

A historical development of the Department of Adult Education and Extension Studies at the University of Zambia

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Abstract

The history of the Department of Adult Education and Extension Studies in the University of Zambia is significant to the entire history of the institution. The department is as old as the University, born with the initial idea of establishing the university in the 1960s. It was initially known as the Department of Extra-Mural Studies and changed names and portfolios along the way until the 1990s when it became known as the Department of Adult Education and Extension Studies. The Lockwood commission clearly spelt out the university role in addressing the education of the community at large through the Department of Extra Mural Studies. The department did this using multiple avenues like class programmes, weekend and lunch break talks and seminars, debates and discussions. This attracted people from all walks of life who otherwise would not have had an opportunity to experience university education. The department worked closely with numerous organisations to achieve its goals; some of which sponsored its activities in all parts of the country superintended by resident tutors. Over the years, policy changes in the University of Zambia steered changes in the department. The article narrates these changes and how they determined the operations of the department. In the fifty years of the university existence. This includes the different roles the department played in the provision of extension education.

Introduction

The present day Department of Adult Education and Extension Studies is as old as the University of Zambia itself. It is an example of a child that is as old as its parents. However, over time since 1966, the department has under gone several changes in structure and portfolio. This was necessary as the unit was responding to the dynamism of the parent institution with various needs that were bestowed unto it. Every change that the department underwent was intended to enhance its relevance in the operation of the university and the development of the country at large.

Background

Ideas of setting up a university in Zambia started in 1963 when a committee of University experts under the chairmanship of **Sir John Lockwood** visited the then Northern Rhodesia (now Zambia). The committee published a report in January 1964 in which they recommended the establishment of a university independent from the one already established at Salisbury (now Harare) in Southern Rhodesia (now Zimbabwe) (Lock wood Commission Report on the Establishment of the University of Zambia,1964).

Following the Lockwood report, the provisional Council of the University of Zambia was inaugurated and charged with the responsibility of

- a. establishing the university
- b. acquiring and having custody of its property and funds; and
- c. appointing staff.

In July 1964, the former Rhodes Livingstone Institute (near Munali High school) came under the jurisdiction of the provisional university council. The Institute was later renamed the Institute for African Studies and currently The Institute for Economic and Social Research (INESOR). In August the same year, the Oppenheimer College of Social Science was integrated into the University. The college is part of what is now the Ridgeway Campus of the University of Zambia, Waddington Centre, Lusaka Technical and Business College and David Kaunda Technical Secondary school. Only the Ridgeway area of the college was given to the University of Zambia while other parts became what they are today.

In November 1965, the university was legally established when President Kenneth Kaunda, the first president of Zambia, gave assent to Act No. 66 of the Parliament of Zambia. The President was subsequently installed as Chancellor of the University of Zambia on July 12, 1966 (Centre for Continuing Education Hand book 1977-78 Department of Correspondence Studies (1977). Alexander (1975) stated that the University of Zambia was established in 1966, two years after Zambia's achievement of independence. It included from the start a Department of Extra-Mural Studies (1966-1974) and a Department of Correspondence Studies.

The University of Zambia began with three schools namely Education, Humanities and Social Sciences and Natural Sciences. Over the years, the university has continued to grow and has now nine schools, two directorates and two institutes. The nine schools (with years in which they were established in brackets) are Agricultural Sciences (1978), Education (1966), Engineering (1970), Humanities and Social Sciences (1966), Law (1967),

Medicine (1972), Mines (1972), Natural Sciences (1966) and Veterinary Medicine (1976). The two directorates are Graduate and Research Studies and Information Communication Technology (CICT) and the two institutes are; Institute of Distance Education (IDE) and Institute for Economic and Social Research (INESOR).

The philosophy of the University of Zambia

The University of Zambia was established upon the recommendations of the Lockwood Committee. The principles outlined by the Lockwood Committee became the basis of the University of Zambia's philosophy with the goals of;

- i. teaching,
- ii. research; and
- iii. service relevant to the needs of Zambia and of a standard of excellence which will ensure that needs are properly and adequately served and, at the same time, win and hold international respect.

Consequently, the Motto of the University is 'Service and Excellence' (The University of Zambia Calendar, 1979 – 1980: viii).

The Department of Extra-Mural Studies (1966-1974)

The Lockwood Report was the guiding document for the foundation of the University of Zambia and specifically and strongly it recommended that the university must have a department of **Extra Mural Studies**. The current Department of Adult Education and Extension Studies started in 1966 as:

- the Department of Extra-Mural Studies.
- the Department of Correspondence Studies

The first Director of the Extra Mural department was Professor Lalage Bown who started work in May 1966, in the university's first term of the first year of its existence. The second Director was Yousif, A. in 1974 who observed that the Department of Extra-Mural Studies (DEMS) had a British Model which served the elite in that it directed most of its work with the elite who could speak and write English. Though he, acknowledges the useful contribution DEMS made to the development of Zambia, he argues that most of the work was geared to the service of the privileged that already had enough education. He contends that this has made the work of Extension Education in Zambia an extension of the elitist notion in the country.

From its establishment the department started to decentralize its work through a network of Resident Tutors stationed in the Provinces. These tutors were university graduates with a minimum of a Bachelor's degree. The first station outside Lusaka was Kasama while the latest one in 2012 was Chinsali, the provincial headquarters of Muchinga the tenth province of Zambia.

The Department of Extra-Mural Studies was established to **provide for adults both graduates and non-graduates who could not enter the University**. Various modes of operation were designed to reach as many citizens of Zambia as possible. For example, in 1966, the department started to broadcast a radio programme called 'The Voice of Your University' which was later renamed: University of Zambia Information Corner and later still 'University of the air'. In this programme, university students and members of staff would discuss various aspects of the university to keep the public informed about its operations and development. Kaunda (1976) noted that a staff tutor (Broadcasting) was producing programmes through the courtesy of the Ministry of Education's Audio Visual services. He was a member of the Broadcasting Council and was preparing to start a University of the Air in 1975 (P.14). The responsibility of broadcasting this radio programme is now under the university's Public Relations unit and the University of Zambia community Radio (UNZA Radio) in the Department of Mass Communication in the School of Humanities and Social Sciences.

In July 1966 the University Senate laid down two main principles for the DEMS's policies and work. These were:

- a. to maintain the university links with the community, and recognise that the university has a contribution to make to the socio-economic advancement of the nation; and
- b. to diffuse university knowledge and university ways of thought throughout the nation.

Plans for University extension included the following:

- i. Making use of University residential facilities during vacations for Extra-Mural courses;
- ii. Conducting seminars and conferences throughout the year, and

iii. Conducting Extra-Mural classes in the provinces.

DEMS was in charge of some hostels and classes at the present Ridgeway campus where most of the residential sessions were held. The department ran several programmes ranging from the class programmes, seminars short courses and discussions.

The DEMS worked with many government and other units in its programmes. This was acknowledged by Thorncroft (1967) in his welcome address to participants in a Lunch time seminar held at the University of Zambia in 1967. He said,

“we are deeply aware that many of these educational projects are long term in character and there will be some considerable time lag before we see the fruits of our efforts.....it is for this reason, among others, that the government attaches such great importance to the development of Adult Education facilities at all levels, in all areas making frontal attack on the problem of illiteracy If we are to make any immediate impression on our human resource problems then it must be through education and training at the adult level. As was so forcibly stated in the Lockwood report which led to the establishment of this university: ‘Intelligence and ability’ are not the prerogatives of any generation of men and women in relatively lowly positions possess the potential for more responsible duties. Government fully concurs with this view and is determined that no effort shall be spared in ensuring that those with the intelligence and ability from whatever generation they may come from shall be given the opportunity to develop the talents to the full”, (Speech by H.H Thorncroft Minister of State in the Ministry of Education 4th November, 1967).

The collaboration between the government and the DEMS can be seen in the big number of senior officers who were invited as guest of honour at many DEMS activities. In 1968 Honourable Authur Wina presented attendance certificates in the main hall at the University of Zambia Waddington Road campus (present day Ridgeway campus) to successful candidates who studied a range of courses including Natural Science programmes at centres in Lusaka. The Natural Sciences programme of Laboratory Technicians was examined by City and Guild with permission from the University of Zambia management (UNZA DEMS Programme Saturday 9/3/68). This is because the University of Zambia policy does not allow its teaching schools to train candidates for accreditation by other institutions (DEMS training courses for Laboratory Technicians 1968, 69 and 70).

DEMS also worked in collaboration with other institutions such as:

- The University of Zambia main campus - 1966. Hospitality Dinner during installation of Chancellor;
- Zambia National Union of Teachers - Two weeks course on the Four year National Development Plan 1967;
- The Theatre Association of Zambia- 1967;
- Zambia Institute of Personnel Management- Special Seminar 1967;
- CUSO, DVS, GVS, SNV, SVS, and VSO and Ministry of Education-1968 Volunteer teachers coming to Zambia orientation seminar;
- Seminar for Senior Literacy officers-12th to 24th February, 1968;
- President Citizenship College- Two weeks course for Police officers 1969;
- Zambia New Writers Group-1969;
- Provincial Part-Time Tutors seminar, 26th-28th June, 1970;
- Conference on Urban Social Problems 1972;
- National conference on Population and Development 1974.

The other department that was set up in 1966 was the Correspondence Studies. It was set up to cater for qualified working adults living anywhere in Zambia who were prevented by occupational commitments or other acceptable reasons from attending the university education. It organised and administered Correspondence courses leading to the Bachelor of Arts degree, Bachelor of Science degree and Post-graduate certificate in Education. This testifies to the fact that science education was provided by the distance mode of education at the inception of the University of Zambia by the Distance and Extension modes of study.

The Senate of University of Zambia Adult Education Committee of 1970-72 indicated that the DEMS existed to provide to adults both graduates and non-graduates with continuing opportunities to share its teaching. It aims

especially at persons in positions of responsibility within the community; and in order to help the process of national building and its policy is to emphasise

1. Subjects conducive to national unity and a sense of national and African identity (Zambian History, African literature and humanities)
2. Subjects related to economic and social development
3. Subjects diffusing a general knowledge of scientific principles
4. Languages, Zambian and non- Zambian.

This was to be done through

- i) university extra mural classes
- ii) short residential courses
- iii) the radio, and
- iv) also had the responsibility of organising and co-ordinating the UNZA conferences and vocational courses.

DEMS ran a certificate course in Adult Education with mandatory Sociology and Economics courses done with the first year degree students. This course had a mandatory field component. The first intake had ten students drawn from the Army, Ministry of Rural Development, Ministry of Education and Luanshya Mine limited.

Alongside with these activities the department held annual conferences at which members of staff reflected on their work. In 1972, the fourth annual conference was held from 21st to 25th February in Lusaka. This involved 9 staff from head office and 6 centres were represented namely Copperbelt and North western, Central and Lusaka, Northern, and Luapula, Southern, Western and Eastern.

In December, 1974, DEMS ceased to exist and was succeeded by the Centre for Continuing Education. Alexander (1975) stated,

For the last four years (1971-1975) DEMS has been moving through a period of difficulty as to objectives and finance...General views in the UNZA, in committee of Deans and in working party on the future of Extension Services have variously recommended the abolition of the department, its withdrawal from the provinces and the replacement of the department in the provinces by a travelling teams of academics (p.74).

The Centre for Continuing Education (1975-1994)

The University of Zambia senate decided to merge units that were involved in similar functions in order to reduce the administrative load. The DEMS was running side by side with the Department of Correspondence studies and the radio programmes which were also involved in adult education work. Apart from the financial strain this had on management, it also led to some duplication of duties so management decided to restructure the units.

In 1974, the Vice-Chancellor's working party on university continuing education programmes presented a report which the Vice Chancellor commended to Senate after it was considered by the Vice Chancellor's Committee of Deans. The Working Party recommended that:

The most appropriate name for the university's extension programmes (that up to now have separately been provided by the Department of Correspondence Studies, Department of Extra-Mural Studies, and Institute Education) should be "University Continuing Education Programme". That some of the main objectives for the programme should be to:

- a. create a more effective machinery that would further enable the University of Zambia to harness its own collective potential to assist in treating and influencing change within the context of national aspirations.
- b. assist social, economic and political institutions in society to maximize their contribution to individual and national development.
- c. provide learning opportunities that would develop the capacity of the adult individual to participate more effectively in the process of change.
- d. help reduce the gap between formal and no formal education...(Goma,1974,p.45).

The working committee further recommended:

in order to make possible coherence and thrust to the several activities included in the university's outreach, the Department of Correspondence Studies, Department of Extra-Mural Studies and Institute of education should be brought together into one single institution to be known as the CENTRE FOR CONTINUING EDUCATION. Furthermore, the centre should comprise three Departments as follows:

1. Department of Correspondence Studies
2. Department of Adult Education and In-service training;
3. Department of Mass Communication (p 46).

It was further recommended that:

- i. there should be one Director for the Centre and one Head for each department
- ii. the system of Resident Tutors, now practised under the Department of Extra-Mural Studies, should continue.
- iii. because the centre will be involved in teaching for credit, it should have its own Board of studies.
- iv. there should be an Advisory committee for the centre, the membership of which should include those outside the university...
- v. an over-riding need for the centre and for every other part of the university it is to create occasions and processes by which the university-in all its variety ,its strength and its foibles- may respond organically (not merely formally) to the opportunities for partnership with the national community (Goma,1974,P.46).

Thus the creation of the Centre brought together the former Departments of Correspondence Studies (established in 1966), Extra Mural Studies (established in 1966) and the Institute of Education (established in 1966). The department just changed the name but its functions remained basically the same (Mwansa, 1983, Centre for Continuing Education, Handbook, 1987-88).

Alexander (1975) noted that:

the working party recognised that extension services had carried out useful work since 1966 when the original aims and objectives were drawn up, but also recognised that an urgent need to ensure that each extension activity contributes more specifically, and efficiently to important aspects of Zambia's development (P.1).

The first Director of the Centre was Mr. Martin Kaunda. According to Kaunda (1977:2) the CCE was officially born on 1st January 1975 but its tentative steps towards unity were only taken after July, 11th 1975 when the first Board of Studies meeting to inaugurate it was held.

The Department of Adult Education and In-Service Training used to offer a Post-graduate certificate in Education (PCE) and a Diploma in Teacher Education prior to the establishment of the C.C.E. Then it was called the Institute of Education. It was the forerunner to the In-service Education and Advisory Services (ISEAS) and the current Advisory Unit for Colleges of Education (AUCE) unit. The PCE was phased out before 1976 when the department of Adult Education and In-Service Training started the Certificate in Adult Education. Later in 1979, the Department started offering a Diploma in Adult Education.

The CCE continued working from the Ridgeway campus of the University of Zambia alongside the newly opened school of Medicine whose headquarters was in the University Teaching Hospital but sought students' accommodation at the Ridgeway Campus. The CCE continued with residential sessions and was in charge of the hostels at the Ridgeway campus, having taken over from the DEMS. The Centre had a block of flats on Jacaranda Road where Resident Tutors and visiting Lecturers were accommodated.

The Centre continued with the spirit of expanding as was planned by the DEMS. During the 7th Annual Staff Conference in 1975 held from 18th to 28th February, Mr. Kaunda announced that the North Western Provincial Centre was opened and Mr. David Wilkin was sent there as the first Resident Tutor. This delinked North western province from the Copperbelt province. In the same report he indicated that provincial staff houses were expected to be built in Chipata, Mongu, Solwezi and Mansa. However, only three house were built that year in Chipata, Mongu and Mansa while the house in Solwezi was built the following year in 1976.

Although the Centre continued to work in collaboration with other units and departments within and outside the country its vigour and level of success was not like the one done by the DEMS. In 1979 the Vice Chancellor's

Advisory Committee on the restructuring of the Centre for Continuing Education was appointed and in 1981 it recommended that:

The School of Education should be reconstituted as a professional education school with the responsibility of providing professional training and should comprise:

- a. Curriculum and instruction – for curriculum and methods courses
- b. In-service Teacher Education for professional and upgrading programmes of teachers
- c. Education Advisory Services for consultancy and extension in formal education
- d. Library training
- e. Education theory

And that staff from the Department of Adult Education and In-service in the CCE with qualifications in Teacher Education should transfer to the Department of In-service Teacher Education in the school. The Department of Adult Education and In-service Teacher Education moved to the school of Education but it was split into two as Department of Adult Education teaching Adult Education Certificate and Diploma courses while the In-service part of it died out and was transformed into In-service Education and Advisory services; the forerunner to the present Advisory Unit to Colleges of Education(AUCE). Extension Education remained in the centre until 1994 when the centre was restructured and completely abolished leaving extension education and conferences alone at the Ridgeway Campus.

The Department of Adult Education and Extension Studies (1995 to date)

On 28th December, 1994, the Senate of the University of Zambia decided to restructure the Centre for Continuing Education. This involved moving the Department of Correspondence Education into the Deputy vice-chancellor's office and was renamed Directorate of Distance Education (DDE). The Department of Adult Education (DAE) was moved to the School of Education to teach adult education certificate and diploma courses, and reorganizing the Department of Extension Studies and Conferences (DESC) in order to make it more effective (DESC, 1994).

Almost simultaneously, the Department of Mass Communication was established and was placed in the school of Humanities and Social Sciences. The Department of Mass Communication became a department in the School of Humanities and Social Sciences. However, after getting representations from the beneficiaries in the provinces, Extension education was added to the Department of Adult Education in the School of Education and the department was renamed Adult Education and Extension Studies (DAEES). The conferences part was completely left although it has unofficially remained as part of DAEES by virtue of running Lusaka provincial centre at the Ridgeway campus. The last Conference Lecturer was moved to the DAEES leaving the conference unit completely unattended to.

The Vice Chancellor's Advisory Committee on the CCE further recommended that the position of Resident Tutor should be upgraded to that of a lecturer who can run the centre effectively unlike the old system where one was a Tutor and not qualified to create courses and teach a university course. It was seen that this would add value to the centres and they would be run by competent academic and administrative persons. In 1995 new provincial lecturers were recruited under the new conditions. This changed the title of provincial academic staff to Resident Lecturer and not Tutors.

Though Adult Education and Extension Studies is one department, its functions can best be understood when it is split into two units: Adult Education and Extension Studies.

Adult Education Unit

The Adult Education unit started by running two programmes; Certificate (CAE) in Adult Education and Diploma in Adult Education(DAE) in 1981 after the suspension of the In-service courses to allow school leavers to join. The In-service course done before were based on the mature age entry scheme. The degree programme in adult education was started in 2003 and this was followed by the post graduate course in 2009. So far the department has graduated one doctoral student.

There are three programmes under this unit namely: Certificate in Adult Education (CAE), Diploma in Adult Education (DAE) and degree in Adult Education (Undergraduate and Post graduate). The current programmes are designed to meet the needs of the following people:

- a. administrators responsible for adult education;

- b. agricultural extension workers, community development workers, cooperative education officers and conference coordinators;
- c. training officers in government, commerce and industry;
- d. group leaders and teachers in education programmes offered by churches, voluntary associations and other private bodies;
- e. adult education organisers,
- f. supervisors and teachers in open secondary schools;
- g. correspondence education
- h. tutors and administrators;
- i. workers educators in trade unions and industry; and
- j. other individuals who are not included here but are working in the field of adult education, for instance, those working for non-governmental organisations.

The primary aim of both the CAE and the DAE was the training of individuals in planning, administering and delivering adult education activities. The two have since been shelved and have been shifted to the Extension studies unit. This allows candidates to join the degree programme in the third year of study in the full time or distance mode of study.

The undergraduate degree programme has a component of community experience to help students blend theory with practice working as adult educators. To date well over two thousand students have got degrees in Adult education at both Bachelors and Masters Levels with a total staff of 13 lecturers.

Extension Studies Unit

The predecessors of this unit were **Extra-Mural Studies** and **Extension and Conference**. The Unit now carries the name Extension Studies. It is as old as the university itself and its aims have not changed at all. The following are some of the functions of university extension work at the University of Zambia:

- a. the provision of study of a university nature to the public by all;
- b. means available and appropriate-weekly classes, residential courses, workshop, seminars, public lecturers etc.;
- a. the promotion of links between the University and the community by all means within its powers;
- b. applying professional expertise in continuing education through collaboration, support and capacity building with other organisations in the areas of research, needs assessment, training delivery and evaluation;
- c. conducting distance education examinations;
- g. counselling students; and
- h. serving as information, material development and dissemination source of organisation and agencies concerned with continuing education.

The above functions are fulfilled through provision of class programmes, seminars and public lectures. Class programmes are designed to cater for a variety of subjects that learners might be interested in. For example the courses that are offered are from the Humanities, Medicine Law, Natural Sciences and Education faculties which include Project Planning and Management, Social Work, Public Relations; Infection Prevention and Control, Law Enforcement; Records management, Computer studies and many others demanded by the clients. Seminars, workshops and public lectures are also designed and organised to reach out to various groups of people on issues of development.

The qualifications given to participants in Extension Studies have changed over the years. Up until 2009 Extension Education at the University of Zambia was awarding attendance certificates in its extension education programmes at certificate and diploma levels. In 2009 the Senate of the University of Zambia, approved the provision of credit courses at diploma level by the extension studies unit. This is intended to assist people acquire utilitarian knowledge which can be applied in various situations of their operations; employment or advancement in studies. The current demand for credit university qualifications led to the introduction of the credit Diploma courses. These were developed by the Resident Lecturers in consultation with the specialist colleagues from concerned schools.

However, it must be stated that not all the clients want credit qualifications. Most of the people come to extension courses to enrich their Curriculum Vitae (CVs) and also to share knowledge with their society. Therefore, credit

and non-credit courses are run side by side in the unit. Whatever the reason there is need to support and guide the participants to help them fulfil their purpose for learning.

Fundings

From inception the Extra Mural Department was funded centrally from the university through a system of imprest for each individual provincial office. This system led to the belief by management that Extension Education was a drain on the university's dwindling resources leading to Senate decision of 1994 which had resolved to abolish this line of expenditure by dissolving the Centre for Continuing Education and subsequently transfer what were deemed useful units to other existing departments or units within the institution. The extension unit was left out until it was appended, as an after-thought, to the Adult Education Department to form the Adult Education and Extension Studies Department in 1994.

The Department of Adult Education and Extension studies (DAEES) realised the limitations of the central funding system and the effects it had on the operations of the unit. The Department through the annual conferences resolved to use a centre based funding system where the centre was allowed to retain a percentage of its income for operational purposes.

Through a series of Annual General Meetings and later Conferences where reports were made about the challenges centres were meeting due to the funding system, it was later recommended to management that the centres be allowed to retain 25% of their incomes (Kabwe Annual General Meeting, 1998, Lusaka, 2002, Livingstone, 2004, Chipata, 2005). This was deemed appropriate as it would encourage centres to raise sufficient resources to run their programmes. This is the practice to date and it has proved to be very helpful as the centres have been able to procure equipment including motor transport.

In 1994, the extension unit of the department was able to purchase ten show room motor vehicles for all the centres and the Head office. This helped the university to realise the potential of extension education in fund raising and to date the unit is an integral part of UNZA and a reliable source of funds for the school of Education in particular and the University of Zambia in general. Almost all the centres have been able to retain sufficient funds for their operations. The centres are presently supporting the school of education and the university in general in generating funds for various operational purposes. Each centre remits to head office 75% of its income. This has made the picture of Extension studies change from a drain to a donor .of resources to the larger institution.

Whereas the present system is good for the centres and the university at large because it generates money, the approach to extension studies has greatly been affected. The unit is now viewed by higher bodies like the school of education as a major source of revenue for the school operations. The clients have also a different view of the Department; that it should provide education to enable them get employed. This demand by the learners led to a reduction in enrolments in the programmes. Many would be students demanded to be enrolled only in one credit course which is not allowed by the Senate.

In response to the demands by the clients and going by the principle of adult education to run demand driven programmes, the department has introduced diploma courses in fifteen areas. These were subjected to senate scrutiny and approval and therefore, are credit courses like any others in the university. The demand for credit courses can be viewed as a response to the diploma disease in the country.

The demand for senate approved courses has also brought about a lot of doubt as to whether the department can sustain its operations financially. These courses are long and require well qualified lecturers who demand higher payments like other part-lecturers in the university. These courses are longer than the non-credit courses hence the enrolments are slow leading to limited space and inflow of funds. The most logical step to take would be to increase the fees to economic levels but this would work against the extension studies principle of taking affordable education to the community.

Conclusion

The article provided the history of the department from the inception of the University of Zambia through to the present situation. It highlighted the original ideas of taking university education to the people and the changes that came in leading to the present credit courses offered in extension education. The paper also demonstrated the evolving nature of university extension education in tandem with national development. The value and prudent use of governance systems of the annual general conferences where critical decisions were made to help improve

the operations of the department from a centrally funded unit to the current system where resources come from the periphery to the centre. Through the Annual General Conferences the staff is accorded a chance to participate in the governance of the department and make decisions that shape their operations. The levels and complexity of the development of the Department of Adult Education and Extension Studies demonstrates that the proposal to have regional campuses of the University of Zambia was not a farfetched idea. The current operations of the department point to the need for such an arrangement in order to deliver the kind of education the people need for both individual and national development.

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