

**The University of Zambia**

**School of education**

**2015 full year courses exams**

**Post graduate**

**COURSE CODE**

**TITLE**

**1. AED 5110**

**community education**

**2. AED 5115**

**Policy analysis in Adult Education**

**3. AED 5220**

**the extra moral studies**

**The University of Zambia**  
School of Education  
Department of Adult Education and Extension Studies

2014 Academic Year Final Examination

**AED 5110    Community Education and Development**

**Instructions**

- a. This paper contains **four** questions. Answer only **three** questions.
  - b. All the questions carry equal marks.
  - c. Duration: two **(2)** hours.
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- 1. What do you know about community education and development?
- 2. If you were given a task relating to community education and development, how would you arrive at the necessary point?
- 3. Adult education is the main field of study that we focus on, yet what now comes in is community education and development, show the nature of relationship of the two.
- 4. Community education does sound NOVEL in comparison with other fields which look like more essential, and probably even more direct to areas or field of study tailored and accurately focused towards development issues. Show why a field of study like this one should be allowed to be part of the University academic study area.

**End of examination**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

**2014/15 ACADEMIC YEAR FINAL EXAMINATIONS**

**AED 5115**

**POLICY ANALYSIS IN ADULT EDUCATION**

**TIME: THREE HOURS**

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

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1. Problematised the concept of social policy and, with justification, recommend a suitable concept for use in Zambia.
2. Briefly describe your preferred policy analysis model. Demonstrate how a policy analyst can appropriately use the model at various stages of the policy cycle. What are the limits of this model?
3. "A policy may be general or specific, broad or narrow, simple or complex, public or private, written or unwritten explicit or implicit, discretionary or detailed and qualitative or quantitative". Critically analyze this position showing both the advantages and disadvantages of adopting such a stance for the policy analyst.
4. What is meant by black box in the systems model? Illustrate your answer by discussing the use of systems theory in policy analysis.
5. Explain the phenomenon of *educational inflation* to illustrate bounded rationality. What are the implications of this phenomenon to policy analysis?

**END OF EXAMINATION**

# **THE UNIVERSITY OF ZAMBIA**

## **SCHOOL OF EDUCATION**

### **DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

#### **END OF ACADEMIC YEAR EXAMINATION FOR THE ACADEMIC YEAR 2014/2015**

**COURSE:** AED 5220 UNIVERSITY EXTENSION: THE EXTRA-MURAL STUDIES

**DATE:** TUESDAY, 30<sup>TH</sup> JUNE 2015

**VENUE:** 3B – SCHOOL OF EDUCATION BUILDING

**TIME:** 14:00 – 17:00 (3 HOURS)

#### **INSTRUCTION: ATTEMPT ANY FOUR (4) QUESTIONS**

#### **QUESTIONS**

1. A horde of scholars is of the view that University extension education must be versatile and adaptive to prevailing circumstances if it has to remain relevant. Hypothesise and explain factors which might counteract this expectation.
2. A plethora of intrinsic and extrinsic circumstances conspired to originate university extension education in Zambia. Tease out and elaborate only those circumstances which were intrinsic to Zambia.
3. Write comprehensively to demonstrate how strong political will was at the behest of a resilient agricultural extension education on which, in turn, sustained a vibrant agriculture industry.
4. University extension education in Zambia has been innundated by an avalanche of seemingly intractable challenges. Single out three of such challenges, discuss them in detail and suggest possible solutions of how they can be redressed.
5. The British colonisers were unrelenting in their quest to pulverise to its foundation the thriving Indian economy. Recount how the indigenous Indian Government after independence used university extension education to reconstruct its economy into buoyancy again.
6. The academic architects who originated the University of Zambia urged for the provision of non credit courses through the Department of Extra-Mural Studies, now the Department of Adult Education and Extension Studies. Recently, the Department of Adult Education introduced credit courses. Would you chide or commend the department for the move it made? Justify your position.

**END OF EXAMINATION**