recommended textbooks. Perhaps educational authors and publishers should carry out a small study to establish the need for these materials amongst the Open University student community.

Of course closely associated with publishing is the fact that this will contribute towards revamping bookshops which for quite some time now have not had adequate reading materials to sell. Public library collections will also be improved by the provision of the newly published materials for distance learning students. The main beneficiaries will be distance learners. But the certain expansion of distance education at university level in the Developing World will bring opportunities and rewards for publishers also.

12.7 PUBLIC RECOGNITION

Although distance education is not new in Tanzania, the open university idea is new to most people. It is new to employers, to information providers, and to the general public at large. Psychologically, this is likely to raise a certain amount of suspicion amongst the general public. Some may perceive it as second class education. Others, carrying past experiences of conventional education, may harbour some thoughts that a distance education degree is not as good as a conventional degree. This can be one of the reasons why

many students have found their employers less co-operative in supporting them. So there is a need to change this misguided public perception. Other academic institutions, current and potential employers, and the general public at large need to be enlightened more on the significance of OUT for national development. OUT should be in the fore-front of this exercise. This will help current and future employers to provide more support to their OUT students. Time-off, financial assistance, and small loans to the students to pay for their school fees, for the purchase of reading materials, and for travel expenses would play a significant role in encouraging and re-assuring current and potential Open University Students.

12.8 FINAL REMARKS

Since independence in 1961 Tanzania has worked to open up equality of opportunity. In the 1960s and 1970s, in particular, access to literacy and to education was widened. Former Prime Minister, Rashid Kawawa, said that his country would rather be the one with "the most extensive Adult Education system and public library system in Africa, than the one which has the highest statistical Gross National Product as statistics of average national income per head are not by themselves a real measure of a nation's development..."¹ A number of activities and programmes took place in a remarkable way. At one time Tanzania was proud of having the highest literacy rate in Africa after adult education

¹ Cited in: Olden, Anthony (1985). "Constraints on the development of public library service in Nigeria". *The Library Quarterly*, vol.55. p.420.

and other programmes were set up and implemented. Changing circumstances have slowed this progress. However, the establishment of OUT in 1993 has provided some Tanzanians with an opportunity that would otherwise not have come their way. For the sake of both students and national development in general it is important to ensure that progress is as smooth as possible. Attending to the information and learning resource requirements of students is a very important element of this. I hope that this thesis will make a small contribution in this direction.

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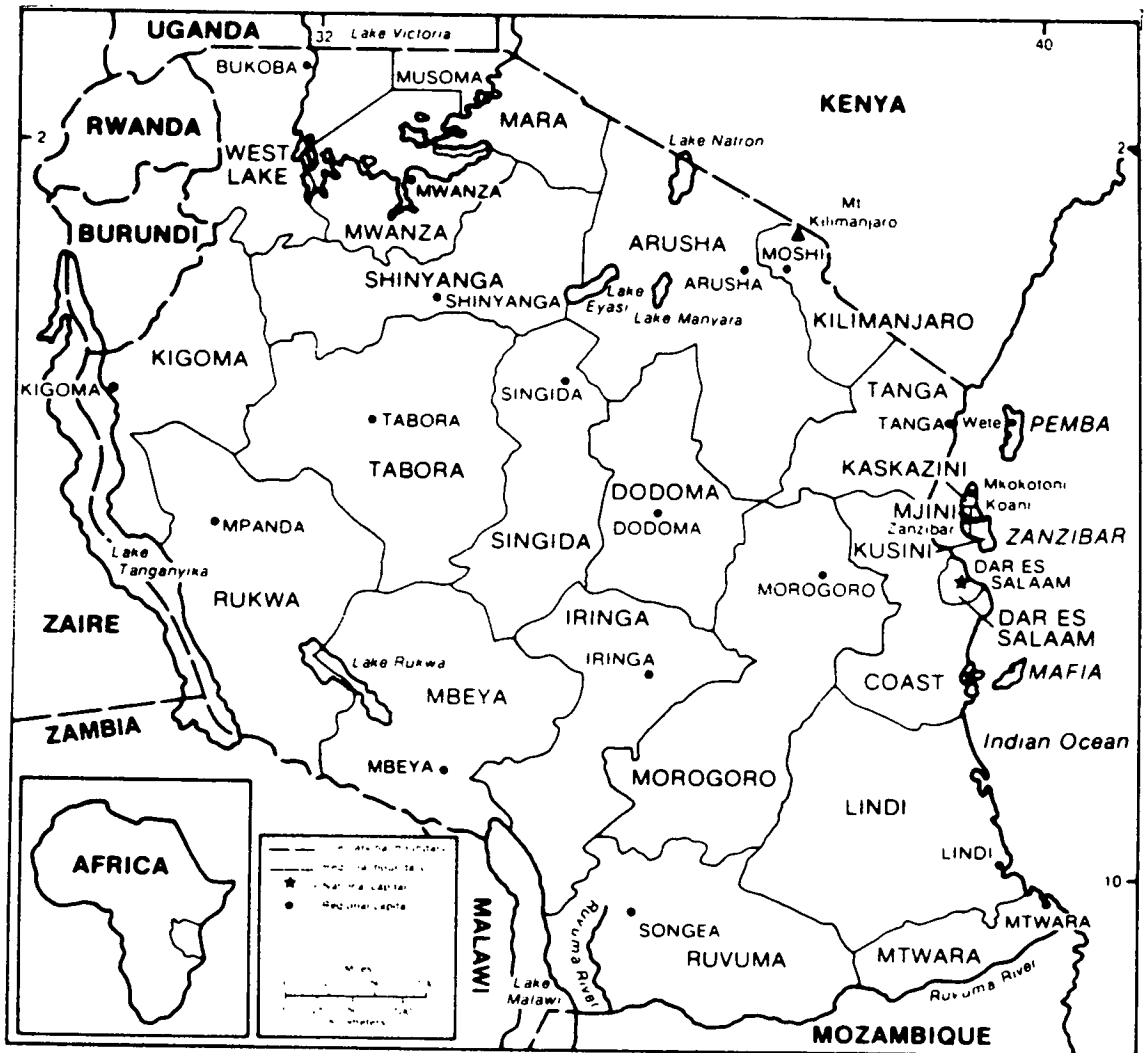
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APPENDIX 1

MAP OF TANZANIA



United Republic of Tanzania

Source: Yeager Roger. (1989). *Tanzania: an African experience*. 2nd ed. Boulder: Westview Press. p.[xiv].

APPENDIX 2

**QUESTIONNAIRE/QUESTIONS FOR THE STUDY OF INFORMATION
NEEDS AND PROVISION FOR STUDENTS OF THE OPEN UNIVERSITY
OF TANZANIA**

1. Personal details:

Name (optional).....

Date of birth/ Age

Contact
address.....

.....

Residential address (if different from above).....

.....

.....

Programme of study.....

Year of study.....

Occupation/current employment.....

.....

Employer.....

.....

Present status/position

.....

Formal/academic qualifications and dates taken.....

.....

2. **What have been your main achievements so far in your studies?**

3. **What have been your main problems so far in your studies?**

4. **Which sources have been most useful to you in your studies?**

Study materials (provided by the university)	
Books	
Journals	
Lectures	
Group discussions	
Own materials (e.g. books, etc.)	
Audio-Visual materials (Video-tapes, audio tapes, etc.)	
Other (please state)	

5. Where have you been getting them from?

Material	Source
Study materials	
Books	
Journals	
Lectures	
Group discussions	
Own materials (e.g. books, etc.)	
Audio-Visual materials (Video-tapes, audio tapes, etc.)	
Other (please state)	

6. How adequate are these? (please tick)

Source	More than adequate	Adequate	Inadequate	Very inadequate
Study materials (provided by the university)				
Books				
Journals				
Lectures				
Group discussions				
Own materials (e.g. books, etc.)				
Audio-Visual				

materials (Video-tapes, audio tapes, etc.)				
Other (please state)				

7. Which other sources, in your opinion, would be of assistance to you?

8.(a) Do you feel able to keep as much in touch with relevant developments and research as you would like?

YES []

NO []

(b) If 'NO' is this because of:

Lack of time []

Not sure where to look []

Information not readily available []

Any other reason(s) []

Please specify.....

9. Do you use libraries for your studies?

YES []

NO []

**10. What type of library/libraries do you use regularly for your studies?
(Please allocate number 1 - 7 to indicate your preference(s))**

Tanzania Library Service libraries []

College []

University []

School []

Community run libraries []

Other (please specify)

11. What do you use library/libraries/information centres for? (Please allocate number 1 - 4 to indicate your preference(s))

Reference materials []

Reading personal study materials []

Asking questions []

Group discussions []

12. How would you rate facilities provided by public libraries? (please tick)

Facility/ Service	More than Adequate	Adequate	Inadequate	Very inadequate
Bibliographic				
Reference				
Advisory				
Reading space				
Photocopying				
Lending of materials				
Other (Please state)				

13. What are your reasons for this?

Bibliographic:

Reference:

Advisory:

Reading space:

Photocopying:

Lending of materials:

Other (Please state):.....

14. How much time, in a week, do you allocate for using libraries

- Less than 1 hour []
- 1 - 2 hours []
- 3 - 4 hours []
- 5 - 6 hours []
- 7 - 8 hours []
- 9 - 10 hours []
- 11 - 12 hours []
- 13 - 14 hours []
- 15 - 20 hours []
- More than 20 hours []

15. How conversant are you in locating information from a library?

- Very conversant []
- Conversant []
- Less than conversant []
- Do not know how to use []

16. Can you give any recent example of any information of whatever kind, which you tried and failed to obtain?

17. How would you rate the functions of your regional centre? (Please tick)

Function	More than adequate	Adequate	Inadequate	Very inadequate
Tutoring				
Counselling				
Provision of learning facilities				
Organizing lectures				
Organizing discussion groups				
Organizing workshops				
Organizing seminars				
Dissemination of information about the Open University programmes				

8. How would you rate the services provided by your study centre? (Please tick)

Service	More than adequate	Adequate	Inadequate	Very inadequate
Advice/help project work				
Interaction with other students				
Organization of seminars and tutorials				
Practical work and demonstration (for science students)				
Counselling				
Tutorials				
How to use information resources (e.g. reference materials, etc.)				
Classroom(s)				
Laboratories				
Library				

19. Do you have easy access to a video-play-back unit?

YES []

NO []

20. Do you have easy access to an audio-tape recorder?

YES []

NO []

21. Given that the Open University of Tanzania plans to introduce radio broadcast, do you have easy access to a radio?

YES []

NO []

22. In your own view, how can the provision of information for students of the Open University of Tanzania be improved?

**Thank you for your co-operation.
December 1997**

APPENDIX 3

INTERVIEW WITH THE OPEN UNIVERSITY OF TANZANIA'S DEPUTY VICE CHANCELLOR (ACADEMIC): GUIDING QUESTIONS

A: ON ACHIEVEMENTS AND PROBLEMS

1. What have been the university's main achievements so far?
2. Please state some of the main problems faced by your university?

B: ON STUDY MATERIALS AND SUPPORT SERVICES

3. How many publications (study materials) have been published by OUT so far?
4. How adequate are they?
- 5(a) Does the university continue to receive study materials from abroad?
- (b) If **YES**, what is your view on their quality and usefulness to your students?

C: STUDY MATERIAL WRITERS

6. How many study material writers have been commissioned to write study materials so far?

7. How would you assess their experience in writing study materials for your students?

D: ON THE USE OF INFORMATION TECHNOLOGY FACILITIES

8. What is the university's strategy on the provision and usage of IT facilities to its students?

E: ON GENDER REPRESENTATION

9. There are few women studying with OUT. What is the university's strategy to encourage more women to enrol?

F: GENERAL

12. In your view, how can the provision of information for your students be improved?

Thank you for your co-operation.

November 1998.

APPENDIX 4

INTERVIEW WITH THE OPEN UNIVERSITY OF TANZANIA DEANS: GUIDING QUESTIONS

A: ON ACHIEVEMENTS AND PROBLEMS

1. What have been your main achievements, so far, in serving your students?
2. What have been your main problems, so far, in serving your students?

B: ON STUDY MATERIALS AND SUPPORT SERVICES

1. How adequate are study materials published by OUT so far?
- 2(a) Does the university continue to receive study materials from abroad?
 - (b) If **YES**, what is your view on their quality and usefulness to your students?
3. Apart from study materials, what other materials are provided to your students?

4. How useful are the services provided by the OUT library to OUT students?

C: STUDY MATERIALS WRITERS

1. How many study material writers have been commissioned to write study materials_so far?
2. How would you assess their experience in writing study materials for your students?
3. Are there any criteria for selecting writers of study materials?

D: ON THE USE OF INFORMATION TECHNOLOGY FACILITIES

1. Please assess the present usage of IT media/facilities amongst students of OUT?
2. What is the university's plan/strategy on usage of IT facilities to its students?

E: ON GENDER REPRESENTATION

1. Why are the numbers of women studying at OUT low?

F: GENERAL

1. In your view, which programmes and subjects, within your faculty, are well served in terms of information provision?

2. In your view, which programmes and subjects, within your faculty, are not well served in terms of information provision?

3. In your view, how can the provision of information for your students be improved?

Thank you for your co-operation.

July 1998.

APPENDIX 5

ASSESSMENT OF THE LEARNING RESOURCE NEEDS OF THE OPEN
UNIVERSITY OF TANZANIA (OUT): QUESTIONNAIRE FOR THE MAIN
INFORMATION PROVIDERS (LIBRARIANS)

A: PERSONAL AND LIBRARY/INFORMATION UNIT DETAILS

1. Name of the librarian/information manager
(optional).....
.....

2. Academic qualifications
.....
.....
.....

3. Experience with the library work
.....
.....
.....

4. Please state your experience in serving distance
learning students
.....
.....
.....

5. Organisation's name and address
.....
.....
.....

6. Type of library/information unit (e.g. public,
academic, school, documentation, etc
.....
.....
.....

7. Subject/Areas of specialisation
.....
.....
.....

8. Number of all materials provided in the library
.....
.....
.....

9. Number of materials provided in the OUT Collection
(if applicable
.....
.....
.....

10. Types of materials provided (e.g. books,
periodicals/journals, audio visual, computer-based,
etc
.....
.....

11. Types of all information services provided by the library

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

B: ON ACHIEVEMENTS AND PROBLEMS

1. What have been your main achievements, so far, in serving the OUT students?

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

2. What have been your main problems, so far, in serving the OUT students?

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

C: USE OF THE LIBRARY/INFORMATION UNIT AND ITS RESOURCES

1. How frequently do the OUT students come to use your library?

.....

2. What information services are available for the OUT BSc students?.....
.....
.....
.....

3. What information services are available for the OUT BA Education students?.....
.....
.....
.....

4. What information services are available for the OUT LLB students?.....
.....
.....

5. What information services are not available for the OUT BSc students?
.....
.....
.....

6. What information services are not available for the
OUT LLB students?.....
.....

7. How up-to-date are reading materials provided by
your library for the OUT BSc students
.....
.....

8. How up-to-date are reading materials provided by
your library for the OUT BA Education students.....
.....
.....

9. How up-to-date are reading materials provided by
your library for LLB students
.....
.....

10. How adequate is the OUT Collection within your
library to the BSc students?
.....
.....

11. How adequate is the OUT Collection within your library to the BA Education students?

.....

.....

12. How adequate is the OUT Collection within your library to the LLB students?

.....

.....

13. How adequate is the reading space for the OUT students?

.....

.....

14. Does your library provide any library usage skills such as orientations, tours of familiarisation, etc. to the OUT students? (if YES what are they).....

.....

.....

15. Not all OUT students in this area may use your library. What reasons would you suggest for this?

.....

.....

.....

16. In your view, which programmes/subjects, within your library, are well served in terms of information provision?

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

17. In your view, which OUT programmes/subjects, within your library, are not well served in terms of information provision?.....

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

18. How do you get to know what OUT students need?

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

19. (a) Does your library have a selection policy?

(b) If YES, when was it passed/enacted

(c) If YES, does the policy address the needs of distance learners?

20. In your view, how can the provision of information
for OUT students be improved?.....

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

Thank you for your co-operation.

July 1998.

a:qinfpr [questionnaire: information providers]

APPENDIX 6

LIST OF INTERVIEWEES*

Professor Geofrrey Mmari	Vice-Chancellor	OUT
Professor Abdu Khamis	Former Deputy Vice-Chancellor (Academics)	OUT
Professor Donatus Komba	Deputy Vice-Chancellor (Academics)	OUT
Professor G. Ndaalio	Lecturer, Faculty of Science, and Environmental Studies	OUT
Professor A.S. Meena	Director, OUT Regional Centre, Kilimanjaro region	OUT
Dr M.C. Mukoyogo	Dean, Faculty of Law	OUT
Dr J.R. Mhoma	Dean, Faculty of Science, and Environmental Studies	OUT
Sydney Mkuchu	Acting Dean, Faculty of Law	OUT
Athumani Samzugui	Librarian/Lecturer	OUT
F. Mfangavo	Director, OUT Regional Centre, Morogoro region	OUT
Khatibu Mwinyichande	Director, OUT Dar es Salaam Region	OUT
Isaya Wambura	Bursar	OUT
Professor Julita Nawe	Director, University of Dar es Salaam Library	UoD
Teddy Ndibalema	OUT Collection Librarian, National Central Library, Dar es Salaam	TLS
E. Maginga	Librarian, Tanga Regional Library	TLS
Sofia Soko	Librarian, Arusha Regional Library	TLS
Mariam Mndeme	Librarian, Kilimanjaro Regional Library	TLS

* Student names are not listed to preserve confidentiality.

Hussein Ngwenda	Librarian, Tanga Regional Library	TLS
Grace Shoo	Library Assistant in-charge, of OUT Collection, Tanga Regional Library	TLS
Athumani Mombokaleo	Librarian, Kibaha Secondary School, Coast Region	
Herieth Macha	Out-reach Manager, British Council Library	BC
Simon Sekiete	Librarian, Institute of Finance Management	IFM

APPENDIX 7

OBJECTIVES AND FUNCTIONS OF THE OPEN UNIVERSITY OF TANZANIA

1. to provide facilities for study in all branches of learning, technology or vocation for which distance education is based;
2. to offer opportunities for higher education and training to a large segment of Tanzania's population and endeavour to achieve the educational well-being of the society as a whole;
3. to assume responsibility within the United Republic of promoting and advancing the concept of distance learning by co-ordinating and standardising distance education system throughout the country;
4. to provide access to higher education to disadvantaged groups and individuals especially those living in rural areas by bringing higher education programmes to their door-steps through distance education;
5. to conduct education and training programmes leading to educational professional and non-professional qualifications in all areas of its competence;
6. to unlock opportunities for continuous upgrading of knowledge and skills to enable the country to cope with the ever advancing knowledge, science and technology;

7. to provide facilities for the upgrading and training of teachers;

8. to conduct examinations for, and grant degrees, diplomas, certificates and other awards of the university;

9. to initiate and conduct research and provide consultancy services to government, public and private institutions as well as to individuals who may need such services;

10. to strengthen and diversify the degree, diploma and certificate courses in order to meet individual and manpower needs and to contribute to the development of the country's economy and human resources;

11. to stimulate and innovation in the content and methods of higher education in Tanzania and provide a system of university level education that is flexible and open regarding the methods and pace of learning, course structure, eligibility for enrolment and conduct of examinations in order to develop a positive attitude toward continuing learning among the people;

12. to promote efficiency in the use of resources by sharing facilities and academic staff;

13. to contribute to the development of the standard of higher education and training by encouraging exchange staff, transfer of credits and by making available to the other institutions texts and other software developed by the university;

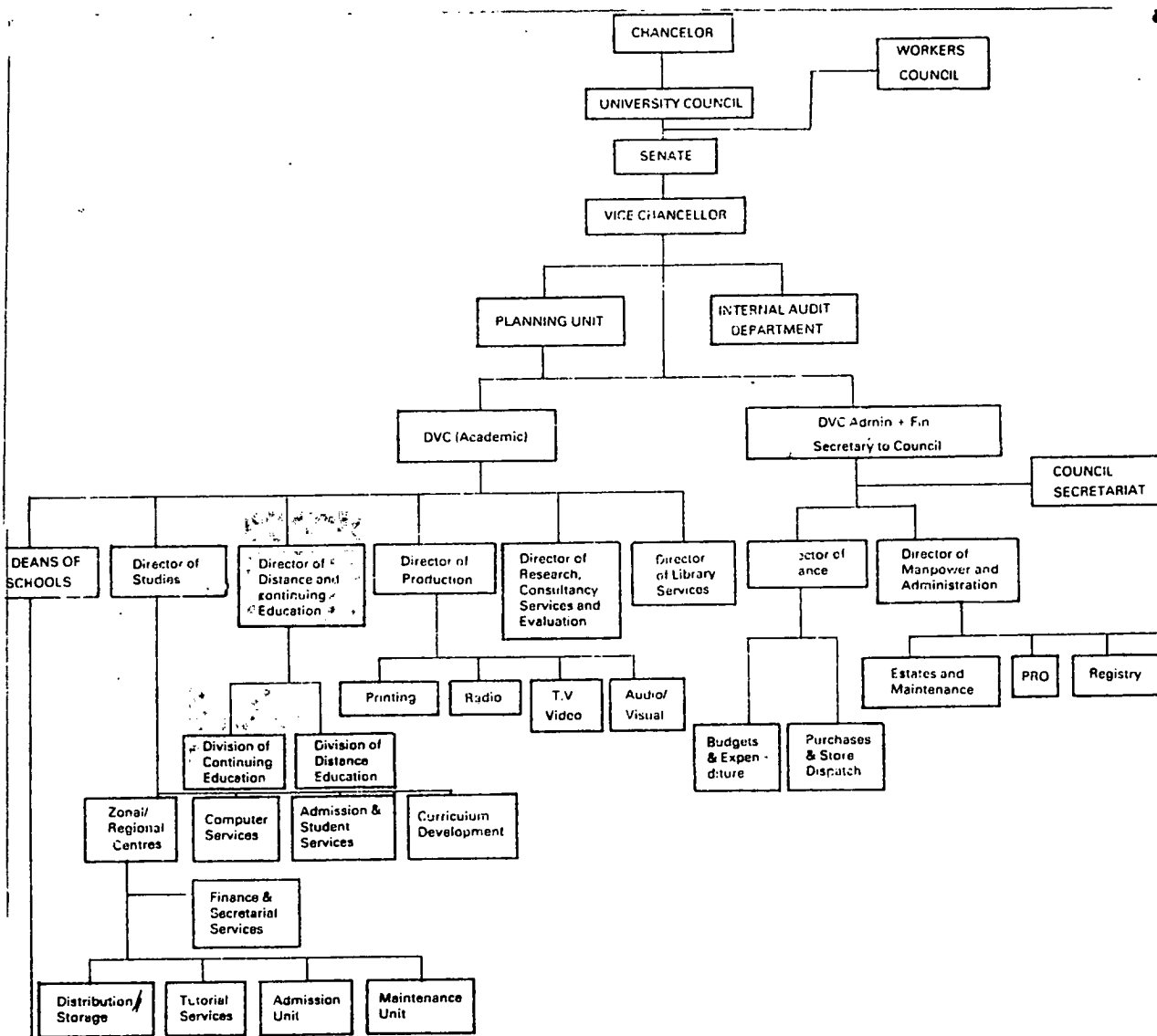
14. to develop, promote and undertake adult and continuing education designed to secure dissemination of

information development and the possible solutions available to solving economic and social problems;

15. to co-operate with national and international institutions in initiating and conducting co-operative research and training for mutual benefit of the co-operating institutions and that of Tanzania.

APPENDIX 8

**ADMINISTRATIVE STRUCTURE (NOT FULLY IMPLEMENTED) OF
OPEN UNIVERSITY OF TANZANIA**



APPENDIX 9

TANZANIAN PUBLISHERS REGISTERED FOR INTERNATIONAL
STANDARD BOOK NUMBERS, 1983-1997: SOME EXAMPLES

	SPECIALITIES		SPECIALITIES
ABC Publishers P.O.Box 22283 Dar es Salaam - TANZANIA ISBN 9976 - 97	000	Amana Publishers P.O.Box 35153 Dar es Salaam - TANZANIA ISBN 9987 - 8805	000
Abel Tita C/O Box 2171 Dar es Salaam - TANZANIA ISBN 9987 - 8860	000	Associates Graphic Arts P.O.Box 19716 Dar es Salaam - TANZANIA ISBN 9976 - 960	000
Accurate Supplies P.O.Box 71542 Dar es Salaam - TANZANIA ISBN 9987 - 8869	000	Association Management Training Institution of Eastern Southern Africa P.O.Box 3030 Arusha - TANZANIA ISBN 9987 - 577	360
African Medical and Research Foundation P.O.Box 2773 Dar es Salaam - TANZANIA ISBN 9987 - 23	640	B.C.I. Publishers Ltd. P.O.Box 3206 Dar es Salaam - TANZANIA ISBN 9976 - 932	600
African Publications Ltd. P.O.Box 70208 Dar es Salaam - TANZANIA ISBN 9976 - 937	000	Baraza la Kiswahili la Taifa P.O.Box 4766 Dar es Salaam - TANZANIA ISBN 9976 - 907	400
Agrivet Ltd. P.O.Box 7286 Dar es Salaam - TANZANIA ISBN 9976 - 981	670	Ben and Company Ltd. P.O.Box 3164 Dar es Salaam - TANZANIA ISBN 9976 - 920	000
Ahlul-Bayt(A.S.) Assembly of Tanzania P.O. Box 75215 Dar es Salaam - TANZANIA ISBN 9987 - 633	220	Bilal Muslim Mission of Tanzania P.O.Box 20033 Dar es Salaam - TANZANIA ISBN 9976 - 956	220
Akajase Enterprises P.O.Box 7187 Dar es Salaam - TANZANIA ISBN 9987 - 551	000	Binecon Publishers Ltd. P.O.Box 23422 Dar es Salaam - TANZANIA ISBN 9987 - 8866	000
Al-Muntanzir Traders P.O.Box 2553 Dar es Salaam - TANZANIA ISBN 9976 - 969	000		

Black Star Agencies P.O.Box 3978 Dar es Salaam - TANZANIA ISBN 9976 - 905	SPECIALITIES 000	Communication and Business Service P.O. Box 6647 Dar es Salaam - TANZANIA ISBN 9976 - 962 982	SPECIALI 000
Building Research Unit P.O.Box 1964 Dar es Salaam - TANZANIA ISBN 9976 - 975	760/790	Community Development Training Institute Tengeru P.O. Box 1006 Arusha - TANZANIA ISBN 9987 - 550	300
Busara Publications P.O.Box 16000 Dar es Salaam - TANZANIA ISBN 9976 - 931	600	Continental Printing Parking Corp. P.O. Box 1732 Mwanza Tanzania ISBN 9987 - 8859	000
Capital Press Ltd. P.O.Box 21021 Dar es Salaam - TANZANIA ISBN 9987 - 8821	600	Continental Publishers Limited P.O. Box 5442 Dar es Salaam - TANZANIA ISBN 9976 - 901	000
Central Tanganyika Press P.O.Box 15 Dodoma - TANZANIA ISBN 9976 - 66	210	D. Progress Publications Ltd. P.O. Box 70357 Dar es Salaam. - TANZANIA ISBN 9976 - 76	000
The Centre for Energy, Environment Science and Technology (Ceest) 1372 Karume Road Oyster Bay P.O. Box 5511 Dar es Salaam Tanzania ISBN 9987 - 612	600	Dar es Salaam Publishers and Sales Agency P.O. Box 20736 Dar es Salaam. - TANZANIA ISBN 9976 - 971	000
Citizen Publishers Ltd. P.O. Box 15924 Dar es Salaam - TANZANIA ISBN 9976 - 985	000	Dar es Salaam School of Commerce P.O. Box 7028 Dar es Salaam - TANZANIA ISBN 9976 - 942	360
City Publishers and Booksellers Co., Ltd. P.O. Box 77700 Dar es Salaam. Tanzania ISBN 9987 - 621	000	Dar es Salaam Technical College P.O. Box 2958 Dar es Salaam Tanzania ISBN 9987 - 34	600
Colour Centre P.O. Box 21021 Dar es Salaam - TANZANIA ISBN 9987 - 576	000	Dar es Salaam University Press P.O. Box 7028 Dar es Salaam - TANZANIA ISBN 9976 - 60	000

Source: National Bibliographic Agency, Tanzania
Library Services

APPENDIX 10

SAMPLE STUDY MATERIALS FROM OUT

AUTHORS	COURSE CODE	COURSE TITLE	YEAR
1. Ibrahim H. Juma	OLW 102	CRIMINAL LAW AND PROCEDURE: Part Two	1996
2. S.E. Mchome	OLW 102	CRIMINAL LAW AND PROCEDURE: Part Three	1995
3. Dr. N.N. Nditi	OLW 103	LAW OF CONTRACT: Part One	1995
4. Dr. M.C. Mukoyogo	OLW 104	LEGAL METHOD: Part One	1994
5. R.V. Makaramba	OLW 104	LEGAL METHOD: Part Two	1996
6. P.K. Mwanukuzi and J. Lyimo	OGE 101	BACKGROUND TO PHYSICAL RESOURCES 1	1995
7. Dr. M. Mbonile, Dr. G. Peter, Dr. C.J. Sawlo, Mr. C.H. Sokoni and Mr. F.G. Ndumbaro	OGE 102	INTRODUCTION TO HUMAN GEOGRAPHY I	1994
8. Dr. G. Peter and Mr. C.H. Sokoni	OGE 103	INTRODUCTION TO GEOGRAPHY TECHNIQUES I	1995
9. H.D. Nyirenda	OHI 306	HISTORY OF USSR TO 1990	1995
10. Prof. M.M. Mulokozi	OSW 105	FASIHI YA KISWAHILI	1996
11. Prof. C. Ndulute	OLT 101	ADDITIONAL NOTES ON THEORY OF LITERATURE: Part One	1994
12. Dr. I.R. Mbise	OLT 102	LITERATURE: Part One	1994
13. A.O.H. Korogoto	OLT 103	EAST AFRICAN LITERATURE: DRAMA	1995
14. Prof. R.W.P. Masenge	OMT 101	CALCULUS I: SUPPLEMENTARY	1995
15. Dr. S.C.N. Kitinva	OMT 108	INFORMATICS AND PROGRAMMING	1994
16. Dr. S.P. Kashinje	OPH 101	MECHANICS 1	1995
17. Dr. C.B.S. Uiso	OPH 102	STRUCTURE AND PROPERTIES OF MATTER	1995
18. Dr. C.A. Kiwanga	OPH 105	ELECTROMAGNETISM II	1995
19. Dr. I.N. Makundi	OPH 106	THERMAL PHYSICS I	1995

20. M.A. Njau	OZL 101	INVERTEBRATES	1995
21. -do-	OZL 102	VERTEBRATES	1995
22. -do-	OBL 103	BIOLOGICAL TECHNIQUES	1995
23. F.B.S. Makonda	OBT 101	PLANT KINGDOM	1995
24. Mr. P.R. Mamiro and Mrs. Mamiro	OHE 101	BIOLOGY FOR HOME ECONOMICS	1995
25. Dr. M.A. Kishimba	OCH 103	ORGANIC CHEMISTRY I	1996
26. H. Mushi, E. Babyegeya, N. Makyikyeli, C. Mwarmpelwa, E.G. Mhehe, S.G.V. Mkuchu	OFC 001	Humanities and Social Sciences	1996
27. Dr. E.E. Maeda	OHE 103	Introduction to Foods and Nutrition	1996
28. Dr. R.M. R.Kainkwa	OPH 103	Electromagnetism I	1995
29. F. J. Massawe, J. Mhoma, E.S.P.Kigady M.D. Varisan nga	DFC 002	Science and Technology	1996
30. Faculty of Education		Teaching Practice Regulations and Procedure	1995

Source: OUT statistics.

APPENDIX 11

TANZANIA LIBRARY SERVICE BOOK SELECTION POLICY STATEMENT

INTRODUCTION

Books are a very important way to knowledge and to self-improvement; from them we can learn new ideas; new techniques of working and new methods. We can learn about the development of men in all its different aspects; we can broaden our understanding of other peoples and even of ourselves. All the experiences of mankind, all his discoveries and his inventions can be learned about through reading. And the provision of a National Library Service in Tanzania means that this knowledge is made available to all our literate citizens and through them to people who have not yet learned to read."

President J.K. Nyerere, 1967

"As a nation we have said our priorities must be learning about agriculture, about better food, better health, greater skills for production and greater understanding of our national policies of socialism and self-reliance."

President J.K. Nyerere, Dec. 1 97 1

"Libraries have no single aim: their purposes are multifarious. They provide opportunities for self-instruction and further education, and help to fill the gap caused by shortage of schools and colleges. They are the indispensable workshops of educational programmes of all kinds, and the essential sources of reference and information for commerce, industry and the community at large. Without them, adult literacy programmes lose much of their effectiveness and the people are deprived of a valuable means of recreation. These facts merely underline the crucial but not always readily appreciated role that libraries have to play in the development of the nation. It is all too easy to assign high priorities to schools, to agricultural projects, and to new factories and to overlook the wastage of human and economic resources that can result if the participants in these development schemes are denied access to books. The fountain must flow freely: libraries must be developed as an integral part of an overall programme."

*From Tanganyika Library Services Board
Annual Report 1966/67*

"A tragedy of mass-literacy campaigns in many parts of the world has been that the new literates have not been able to find appropriate reading materials upon which to exercise and improve their new talent. In too many cases, large numbers of the people trained to read have sunk back into illiteracy again."

*Annual Report for 1962/63 of
Franklin Publications Inc.*

These few authentic statements underline the magnitude of the task that faces the Tanzania Library Service in national development. As instruments of change, libraries must provide reading materials that will enhance our socialist and self-reliance ideals, as well as inculcate the habit of constructive self-criticism necessary in any progressive society. As the purpose of all our institutions and their activities is man, our libraries must live up to that purpose. Through an objective book selection policy, they must (to quote President J.K. Nyerere) contribute to the development of "individuals with an enquiring mind, ability to do arithmetic, ability to learn from others, healthy bodies,

intellectual interests relevant to the needs of society, aesthetic interests that help to regain pride in one's culture, ability to provide for material well-being, fluency in spoken Swahili and Swahili literacy completed with the habit of reading."

The libraries' role in inculcating the habit of reading is just as important as building up library collections relevant to the needs of modern Tanzania. The printed word is so powerful that in Tanzania a breakthrough in development will come when adults and youth alike have cultivated the habit of reading. If, therefore, a faulty book selection policy is adopted, the people for whom the Tanzania Library Service stands will be misled and our libraries will become bastions of colonialism and neocolonialism. Such an act will be tantamount to a betrayal of our *ujamaa* and self-reliance ideals, as well as our Party, Government and the many institutions we have created to perpetuate these ideals. The Tanzania Library Service must therefore be objective in building up its library collections. It must acquire reading materials that will educate Tanzanians politically, imbue them with a sense of commitment to national issues and knowledge of various skills, methods and techniques that will enable them to run our political, cultural, educational and economic institutions in the most efficient manner. Above all, our reading materials should teach Tanzanians how best to defend our nation, its people, its ideological tenets and our institutions.

1. Objectives of the Service

The objective of the Tanzania Library Service is to provide a free library service to the entire Tanzanian literate community, and thereby promote education as a lifelong process as well as encourage reading habits by supporting literacy and other adult education programmes to ensure that new literates do not relapse into illiteracy.

Interpreted in its widest sense, this means the provision of relevant educational material and material for information and research including audio-visual media. Indeed the primary objective of T.L.S. in relation to the Tanzanian community is the provision of an educational service to meet the needs of primary, secondary and higher education, of lifelong integrated adult education, and of study and research. The Tanzania Library Service also has its own contribution to make to social and economic development. But its contribution to Tanzania's educational advancement depends, to a very large extent, on planning being closely linked with educational planning at all levels. In this way a clear definition of Tanzania Library Service's cultural, educational, social and economic roles can emerge, and in turn attract resources essential to its survival.

In this statement of TLS objectives the word 'primary' in relation to educational purpose is used deliberately because it is believed that, depending on the availability of financial resources, other obligations to the Tanzanian community in respect of long-term objectives, should equally be met as and where possible.

Additional to this objective and priorities are the continuing obligations of the Service which originate in its role as the National Library and all that implies. Therefore, however valid and urgent short-term needs may be, and however they may legitimately affect other priorities, T.L.S.' role as a National Library must be honoured. Apart from theoretical and academic considerations, the information and research services can only develop in any significant way if the obligations incurred in its capacity as a National Library are fulfilled by the Tanzania Library Service.

2. Selection of Stock in Accordance with Objectives

2.1 General Principles

Within the defined objectives stock on the whole should be selected in accordance with generally accepted principles:

Known subject interests and needs of the community.

Subject coverage - in relation to objectives.

Level of subject treatment.

Majority educational level.

Reading ability.

Availability in other organisations,

Authority of author.

Author's approach to a subject.

Availability of a subject material on the market.

Reputation of publisher.

Quality of writing.

Price.

Quality of Production.

Assessment based on these principles can often be assisted by book reviews, depending on the source. The usefulness of these can vary.

2.2 Selection of Stock. Groups of Readers

a) Students

Taking into consideration the nature and content of other collections available to students at the present time, the Library Service accepts as a necessity the provision of textbooks in duplication. This applies even to the needs of students who in theory have access to college and school libraries. The means devised to meet this need in the most economical way was the provision of Reference Textbook Collections.

b) *People learning to read, in a foreign language* Easy readers to be bought with care.

2.3 Selection of Stock. Form and Nature of Material

1. *Teacher and pupil course books* are not provided.

2. *Model answer books* should be bought with considerable care, when not accompanying standard texts. This applies also to question and answer books.

3. *Students guides* are to be purchased.

4. *Handbooks of practical experiments, laboratory manuals and workbooks.* Purchase sparingly. Their usefulness is very limited without the necessary work facilities.

5. *Guide books.* Central Library should aim at comprehensive coverage of countries and major cities of authoritative guides. Standard guides should be provided for reference purposes, but popular guides should not generally be bought. Regional libraries should be selective in acquiring guides.

6. *Paperbacks.* These are provided, although a hardback edition is preferred if available. The Publisher must be considered, as some have higher standards than others .

7. "*Coffee table books.*" Not to be purchased unless dealing with subjects of local interest, or containing some valuable material.

8. *Fiction.* Each title must be judged on its merits with regard to quality in relation to kind e.g. the same criteria for value assessment are not applied to detective novels as are applied to psychological novels.

a) *Novels by African writers* are heavily duplicated. ce with

b) *Experimental novels* should be considered very carefully.

c) *Romances* There is a need for these books but they should not be duplicated in the stock of any one services point.

d) *Historical novels.* Buy with caution, depending on the area and period covered.

e) *Adventure.* Duplicate if required.

f) *'Literary' novels.* One copy for coverage only.

g) *Short stories* Not popular. Only a few titles from good authors should be purchased for coverage.

9. *Government publications.* As the library is a depository library, all printed government publications should be received. Due to imperfections in distribution arrangements receipt cannot be guaranteed and librarians responsible for the maintenance of such documents should pay constant attention to receipt to ascertain, if possible, evidence of missing documents. *Note.* A large proportion of government publishing appears in mimeographed form. This need not be deposited under the present terms of the Act. All librarians are urged to take note of any such material

pending they may see so that it can be acquired. Similarly librarians are requested to be aware of those government publications which are printed outside the country, as these also need not be deposited. Acquisition remains a problem even when such material is known about. Success depends largely on persistence and librarians who

able to have contact with government departments are requested to check on all possible occasions that the library's address is on mailing lists. Informal agreements with known officers are inadequate.

Duplication. Duplicates are purchased in order to enable Regional libraries to develop local collections.

10. Reference material

1. Bibliographies.

a) *Individual author biographies.* Not generally purchased

c) *Expressive or specialised biographies.* Before purchase discuss with any other organisation likely to be considering similar provision.

2. Other reference material

a) Reference materials which should be provided by other libraries

Information services and organisations belonging to other countries can well be expected to

provide certain types of quick reference material and it need not be purchased. Eg. The British Council can be expected to provide

Independent Schools' Yearbook

Public Schools' Yearbook

Girls Schools' Yearbook

Diplomatic Service List, and further copies of these will be acquired. ds than

This does not apply to information handbooks such as *Information Please*, *Whitaker's Almanack*, *Handbook of the United Nations*, etc.

b) *Annuals*

Every issue will not necessarily be purchased. Some titles can quite suitably be replaced at longer periods, e.g. Fodor's guides.

i) Those which are purchased annually can be passed on to other service points as superseded by new issues.

ii) Paperback editions will be acquired where available.

Specific titles

Year's Work in Modern Language Studies

No further issues to be purchased.

c) *Professional lists*: Not purchased unless containing worthwhile additional information.

d) *Trade lists*: Provided unless available in other libraries

e) *Reference Textbook Collections*

As indicated under 2.2 a) Reference Textbook Collections are to be maintained not only for the use of independent students, but for those also attending educational establishments.

I I. *Legal deposit*. In addition to acquiring Government Documents on Legal Deposit the service should also acquire all other material printed in mainland Tanzania. Again receipt is incomplete and all librarians are requested to notify the Acquisitions Department of any such material they see, so that it can be checked against receipts.

12. *Other deposit material*. The library is now a depository for all F.A.O. and W.H.O. publications. After examination suitable titles are duplicated.

3.4 *Selection of Stock: Subjects Class 300*

Religion and theology. Material which is highly specialized is to be acquired with discretion.

Class 300

Law. Highly specialized material to be bought with caution.

Careers books

Purchase books on careers which are of local interest, even though the information may not be entirely applicable.

Sociology and child development

Purchase of this material should be carefully considered. Problems are not the same in all societies.

Class 400

Easy readers in English

Attention is drawn to the difference between 428.24- readers for people learning English as a foreign language, and 428.6 - readers designed for English speakers learning their own tongue. Books classed at 428.24 are to be purchased in multiples especially those designed for African students.

Books classed at 428.6 should only have specimen copies purchased in the first instance unless particular series or titles are already known to be suitable.

African languages

All books on African languages are not purchased. Provision is restricted to dictionaries and grammars, with the addition for East African languages of good course books if available.

Foreign language courses

Grammars, dictionaries and standard course books will be provided for what are commonly known as the major languages. Books of a discursive or non-utilitarian nature on the English language are only required for coverage.

Class 500

Astronomy

Books on astronomy to be bought with care.

Class 600

Medical and related textbooks

Again selection is influenced by the presence of adequate provision accessible to students and practitioners.

- i) Advanced clinical texts on diagnosis and treatment are not provided.
- ii) Works on diseases occurring in Tanzania are purchased unless highly specialized.
- iii) *Nursing practice* texts are provided.

Scientific and technical books on specific subjects

Provided in heavy duplication only if the trade or practice is engaged in locally e.g. books on radio constructions, textile manufacture or road construction would be duplicated. Those on nuclear power station practice or engineering design would be bought for coverage only.

Car handbooks.

Provision is restricted to those publications covering models which are marketed and widely owned locally. Established series are to be preferred, e.g. *Pitmans Motorists' Library*.

Service Manuals or workshop manuals are provided for popular makes of car. To be purchased as lending copies.

Houseplans. Popular presentations not provided unless geared to Tanzanian conditions.

Cookery books. Avoid duplication of exotic cookery books. *Homecraft books.* Provision to be limited to basic and introductory material.

Class 700

Handicrafts. Buy books on handicrafts for which local material can be used. *Art books*

All major artists and movements should be covered. New art books should be bought only after a favourable review. Branches should purchase art books with care, as demand is limited at present. A circulating collection of art books will be built up for branch use.

Photography. Camera manuals for specific models are not provided. Books covering a range of models of a certain make are purchased in moderation if the make is widely used. e.g. Leica, Zeiss-Ikon, Asahi.

Hobbies. Purchase with care.

Class 800

Poetry

Works of individual modern poets can be purchased if they are well received and are accepted generally as significant. This provision should be strictly observed.

Drama I

Works of the major dramatists are provided.

Abridgements and retellings

If of good standard they are purchased for the same purposes as easy readers.

Criticism of individual writers

Purchase sparingly. On the whole they are not required.

Literary histories of particular countries

These are provided.

Classics in the original language

Not to be purchased at present.

Class 900

Biography

Purchase should be closely restricted. Only standard or substantial works, or works of great literary merit should be acquired. The restriction does not apply to works of local interest.

Travel books

These should be purchased sparingly; and where known those of slight significance should be excluded.

Ancient history

Sufficiently well represented in stock of the present. Restrict purchases to books of African interest and standard texts, for the present.

Archaeology

As for ancient history

Special Collections

East Africana

All relevant material will continue to be collected. However, some will be available only to bona fide students with letters of introduction and will not be housed on open shelves.

3.5 Selection of Stock. Miscellaneous

1 Publishers

Titles issued under the following imprints should not be purchased.

Boardman

Mills and Boon (fiction)

Redman

Wright and Brown

Titles from the following publishers or from unknown publishers, should be purchased with caution:-

Jenkins

Ward Lock

2. Series

Titles in the following series will no longer be purchased:

Ancient Peoples and Places

Publisher Thames & Hudson

Blandford Art Series

Publisher Blandford Press

Groundwork Geographies

Publisher George Phillip & Son

Masters of Music

Publisher Ben

New Thinking in School Science

Publisher C.E.C.D.

Plays of the Year

Publisher Elec

Readings from Fortune

Publisher Holt, Rinehart & Watson

'Unknown' Guides,

e.g. 'Unknown France'

3. Privately published Books

Not to be purchased unless of great local interest i.e. for EA & Regional Local collections. Can normally be recognised by an imprint consisting of an individual's name and address.

TLS policy on propaganda and other free handouts

The problem with this type of material is to decide what to throw away, what to keep, and for how long to keep it. To aid in this, an attempt has been made below to differentiate categories of such material, and to indicate what treatment should be given to each category.

I. Newspapers; weekly news magazines

Some countries supply us with free copies of newspapers which are produced and sold in that country. These are fairly easily identified, e.g. *The Jerusalem Post*, and the T.L.S. should endeavour to obtain at least one such paper from each of the major countries of the world, or countries with which Tanzania has established diplomatic relations. These papers should be displayed.

Filing policy will depend on the intrinsic worth of the publications. Ephemeral publications can be discarded as they are superseded; the more worthwhile ones can be filed for six months or one year. In exceptional cases, where the paper is of outstanding importance, it may be filed permanently. Before being discarded, they should be scanned for references to Tanzania and clipped.

2. Factual information

Statistical handbooks; publications giving facts and figures, or factual information on national institutions should be added to stock, where applicable, or filed with other fugitive material for reference purposes. Discard when superseded,

Example: *Concise Statistical Year Book for Poland*.

3. Press handouts, information bulletins, cultural magazines, etc.

Of limited use. Should be scanned by the Reference Library for articles which could be clipped and kept in the vertical file.