

## **SCHOOL OF EDUCATION**

### **ADULT EDUCATION AND EXTENSION STUDIES 2014**

1. AED 1310 – study and communication skills course
2. AED 2210 – Community development and planned change
3. AED 2310 – Instructional methods and techniques in adult education
4. AED 2410 – Non formal education course.
5. AED 3110 – participatory approaches to development
6. AED 3210 – Extension education
7. AED 3310 – Guidance and counseling in adult education
8. AED 3414 – Introduction to research methods.
9. AED 4915 – Non Governmental organizations
10. AED 9315 –Comparative adult education
11. AED 9415 –Emerging and contemporary issues in adult education.

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**AED 1310 STUDY AND COMMUNICATION SKILLS COURSE**  
**FINAL EXAMINATION 2014**

**TIME: THREE HOURS**

**MARKS: 100**

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**INSTRUCTIONS:** Answer three questions in this paper. Question **one** in section **A** is compulsory. Answer any two questions from section **B**.

**Section: A (40 marks)**

1. Read the following passage and answer the questions that follow.

Following their furlong in England the Doctor and his family were considerably better in health than before, but they and their fellow workers continued to suffer from malaria, and it was this which led Dr. Fisher to move from Kavungu. The station there was close to swampy plains, so the Doctor began to search the surrounding country for a healthier site. In his traveling round the villages he was constantly on the look out for some fairly high locality, with a good water supply but well-drained and comparatively free from mosquitoes, yet close to the large populations among whom their missionary work lay. After much prayerful consideration a site was chosen at Kazombo, a fine, well-drained rise lying on the right bank of the Zambezi about 30 miles east of Kavungu and close to several large villages.

In May, 1899, Dr. and Mrs. Fisher and their family moved from Kavungu to Kazombo, accompanied by Mr. Coppithorne, Miss Carlie, Miss Brayshaw, and Mrs O'jon. It was the early dry season and the whole party camped out on a gentle slope overlooking the Zambesi Valley with a lovely view of shining river winding in and out of the hills. Camp life was pleasant and enjoyable for a time, but the rains were due to begin the following September and permanent buildings must be up before them.

At the outset there were endless difficulties over labour. The missionaries were the first Europeans to settle in the district, with the result that local people regarded them with suspicion. When the Doctor offered the standard rate of wages that had been paid for manual work at Kavungu there was pretence of great disappointment and hardly any men came for work. As time went on they found out that the Doctor, though not lavish, was always just in his dealings. They came in increasing numbers and soon the Kazombo hill was a hive of industry. There was a repetition of what had happened at Kwanjulula and again at Kavungu-gangs of men went out into the forest each morning, returning at midday with building material of various kinds- stout ironwood posts for uprights, long straight poles for rafters, great bundles of golden thatching grass, and balls of rolled bark rope made by stripping up the fibrous inner bark of certain trees.

This latter material is used in almost every stage of house building in Central Africa, and it is one of the most difficult things to assess for purchase. At first the Doctor bought bark rope by the size of the bundle, so much for a bundle about a foot in diameter. Then one day, when opening up bought some weeks previously, he discovered that there was a mere shell of bark rope rolled around a central core of sticks and leaves. He then announced that in future he would buy bark rope by weight; each bundle was weighed and this seemed satisfactory for a time, until some days later a small-sized bundle appeared unduly heavy for its size. When unrolled it revealed a stone-also the duplicity of its owner! After trying various methods the most satisfactory was found to buy the rope in short folded lengths, which could easily be counted.

The fact that he was up to all their dodges and at the same time fair in all his dealings with them went a long way towards endearing the Doctor to the Africans. Here was a new kind of white man, one who never used force but always kept his word to them and expected them to do the same with him. Thus unconsciously the true missionary is able to prepare minds for the idea a God who combines in His person the tenderest mercy with the strictest justice, one who is love and light.

(From Fisher W.S. and Hoyte J.( 1987). **NDOTOLU;The life stories of Walter and Anna Fisher of Central Africa**.pp.94-5).

1. Answer the following questions. All the answers should be written in the answer booklet provided. Number your answers carefully
  - a) A comparative marker in sentence one-----
  - b) Find another comparative term used in the paragraph-----
  - c) To whom do the words they and their refer in paragraph one-line two-----
  - d) A contrast marker other than but and so-----
  - e) The word 'there' in line three is used to refer to what place.-----
  - f) A prepositional phrase which means to expect-----
  - g) Noun- verb agreement in the first line of the first paragraph-----
  - h) A hyphenated compound word -----
  - i) A statement expressed in the passive voice-----
  - j) Three suffixes in the sixth line of the first paragraph-----
  - k) Which of the three words made by the suffixes in (i) is not a noun?-----
  - l) Study paragraph two and identify one compound word made of two nouns-----
  - m) Find a word in paragraph three which is used to mean 'fair'-----
  - n) What is the word latter in the paragraph three on page 2 used to refer to?-----
  - o) What Two tricks were played on Dr. Fisher on the supply of fiber by the workers-----
  - p) In paragraph two how many males were in Dr. Fisher's party?-----
  - q) Find an expression used in the last paragraph to discover/know-----
  - r) What does the word them use in the last paragraph sentence one refer to?-----

- s) How many times is the word **them** used in the last paragraph?-----  
t) What is the word **them** in (s) used to refer to?-----

**Section B (60 marks)**

Answers in this section should be in essay form

2. Clearly and using examples explain how the following can help to communicate messages;
- a) artifacts
  - b) Chronemics
  - c) Occulesics
3. Distinguish a Memorandum and a Notice from an Official letter (Business Letter) and write an example of each document on a subject of your choice.
4. Discuss the assertion that reading is more than just passing one's eyes over a page.
5. Using clear examples explain the term noise in communication.

**END OF THE EXAMINATION**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**2013/14 FINAL EXAMINATION**

**Course: AED 2210 COMMUNITY DEVELOPMENT AND PLANNED CHANGE**

**Duration: 3 HOURS**

**Instructions:**

- a. All questions carry equal marks
- b. There are five questions in this exam. Kindly answer three questions only.

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**QUESTIONS**

1. Identify the salient elements of community development and discuss them.
2. Conflict resolution is distinguished from conflict management. Explain the differences between them.
3. Planning for change require the utilization of appropriate knowledge to the needs of the clientele in a systematic manner. State the name of the model in Fig 1 below. Fill in the activities at each stage and explain how you would use it to plan and execute change in your community of operation.

**Fig. 1.** Model of Change



4. State and explain the features of planned change. What is the relevance of these features to your planning for change?
5. The process of change is a three stage process. State and explain these stages and provide a justification for the theories behind this process.

**END OF EXAMINATION**  
**WISHING YOU THE SHALOM OF GOD**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**2013/14 ACADEMIC YEAR FINAL EXAMINATIONS**

**AED 2310: INSTRUCTIONAL METHODS AND TECHNIQUES IN ADULT EDUCATION**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS.**

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1. Discuss the following classified instructional methods. Give examples.
  - a).Group method
  - b) Individual method
  - c) Community method
2. Distinguish the levels at which adult educators are involved in adult education
3. In your understanding, discuss any two of the following instructional techniques:
  - a. Buzz
  - b. Demonstration
  - c. Philips 66
4. What is the difference between instructional technique and instructional method? Give examples.
5. Categorize and discuss the general characteristics of adult learners.

**END OF EXAMINATION**

**GOOD LUCK**

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**AED 2410 NON FORMAL EDUCATION COURSE**  
**2013 ACADEMIC YEAR FINAL EXAMINATIONS JULY, 2014**

**Time: Three Hours**

**Marks: 100**

**Instructions:** You are expected to answer only **three** questions. Question **one** is compulsory. Clearly number your answer according to the questions attempted.

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**Section: A (40 marks)**

1. Discuss the assertion that non formal education is a restorer and a remedy of human life.

**Section: B (60 marks)**

2. Clearly explain how the youth in Zambia can be described as vital resource to the country's development.
3. Make a comparative analysis of the management of non formal education between Zambia and any other country of choice.
4. In designing a course for non formal education, what comparative advantages would you have over one setting up a formal education course? Discuss.
5. You have been asked by the Ministry of education to present a talk on some of the disadvantages of donor involvement in non formal education in Zambia. Write your paper.
6. "Non formal education is given lip service in Zambia" (Moonga, 2014). Decide whether you agree or disagree with this statement and write an essay in defense of your side.
7. Show how flexibility is an undisputable advantage of non formal education in at least five ways.

**END OF THE EXAMINATION**

**UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2013/14 ACADEMIC YEAR DEFERRED FINAL EXAMINATIONS**

**AED 3110: PARTICIPATORY APPROACHES TO DEVELOPMENT**

**TIME: THREE HOURS**

**INSTRUCTIONS: THERE ARE THREE (3) SECTIONS IN THIS PAPER, BEFORE ANSWERING THE QUESTIONS, READ CAREFULLY THE INSTRUCTIONS FOR EACH SECTION**

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**SECTION A**

**Instructions:** Answer **only one** question from this section. Ensure that you answer all parts of the selected question.

1. State and describe United Nations Development Program levels of participation. How does an adult educator benefit from knowing these levels of participation?
2. State and describe Pimbert and Pretty's types of participation. How does an adult educator benefit from knowing these types of participation?

**Section B**

**Instructions:** Answer **the only** question in this section. Ensure that you answer all parts of the question.

3. Briefly justify the use of social maps in participatory development. Provide a guide that shows facilitators how to develop and use social maps.

**Section C**

**Instructions:** Answer **only one** question from this section. Ensure that you answer all parts of the selected question.

4. Locate consultation on Arnstein's ladder of participation and United Nations Development Program's levels of participation and discuss it.
5. Use any four streams of Participatory Rural Appraisal (PRA) to trace the background and evolution of the PRA. Using the foci of the streams of PRA you have traced, explain why PRA has remained a popular adult education approach in Zambia.
6. What in your view accounts for the popular use of Training for Transformation in Zambia?
7. Describe Gramsci's types of intellectuals and their role in society. Do you think that Zambia needs organic intellectuals? Give reasons for your answer.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**AED 3210: EXTENSION EDUCATION**

**2013 FINAL EXAMINATION (DISTANCE EDUCATION)**

**INSTRUCTIONS**

1. Attempt any THREE examination items.
2. All items carry equal marks
3. Do not use point form
4. Write legibly and neatly.

**DURATION: THREE HOURS**

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1. Compare and contrast adult education and extension education.
2. Identify and explain five principles of extension education.
3. (a) With clear examples, define a profession.  
(b) State criteria of a profession according to Lieberman.  
(c) Using your information in 6 (b) above, justify whether or not extension education is a profession.
4. Identify and discuss five functions of communication and their relevance to extension education.
5. State and discuss the steps involved in the evaluation process of extension programmes.
6. Discuss how people in African traditional society utilised extension education passed on information to future generations.

**THE END**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

**INSTITUTE OF DISTANCE EDUCATION**

**UNIVERSITY END OF YEAR EXAMINATIONS- 2013/2014**

**AED 3310 : GUIDANCE AND COUNSELLING IN ADULT  
EDUCATION**  
**TIME : THREE (3) HOURS**  
**INSTRUCTIONS : THIS PAPER HAS TWO SECTIONS. READ THE  
INSTRUCTIONS FOR EACH SECTION  
CAREFULLY BEFORE ANSWERING THE  
QUESTIONS.**

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**SECTION 1: ANSWER THE ONLY QUESTION IN THIS SECTION**

1. Provide a discourse to show that psycho-socio counselling can be used to liberate people from personal and societal problems or oppressions.

**SECTION TWO: ANSWER ANY THREE (3) QUESTIONS IN THIS SECTION**

2. Write brief notes on each of the following concepts:
  - a. Thinking and emotions
  - b. Self-talk
  - c. Control of emotions
  - d. Divorce
3. Discuss the role of a counsellor in the Rational Emotive Theory. Use practical examples to illustrate your answer.
4. What are ethics in counselling? Identify and discuss at least four (4) ethical issues a counsellor should always be mindful of during counselling.
5. Counselling skills are important for any counselling to be effective. Discuss for or against and exemplify your discussion.
6. Describe the stages involved in the counselling process.

***THE END***

***ALL THE BEST!***

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

2013/14 ACADEMIC YEAR FINAL EXAMINATIONS

AED 3414: INTRODUCTION TO RESEARCH METHODS

TIME: THREE HOURS

INSTRUCTIONS: QUESTION PAPER FOR THIRD AND FOURTH YEAR STUDENTS.

: FOURTH YEAR STUDENTS SHOULD SKIP SECTION A. THEY SHOULD ANSWER QUESTIONS IN SECTION B ONLY.

THERE ARE TWO SECTIONS IN THIS PAPER. BEFORE ANSWERING THE QUESTIONS, READ CAREFULLY THE INSTRUCTIONS FOR EACH SECTION.

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SECTION A

INSTRUCTIONS FOR THIRD YEAR STUDENTS:

ANSWER QUESTION ONE (1) AND ANY OTHER QUESTION FROM THIS SECTION. WRITE YOUR ANSWERS IN A SEPARATE ANSWER BOOK.

1. Agricultural extension workers in Senanga District would like to evaluate their work in the district. Give them advice on how they can **appropriately** employ the following sampling procedures. Illustrate your answer.
  - a) Stratified random sampling procedure.
  - b) Systematic random sampling procedure.
2. Provide a guide to a colleague who is in the process of writing a literature review is critical to all steps of a research study.
3. What do you understand by objectivity and logic? Why are these concepts central to scientific method? Give any three reasons for using the scientific method in the study of educational phenomena.
4. The following are a number of research issues. Choose one and prepare a questionnaire with **at least ten questions**. Your questionnaire **should not** include more than two items of biographical data.
  - a) Youth skills training programs
  - b) Maternal and child health programs in rural areas
  - c) Anti-voter apathy in urban areas

**SECTION B**

**INSTRUCTIONS FOR THIRD YEAR STUDENTS: ANSWER ANY TWO (2) QUESTIONS FROM THIS SECTION. WRITE YOUR ANSWERS IN A SEPARATE ANSWER BOOK.**

**INSTRUCTIONS FOR FOURTH YEAR STUDENTS: ANSWER ANY THREE (3) QUESTIONS**

1. A random sample of students in statistics was observed for their height and body weight. The resultant paired data on the two characteristics were obtained as below

Height(cm): 50 52 55 60 62 65 65 60 70 75

Weight(kg): 52 50 57 65 65 62 65 65 71 78

(a) Suitably designate the two variables as dependent and independent in terms of X and Y.

(b) Obtain the coefficient of correlation between the two variables.

2. The production of goods and services over a period of time in Zambia was as follows:

Year	Primary sector	secondary sector	Tertiary sector
1990-91	24204	6451	34016
1994-96	27890	8642	14641
1997-98	32793	11790	18321
1999-01	32310	16418	23397
2002- 04	41385	20209	28832
2005-06	46183	23507	35278
2008 09	48536	29828	44063
2010-11	56848	40602	59114
2012-13	69860	59493	83177

Construct a percentage pie chart for this data.

3. The salary distribution in kwacha at UNZA is as follows:

C-l	f
1050-1059	6
1060-1069	9
1070-1079	15
1080-1089	25
1090-1099	13
1100-1109	7
1110-1119	5

What is the coefficient of variation for this data?

4. A survey of households shows the distribution of electricity consumption as presented below:

Unit consumed	Number of households
10.0-11.9	05
12.0-13.9	08
12.0-13.9	10
14.0-15.9	15
16.0-17.9	07
18.0-19.9	07
20.0-21.9	03
22.0-23.9	02

a) Obtain the range of the distribution.

b) Compute the semi inter-quartile range.

5. How do you construct the following charts and graphs?

- a. Simple bar chart
- b. Stem and leaf chart
- c. Frequency polygon
- d. Histogram

**END OF EXAMINATION**

**GOOD LUCK.**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**2013/14 DISTANCE FINAL EXAMINATION**

**AED 4915    NON GOVERNMENTAL ORGANIZATIONS**

**DURATION :        3 HOURS**

**INSTRUCTION**

- a. There are **five** questions in this exam and you are required to answer **three** questions only.
  - b. All questions carry equal marks
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**QUESTIONS**

1. What is a theoretical framework? Explain its influence on the actor's values and perspectives?
2. Explain David Korten's theory to our understanding of NGOs.
3. Justify the assertion that NGOs are agents of neo-colonialism.
4. NGOs are often times referred to as third sector development agencies. Using examples explain what is meant by this statement.
5. David Korten's views of NGOs is that they belong to different generations. Identify these generations and discuss their pros and cons with respect to the development of your community.

**END OF EXAMINATION**

**GOD BE WITH YOU**

THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

2013/2014 ACADEMIC YEAR FINAL EXAMINATIONS

AED 9315

COMPARATIVE ADULT EDUCATION

TIME: THREE HOURS

INSTRUCTIONS: THERE ARE THREE (3) SECTIONS IN THIS PAPER.  
BEFORE ANSWERING THE QUESTIONS, READ CAREFULLY THE  
INSTRUCTIONS FOR EACH SECTION.

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**SECTION A**

**Instructions:** Answer **one** question from this section.

1. Using the contrast between Holmes and Bereday, provide a critical analysis of Bereday's method of comparative education.

**SECTION C**

**Instructions:** Answer **two** questions from this section

2. What are the roots of comparative adult education? Some scholars believe that conferences are the taproot of comparative adult education. Give reasons to support and disprove this contention.
3. Briefly describe Noah and Eckstein's scientific method of comparative education. What the strengths and weaknesses of this method?
4. Educational borrowing has influenced the development of various adult education institutions, strategies, movements and innovations. Show how borrowing of adult education ideas from one country influenced the development of adult education in another country. Illustrate your answer.
5. The case study on Frontier College illustrates how Canada's oldest adult education institution provides an illustration of adult education philosophy practice. Briefly describe another case study and explain its contribution to the philosophy and practice of adult education.

**END OF EXAMINATION**



**THE UNIVERSITY OF ZAMBIA**  
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**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**  
**2013/14 DISTANCE FINAL EXAMINATION**

**AED 9415 – EMERGING AND CONTEMPORARY ISSUES IN ADULT  
EDUCATION**

**DURATION : 3 HOURS**

**INSTRUCTION**

- a. There are **five** questions in this exam and you are required to answer **three** questions only.
  - b. All questions carry equal marks
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**QUESTIONS**

1. What is your understanding of Foreign Aid? Explain why Foreign aid is an emerging issue.
2. How would you explain the relationship between HIV/AIDS and Gender?
3. Provide possible solutions to the problem of street kids in Zambia.
4. Defilement is among the issues under discussion in many forums within the Zambian Society. Explain why this has been identified as an emerging issue.
5. Gender is an issue that has raised talk on the globe. What is your understanding of gender and why it has become an issue now?

**END OF EXAMINATION**

**GOD BE WITH YOU**