

**PERCEPTIONS AND ATTITUDES OF THE MINISTRY OF EDUCATION
STAFF IN LUSAKA DISTRICT TOWARDS ADULT EDUCATION
DEGREE PROGRAMME AT UNIVERSITY OF ZAMBIA**

By

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APPROVAL

This dissertation of Maureen Musa Pakuwa, is approved as fulfilling part of the requirements for the degree of Master of Education in Adult Education by the University of Zambia.

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ABSTRACT

This is a report of a study on the perceptions and attitudes of the Ministry of Education staff in Lusaka district towards the adult education degree programme. The main purpose of the study was to find out the perceptions and attitudes of the Ministry of Education staff towards adult education degree programme. The study attempted to answer the following research questions:

- 1) What are attitudes of the Ministry of Education staff towards adult education?
- 2) What is the general understanding of adult education in the Ministry of Education?
- 3) What is Ministry of Education knowledge of the courses offered in adult education degree programme?
- 4) How does Ministry of Education staff understand the role of Adult Education?
- 5) What were the perceived job descriptions of adult education degree graduates?

The survey study design was used to explore the perceptions and attitudes in the Ministry of Education staff in Lusaka district towards Adult Education Degree Programme. The semi-structured interview method was used to collect data. The structured questions in the interview schedule facilitated the generating of the quantitative information. In depth qualitative type of information was generated through unstructured questions in the interview schedule. The information in this study was collected from the following categories of people: 19 Ministry of Education officials, 40 teachers, 4 school managers, and 12 adult education degree graduates who work in the Ministry of Education.

The findings of the study revealed a general ignorance of the adult education degree programme with three quarters of the Ministry of Education staff expressing ignorance about the courses. The study also revealed that majority of Ministry of Education staff in Lusaka had negative attitudes towards adult education degree programme.

A third major finding of the study was that adult education was perceived as education for the elderly in form of night school and literacy. Finally, respondents in the study also

perceived adult education degree graduates' ideal jobs to be located only in the Directorate of Open and Distance Education (DODE).

Based on findings, the following recommendations were made:

- The Department of Adult Education and Extension Studies should devise a deliberate marketing strategy aimed at sensitizing Ministry of Education officials and teaching staff.
- The University of Zambia should expand its marketing strategy through the use of media, production of brochures, workshops and seminars.
- Graduates of Adult Education Degree programme should be placed not only in DODE but also in other Ministry of Education directorates where they can apply the skills acquired in the adult education degree programme.

DEDICATION

I dedicate this report to my late parents; my father and my mother, Robert Pakuwa and Alice Mutalifelile Fanyanga who saw the value of educating a child. I also dedicate it to my husband, George and our beloved children, Sepo, Tabo, Limpo, Mbuyoti, Kozo and Tumelo for their love patience and encouragement.

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ACRONYMS

AE	Adult Education
AED	Adult Education Degree Programme
APU	Academic Production Units
DEBS	District Education Board Secretary
DODE	Directorate of Open and Distance Education
DVV	Germany Adult Education Association
GCE	General Certificate of Education
GRZ	Government of the Republic of Zambia
HRD	Human Resource Development
MOE	Ministry of Education
PEO	Provincial Education Officer
SDL	Self Directed Learning
SEO	Senior Education officer
SESO	Senior Education Standards officer
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNZA	University of Zambia
ZATEC	Zambia Teachers Education Course

CHAPTER ONE

INTRODUCTION

1.1 Background

In Zambia, perceptions and attitudes have had an influence in the development of formal adult education. The content was influenced by the function that providers had in mind. During the pre-colonial and colonial periods of 1890 to 1963 the major providers of adult education were the missionaries because they perceived it as a means of spreading the Christian message. They taught people how to read and write so that people could read the Bible on their own and be able to share the word to others (Snelson 1974:248). An example was the literacy programmes started in 1948 by Hope Hay the missionary in Mindolo Compound in Kitwe. She adopted a method of teaching where each one taught one. The essence of this was to learn how to read the Bible and understand it. Any person who learnt how to read and write was expected to teach another person and it went on and on. The missionaries had greater influence on the educational policy during this period because of the overwhelming share that they had in the provision of adult education.

Colonial administration perceived provision of adult education as a way of getting people who would help them to do orderly jobs in the offices, help maintain law and order and work in their homes as cooks, gardeners and houseboys. As a result nothing much was done. Very little funding was put in place for the adult education activities. One of the few activities that they did was the introduction of the badge scheme in which literacy programmes were included. The scheme used a mass campaign in which participants were taught in their own location and those that graduated were given a badge (Mwanakatwe, 1974).

At independence, the government perceived adult education as a tool that could be used to address the great challenge of human resource that it needed. The government needed to Zambianise the employment sector. As a result several activities through the ministry of education were done to advance adult education provision. The government through the ministry of education (MOE) expanded already existing literacy programmes, night schools,

correspondence education and vocational training. An example of expansion was that of evening classes for adults initiated in 1954, enrolments increased from 4,500 students to 27,000 in 1967 (Mwanakatwe, 1974).

Another very important step in the advancement of adult education that took place in MOE was the opening of the University of Zambia (UNZA) in March 1966. The Lockwood Committee which recommended the establishment of a university in Zambia urged the introduction of adult education. It perceived the provision of adult education as a way of addressing the country's need of human resource.

The department of Extra Mural Studies which was responsible for adult education began operations in 1967. The function of the department was teaching through extra mural classes, residential courses, seminars and broadcasting. The other two functions were concerned with adult education training and research (Report of a conference on The Role of the University in Adult Education Training, 1966:9). The importance of the function of adult education training and research was pointed out at the conference of adult education in Zambia held in Lusaka in April 1966 and the Conference of the Adult Education Association of East and Central Africa held in Nairobi in June 1966, both emphasized the need for training adult educators and research into adult education.

Many delegates also to the 1969 Khartoum conference of the African Adult Education Association felt that training, research and the provision of professional leadership co-ordination were the first priorities of adult education or Extra Mural Studies. In 1969, the request for a one year professional course in adult education made by the conference on the role of the University in Adult education training was presented to the Senate by professor Bown. It was approved and all government ministries were informed about the course and the response was positive (Alexander, 1975:69).

Mr. John Mwanakatwe, who was the Secretary General to the Zambian government then, wrote to all permanent Secretaries in support of the one year adult education course. The course was intended to provide professional strengthening for mature persons already working in jobs which involved the education of adults. The students were to come from MOE, Community

Development and Agriculture. The students were to be sponsored by their employers and receive their full salaries or bursaries while on training (Alexander, 1975:69).

With this overwhelming support in 1971, a programme of study leading to a certificate in adult education, lasting one year residually and up to three years by distance methods was introduced. In 1978, a one year diploma course in adult education was introduced to cater for students who successfully completed the certificate course and wanted to advance themselves further. Between 1972 and 1999, the University of Zambia had produced a total of 367 certificate holders and 249 diploma holders in Adult education (Kamwengo, 2006).

Adult education provision at UNZA in terms of training adult educators, research and practice had advanced to the extent that by 1984 discussions on the introduction of the degree programme started. The people involved in these discussions were lecturers at UNZA in the Department of Adult Education and Extension Studies. The need for starting the programme was as a result of a survey that was carried out on the former diploma and certificate students. Letters were also sent to the employers, who were MOE, Community Development, Ministry of Agriculture, Ministry of Defence and Civil Society. The findings showed that the programme was necessary (Adult Education Department, 2007).

By March 1985, a meeting was held at David Livingstone Teachers Training College to discuss the degree programme. The course outlines were made. Preferred courses were psychology, administration, community development and sociology. Rules and regulations regarding entry were also made. At the beginning only people who had either certificate or diploma in adult education were allowed to pursue the course. Certificate holders were to join at second year while diploma holders were to join at third year. However, the introduction of the degree programme dragged on until the mid 90s due to staffing. Also during this time, UNZA had passed a policy that certificates should not be offered but only degrees. Therefore the department was obliged to start a degree programme. In 1996, the degree programme started (Sibalwa, 2007).

Since 2003, UNZA has produced a total of 221 degree graduates in Adult Education. Furthermore, in the year 2007, UNZA, through the Department of Adult Education and Extension Studies embarked on a Masters Programme (UNZA Graduation Booklets, 2003-2008).

Despite these achievements in the provision of Adult education at the University of Zambia, the perceptions and attitudes of officers in the Ministry of Education on adult education degree programme were not known. The Ministry of Education so far is the employer of the majority of students who embark on furthering their education by means of acquiring the adult education degree. Hence this study sought to identify the perceptions and attitudes in the Ministry of Education on Adult education degree programme.

1.2 Statement of the Problem

The University of Zambia through the Department of Adult Education and Extension Studies has made significant achievements in the area of training and research in adult education to the extent that by 2008, it had produced 221 graduates. Quite a large number of these graduates were employees of the Ministry of Education working as teachers before they enrolled in adult education. The use of the skills obtained in adult education degree programme depended on being promoted or transferred to offices where they could apply these skills.

Their promotion engagement by Ministry of Education was assumed to be influenced by perceptions and attitudes. The perceptions and attitudes in the Ministry of Education toward adult education were not known. Hence the study sought to investigate the perceptions and attitudes in the Ministry of Education toward adult education degree programme.

1.3 Purpose of the Study

The purpose of the study was to find out the perceptions and attitudes in the Ministry of Education towards adult education degree programme at UNZA.

1.4 Objectives of the Study

The study undertook to address the following objectives:

- 1) To investigate attitudes of the Ministry of Education staff towards adult education degree programme.
- 2) To find out what the Ministry of Education staff understand about adult education in general.
- 3) To examine Ministry of Education knowledge of the courses offered in adult education degree programme.

- 4) To find out how the Ministry of Education staff understand the role of adult education degree programme.
- 5) To investigate the perceived job descriptions of adult education degree programme graduates.

1.5 Research Questions

- 1) What are attitudes of the Ministry of Education staff towards adult education?
- 2) What is the general understanding of adult education in the Ministry of Education?
- 3) What is Ministry of Education knowledge of the courses offered in adult education degree programme?
- 4) How does Ministry of Education staff understand the role of Adult Education degree programme?
- 5) What were the perceived job descriptions of adult education degree graduates?

1.6 Assumptions of the Study

The study assumed that perceptions and attitudes in the Ministry of Education on adult education degree programme at the University of Zambia were not known.

1.7 Significance of the Study

The study was important because its findings, conclusions and recommendations may be beneficial to the department of Adult Education at the University of Zambia, Ministry of Education and other researchers in the field of adult education.

The Department of Adult Education may benefit from the study because it may be able to know how its degree programme is perceived. It may bring out issues that affect its courses which may lead to an adjustment in its programmes. Additionally other researchers in the field of adult education may be able to use its literature for further studies on the perceptions and attitudes on adult education.

The Ministry of Education may also benefit from the study because it may help both the policy makers and implementers to have a clear understanding of Adult education. The policy makers may formulate policies that may help get rid of any misconceptions on adult education and the policy implementers may be able to appreciate adult education which may help in the funding and staffing.

1.8 Limitations of the Study

The Ministry of Education has employees throughout the country. Some of these employees are actually graduates of the Adult education degree programme offered at the University of Zambia. The researcher would have loved to go to all the districts of Zambia, but due to inadequate time, transport and finances, the study was limited to Lusaka district.

1.9 Definition of Terms

Attitude is a positive or negative feeling associated with a specific psychological object. Anything to which a person reacts may be a psychological object which may be any symbol, phrase, slogan, person, institution, ideal or idea (Collier Encyclopaedia, 1967:203).

Perception is an idea, a belief or an image that an individual has as a result of how one sees or understands something.

Ministry official is the term used to mean all the respondents at the District, Provincial, Headquarters and Teaching Service Commission. Teaching Service Commission is included because of the nature of their work.

School based staff is the term used to mean all the teachers and school managers interviewed.

CHAPTER TWO

LITERATURE REVIEW

There is a dearth of literature on the perceptions and attitudes to the field of adult education. The literature review of this study focused on meaning, purposes and functions of adult education challenges and studies on attitudes and perceptions in adult education.

2.1 Meaning of Adult Education

In terms of a definition of adult education, it is difficult to develop a common terminology because adult education has come to mean so many different things to so many people, (Rose, n. d.). In fact the professionalization of the field in the thirties and forties led to encompassing of divergent forms of practice to the extent that definitions of adult education have become meaningless (Hearney, 1996:117). Many people have defined adult education according to their understanding.

According to Kamwengo (2006:36), there are three explanations for the lack of agreement in the definition of adult education. The first one being the fact that many adult educators subscribe to different philosophical orientations which are based on assumptions and value judgments that are not necessarily acceptable to everyone (Darkenwald and Merriam, 1982). For instance, adult educators subscribing to Paulo Freire's radical ideas of raising people's consciousness of the social and political contradictions in their culture, view adult education as a vehicle for social, economic and political change. Those belonging to the humanistic or existential philosophical orientation define adult education as means for personal growth and development. Those from the progressive philosophical orientation see adult education as a means of achieving personal development and social progress. But those subscribing to the behaviouristic orientation see adult education as an instrument for promoting behavioural change (Kamwengo, 2006).

Another reason explaining the lack of agreement over the definition of adult education is that many people tend to define adult education in terms of the programmes they are familiar with. Schroeder (1970) in Kamwengo (2006) stresses this point when he says that people try to define adult education within the limits of their experience with it. It is because of this that we find

people defining the concept in terms of such common programmes as literacy, night school, extra mural studies, correspondence studies basket weaving, dress making or other terms of skills.

The third reason that explains the lack of agreement over the definition of adult education is that some institutions providing adult education activities have developed differing operational definition of the concept. Using the mission statement to set limits to activities and forget groups they have to serve, some institutions have come up with narrow exclusive definitions that are not acceptable to everyone.

However, UNESCO gives a fuller and more encompassing definition. It was adopted in 1976 by the General Conference of UNESCO. It is considered as the official world definition. The General Conference of UNESCO defined adult education as:

The term adult education denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges, and universities as well as apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitude or behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development (Darkenwald and Merriam, 1982:9).

Adult education is actually a major part of lifelong education which concerns itself with all educational activities directed towards adults. It is an umbrella term covering a multitude of activities. Its activities range from literacy to university adult education. There are several other terms used that actually mean adult education. Kamwengo, (2006:14) categorises the adult education related terms as institutional, international, learning and community related concepts.

The international concepts include recurrent and lifelong education. Recurrent education concept is of European origin and underscores the principle of lifelong learning that work and study should alternate or that learning should recur periodically throughout ones life as needs and circumstances change. In practice, recurrent education is used principally as synonym of adult

education, particularly in the international literature produced by such agencies as the Organization for Economic Cooperation and Development. While lifelong education proposes that education should be made available throughout life as needed and desired by both the young and old. Lifelong education as a concept was adopted by UNESCO around 1970. Its origin can be traced to the writings of Dewey, Lindeman and Yeaxlee during the first half of the 20th century.

The second category of the related terms to adult education is the institutional concepts. They include non-traditional education, continuing education, non-formal education and education permanente. The term non-traditional education is an American invention popularised by the Commission of Non-Traditional Study, a foundation supported panel of educational leaders that sponsored several studies in the early 1970s. The concept refers to a variety of ways in which adults can receive credit towards a degree in higher education. An example of this is distance education degree.

Continuing education refers to any extension of education beyond the point where individuals left formal education. The concept has been preferred in some countries because of a number of reasons. First it gets around the problem of having to define adult education. Secondly, it is perceived to have broader interpretations of the field unlike adult education. Thirdly, the changing nature of audiences and curricula in the education of adults has generated interest in the concept. For instance, during the past 15 years, extra mural studies or extension departments in the English speaking Africa changed their titles to continuing education. In the 1980s the department of Adult Education in the Ministry of Education and Adult Education Board in Zambia changed their names to Continuing Education (Kamwengo, 2006).

Non Formal Education refers to an organized educational activity carried on outside the formal system to provide learning to specific groups in the population. This includes both adults and children (Combs and Ahmed, 1974). It includes agricultural extension, adult literacy, bible study, skills training, in-service training and many others. While Education Permanente concept has a French origin and is rarely used outside the French speaking countries. It encompasses education for the young and education for the adults. People are allowed to return to education from where they left after some interruption.

The third category of related terms to adult education is work related concepts. These include human resource development and workers education. Human Resource Development (HRD) is a concept that refers to organized learning experiences that take place within a specific period of time to increase the possibility of improving job performance and results in individual and organizational growth (Nadler, 1984). There are three activity areas in the concept of HRD. These include training, education and development. While Workers Education refers to educational programmes designed to help union representatives and members to perform their union related functions more effectively.

The fourth category of related terms to adult education is learning concepts. It includes distance education, andragogy and self directed learning. Distance education is a process of providing instruction when students and instructors are separated by physical distance and technology, often in tandem with face-to face communication, is used to bridge this gap. Andragogy as a concept originated in Europe. It was taken to America and popularised by Malcolm Knowles. According to Knowles (1980) andragogy is the art and sciences of helping adults learn. This is in contrast to pedagogy, which is defined as the art and science of teaching children. While Self Directed Learning (SDL) concept is defined differently by different writers. Some writers see it as a process or method; others view it as a goal or outcome, and some other writers refer to it as internal characteristics of an individual that predispose one towards taking responsibility for learning. One simple way of defining SDL is to view it as learning in which the learners assume the control of the learning.

The last category is community related concepts. They include community education, informal education, popular education and adult basic literacy. Community education is used sometimes in a generic sense and at other times to denote a particular educational philosophy and movement. In its generic sense, community education refers to any kind of education program or activity designed to serve people “out in the community” whether preschoolers or the elderly (Darkenwald and Merriam, 1982). It is different from community development which is characterized by action-oriented community problem solving, in which learning and doing are intimately bound together. Community development has long been associated with adult education. Community education, however, is often associated with the community school movement.

Informal Education is any unplanned, unstructured and in some cases unintended education that takes place throughout the lives of people as they read newspapers, books, listening to the radio, view television or movies. Informal education takes place every day of our lives. While Popular Education concept refers to traditional adult education especially in European countries of Denmark and Greece (Jarvis, 1990). In Latin America, the concept has the following connotations:

- Education is a right for all people including the masses who are excluded from the benefits of the school systems,
- Education is designed by the people for the people,
- Education involves praxis—put into practice in the class struggle; and
- Education is an instrument for ideological class struggle—that is radical and revolutionary.

Finally, Adult Basic Literacy concept refers to instructional programmes for adults whose basic skills are reading, writing and arithmetic. Adult basic literacy usually includes adult literacy education, which focuses on adults whose basic skills are fourth grade level or below.

Adult education as a term may appear to be self explanatory, but it actually has different meanings to different people. It is sometimes viewed as non-examination classes for adults or external work that universities offer (Prosser, 1970). The term also has not been universally accepted among the people who are involved with education of adults. The reason being that the term is usually considered to mean, in the mind of the public as night school, basket weaving and other recreational activities (Darkenwald and Merriam, 1982:12). There are many other terms used internationally to mean adult education. The terms include: literacy, night school, workers education, distance education, skills training, bible study, human resource development (staff development/in-service training/staff training), continuing professional education (lawyers, medical doctors, nurses, teachers, agricultural experts, engineers and so forth), prison education, university extension, health education – birth attendants' training, aids awareness training, family planning seminars, nutrition education, non-formal education, agricultural extension, environmental education, civic education, driver education, general education – primary and secondary classes; and commercial and distributive education – typing and secretarial classes, book-keeping, display advertising and other courses that meet the needs of commercial interests in the community (Kamwengo, 2006).

2.2 Purposes and Functions of Adult Education

Mbozi (2006), states that the purposes and functions of adult education are related. When used by adult educators, function does not seem to be clearly defined. It can mean purpose, role, goal, or even philosophy. It is difficult to put a clear line between the two concepts. Hallenbeck (1960) and Beder (1989) who wrote on functions of adult education and purposes of adult education respectively found it difficult to separate these concepts. Besides adult education as earlier discussed, has no single definition, it cannot be pinned down to a single purpose or function.

One of the reasons of the multiplicity of purposes and functions of adult education is due to the different philosophical orientations of adult educators (Darkenwald and Merriam 1982:41, Kamwengo 2006:15). The first purpose, according to liberal philosophical view is that it helps to cultivate the intellect. The purpose of adult education should be to produce intelligent, informed, cultured and moral persons. It should be able to develop the intellectual powers of the mind, making a person literate, intellectually, morally and spiritually.

The second purpose of adult education according to the humanistic view is societal advancement. Adult education should be able to enhance personal growth and development. Humanistic psychologists such as Abraham Maslow and Carl Rogers see adult education as a means of fostering self-actualising and fully-functioning individuals. The overall purpose according to Maslow is that of "helping the person to become the best he can be" (Maslow, 1976:120). Knowles sees andragogy, the art and science of helping adults learn as a methodology for facilitating the enhancement of personal growth and development (Knowles, 1980:67).

The third purpose according to the pragmatism/progressive philosophical orientation is that of both personal growth and maintenance and promotion of a better society. The proponents of pragmatism/progressive orientation contend that personal growth cannot be separated from society in which the individual lives. Hallenback (1960) argues that adult education is generated by the societal milieu in which they live, their interests, their needs, their problems and their ambitions are products of their environment. Lindeman states that, what distinguishes adult education from other learning activities is the fact that its purpose is definitely societal and that adult education is integrated to the democratic struggle (Brookfield, 1984:190). Adult education is an essential factor in the creation of a democratic society. Its absence leaves critical decisions in the hands of educated elite, promotes a cult of experts, and erodes democratic social order

(Hearney, 1996). Adult education for the pragmatism/progressive philosophical orientation has five functions of expanding communication skills, developing flexibility, improving human relations, facilitating participation and involvement in politics and organisations expediting personal growth (Mbozi, 2006).

The radicals view the purpose of adult education as being the role of bringing about radical change in the social order. The change could be politically, economically or socially through the provision of adult education. The purpose of adult education is for social transformation and development of critical consciousness. The radicals, Freire and Gramsci argue that personal as well as social development are hindered by unequal relations that are a product of economic dominance structures that are reflected in all aspects of life including religion, law, education and culture (Mbozi, 2009).

Adult education is concerned not only with preparing people for life, but rather with helping people to live more successfully. Thus a cardinal function of the adult education enterprise according to Darkenwald and Merriam (1982:9) is to assist adults to increase their competence, or negotiate transitions in their social roles such as worker, parent or retiree to help them gain greater fulfilment in their personal lives, and assist them in solving personal and community problems. However, Hearney (1996) contends that;

The original frame of reference for adult education is a vehicle for describing, defining and addressing human concerns as political endeavours. However, adult education now tends to be for catching up or keeping up with the knowledge and skills they are expected to acquire.

In other words, adult education should be seen to provide a type of education that seeks to provide persons with the tools and opportunities that would increase the frequency with which they may act critically and socially responsibly wherever they live, but this is not the case.

Lindeman (1947:55), also argues that “widespread intrusion of continued schooling, vocational training and myriad of other activities each claiming to be forms of adult education are not genuine, but true adult education is social education”. In addition, Hearney, (1996) also contends that “Adult education is being substituted for adult learning.” There is more to adult education than just the provision of activities such as literacy, skills training and schooling activities.

2.3 Professional Functions and Roles of Adult Education

Organized adult education can be traced at least as far back as the early eighteenth century; it was not established in the United States as a field of professional practice until the founding of the American Association for Adult Education in 1926 (Darkenwald and Merriam, 1982:15). According to Knowles (1964:67), adult education is one of the newest fields of social practice in the United States, in as much as the library field can be similarly defined as originating in 1876, the social work field in 1973, and the broader field of education which is public schooling in 1857.

Adult education has developed rapidly in the years since 1926 and undergone many changes. However, the functions and roles of adult educators have not been altered by time. Implying that the same roles performed in the past are the ones that are performed even today. Generally, adult educators, whatever their designate role, perform a greater variety of educative functions than do their counterparts in preparatory education. The basic functions of adult educators are instruction, counselling, programme development and administration. (Darkenwald and Merriam, 1982:16).

Programme development refers to the design, implementation and evaluation of educational activities. The programme development process involves assessing learner needs, setting objectives, selecting learning activities to take place, and evaluating outcomes. Programme development incorporates major elements of the functions of instruction and administration and often counselling too and therefore involves tasks traditionally associated with roles of both teacher and administrator.

The role of adult teacher is most similar to the traditional teaching role in the more formal programs that parallel the preparatory curricula, for example, schools and colleges, and most unlike it is the less formal, non-school settings. However, in adult education literature, often the word teacher is not used instead words like leader, mentor, and facilitator are used. Until recently, persons who started practicing adult education came to it from a background of some other form of education. They usually trained as school teachers and had to learn to teach adult education by trial and error. However, the coming of universities brought about the beginning of professionalism. It has now come to be recognized by employers that training as a school teacher is not adequate preparation for adult education work (Bown and Tomori, 1979).

Counselling function include the provision of information about educational and career opportunities, assistance in making educational and occupational choices and help in dealing with problems that interfere with the learning process. Another function of adult educators is advocacy. It involves advocating for improvement in the conditions of living of adults through educational activities (Mbozi, 2006). The functions of advocates include catalysing the transformation of institutions, policies and values through lobbying power holders and policy makers, mobilising affected groups to monitor and protect abusers of power; and facilitating reconciliation with justice in conflict situations.

However, many persons that perform the adult education functions and roles are not professionals and are at times employed by non-educational organisations (Mbozi, 2006). Examples of adult educators include the following:

- Volunteers in church and civic organisations,
- Tutors and in open and distance education institutions,
- Facilitators of learning in specialised fields such as agriculture and health,
- Animators, women non-governmental organisations such as the Women's Lobby, Women and Law in Southern Africa, Women for Change and other non-governmental organisations,
- Resource persons in internally funded projects such as water, sanitation and health education, community development and HIV/AIDS, projects,
- Social workers and others who teach adults as part of their roles but who may be working in non educational roles,
- Specialists of all kinds in government and industry who share their knowledge and expertise with fellow employees and with clients,
- Trainers who teach subjects and skills of all kinds in business and in industry, as well as in government departments and those that train volunteers.

In Zambia adult educators play a variety of roles and they are found in many settings. They include trainers and tutors of adults such as training officers in industry, trade union leaders and advisors, tutors in in-service programs such as teacher training colleges, facilitators of military and police refresher short term and long term courses, agriculture extension workers engaged in the provision of agricultural information to farmers, literacy organisers and instructors, citizens

education programs such as anti voter apathy campaigns, anti tax evasion educators and waste management educators such as “keep Zambia clean” campaigners, counsellors in various settings including health counsellors and careers counsellors and community development ventures. Other adult educators include all those that are involved in provision of vocational and entrepreneur education to adults such as carpentry and tailoring trainers and motivational speakers. It also includes the teachers of youths in remedial and compensatory education such as academic production units, distance education and evening classes (Mbozi, 2006).

2.4 Adult Education Provision at the University of Zambia

The University of Zambia’s Department of Adult Education has developed various programs and training methodologies. The Department runs five credit programs. The credit programs are:

- Certificate in Adult education,
- Diploma in Adult Education,
- Bachelor of Adult Education (full-time),
- Bachelor of Adult Education through distance learning, and;
- Master of Education in Adult Education.

The programs are designed to meet various needs of learners and thus the objectives, contents and structure vary from program to program. The credit Certificate and Diploma programs are targeted at adult learners that are not able to take full time studies for extended durations and are usually short. It takes a year to complete the certificate Program and two years to complete the Diploma Program. The course structure and contents of the Bachelor of Adult Education degree programs is the same. However, it takes only four years to complete full time studies and six years to complete the same degree through distance learning. The distance education program is suitable for people who cannot take a continuous period of four years from their family and work responsibilities.

The Master of Education in Adult Education was established as a response to the need for higher level training in adult education. The program follows the following general eighteen- month duration of masters programs at University of Zambia.

Credit programs in the department target two broad categories of people. The first category is that of adult educators or people who are involved in education of adults as trainers, facilitators

or administrators without skills in adult education. Some students in these programs are people who may hold bachelor or masters degrees in other areas but find themselves in need of adult education skills. The second category is that of non-adult educators who are interested in developing a career in adult education. This group of students includes teachers of adolescents in primary and secondary schools as well as school leavers.

The structures of courses for credit programs are developed based on needs of learners and diversity in specialisations of members of staff. Needs assessments are the ones that influence the development of courses. Courses such as Non-governmental Organisations and Emerging Issues in Adult Education respond to the current challenges in the Zambian socio-economic and political context. Training methods are usually influenced by the assumptions and perspectives of educators. This is not unique to Zambia, the evolution of various philosophies and consequent training methodologies have been linked to how educators perceive to be the ideal functions of adult education (Mbozi, 2007).

The programmatic focus of institutions and universities around the world vary depending on ruling ideologies and philosophical values of program developers. Quite often adult educators in the third world have been associated with radical adult education and critical pedagogies, but they have also been associated with humanistic education. The blend of adult education courses at the University of Zambia has been due to adaptations of knowledge, skills and value perspectives obtained from universities around the world as much as due to the need to respond to the needs of learners (Mbozi, 2007). Undergraduate adult education courses at the University of Zambia can be grouped into broad categories shown in table 1 below:

Table 1: Broad Categories of Undergraduate Courses in Adult Education

Broad Category Area	Courses	Functions
Radical adult education/Critical pedagogy	- Popular education	- Civic education on issues such as voter apathy, HIV/AIDS program human rights activists
	- Emerging Issues	- Political analysts - Policy analysts
	- Participatory approaches to Development	- Researchers in developmental issues - Developers, implementers and evaluators of developmental projects
	- Mass education and Development	- Civic educators - Community educators
Courses dealing with Social Dynamics of the Environment	- Non Governmental Organisations	- Workers in NGOs - Advocacy - Civic educators
	- Emerging issues in Adult education	- Policy analysts
	- Contemporary Issues in Adult education	- Researchers - Policy analysts
Administrative/ Management Courses	- Program planning	- Program developers - Curriculum designers and developers
	- Management of adult education programs	Managers and administrators in many settings such as: - Supervisory roles in both basic and high schools - Standard officers - Education officers - Executive officers - Administrative officers in all government ministries - Human resource managers
	- Program evaluation	- Programme Evaluators
	- Human resource development	- Human resources managers - Training officers
	- Curriculum development	- Curriculum designers and developers
	- Designing, marketing and managing seminars, workshops, conferences and short courses	- Training organizers
Training Methods/ Facilitation courses	- Instructional Methods and Techniques	Trainers and tutors of adults in many settings such as: - training officers in industry, - teacher training colleges - trade unions leaders and advisors - facilitators of military and police refresher courses, - agriculture extension workers - Literacy organisers and instructors
	- Community Development	- Community Development officers who coordinate learning in various communities.
	- Dynamics of planned change	- Planners - Change activists

Broad Category Area	Courses	Functions
Training Methods/ Facilitation courses	- Participatory approaches to development	- Researchers - Developers and implementers of developmental projects - Evaluators of developmental projects
	- Counselling	Counsellors in various setting such as: - Guidance and counselling teachers in schools - Health counsellors - Career counsellors - Counsellors in industry - Counsellors in high learning institutions
Specialised Learner-group courses	- Workers' education	Workers education such as: - Trainers of union leaders - Advocates of workers' rights
	- Literacy and learning environment	- Developers of literacy learning materials - Literacy organisers - Literacy instructors
	- Gerontology	- Caretakers of the elderly - Counsellors of the elderly - Advocates for the rights of the elderly
	- Distance education	- Academic program organisers and instructors - Academic Production Units coordinators - Providers of distance education - Module developers - Evening class organisers
Social science theories/philosophy courses	- Psychology of adult learners	- Motivational speakers
	- Philosophical foundations of adult education	- Trainers of adult educators
	- Sociology of adult education	- Social analysts - Social workers
	- Statistics	- Statisticians - Academic program organisers and instructors
	- Research methods and techniques	- Researchers - Trainers of researchers
	- Comparative adult education	- Policy analysts
	- History and development of education	- Trainers of educationalists
	- Communication skills	- Social workers - Trainers of adult educators

Source: Mbozi E.H. (2009). Key Issues in Designing and Managing Successful University Adult Education Programs. (The paper was presented at the Department of Adult Education and Extension Studies Curriculum review retreat at Ibis gardens, Chisamba, Zambia: 11 to 15 June 2009)

2.5 Challenges of Adult Education

Challenges may be as a result of misconceptions of adult education which may in turn affect the attitudes towards it. Kart (2004:4) states that, "the employee misconceptions about quality, content and financial viability of the programme can negatively impact their attitudes towards

courses.” According to Bown and Tomori (1979) adult education faces several challenges. These challenges include formalising the terms and concepts used in adult education, multiplicity of objectives and contents, the attitude of various governments to adult education are not favourable especially when it comes to funding and training adult educators.

The challenge of formalizing the terms and concepts used in adult education is not merely a question of semantics but its importance lies in the facilitation of communication between theoreticians and practitioners, and between them and outsiders. Besides this practical problem of communication, there has to emerge a corpus of identifiable adult education concepts, so that adult education may be recognized as an academic discipline.

The challenge of multiplicity of objectives and content should have been strength of adult education in guaranteeing equality of opportunity for the diverse aspirations of the populace, but it has turned out to be a liability in the sense that government economic and financial planners usually prefer specificity in programmes on which to put government funds. Hence literacy education that seems to be closer to formal school system receives preference in terms of funding. A discussion with the ministry officials often reveals that the objectives of adult education exist only as policy statements without concrete programmes to point to. Even where these programmes exist, they are scattered about in many ministries and lumped with the other programmes in such a way as to have their identity. More importantly, when it comes to funding, these educational aspects are often low priority.

In some countries specific division of adult education in the national ministry of education has been created to arrest this challenge. In Zambia for instance, the Directorate of Open and Distance Education was created within the Ministry of Education to look at the activities of adult education. Adult education is usually perceived in terms of literacy education and remedial evening classes (Bown and Tomori, 1979:232).

The challenge of the attitude of the various governments to adult education is only the beginning of the dawn of awareness. It is still a long way from complete acceptance and commitment. Even when centrally placed, wherever there is an economic or financial ‘belt’-tightening, adult education votes, along with other activities considered peripheral, are the first to be cut. Policy-

makers usually talk about adult education as a useful activity, but usually do not seem to give their hearts to it. They will not change their attitude without help.

Governments in the past did not and many now still do not appreciate the importance of adult education to their development plans. There is therefore the need to educate policy-makers about the importance of developing the human resource, since development programmes can only be implemented by human beings who have the requisite education (Bown and Tomori, 1979:56). In Zambia for instance, the Ministry of Education is not coming out clearly on its policy on adult education. In its policy document, *Educating our Future*, it refers to adult education as continuing education and distance education; which is said to face serious problems of understanding, lack of skilled personnel and transport and inadequate material for learning and teaching (MOE, 1996). In addition, in the Strategic Plan (2003-2007), adult literacy and adult basic education has lacked coordination and funding for materials, tutor training and learner support.

Even at University departments' level, adult education usually has to compete with other departments for their allocation of funds given to the university. For instance, some professor of physics wishing to acquire an expensive item of equipment may not appreciate the request of the director of extra-mural studies for substantial grant to buy books for his extra-mural library (Bown and Tomori, 1979:228).

Other challenges faced by adult education especially in Africa according to Ngoma (2006) are health issues such as HIV/AIDS, application of African indigenous management and knowledge paradigms, managing of diverse and complex institution, managing change, globalisation, and the use of information and communication technology, politics, corruption and meeting customers' and stakeholders' needs.

Finally training is also a challenge because it usually exists in complete isolation. The social welfare workers, the agricultural and health extension workers, the adult literacy personnel and the community and social development workers are usually trained in isolation posing the problem of curriculum design and development (Bown and Tomori, 1979).

2.6 Studies in Perceptions and Attitudes

Attitudes are significant not only in affecting adults' participation in adult education programmes, but are also of potential importance in determining their support of adult education programs. Surprisingly, very few attempts have been made to assess adults' attitudes towards adult education (Darkenwald and Hayes, 1986:2).

Among few studies conducted on attitudes to participation is a study on attitudes towards participation in adult education in disadvantaged areas. It revealed that members of socially excluded groups may frequently perceive that they will be subject to discrimination based on a possible range of educational record, where they come from, and the perception of them as coming from the lowest stratum of society. Many are also sceptical about the value which employers ascribe to qualifications in the recruitment process. The researchers concluded that experiences at school, academic confidence and perceptions of work opportunities will affect people's views of the role of adult education and training in their lives (Bowman, etal, 2000:7). Bowman's study would be relevant to this study because the experiences of MOE employees would affect their views of the adult education degree programme.

A study by Blunt and Yang (2002) found that three components existed when a person had a positive attitude about continuing education. These components were enjoyment of learning, intrinsic value and perceived importance. Results of Blunt and Yang's work showed that attitudes can predict participation behaviour. They argued that adult educators and policy developers need to pay more attention to the attitudes of a potential student in order to successfully attract students to continuing education classes. These results can be applied to this study, because if MOE employees have positive attitude towards adult education programme, it is likely that they would support adult education programmes in MOE.

Another study conducted at Delta College University, MI 2003 February showed that often non credit programmes do a better job marketing themselves to the outside world than the internal audience. Yet it is the internal audience that can stifle the non-credit programme's success in funding marketing and standards. Employee misconceptions about the quality, content, and financial viability of the programme can negatively impact their attitudes towards the courses It found out that long term miscommunications hurt support of programme by people who worked in other areas of the college. In fact, it found statistically significant relationships between

employees misinformation about non-credit courses and instructions and the employees' lack of support for the Workforce Development Centre. (Kart, 2004:4). These results of Kart (2004) study can be applied to this study because if the MOE employees are misinformed about the adult education degree programme, then their misconceptions will negatively impact the programme. The MOE employees will not value the programme, hence it will not receive the support that it rightly deserves. On the other hand, if the MOE employees are well informed and have no misconceptions, then the programme will be valued and will receive the full support.

Finally, a study carried out among Certified Athletic Trainers by Hughes (2005) found out that participants had a very positive attitude towards continuing education. The Certified Athletic Trainers felt that even though continuing professional education is a mandatory part of their practice, they still had a very high positive attitude towards it. The strong positive attitude towards continuing professional education allows early athletic trainers to grow not in their practice but also as better professionals in their delivery of health care.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The study used the survey design to obtain information from the respondents. A survey is a descriptive research whose purpose is to provide the researcher with information about a given topic or problem. It uses a schedule of questions in form of questionnaire and interview guide (Merriam and Simpson, 1995). The researcher chose to use this design because of its exploratory nature and allowed the researcher to produce data that was accurate and representative. Furthermore, in survey the questions are usually planned well in advance. Therefore, this design helped the researcher to collect and document perceptions and attitudes in the Ministry of Education towards Adult education degree programme.

3.2 Population

The Ministry of Education in Lusaka was taken as the population of the study. The population in the Ministry of Education in Lusaka was divided into categories of staff. The first category was the Ministry of Education officials and these included the Teaching Service Commissioners (7), Provincial Education Officer (1), District Education Board Secretary (1), Standard Education officers (14) and human resource personnel (5). The Ministry of Education officers totalled twenty eight (28). The second category of the population was the 221 University of Zambia adult education graduates whose location was not known. But it was established that a number of them were located in Lusaka District. The third category of the population was the school based staff in Lusaka which comprised of 116 school managers and 5,085 teachers. The combined population from these three categories of population was 5,450.

3.3 Sample

The study sample included 19 ministry officials, 40 teachers, 4 school managers and 12 adult education degree graduates who work in the Ministry of Education. The study sample totalled 75.

3.4 Sampling Procedure

Purposive sampling procedure was used for the Ministry of Education officials because the aim was to reach all the MOE officials over a period of 90 days that was allocated for data collection. However, 9 ministry officials could not be reached. These were 2 commissioners, 6 education standard officers and 1 human resource personnel.

For the school-based staff, sampling was necessary due to the size of the population. Lusaka has 116 schools; the schools were clustered into 8 zones at the time of study. The zones included the following: Lilanda, Matero, Kaunda Square, Emmasdale, Chibolya, Mumuni, Chilenje and Central. Zones have a range of 9 to 17 schools and are based on geographical demarcations for ease of administration. For the pilot study, Chibolya zone was randomly selected from the eight zones leaving seven zones. In the main study, Mumuni zone which has 15 schools was randomly selected from the remaining seven zones. Simple random sampling procedure was used to select 4 schools. In each of the selected schools, the school manager was taken as respondents. As for the teachers, disproportionate sampling procedure was used to facilitate an equal number of teachers, which were 10 per school irrespective of the total number of the teachers in a school. Gender, level of education, experience in the service were not considered as factors that would influence the perceptions and attitudes towards AED. However, a filter question was used to exclude those who were graduates of AED because they were already included as another category of the population.

The information regarding the whereabouts of the 221 UNZA AED graduates was not available at the time of the study. Therefore, snowball or chain sampling procedure was used to trace the graduates who work in MOE within Lusaka district. The researcher followed the first two whose whereabouts were known. These two were able to connect the researcher to those that they knew. The chain went on. The number of 15 graduates was perceived to be ideal. However during the period of three months of data collection only 12 graduates were reached.

3.4 Data Collection

The study used the semi-structured interview schedule method to collect data from all the respondents. Semi-structured schedule was perceived to be suitable because it provided in depth information of the perceptions and attitudes of the MOE staff in Lusaka towards AED. Pen and paper were used to record the interviews. In addition, tape recorder was also used to record all the interviews with the respondents.

3.5 Data Analysis

The data collected was analysed in relation to the study's objectives. Data collected on all the cassettes from the interview responses was transcribed. Quantitative and qualitative methods were used. The structured questions from the semi-structured schedule were used to generate quantitative data. Statistical procedures were used to analyse the quantitative data which was then summarised and presented on tables and pie charts. The structured questions were used to generate qualitative data. The qualitative data was analysed using categories of themes.

3.6 Validity and Reliability

Validity was enhanced through the pilot study. The semi-structured schedules were piloted. The pilot helped the researcher to remove any ambiguity and questions were modified to enhance responsiveness to the study's objectives. The pilot also helped the researcher to gain confidence and improve the effective use of the tape recorder. Reliability was also enhanced through the tape recorder usage. Interviews were tape-recorded and transcribed. In addition to the written notes, tape recording helped the researcher to get a wider perspective of the data on the perceptions and attitudes of MOE staff in Lusaka district towards AED.

3.7 Limitations

The study had limitations. One of the major limitations that the researcher experienced was time. Time was quite a challenge because the study was conducted while at the same time working as a teacher. It was therefore difficult to find time to go in the field. This limitation led to the researcher taking longer time in the completion of the study. Lack of resources was also a challenge. Ideally the school managers and teachers should have been selected in more than two zones, but the researcher was constrained by lack of resources. The other challenge was in the

collection of data from the ministry officials due to the nature of the officials work schedule. The researcher had to make several appointments before interviewing some of them. However, despite making several appointments, some of the ministry officials were still not willing to be interviewed.

CHAPTER FOUR

RESEARCH FINDINGS

The research sought to find out the perceptions and attitude in the Ministry of Education on adult education degree programme. The study was conducted in Lusaka district. Interviews were conducted among Ministry of Education school based staff which included teachers and school managers, adult education degree graduates and ministry officials included human resource personnel, standards officers, district education board secretary, provincial education officer, and the Teaching Service commissioners.

The findings of the study are narrated in relation to the study's goal. The study's goal was to find out the perceptions and attitudes towards adult education degree programme in the Ministry of Education. In order to attain the above goal, the study had the following research objectives:

- To investigate attitudes of the Ministry of Education staff towards adult education degree programme.
- To find out what the Ministry of Education staff understand about adult education in general.
- To examine Ministry of Education staff knowledge of the courses offered in adult education degree programme.
- To find out how the Ministry of Education staff understand the role of adult education.
- To investigate the perceived job descriptions of adult education degree programme graduates.

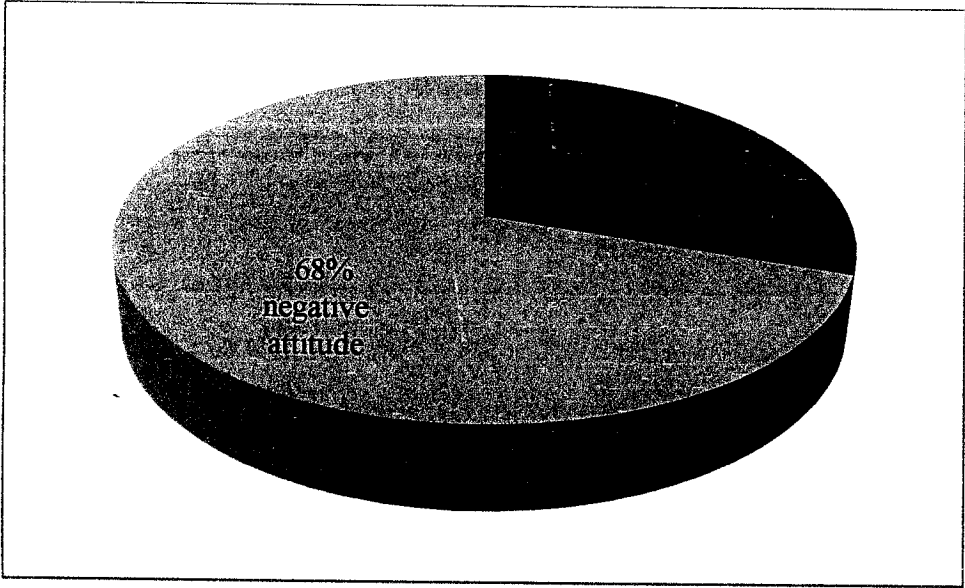
4.1 Attitudes of Ministry of Education Staff towards Adult Education

The objective on the attitudes of MOE staff towards AED was assessed by interviewing MOE school based staff and ministry officials.

4.1.1 Ministry of Education Staff's Attitude towards Studying Adult Education

The responses showed that majority of the MOE staff had negative attitude towards studying adult education degree programme. Out of the 63 respondents, a large number 43 (68%) had negative attitude towards studying adult education. While only 20 (32%) out of the 63 respondents had positive attitude towards studying adult education. The attitude of MOE staff towards studying adult education degree programme is clearly shown in the figure below:

Figure 1: Ministry of Education Staff's Attitude towards Studying Adult Education



The responses showed that 20 (32%) out of 63 respondents had positive attitude towards studying adult education. There were only two explanations for the positive attitude of MOE staff towards studying adult education. The first was that adult education is a good programme because it can be useful in both government ministries and civil society. For example, a respondent said that;

“I can choose to do adult education because I know that this programme is very good especially with NGOs. Even if I am close to retirement, I can join NGOs.”

The second explanation for the positive attitude towards studying adult education was that it can help to enhance performance at work. For example, a respondent explained that, he wanted to do adult education, because it was to the advantage of his present job. He coordinates adult education activities and needs adult education because his first degree was in psychology.

The responses showed that there were four reasons that explained MOE staff's negative attitude towards studying adult education. The reasons were constraints in MOE, retirement, subject specialisation, lack of interest and indifference in priority.

The first reason that explained the negative attitude of MOE staff's attitude towards studying adult education was constraint in MOE. Out of the 27 teachers who had negative attitude towards studying adult education 21 indicated that they would not study adult education because of the constraints in MOE. The respondents explained that the adult education degree programme was looked down upon and that there was no proper department where MOE would place adult education graduates. For example, a respondent explained that,

"It's like an inferior degree. There is no advancement after this degree is done. One continues to do their former job. They are just suffering, frustrated. There is no department where they can place them."

Another respondent explained that, there are a lot of huddles in the ministry of education for people who want to study adult education. They are perceived as going to come and work in the formal class work. A friend of his who went for adult education had huddles because adult education does not specialise in subjects. It's like the ministry of education itself has not appreciated the AED programme. That's why they give all sorts of difficulties to teachers who want to do it.

The second reason that explained MOE staff's negative attitude towards studying adult education was retirement. Out of the 43 respondents who were not willing to study adult education, three (3) respondents, two ministry officials and one school manager explained that they would not do adult education because they were left with only few years before they could retire. For instance, a respondent explained that, she had nothing to do with adult education. Her door was closed because she was almost retiring. So there was no need, all she was waiting for was to retire. Another respondent explained that, he would not do the programme because he was almost retiring. Even if he wanted to do it, the ministry would not allow.

Subject specialisation was the third reason that explained the negative attitude of MOE staff towards studying adult education. Respondents explained that, they would rather do something related to their field than do adult education. Some respondents explained that they can do adult

education just as a component and not to specialise in adult education. For example a respondent explained that;

“May be as a component, but I am a subject specialist. So as it is, I would rather upgrade in that same specialist area or may be just as a component to have knowledge of how to handle adults or the heads. Also I don’t really know what happens in adult education. The University should sell their adult education.”

The finding also showed that six (6) officials and 12 teachers had negative attitude towards studying adult education because they had no interest in adult education. For example, a respondent explained that,

“Adult education! I would be very frank with you. Apparently it is not an area that has interested me. I really don’t know...my interest has not been drawn towards adult education and when I went to campus for second degree, I interacted with a teacher of adult education and he talked about it but I think it all depends on personal interest because I believe you don’t do a programme just because of the sake of doing it or for the sake of having a degree.”

Finally, other respondents who had negative attitude towards studying adult education explained that they would not do it because it was of low calibre. For example, a respondent explained that,

“I can never do it never! Never! Society doubts its credibility. It’s for people who are not sharp. It’s done by those people who really do not have a vision. May be those advanced in age. Let me see.... You it’s okay. Not active age like me. May be those with a lot of responsibilities. This programme is a gamble you see. It’s difficult to bring results. Even Ministry does not regard it well.”

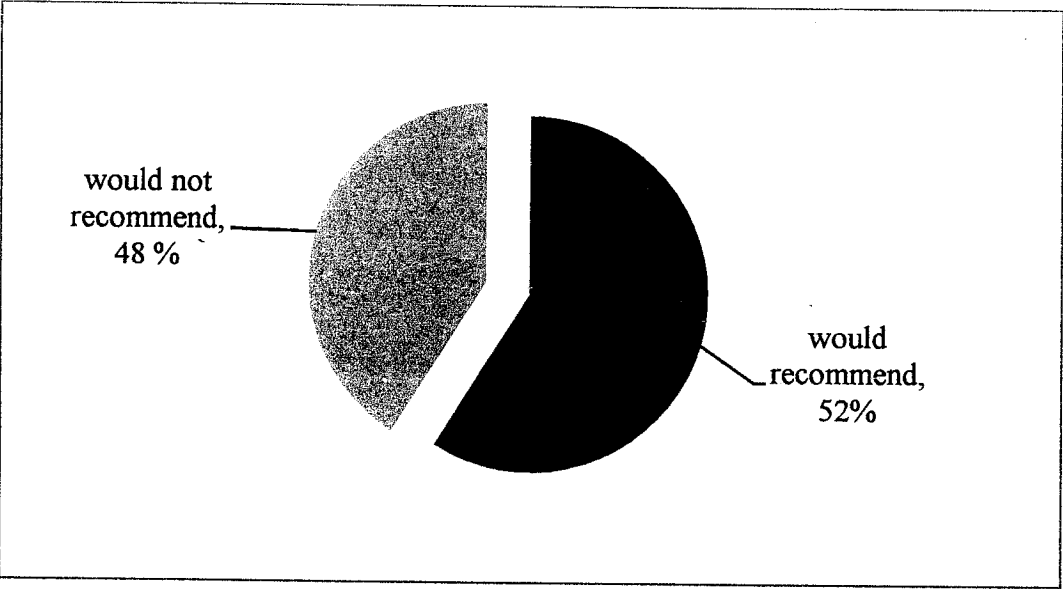
The fourth reason that explained the negative attitude of MOE staff towards studying adult education was indifference in priority. Those who had other priorities indicated that they would not study adult education because it was outside their current focus. For instance a respondent said that;

“I don’t want to do it. For example, people tell me why don’t you start a school? I want to do other things where I want to do something else. Yes I would learn as an adult and not to study adult education”

4.1.2 Ministry of Education staff's Attitudes towards recommending their Staff for Studies in Adult Education

Ministry of education staff were asked whether they would recommend a person to study adult education degree programme at UNZA. The findings showed that majority of the respondents had a positive attitude towards recommendation of adult education degree programme. Out of the 63 respondents 33 (52%) had a positive attitude towards recommendation. While 30 (48%) had a negative attitude towards recommendation of adult education degree programme. Figure 2 below further shows MOE staff's attitude towards recommendation.

Figure 2: Ministry of Education Staff's Attitude towards recommending their Staff for Studies in Adult Education



The findings showed that 33 (52%) of MOE staff had positive attitude towards recommending a person to study adult education degree programme. The positive attitude towards recommending a person to study adult education included 4 ministry officials, 25 teachers and 4 school managers.

There were three issues that explained the positive attitude towards recommendation. The issues were career advancement, change of employment and need for adult educators in MOE. The first issue that explained the positive attitude to recommending a person to

study adult education was that adult education degree programme is good for career advancement. It can help an individual to move from a lower level to a higher level, such as from diploma level to a degree level. Adult education is also good for career advancement because it enables one to go into administration.

The second issue that explained the positive attitude towards recommending a person to study adult education was that it can help someone to change employment. For example, a respondent said that, adult education degree is not only for MOE, it enables one to work in other ministries, even NGOs. It's marketable.

The third issue that explained the positive attitude towards recommending a person to study adult education was that MOE needs adult educators. For example, an official stated that,

“Yes, we need adult educators, but we need proper coordination. Not that anyone who wants to apply there goes. Let us send teachers and we know that they are trained and after they get their degree in adult education we will place them appropriately.”

The respondent explained that proper coordination was necessary for recommending teachers for studying adult education. However, the literature showed that adult education in MOE lacked coordination and funding for materials, tutor training and learner support (Strategic Plan 2003-2007).

The findings showed that majority of the officials, 15 out of the 19 respondents had negative attitude towards recommending a person to study adult education degree programme, especially if that person is a teacher. There were several reasons that explained the negative attitude towards recommendation of adult education degree programme. The reasons were adult education not being subject oriented, challenges in placement of graduates, recommendation being need based, lack of knowledge of what is offered and that adult education degree programme is perceived as an inferior programme.

The first reason that explained the negative attitude towards recommendation of AED was that adult education is not subject oriented. It is not subject oriented because it is not taught in the schools. It is not part of the school curriculum; hence it's not on the school timetable. Therefore,

there is no need for recommendation, especially if a person is a teacher. For example, a respondent said that,

“No it is not there in the curriculum. At least may be for those in the offices. It’s not for teachers. You are a teacher of geography. What are you going to teach? Now if you do the certificate, diploma or degree in adult education, what does that add to your geography?”

Another respondent commented that adult education is not subject oriented and that it’s sort of closed in our ministry; we don’t sort of have it.

The second reason that explained the negative attitude towards recommendation of adult education degree programme was challenges in placement of graduates. For instance, an official explained that he would not recommend one to study adult education because when they come back, the adult education graduates still go back to teach in schools. Furthermore three (3) teachers who had negative attitude towards recommendation explained that they would not recommend adult education because upon completion one does not know what they will become. There is no clear structure. Unlike the other programmes, for secondary teachers, it is clear. They know that upon completion, they are designated to teach in high schools.

The third reason that explained the negative attitude towards recommendation of AED was that recommendation is need based. Need based in the sense that only teachers who want to study programmes connected to the subjects taught in the schools are the ones who are recommended. Hence recommendation in schools is usually given to those teachers that intend to further study in the subject areas that are taught in schools. For example, a school manager explained that, the Board guidelines look at subjects. First they look directly at subjects such as mathematics, physics and geography.

The fourth reason that explained the negative attitude towards recommendation was constraints in MOE. For example, a school manager noted that, recommending teachers to do adult education was a problem because teachers who have done adult education degree are sometimes not looked at by the ministry and are frustrated.

In addition, the findings also showed that 11 teachers would not recommend a person to study adult education because of the problems that are in the MOE. They explained that they cannot recommend adult education because MOE does not consider this degree

programme to be as important as the other education degree programmes. It is looked at as being an inferior programme. It is seen in the way its graduates are treated. The graduates are left to do their former jobs. For instance, some graduates are still teaching grades 1 to 7.

The last reason that explained the negative attitude was lack of knowledge of what was offered in adult education degree programme. For example, a teacher explained that, the problem was that the programme was not well advertised. It was difficult to recommend something that one does not know.

4.1.3 Ministry of Education Staff's Attitude towards Adult Education Programmes in Ministry of Education

Both school based staff and ministry officials were asked to state whether adult education should receive support equivalent to that offered to the other sectors of education. The findings revealed that all the 63 respondents had a positive attitude towards support of adult education in MOE. There were three factors that were advanced towards this course. The factors that explained the positive attitude towards support of adult education in MOE were that adult education enhances self development, literacy and human resource development.

The first reason that explained the positive attitude towards support to adult education in MOE was that adult education enhances economic development. The respondents in their explanation shared the same view with Lowe (1970) on development, that the more adults are educated the more a country develops economically, socially and politically.

The second reason that explained the positive attitude of MOE staff towards support of adult education was the enhancement of literacy levels. Adult education needs to be supported because of the large number of adults who are still illiterate.

The third reason that was advanced towards the positive attitude of the MOE staff towards support of adult education was that it helps to develop human resource. For example, a respondent explained that,

“You can mention about adult education, but if you are not equipping human resource with instruments it's like you are just beating a drum which is giving

music which you don't actually need. I would like, may be at one time the ministry to encourage teachers do adult education.”

Despite the positive attitude of MOE staff towards support of adult education in MOE, respondents were quick to note that support is sometimes difficult because it sometimes comes from donors who specify where it should be spent. For example, a respondent said that, he personally felt that it should receive support that it rightly deserves, but usually the money comes from the donors who dictate where it should be spent.

In addition, though all MOE staff had positive attitude towards support of adult education in MOE other respondents felt that adult education is not given the rightful support it deserves. For instance, 29 out of 40 teachers felt that MOE is not doing much for adult education. For instance a respondent stated that,

“Adult education in a way is not given support because we cannot really see the difference between who has done adult education and who has not done it. They are not recognised. It's more like they disappear. They are swallowed. The impact is not there. For example my sister-in-law is still teaching grades 4 and 5 class! So it's like the ministry has not taken note of it. MOE should do something.”

Furthermore, to find out MOE staff's attitude towards support of adult education degree programme, ministry officials were interviewed using the following indicators:-

- (a) Support offered to adult education students compared to students of other support
- (b) Employment of AED graduates
- (c) Funding of AED in MOE
- (d) Adult Education Policy

Support offered to Adult Education Students

The findings showed that all the 63 respondents explained that the AED students were supposed to be supported in two forms, namely study leave and sponsorship. However, study leave offer was dependent on sponsorship. It was offered only on condition that the student is sponsored either by MOE or the unions. Without sponsorship, students were denied study leave. If they were self sponsored, then they were automatically removed from the payroll.

Sponsorship was offered in two ways. Those in high schools were supposed to be sponsored by the school boards while those in basic schools were supposed to be sponsored by the District Education office. In both cases sponsorship of AED students is very difficult. School board sponsorship was need based, implying that only those that wish to study regular subjects taught in high schools are sponsored.

For example an official explained that according to the board guidelines, those with teaching subjects are considered first.

Sponsorship for AED students in basic schools was also difficult to get. An official at the District Education Office explained that,

“At this office I haven’t seen them being sponsored. I just hope that in the near future, such people with interest in adult education will be helped so that we have many qualified teachers to teach adults. “

The views of MOE staff towards sponsoring teachers in basic schools to study AED were negative.

Employment of Adult Education Degree Graduates

The respondents were asked to explain whether MOE employs adult education degree graduates. The findings on employment of AED graduates showed that they were not employed because adult education is not taught as a subject on the school curriculum. It’s not on the school timetable. MOE only accommodates those who go to study adult education, who are already its employees. An official explained that

“We don’t employ during deployment, we get those with ZATEC (Zambia Teachers Education Course), diplomas or degrees in education,” said one of the respondents.

Another respondent said that adult education is not subject oriented. It is sort of closed in the ministry. When teachers in high schools go to university to study it’s specifically subject oriented such as geography, history, etc. Therefore those who go to do adult education, close themselves because they have nowhere to go.

Therefore the findings on attitudes towards employment of adult education degree graduates are negative. MOE does not employ graduates of adult education on first appointment because it is not subject oriented in terms of subjects offered in the schools. It implies therefore, that MOE does not need adult education graduates despite having a directorate that is supposed to offer adult education activities.

Funding of Adult Education in Ministry of Education

The respondents were asked to explain what percentage of funding adult education receives from MOE. The respondents were unable to state the percentage of the funding offered to adult education. They explained that they were not the right people to deal with this. Most of them explained that this would rightly be handled by the financial department. However, some were willing to make comments. The findings revealed that there were negative attitudes towards funding to the adult education programmes in MOE.

There were two explanations for the negative attitude of MOE staff towards adult education activities. The first explanation was that adult education programmes are the least funded. The respondents explained that when it comes to funding, adult education programmes that are managed through DODE are the least funded. For example, a respondent explained that,

“It’s one of the least funded directorates. Although the idea may be that when we are full scale, we will be able to sustain the programmes. These programmes should plough back into the programme, but we haven’t yet reached that level because in fact most of the funding goes to infrastructure development so much to teacher development and so on. When it comes to distance and open learning they give little because these are informal learners. So they will pay for themselves. So they just give you a bit to move around or to train.”

The second explanation for the negative attitude of MOE towards adult education was that MOE does not fund night school programmes because its targets informal learners. For example, a respondent explained that, “The night schools are there or those programmes are running, but the problem is on funding. The government does not pay the teachers. The students pay the money and in turn teachers are paid. The government is not funding because I remember there was a year when we were told to write to schools that the government will start funding, but up to now we have not been put in the budget. So we don’t know what next.”

The findings have shown that there were negative attitudes towards funding of AE in MOE. The finding about the negative attitudes towards funding of adult education programmes in MOE may be explained by what Bown and Tomori (1979:56) stated that governments in the past did not and many now still do not appreciate the importance of adult education to their development plans.

Attitude towards Adult Education Policy in Ministry of Education

The findings showed that there was negative attitude towards adult education policy. There were four factors that explained the negative attitude, namely *Educating our Future* policy does not address issues of adult education adequately, therefore the need for a separate policy. *Educating our Future* policy needs reviewing in order to address issues of adult education clearly. The terminology *adult education* is not clear and also equally unclear is lack of knowledge of what is offered in adult education.

The first negative explanation was that the *Educating our Future* policy does not adequately address the issues of adult education. The findings showed that eight out of 14 respondents expressed the view that the policy is not adequate. It is not clear and that there is too much overlapping of programmes. There is need for a separate policy in order to be clear and have proper direction when dealing with adult education. For example, a respondent explained that,

“Other than not excluding adults from education, there is a lot of overlapping. What is open education, what is night school, what is alternative education? So in the process there is a lot of overlapping, we don’t know what is what. There is a lot of information that need to be coordinated to make something meaningful. We need direction.”

Still another respondent explained that, there is need for a separate policy because the current policy’s emphasis is on basic education, which is education for the young.

The second explanation for the negative attitude towards adult education policy was that the current policy *Educating our Future* needs to be reviewed. Out of the 14 respondents, 4 expressed the view that there was need for policy review because it does not address the adult education issues properly. Its focus is on children’s education not adults. For example, a respondent explained that, *Educating our Future* policy is okay but when we look at the future, we are looking at something to come tomorrow, but then there are these adults, some of them are

already in their tomorrows. The emphasis is on education for children by 2021. He felt that if this was also extended to adults that by 2021 we will have educated so many adults. Though it talks about eradicating illiteracy, but the emphasis is on children and not adults.

Still another respondent said that, the emphasis is not so much on adult education or open and distance learning. It's being treated as an option. When classes are full or when someone has not done well that's when they say, 'let's have open learning classes'. It's not supposed to be like that. The policy on adult literacy needs to be reviewed; this is when they are presenting the draft policy. When you have a policy, it's a guideline, but without a policy, it's just advertising and encouraging the adult learners.

The third explanation for the negative attitude towards adult education policy was that the terminology *adult education* is a problem. The definition of the term adult education is not clear because adult education: An official explained that

“The definition is not clear and you see in MOE when we are talking about adult education we in our minds are focused on formal learning but there is much more than that. Adult education, you can also look at it as informal learning. There's a lot of things, there's need to share information within adult education and for all of us to be sensitised, that's why you find it difficult to appreciate adult education. The information hasn't gone round concerning adult education.”

The fourth reason for the negative attitude towards adult education policy was lack of knowledge of what adult education offers. Most of the respondents had no knowledge of the course offered in AED. For instance, a respondent said that, he knew that education policy has everything. He hadn't read much on adult education because the problem is he didn't know what they do.

4.1.4 Graduates' Interpretation of Ministry of Education's Attitudes towards Adult Education Degree

Adult education degree graduates were interviewed in order to find out MOE's attitude towards adult education degree programme. All the twelve (12) respondents interviewed explained that MOE had a negative attitude towards the adult education degree programme. The findings showed that there were several factors that explained the negative attitude towards adult education degree programme as explained by the graduates.

The first reason for the negative attitude towards AED graduates was that there was misplacement of human resource. Some AED graduates were still teaching in schools. The graduates expressed disappointment especially that some of them had graduated as far back as 2005. For example, one of the graduates visited the headquarters to find out what the ministry could do for her, but she was put off. She was told that she had wasted her time. The course she did was of no use in the ministry. In addition, another graduate still teaching went as far as the Teaching Service Commission. Promises were made but up to now, she is still teaching!

The second reason for the negative attitude towards AED was that AED graduates are supposed to teach night school. For example, a 2006 graduate explained how she was treated when she visited the offices. The respondent was asked to state what she offered because she had told them that she had graduated from UNZA. When she mentioned adult education, the officer burst out laughing and called another officer to hear what she was saying. Then the officer said,

“Ask this lady if she did adult education, why she is not teaching night school then. What does she think we can give her? Let her go and teach night school.”

The third reason for the negative attitude towards AED was that AED graduates should continue teaching without any promotion because adult education is not a teaching course. For example, a graduate was told by one of the officials that she should not have done adult education because it means that she will continue to be a teacher forever. The official said that,

“You will die as a teacher. You cannot even be promoted to be head because they want heads that have at least a diploma in teaching and a degree in education not a degree in adult education.”

The fourth reason for the negative attitude towards AED was that AED is perceived as an inferior programme. The findings showed that the negative attitude was not only expressed by graduates who were still teaching but even those that were in administrative positions. For example, a 2004 graduate who now works at the offices said that, she had problems because she was viewed as if she was not a graduate. They would rather use her just for normal duties such as inspections, so that she could abandon her duties for ODL. It was not taken seriously, she could plan ODL programmes but usually transport was not available. Sometimes even funding for ODL would be taken for vehicle repairs and fuels. She further explained that the ESO GI was considered to be more superior to ESO ODL and yet they were at the same level. Even going to

workshops, sometimes she was denied. They would only want her to provide information like on literacy.

The fifth reason for the negative attitude towards AED was that the AED graduates are seen to be ‘a threat’. For example, a graduate explained that, people in MOE knew about the programme, the administrators knew about the programme. They have even looked at the courses offered and they have seen that they can do very well in administration. They can also do very well in other departments. Therefore, she was trying to say that, the AED graduates are sort of a threat.

The sixth reason for the negative attitude towards AED as interpreted by the graduates was that the degree was perceived as being of second class to the extent that some AED graduates are ashamed of being associated with AED. They would rather say that they did education at UNZA than say adult education. For example, a respondent explained that,

“Some of our friends who did adult education say that when I went to the university, I did education. I get disturbed to hear that because I feel there is no better programme than adult education. They are ashamed because they feel it is second class and that’s why even in schools when a teacher is not doing well, a loafer, drunkard all what they say is put him in APU. Put him in whatever because they feel we are second class.”

Finally the seventh reason for the negative attitude of MOE towards AED as interpreted by the graduates was that MOE does not sponsor AED students. The findings on sponsorship of the twelve (12) sampled graduates showed that only one graduate was sponsored by MOE. Four (4) graduates were sponsored by the DVV sponsorship for their first and second year only but later went into self sponsorship. Only one managed to get a government bursary. Six (6) graduates sponsored themselves from the first year to the end of the programme but all went back to work for MOE after their graduation.

Below is the table showing the sponsorship of the sampled graduates:

Table 2: Sponsorship of the Sampled Graduates

Graduate identity number	Sponsorship			
	1 st Year	2 nd Year	3 rd Year	4 th year
1	Ministry of education	Ministry of education	Ministry of education	Ministry of education
2	DVV	DVV	GRZ Bursary	GRZ Bursary
3	DVV	DVV	Self	Self
4	DVV	DVV	Self	Self
5	DVV	DVV	Self	Self
6	Self	Self	Self	Self
7	Self	Self	Self	Self
8	Self	Self	Self	Self
9	Self	Self	Self	Self
10	Self	Self	Self	Self
11	Self	Self	Self	Self
12	Self	Self	Self	Self

4.2 Ministry of Education Staff’s General Understanding of Adult Education

MOE staff’s general understanding of adult education was assessed by asking the respondents what adult education meant to them. The respondents included school based staff and ministry officials.

The findings revealed that MOE’s general understanding of adult education is second chance education, education of the elderly, APU, night school, correspondence, literacy, education for people who never went to school, skills training, upgrading, in-service training, continuing education, *Taonga*, community education, Open Learning, GCE, and Distance Education. The findings on MOE staff understanding of adult education were ranked and it was found that adult education as education for the elderly people or those that are out of school age was ranked highest at 51%. Adult education as night school was ranked second at 44%. Literacy was ranked third at 41% and second chance was ranked fourth. The least was *Taonga* at 3%. The findings on MOE staff understanding of adult education are shown on the table1 below:

Table 3: Ministry of Education Staff's General Understanding of Adult Education

Rank	Understanding of adult education	Frequency	Percentage
1	Education for the elderly	32	51%
2	Night school	28	44%
3	Literacy	26	41%
4	Second chance education	21	33%
5	Upgrading	20	32%
6	Community education	13	21%
7	APU	12	19%
8	Distance education	11	18%
9	Open learning	11	18%
10	Continuing education	8	12%
11	Skills training	8	12%
12	Education for people who never went to school	7	11%
13	Correspondence	6	10%
14	GCE	6	10%
15	In service training	5	8%
16	Taonga ¹	2	3%

Total number of respondents was 63.

The findings therefore showed that MOE's general understanding of adult education was first education for the elderly people who are out of school age, mostly provided through night school in form of literacy education to help those who do not know how to read and write.

4.3 Ministry of Education Staff's Knowledge of the Adult Education Degree Courses

The findings on Ministry of Education staff's knowledge of the adult education courses offered at UNZA showed that out of the 63 respondents, only 16 (25%) had knowledge of the courses. A large number of 47 (75%) had no knowledge of the courses offered. This was despite the finding that majority of the respondents, 57 (90%) had knowledge of the programme provision at UNZA.

4.3.1 Ministry of Education School-based Staff's Knowledge of the Adult Education Degree Courses

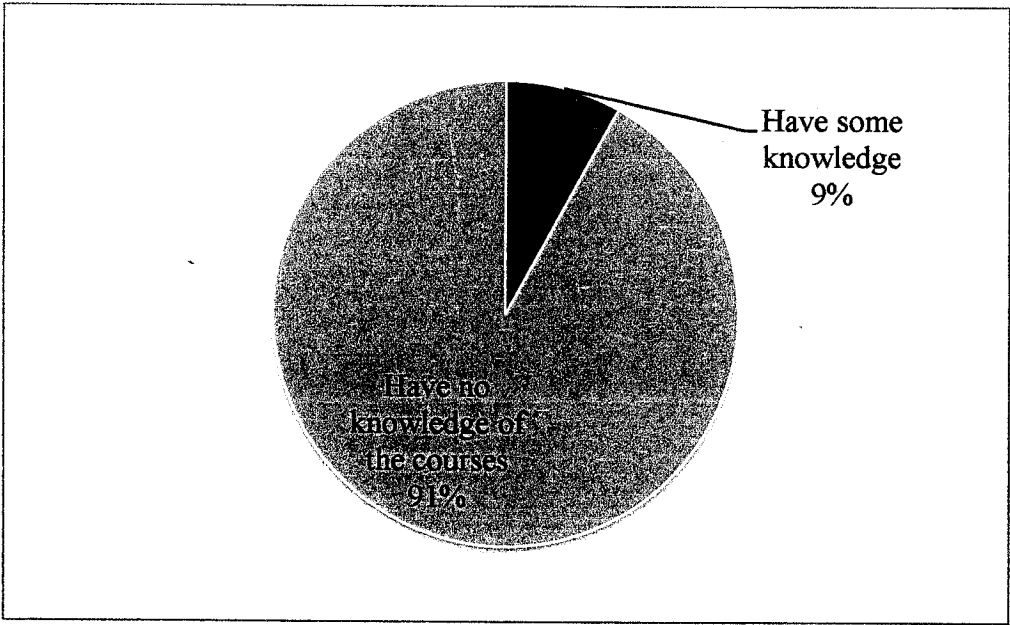
The findings of the Ministry of Education school based staff's knowledge of the adult education degree courses revealed that only a small number had knowledge of the courses. Majority of the MOE school based staff were ignorant of the courses offered in the Adult education degree

¹Taonga is an interactive radio programme. It is an educational community radio programme which targets and offers educational programmes from grade 1 to 7.

programme. 40 (91%) did not have knowledge of the courses. Only 4 (9%) had knowledge of the courses offered in the adult education degree programme. The findings further showed that only 1 out of 4 school managers and only (3) out of the 40 teachers had some knowledge of the courses offered. They mentioned courses like psychology of adult education, philosophy of adult education, statistics and management. A large number of the teachers 37 out of 40 did not have any knowledge of the courses being offered in this programme.

Figure 3 below clearly shows the school based staff's knowledge of the courses offered in the adult education degree programme at UNZA.

Figure 3: School Based Staff's Knowledge of the Adult Education Degree courses



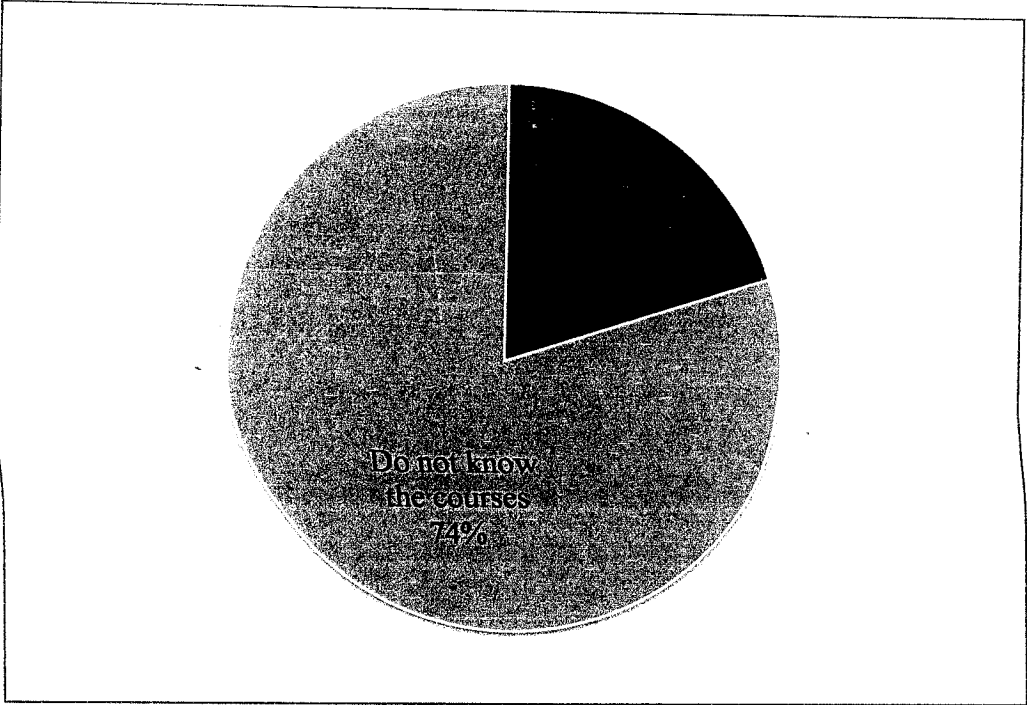
4.3.2 Ministry Officials' Knowledge of the Adult Education Degree Courses

Ministry officials were asked whether they knew about the adult education degree programme that is offered at the UNZA. All the fourteen (19) officials knew that adult education degree programme was offered at UNZA. They had heard about it and met people who had done it but the problem was that they did not know what exactly was being offered in that programme. However, only 5 (26%) had knowledge of the Adult education degree courses offered. Majority of the ministry officials 14(74%) had no knowledge of the AED courses offered.

One common response of the ministry officials was that: “I have heard about the adult education degree programme, but I have never looked at what it involves except when the graduates come to our offices. Otherwise I really don’t know the details of this programme.”

The officials who had some knowledge of the courses offered mentioned courses such as counselling, statistics, and history of adult education. Figure 4 below shows the ministry officials’ knowledge of the courses offered:

Figure 4: Ministry Officials' Knowledge of Adult Education Degree Courses offered



The findings on the MOE staff’s knowledge of the courses offered in adult education degree programme clearly showed that there is a lot of ignorance of the courses offered in this programme. It was evidenced by the fact that the findings showed only 9% of school based staff, 26% of ministry officials knew some of the courses offered in adult education degree programme. Therefore, this may affect the perceptions and attitudes towards this programme.

4.4 The Role of Adult Education in the Ministry of Education

The objective of the role of adult education in the ministry of education was assessed by interviewing the ministry officials because of their advantaged position of being decision makers and policy makers. These respondents were asked to explain the role of adult education in MOE.

The findings on the role of adult education in the Ministry of Education showed that adult education plays three roles, namely literacy, second chance education and self development.

4.4.1 Literacy Education

The findings on the role of adult education in MOE showed that a major role that adult education plays is the provision of literacy education. All the 19 respondents interviewed indicated that adult education should help to reduce literacy levels among adults.

Responses such as:

“Ya! You know, adult education is one strategy which is addressing aaa literacy levels.”

Another response was that,

“Adult education eee you see it should ensure that nobody, nobody in this country remains illiterate just because they never had an opportunity to go to school.”

All the respondents had mentioned something about literacy. The responses were expressed differently. However, they all came to the same point that adult education is supposed to help reduce illiteracy levels. In fact, some officials could not differentiate between adult education and adult literacy as they discussed the role of adult education in MOE. They referred to adult education as adult literacy. They used the two terms interchangeably as if they are synonymous to each other.

The role of adult education in reducing the illiteracy levels was also emphasized by the fact that currently MOE is working towards producing an adult literacy policy. One ministry official based at the headquarters, commenting on the role of adult education in reducing illiteracy levels said that,

“Literacy levels in Zambia are reducing. Therefore, adult education helps to reduce illiteracy. Currently, MOE is working on the adult literacy policy which is in its final stage. The only problem we have in MOE is that some of the officers do not appreciate it.”

Another ministry official at the headquarters said that,

“The role of adult education in MOE is immense because MOE is key in provision of education at all levels.”

Apart from the regular schools, it also looks at other groups such as those that have never received education. The officer further explained that in fact the responsibility of the provision of adult literacy has been transferred from Ministry of Community Development and Social Services to the Ministry of Education. The only challenge they are facing as at now is that they have not yet established adult literacy centres. This was echoed by another official at the provincial offices, who said that,

“Previously adult literacy was under the Ministry of Community development and Social Services but it is now our mandate. DODE is taking it forcefully. We have just had some sensitisation meetings with them so that it will not be a takeover, we will still need them. And also their target was functional literacy where they wanted the learners, for instance to farm well. But we want them to be able to read and write, if they want they can continue with their education up to whatever level.”

4.4.2 Second Chance Education

The role of adult education in MOE as explained by the Ministry officials is not only providing literacy education but also offering second chance education to those who failed to complete their formal schooling due to various reasons. An official at the district office said that,

“Adult education at the moment plays an important role of actually establishing classrooms in various schools through ODL. Actually on this, the ministry is trying.”

ODL are the Open and Distance Learning classes introduced at basic schools to help those that were not selected to grade 7 proceed with their secondary education. There is also the APU (Academic Production Units) that were introduced in high schools to cater for those pupils who were not selected to grade 11 but managed to obtain a certificate. Through this these pupils are able to complete their schooling.

Grades 1s to 7s are catered for through the programme known as the Interactive Radio Programme. The programme does not cater for children only but even adults who never went to school but now are willing to learn in their adulthood. These are programmes that have been put in place by MOE through the Directorate of Open and Distance Learning (DODE) in trying to fulfil the role of adult education of providing the second chance education. Furthermore, MOE through DODE has also introduced what is known as alternative learning. One of the officials at the district office stated that,

“Now with the coming of adult education, which we are now calling alternative learning, we are giving a chance to people to learn.”

The official further explained that age is not a factor as long as one is able to go back to school. This is a programme where learners are given modules to learn on their own, but there are also prescribed contact hours in the evening where they are assisted to learn in the guidance of teachers through modules. An officer at the provincial office commenting on the alternative learning mentioned that it is a way of learning by distance education. Though the programme has been introduced, MOE is having the challenge in printing of modules. Nevertheless, some of them were already printed. These modules are being printed by the Luanshya Correspondence College. Additionally, MOE is not limiting itself in the provision of education to regular students only but also its target are even those that cannot be in regular schools. Some of them are actually adult learners.

A district official in the Ministry further in trying to explain how MOE had translated the role of adult education in MOE gave examples on how adults have benefited. The official stated that,

“In our district, adult education is doing well. We have married women who are enrolled and aaa we have elderly men and we also have aaam some, some not old people but may be you may find that someone is about sixteen years and he is doing grade 5. You know, they cannot go back to formal classes. So, adult education offers them chance to further their education.”

The official further explained that the evening classes have no restriction of age and you find that others are grade 3s, others are grade fours, others are grades 8 and others are grades 9. Others are even doing high school grades 10 to 12. So it is a big opportunity where a lot of people have seized the opportunity to complete what they failed to complete for one reason or another or to further their education. We have a lot of marketers who have accessed the education through evening classes. These people have confessed that it has helped them. They have seen themselves move from one level to another. They are able to read and write and that makes them very comfortable because nowadays everyone wants to be able to read and write.

“Alternative learning is a programme that has literally helped people,” said a ministry official. MOE through DODE has really done a recommendable job and in the past people used to feel shy to go back to school, but now, somebody will simply say, “me I am a housewife, I stopped when I was in grade 5, I want to start in grade 6,” and they are really proud of that. For others it

has helped them because they would have a desire to help their children with homework but they had that limitation. But with adult education, we are moving to a level where people are feeling comfortable, even a housewife who is able to read and write and assist their children with homework that makes them happy.

4.4.3 Self Development

Another role of adult education in MOE was of self development. An official commenting on this said other adults enrol themselves into the evening classes not for formal employment but they are doing it to better themselves because they know that nowadays it is important to know how to read and write. One needs to communicate effectively. Others have the zeal to go back to school because even if they are doing their own business they need the skill to understand what they are doing. Self development also in the ministry includes in-service training where teachers are offered training to improve themselves in their career so that they are able to provide quality education to pupils.

In summary, the ministry officials perception of the role of adult education in MOE as being of reducing illiteracy levels, providing second chance education and education for self development. Hence, adult education degree programme should be seen to prepare adult educators who should fit in these roles in MOE.

4.5 Perceptions of Adult Education Degree Graduates Job Description

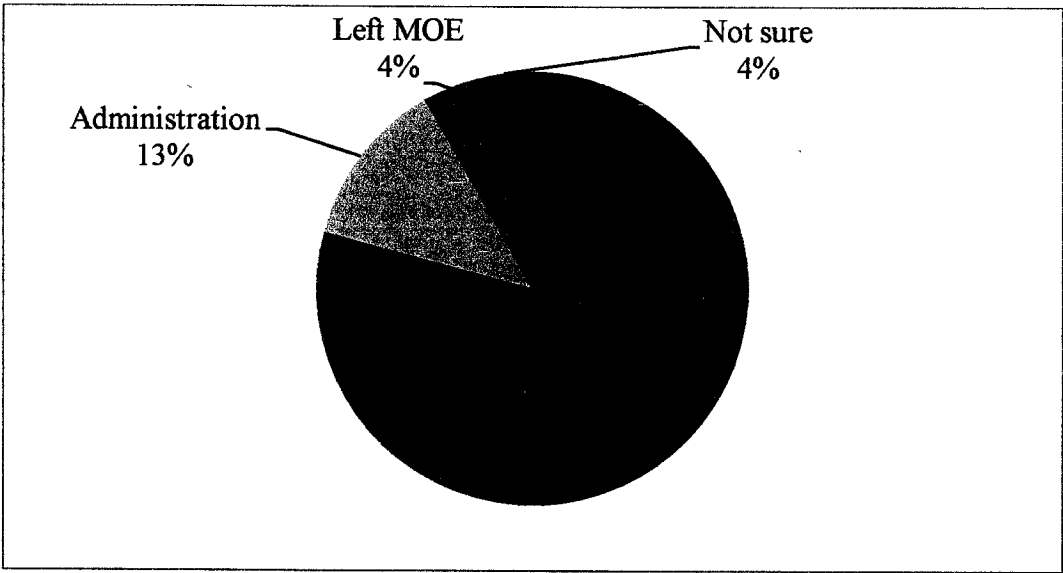
The findings on the perceptions of MOE staff's job descriptions of the adult education degree graduates by ministry officials and school based staff showed that the graduates' rightful jobs are those that are under DODE. These are administrative jobs that include positions of Director of DODE, Principal Open and Distance Learning, Senior Education Officer, Senior Standards Officer and Education Standards Officer ODL. The findings also showed that graduates can perform the jobs of administration, management, guidance and counselling, supervising teachers, career masters, teaching at colleges, running literacy programmes, dealing with adults, inspectorate work and community work in both MOE and other ministries. However, the findings from teachers showed that 79% of the graduates were teaching.

4.5.1 Ministry of Education School-based Staff Perceptions of Adult Education Degree Graduates' Job Descriptions

The responses showed that 79% or 19 teachers out of the 24 teachers who had knowledge of the graduates were still teaching either at a basic school or at a high school. Those in administration or any position other than that of classroom teacher was 13%. The least was those who had left MOE this amounted to 4%. The other 4% was of the respondents who were not sure of what the graduates were doing.

Job descriptions of graduates as perceived by teachers who knew graduates in relation to what job they were doing are tabulated in the figure 5 below:

Figure 5: School Based Staff's Perceptions of Adult Education Degree Graduates Job Descriptions



Three reasons were mentioned concerning the 79% of graduates who are still teaching at either basic or high school. The first reason that was advanced was that MOE does not seem to appreciate the adult education degree programme. Out of the 24 teachers who knew graduates, 10 teachers responded that MOE lacks appreciation for the adult education degree. Consequently some teachers are now afraid to take it up. Out of the many comments that were made by the teachers, some of them were that,

“These graduates you see are not recognized. The impact is not there. Nothing at all. You see, I have a sister who did this adult education. Up to now she is still teaching grade 4 and grade 5, so it is like the ministry has not taken note of it.”

“Previously she really wanted to do adult education but now she cannot do it after seeing what my friend has gone through. She graduated in 2005 and later did a master in mass communication but up to now she is still in class. “As I am speaking now she is teaching a grade six class, Imagine!”

“Look at the way the graduates are regarded, as if it is not a degree that they have done. They look at it as of low calibre. The programme is okay, but the ministry looks at it like something that is not important.”

The second reason was that there is lack of structure and policy where the graduates could be utilised. A teacher said that what was lacking in MOE is an organised structure that would be able to utilise the people who have this skill. He continued,

“I have given you an example of the colleague who did adult education. Other than that, I have heard some people who have gone to do adult education for the sole aim of getting a job in NGOs. That is, most people do those degrees to get jobs elsewhere. I think government lacks a structure and policy that will make use of teachers who have obtained that degree.”

The third reason advanced was that there was misplacement of human resource. When teachers were asked to state the jobs that they thought graduates were supposed to perform in the ministry of education, a variety of responses showed that the graduates according to teachers could work in the offices from the lowest level at school level to the headquarters' level. Specific areas were mentioned such as the teacher education, curriculum development centre, open learning and distance education.

In addition, teachers felt that graduates of adult education should perform the following jobs: administration, management, guidance and counselling, supervising teachers, careers masters, teaching at colleges, running literacy programmes, dealing with adults somewhere away from teaching, community schools, and inspectorate at various levels, community work, and teaching at high schools not at primary.

To find out the adult education degree graduates' job descriptions as perceived by the school managers, interviews were conducted. Firstly, respondents were asked what functions graduates

would perform in the schools. Secondly, the respondents were asked to state what jobs they thought adult education degree graduates should do in MOE. The responses from the school managers revealed that the adult education degree graduates are supposed to coordinate the night schools, open classes, APU and GCE and teaching in the schools. While in MOE as a whole, they are supposed to work under DODE. They are also supposed to be guidance and counselling teachers in the schools. The first respondent said that he was not very sure of what assignments he would give to an adult education graduate in his school. He further stated that

“You see the problem in the first place is that I don’t know what is involved in adult education. I am not sure, I can’t cheat. Even when the one who is studying adult education at the university completes I wouldn’t know what to really give her because as far as I am concerned I need teachers, teachers who are specialized in subjects that are taught in this school. May be by going by what she explained when she wanted a recommendation, she referred to night school. So may be in this school, a graduate of adult education degree programme can coordinate the night school programmes. Otherwise she would continue teaching.”

In MOE he added by saying that a graduate of adult education degree programme could work at PEO’s office and DEBS and directorate of distance education.” In other words, the first respondent said that a graduate in his school would perform the functions of teaching and coordinating night school. While in the ministry, the graduate is supposed to work at the DEBS, PEO and headquarters offices as SESOs or work under the directorate of open and distance education.

The second respondent had one adult education degree graduate who had just graduated in 2008. He said that the graduate was still teaching her specialized subjects which she had done before going to UNZA. Nevertheless, he mentioned that such a graduate would be given tasks such as those of running the GCE classes, evening classes and counselling.

Generally, in MOE, the respondent said that he would prefer that the graduates of adult education programme are given jobs to work in the directorate of open and distance learning at headquarters, provincial and district levels to try and strengthen DODE. They should work in all the distance learning offices including Zones.

The third respondent said that there was no graduate at the school. However, the respondent felt that graduates of adult education degree programme should be given the task of heading subject

sections within the school and also run the night school programmes. In MOE as a whole, the respondent felt that the adult education graduates should work under directorate of open and distance education.

The fourth and last respondent explained that he had one teacher who was about to graduate from the Open University. No extra tasks were given to that teacher apart from the usual work load of teaching. He felt that other responsibilities were only given to someone by the ministry upon seeing how that person has advanced themselves. Otherwise what an adult education degree graduate should do in MOE, he cannot tell. He said that the problem with graduates is that upon graduation, what he has observed is that they usually don't want to teach anymore. All they want are administrative jobs.

4.5.2 Ministry Officials Perceptions of Adult Education Degree Graduates' Job Descriptions

Responses from ministry officials showed that all nineteen (19) ministry officials expressed the view that adult education degree graduates ideally are supposed to work under the Directorate of Open and Distance Learning at various levels, from the school to the headquarters. But because of lack of openings they still continue to teach. Commenting on the job descriptions of adult education degree graduates, a ministry official at the provincial office explained that,

“The graduates of adult education are limited to DODE and the positions there. It is a specialized degree and they rightly belong to the DODE, but the problem is that the market is flooded. When they graduate they find that there are already people at the education standards office as well as the Open and Distance learning office. They get frustrated because they continue doing what they did before they went to the University. They have to wait until someone retires or dies. If they are lucky they will be made coordinators for open learning classes within the schools. That is like cheapening or limiting their scope.”

Another respondent at the headquarters said that, adult education degree graduates are supposed to work under DODE. DODE is supposed to be run by adult education degree graduates. Starting point should be the director down to the lowest level at the district. The structure is that there is the Director, Chief, Principal Open and Distance learning officers, three senior education officers, three education officers at headquarters. All these should be trained in adult education. At the province there are two officers for DODE, that is the Senior Education Officer (SEO) for administration, Senior Education Standards Officer (SESO), for inspectorate. At the district level

there is the Education Standards Officer ODL in charge of two districts. All these need training in adult education.

One of the respondents actually said that though the graduates of adult education are supposed to work in DODE, he felt that they could work in many other ministries. He said, a person that has done adult education can fit in most government ministries, for instance, community development, agriculture and health. The programme in a way is developmental related. So much so that even NGOs look forward to working with someone who has done adult education. He felt strongly that department of adult education is preparing officers to be deployed in the Directorate of Open and Distance Learning. These are the people who are supposed to run even the adult education centres.

When there are no openings, respondents felt that these graduates are supposed to continue with what they were doing before they went to the university.

“What is done is that, if they were secondary trained teachers, we tell them to go back and teach secondary in subjects of their specialization. With primary trained teachers is a problem. That is why the system now says that if you were primary trained you should do a primary teacher degree so that you remain at the place in those lines. But with adult education, there is no adult education on the timetable. May be for such cases they can be in distance learning department, but positions there are limited.”

Adding on to the same, another respondent said that, those graduates who were already employees of MOE normally fitted themselves in the departments where they were. For example, if an inspector goes to do adult education for advanced degree, when he comes back his salary will be upgraded. So those graduates who are teaching should continue teaching and those in offices will continue there!

Three respondents felt that those graduates who remain teaching in the schools should not only teach but also be innovative. They can establish themselves within the schools by maybe opening up literacy clubs so that they apply their adult education skills.

Some respondents expressed the view that adult education degree graduates are actually school managers. They are administrators.

“Those graduates are managers in schools. I think they fit well as school managers because they can manage their friends as deputies. Yes those positions for administration and also coordinating open classes outside regular classes. Yes they are not like nurses or agricultural or health because they already deal with adults, but for adult education degree graduates for those is administration and not regular classes.”

Other respondents felt that the adult education degree graduates are supposed to work as human resource officers at the district, provincial and headquarter levels. They are also supposed to work as curriculum development specialists and guidance and counselling officers in MOE.

“Adult education trained people can be used as part of our human resource at district, provincial and headquarters. They are the best people to keep standards in these areas okay. These are the people who can advise adult learners what they need. They can give professional counselling. At CDC There are offices for adult education. So they can work as curriculum specialists in those lines.”

Furthermore, responses from the commissioners showed that adult education degree graduates are a broad spectrum meaning that they can work in many positions in MOE and other ministries. They are administrators and in MOE they can work in DODE, CDC, and teacher education and even as education officers.

A respondent explained that, adult educators are a broad spectrum. They can be used as teachers to teach other adults. They are not only supposed to be restricted to the ministry of education, but other ministries can also use them. Ministry of health can use adult educators. Quite a number of areas can use adult educators. Community development, for instance, needs a lot of adult educators. He says that the programme offered under community development in Kitwe and Monze cannot be compared to adult education at UNZA because it is more advanced.

The respondent went on to say that he felt that adult education should not only be limited to MOE.

“They are a broad spectrum, actually even Cabinet Office, for example that unit of gender, they need adult educators there. At the moment some of the people that are taken there do not even understand the basic needs of the Zambian society. So I think adult education is just like any other discipline. It can be in many areas. You offer some management, administration skills, others are resource allocation. There are important skills that we need. You see, when you look at these departments and see government, resources are being messed up because – look at the statistics what government spends, the budget and then you look at the output

of what has been budgeted for you find that most of our people do not know how to use scarce resources. So we need these skills in adult education.”

Another respondent mentioned that many people do not understand what adult educators can do.

“For instance, during these recent job advertisements that we had, some people here wanted to put qualification for bachelor’s degree in Special Education for jobs like Education Standards Officer for open and Distance Learning. I had to convince them that that job is for one who has a degree in adult education. Adult education graduates can work well at DODE, which is their department. They can also work at CDC, teacher education, even as chief education officer. They are educated, so they will fit in the same system, I don’t really know the programmes that you do there, but I have a feeling this is education. Though the word adult education is put, it is still education. They have to be in the same system. I think they fit in the Open and Distance Learning but all what is important is that they are contributing to the national education.”

One of the respondents felt strongly that this adult education degree programme is not meant for the teachers because they cannot use it in the classroom. There is no subject called adult education.

“It is not relevant for a teacher,” said the respondents. “It’s only for those people who are already in the offices.”

4.5.3 Job Descriptions for the Sampled Adult Education Degree Graduates

A sample of 12 graduates working for MOE within Lusaka District was interviewed to find out their job descriptions. The finding revealed that six (6) out of the 12 adult education degree graduates were doing administrative jobs, while the other 6 graduates are teaching. However, only one (1) out of the 6 who are still teaching is at a high school, the rest are at basic schools.

The other finding was that all those still teaching were graduates from 2005 upwards. All those in administrative jobs were graduates of 2003 or 2004 with exception of one who graduated in 2006. The findings also revealed that adult education degree graduates are found at all the different levels of the ministry namely, school, district, provincial and headquarters. The findings are further tabulated in the table 2 below:

Table 4: Job Descriptions for the Sampled Adult Education Degree Graduates

Number of graduates	Year of graduation	Job description	Location
1	2004	Education Standards Officer (General Inspection)	District Office
2	2004	Deputy Head	Basic School
3	2008	Teacher	High School
4	2003	Senior Education Standards Officer	Provincial Office
5	2003	Principal Education Officer	Headquarters
6	2006	Specialist Languages	CDC
7	2003	Specialist Adult Education	CDC
8	2005	Teaching	Basic School
9	2005	Teaching	Basic School
10	2006	Teaching	Basic School
11	2005	Teaching	Basic School
12	2008	Teaching	Basic School

An interview with one of the ministry officials on why some graduates are still teaching revealed that those teachers had taken up a wrong programme because adult education is not a teaching course but administrative. Therefore, they will remain in the schools. They will remain as teachers. “They will die as teachers!” She said. Another official explained that there is lack of coordination. Teachers just apply for the programme without informing the offices. After they get their degree, they expect to be placed somewhere. The teachers usually complain that they are misplaced and yet if properly coordinated they can be placed somewhere. Still, another official said that the teachers who go for adult education close themselves up! “Where can they go, may be as lecturers at the university or whatever. They can’t go even to Nkrumah which is turned into a university to be lecturers!”

The findings on MOE staff’s perceptions of adult education graduates’ job descriptions show that they are supposed to perform both administrative and teaching jobs. Administrative jobs should include all those jobs in DODE. Other jobs include those at CDC, teacher education, human resource management and school management within MOE, but they can also work in other ministries. These findings were supported by the findings from the graduates that are employees of MOE. Out of the 12 graduates 6 were in administration and the other 6 were teaching. However, the findings from the teachers showed that majority of the graduates, 79%

are teaching. The findings also revealed that the graduates are still teaching because of lack of MOE's appreciation for the degree, lack of proper structure and policy. They are also misplaced because that is not their rightful job. Adult education is not a teaching course. It is also not found on the school time tables. Therefore those teachers that choose to study adult education choose a wrong programme. Hence suffer the consequences of performing the teaching job that they performed before acquiring a degree in adult education.

4.6 Summary of the Findings

The summary of the findings were narrated in relation to the study's objectives.

4.6.1 Attitudes of Ministry of Education Staff Towards Adult Education Degree

Indices were used to find out the attitudes of MOE staff's attitude towards adult education degree programme. The indices included attitude towards: studying AED, recommendation of AED, support of AED programmes in MOE, support of AED students, employment of AED graduates, funding of adult education in MOE, adult education policy in MOE, and interpretation of MOE's attitude towards AED.

The findings on the attitude of the MOE staff towards studying adult education degree programme showed that majority of MOE staff had negative attitude. It was evident by the fact that out of the 63 respondents, 43 (68%) had a negative attitude towards studying of AED. Only 20 (32%) had a positive attitude. There were four factors that explained the negative attitude. These factors included constraints in MOE, retirement, subject specialisation, lack of interest and indifference in priority. While only two factors explained the positive attitude. The factors were that AED is a good programme and that it enhances performance at work.

The findings on attitude of MOE staff towards recommendation of adult education degree programme revealed that MOE staff had both positive and negative attitude towards recommendation of AED. Out of the 63 respondents, 33(52%) had a positive attitude while 30(48%) had a negative attitude towards recommendation of AED. There were three factors that explained the positive attitude towards recommendation. The factors were career advancement, change of employment and the need for adult educators in MOE. Five factors explained the negative attitude towards recommendation of AED. The factors included adult education not being subject oriented programme, challenges in placement of graduates, recommendation being

need based, lack of knowledge of what was offered and the perception that AED is an inferior programme.

The findings on support of adult education programmes in MOE revealed that MOE staff's views on support of adult education programme in MOE were positive. It was evident by the fact that all the 63 respondents had the view that adult education programme in MOE should receive all the needed support. There were three factors that explained the positive attitude towards support of adult education programmes in MOE. The factors were that: it enhances self development, literacy and human resource development.

The findings on the attitude of MOE staff towards support of adult education degree students showed that their views of support towards AED students were negative as compared to other students of education. The factors that explained the negative attitude was that study leave as well as sponsorship were dependent on the programme that the student was going to study of which adult education is not preferred because it does not prepare the graduate to teach in high schools.

The findings on attitudes of MOE towards funding of adult education programmes showed that they were negative. The factors that explained the negative attitude towards funding of AE programmes in MOE were that AE was the least funded and that night school programmes were not funded.

The findings on attitudes of MOE staff towards adult education policy revealed that they were negative. The factors that explained the negative attitude were that the current policy *Educating our Future* does not address issues of AE adequately, hence the need for either reviewing the policy or creating a separate policy for adult education. The second factor that explained the negative attitude was that the terminology "*adult education*" was not clear.

The findings on the graduates' interpretation of MOE's attitude towards AED showed that they were negative. It was evidenced by the fact that all the twelve (12) respondents interviewed were of the view that there was negative attitude towards AED in MOE. There were seven factors that explained the negative attitude. The factors were: misplacement of human resource, the perception that AED is an inferior programme, AE resources were diverted to other programmes,

the perception that AED graduates are a 'threat', the perception that AED is second class degree and that most graduates were not sponsored by MOE.

4.6.2 Ministry of Education Staff's General Understanding of Adult Education

The findings on Ministry of education staff's general understanding of adult education showed that majority of MOE staff understand that adult education is education offered to the elderly people not school going children, and that adult education is night school and literacy education. It was evident by the fact that the findings showed that out of the 63 respondents 32 respondents (51%) explained that it was education for the elderly, followed by 28 respondents (44%) who explained that it was night school and 26% (41%) explained that adult education was literacy. The least was 3% of the respondents who explained that adult education was *Taonga*.

4.6.3 Ministry of Education Staff's Knowledge of the Adult Education Courses

The findings on Ministry of education staff's knowledge of the adult education courses offered at UNZA showed that majority of the MOE staff were ignorant of the adult education courses. It was evidenced by the fact that out of the 63 respondents, 47(75%) had no knowledge of the courses, only 16(25%) had some knowledge of the courses. This was despite the fact that 57 (90%) of the respondents had knowledge of the programme provision at UNZA.

4.6.4 Perceived Role of Adult Education in Ministry of Education

The findings on the objective on the perception of the ministry officials' role of adult education revealed that adult education is one of the key factors in the promotion of education. The findings showed that adult education plays three major roles in the ministry of education. The three roles include provision of literacy education, provision of second chance education and education for self development.

4.6.5 Perceptions of Adult Education Graduates' Job Description

The findings on the objective of the perceptions of adult education graduates showed that the graduates' rightful jobs are those that are under DODE. These are administrative jobs that include positions of Director, Principal Open and Distance Learning, Senior Education Officer, Senior Standards officer Open and Distance Learning. The findings also showed that graduates can perform the jobs of administration, management, guidance and counselling, supervising

teachers, career masters, teaching at colleges, running programmes, dealing with adults, inspectorate work and community work in both MOE and other ministries. However, the findings also showed that 79% of the graduates were teaching.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Discussion

The purpose of the study was to find out the perceptions and attitude in the Ministry of Education on adult education degree programme. The findings will be discussed in relation to the research questions. The following are the research questions of the study:

- 1) What are attitudes of the Ministry of Education staff towards adult education?
- 2) What is the general understanding of adult education in the Ministry of Education?
- 3) What is Ministry of Education knowledge of the courses offered in adult education degree programme?
- 4) How does Ministry of Education staff understand the role of Adult Education degree programme?
- 5) What were the perceived job descriptions of adult education degree graduates?

Attitudes of Ministry of Education Staff towards Adult Education Degree

The finding regarding the negative attitude of MOE staff found in this study can be explained as a consequence of several issues. The first explanation is derived from the history of adult education in Zambia. The finding regarding literacy as adult education by the Ministry of Education staff may be because literacy has been the main focus of adult education provision in Zambia. The genesis of formal adult education in Zambia and other African countries was due to the work of the Christian missionaries (Rwantabagu, 1994). The missionaries saw adult education as a tool for spreading the Christian faith. They introduced literacy lessons to help people learn how to read and write so that they can read the bible for themselves and teach others. For example, in 1948 Hope Hay a missionary in Mindolo compound in Kitwe introduced literacy programmes (Snelson, 1974:248).

Focus on literacy in the provision of adult education continued even during the colonial rule. The colonial administration introduced badge scheme in which literacy was introduced. At independence, the Government, through the Ministry of education, expanded the already existing literacy programmes. Adult education was urgently needed to cut down the high rate of illiteracy and to counteract the appalling dropout rate from primary and secondary schools. In the 1970s functional literacy approach was introduced. It was designed to replace basic literacy programmes in the provinces and it embraced both making people literate as well as improving their economic life (National Literacy Gazette 1973:3). At present emphasis on literacy in the provision of adult education has manifested in the government's decision of coming up with the literacy policy. Formal adult education has always been associated with literacy and night school. Adult education degree programme may therefore also be associated with literacy and night school.

Since both basic literacy and functional literacy were offered to people that had not gone far in their education, it was assumed that it was a form of education for people that had failed to meet the educational standards. Just because they had failed they were perceived as failures. Literacy and night school is education that is usually looked down upon. It may be considered to be second class education offered to those people who cannot meet the required educational standards. From this perspective adult education may be regarded as offering low calibre education. Implying also that adult education degree programme may be of low calibre. Given this scenario, one may make a number of suppositions. Firstly that UNZA may be enrolling students of high grade in other educational degree programmes as compared to those enrolled in AED programme. Secondly, graduates may also be of low calibre. Thirdly, AED graduates may not compete favourably with other graduates. The fourth one is that AED graduates, if promoted to higher positions may not perform. Finally, MOE staff may not be willing to enrol in AED programme because they would not want to be associated with failure.

The second explanation concerning the negative attitude of MOE staff towards adult education degree programme may be as a result of the position of adult education in the MOE structure. The fact that adult education is situated in DODE which is one of the five directorates of MOE puts it in a disadvantageous position. Two issues arise out of the location of AE in DODE. The first issue is that adult education is not mainstreamed as formal education. Formal education,

which is education for the children gets the support of the whole MOE structure where as AE is pushed in a corner under DODE. AE under DODE does not get much needed support. The Ministry of Education document Strategic Plan (2003-2007) states that adult education has lacked coordination, funding for materials, tutor training and learner support. Adult education is not a priority area in MOE. The priority is that of education for children and not adults. This implies that adult education programmes may not be much of a factor as compared to the formal education programmes. One may say that MOE may prefer to support those of its employees who wish to do degree programmes in primary and secondary education because upon graduation they may teach in basic and high schools respectively. AED graduates may not be much of a factor because their courses are not teaching courses, but mainly administrative.

The second issue arising from the location of AE in DODE is that DODE's main focus is on formal education. MOE document Strategic Plan (2003-2007) state that open and distance learning provide an important access to basic and high school education for out of school children. DODE's programmes are tailor made to help those children who fail to complete schooling and not adults. Adult education activities seem not be catered for. The third explanation for the negative attitude of MOE staff towards adult education may be due to the lack of understanding of adult education. Adult education is said to face serious problems of understanding, lack of skilled personnel, transport and inadequate material (MOE, 1996). Adult education has not been clearly explained in the current education policy as a result it is being compromised. The lack of understanding compromises all the adult education programmes. They do not receive sufficient support.

Finally, the nature of the AED programme is structured in such a way that in addition to providing skills in teaching and training of adults it provides courses for administration of education. The AED administration and management courses include organisational theory, programme planning, management of adult education programmes, programme evaluation, human resource development, curriculum development, designing, marketing and managing seminars, workshops, conferences and short courses (Mbozi, 2009). As a result AED graduates may be perceived as a threat in the sense that they may fill the administrative positions in MOE. On the other hand it may be feared that they may create a problem for MOE with regard to where to place them because of limited administrative positions. Therefore keeping the AED graduates

in schools may be meant to send a strong discouraging message to the other MOE employees who may harbour intentions of studying adult education.

Ministry of Education Staff's General Understanding of Adult Education

The finding regarding the understanding by MOE staff that adult education is literacy can be attributed to the history of adult education, which was discussed earlier. This perception that literacy is adult education may have negative impact on both the adult education programmes at UNZA and the graduates of adult education. It may be that in the minds of the majority of the MOE staff they relate adult education to literacy. They may assume that AED therefore only provides literacy courses and its graduates are then teachers of literacy. No wonder the findings showed that those adult education graduates who are still teaching in basic schools should not only sit there and complain about being misplaced but should introduce literacy clubs.

Another MOE staff's general understanding of adult education is that it is night school or evening classes. Night schools in Zambia have been run hand in hand with the literacy programmes. However, after independence they were used for the purpose of development of human resource. The government then, expanded the evening classes for adults that were initiated in 1954 to the extent that enrolments increased from 4,500 students to 27,000 in 1967 (Mwanakatwe, 1974).

The provision of adult education through night schools continued to exist through MOE, however, they no longer cater for adults alone but even those children who fail to complete their schooling. Hence night schools have been a common phenomenon in MOE and adult education has always been associated with night school. Darkenwald and Merriam, (1982) state that the term adult education, is usually considered in the mind of the public to mean night school. Consequently, adult education degree programme may be associated with training people who will be teachers in night school. It may be the reason why the findings were like this: "if you trained in adult education, why are you not teaching night school?" and "Why did you do adult education? Where are you going to find adults to teach in night school?" Night school may be regarded as second chance education. It may explain the reason why adult education is sometimes perceived as second class degree, implying that it may be of low calibre, may be inferior to other degrees.

Ministry of Education's Staff Knowledge of the Courses offered in the Adult Education Degree

The findings regarding majority of MOE staff's ignorance of the courses offered in the adult education degree programme may be as a dual consequence. Firstly, it may be revealing inadequate marketing strategies used by UNZA to sale its programmes. The commonly known marketing strategy used by UNZA is the sale of the application forms to those wishing to enrol in the UNZA programmes. However, the forms do not provide information on the courses offered in the programmes. Secondly, the ignorance of the AED courses by MOE staff may be because of lack of interest in the programme especially that the findings also revealed that they perceive adult education as being literacy and night school. They may view it as education provided to those who have never been to school and need to learn how to read and write or may be those adults who failed to complete schooling and want to continue schooling through night school.

Another reason attributed to MOE staff's ignorance of the courses offered in AED could be because of the developments of the adult education programme at UNZA. Adult education programmes at UNZA were offered at certificate level at the beginning. Later in the 1970s, diploma level was also offered. The degree programme was started in the late 1990s. As a result, some of MOE staff may only be aware of the provision of certificate and diploma in adult education. They may not even be aware of the provision of AED. As a result, some of MOE staff may still be relating adult education to certificate and diploma offered at UNZA, which are lower than AED. Hence, when they think about adult education at UNZA, they think of something of a lower credential as compared to a degree. It may be the reason why majority of MOE staff did not want to choose to study adult education at UNZA.

Furthermore, the ignorance of courses offered in AED may have adverse effects on both its graduates who are MOE's employees and the adult education programmes in MOE. It may actually affect the way MOE staff perceives the adult education degree programme. Their attitude may also be influenced by their knowledge. This supposition is supported by Kart (2004:4), who states that, "employee misconceptions about the quality, content and financial viability of the programme can negatively impact their attitudes towards the courses." This may be true for MOE. Ignorance of the courses may influence the way the programme is viewed,

even the support of those pursuing it may be affected. Its credibility may also be affected. It may be the reason why the findings showed that only one graduate interviewed was sponsored by MOE.

The misconceptions of adult education are also confirmed by what the education policy says on adult education. Adult education face serious problems of understanding, lack of skilled personnel, transport and inadequate material for learning and teaching (MOE, 1996). The lack of understanding of AE in MOE may have led to the lack of skilled personnel, transport and inadequate material for learning and teaching. Contrary to this, the findings in this study have shown that lack of skilled personnel is not a problem. The problem may be failure by MOE to utilise its human resource because the findings showed that majority of AED graduates who are supposed to work under AE programmes in MOE are still teaching in basic schools.

The Role of Adult Education in the Ministry of Education

The finding pertaining to literacy being the key role of adult education does not only apply to Zambia but also to other African countries such as Ethiopia, Burundi, Kenya and Mozambique (Rwantabangu, 1994). Most of these countries have had strategies that sought to improve literacy levels. Currently Zambia, through MOE is working towards an adult literacy policy and MOE has acquired the full responsibility of provision of adult literacy from the Ministry of Community development and Social Services.

Despite this finding, Strategic Plan document (2003-2007), states that “adult literacy and adult basic education has lacked coordination and funding for materials, tutor training and learner support.” One wonders how MOE through the provision of adult education will improve the adult literacy levels when adult literacy lacks support. The key role of adult literacy provision may be for the children because it seems much effort to improve literacy has been through primary reading programme. There is need for more effort to be put in place in order to justify the claim that the role of adult education in MOE is provision of literacy. As it is now it is just given lip service because it is now when the MOE through the DODE is trying to establish adult literacy centres in the education zones. This implies therefore, that the structure to implement adult literacy is not in place. One may make a supposition that adult literacy in MOE is in name only but not by action.

The finding concerning the role of adult education in MOE of second chance education and self development may be explained from the point of view of MOE's policy document *Educating our Future* (1996) and Educational Reforms (1977). In these policy documents, adult education is interpreted as continuing education. This is Education that is supposed to help an individual develop themselves and contribute to the development of the country. However, what is on the ground seems to be contrary. MOE may seem to have paid much attention to second chance education which offers a continuation of formal education.

The programmes under second chance education simply help learners to start from where they stopped for the purpose of completing schooling. Bearing this in mind, one may suppose that MOE does not really offer adult education for adults but remedial education for children. Despite a few adults who engage in GCE classes for the purpose of rewriting subjects which they failed to pass, the focus is not adult education but formal education. As Hearney, (1996) has rightly stated that adult education is being substituted for adult learning, implying that adult education is now perceived as formal education for the purpose of attaining a school certificate that will help one to get into formal employment. The practical part of adult education which is supposed to give survival skills to adults who might not have obtained formal education, but if offered survival skills may be able to develop themselves and contribute to the development of the country. This part of adult education seems not to be addressed.

Job Descriptions for Adult Education Degree Graduates

The finding that adult education degree graduates' rightful jobs are in the Directorate of Open and Distance Education (DODE) could be as a result of the organisation structure of MOE. MOE structure has five directorates namely: Planning and Information, Standards and Curriculum, Teacher Education and Specialised Services, Human Resource and Open and Distance Education. The Directorate of Open and Distance Education is the one in charge of the adult education activities, implying that all AED graduates should hold positions in DODE.

However, the current scenario is different. Though some graduates are working under DODE, majority are teaching. There may be two reasons why majority of AED graduates are not working under DODE. The first reason is that DODE's structure is limited to few positions. The structure does not extend to the schools and the communities. It ends at the district level with one person running two district offices. It is surprising that one officer runs two offices when there

are many other AED graduates who are misplaced. One officer against two offices may lead to inefficiency, bearing in mind that one person cannot be found in two different places at the same time.

The finding pertaining to the jobs of AED graduates being in DODE contradicts what the literature says on the functions of adult educators. Their basic function includes instruction, counselling, programme development and administration (Darkenwald and Merriam, 1982). In Zambia according to Mbozi (2006), adult educators include trainers and tutors of adults such as officers in industry, trade union leaders and advisors, tutors in in-service programmes such as teacher training colleges, facilitators of military and police refresher courses, agriculture extension workers, literacy organisers and instructors, citizenship education programmes, counsellors and community development officers. Adult educators perform a variety of jobs in different settings. They cannot be confined to one section. AED graduates can work in all the directorates of MOE and even other ministries.

5.2 Conclusion

This study was conducted after a number of years of the provision of Adult Education Degree at University of Zambia. The findings clearly showed that adult education was wrongly perceived. There was lack of understanding of adult education degree programme and that the attitudes towards the adult education degree programme were negative. The lack of understanding of the adult education degree programme was such that majority of education staff lacked knowledge of the courses offered in this programme. The lack of understanding of the adult education degree programme was due to the lack of a clear adult education policy. The finding revealed that the current policy, “Educating our Future”, does not give a clear direction of adult education. It addresses adult education which means starting where one left or stopped.

The study identified two explanations for the negative attitudes towards adult education degree programme in the ministry of education. The first was about the perception that adult education is literacy, night school and second chance education. This is education offered to people who had not gone far in education. As a result of this perception, adult education degree programme was viewed as a programme that was of a lower standard. Its graduates were also viewed as of a lower standard that may not compete favourably with other graduates.

The second was about the position of adult education in Ministry of Education. Adult education in the Ministry of education was not mainstreamed. Ministry of education focus was formal education and not adult education. Adult education was placed in one of the directorates which is the Directorate of Open and Distance Education. Adult education was not seen as a priority. Hence funding for adult education programmes, employment of adult education degree graduates, support for training in adult education degree programme and placement of ministry of education employees who are graduates of adult education degree programme were not priorities. Consequently, activities to do with adult education received the least attention.

In view of these findings, there is need for concerted effort by the University of Zambia to collaborate more with the Ministry of Education in order to clear out the wrong perception and the negative attitudes towards the adult education degree programme.

5.3 Recommendations

In view of the findings of this study perceptions and attitudes in the Ministry of Education towards adult education, the researcher therefore recommends the following measures in order to redeem the situation:

(1) The research findings in this study revealed that there is a lot of ignorance among the Ministry of Education staff about the courses offered in the adult education programme at the University of Zambia. It was evidenced by the fact that a large number 47 (75%) out of the 63 respondents were ignorant about the courses offered in the adult education degree programme. In order to correct this situation the researcher therefore recommends that:

- (i) The University of Zambia should improve its programme marketing strategy of adult education degree programme through the use of media such as production of brochures, radio and television programmes and conduct workshops and seminars.
- (ii) The Department of Adult Education and Extension Studies should devise a deliberate marketing strategy targeted towards MOE. So that each time they review the courses, they should also organise sensitisation meetings with MOE officials and teaching staff to educate them on the courses offered in AED and what its graduates can offer to MOE.

(iii) The adult education degree graduates should work at strengthening of the Adult Education Association in Zambia, through which they will be able to sell adult education to the public.

(2) The research findings revealed that adult education plays an important role in the provision of education in Zambia. Among the three perceived roles of adult education, literacy, second chance education and self development education, Literacy education was perceived as a major role of adult education in the Ministry of Education. Taking this finding into consideration, the researcher recommends that DODE, the directorate responsible for adult education in the Ministry of Education should be expanded in order to create an institutional structure which will be able to provide adult education to the lowest community level.

(3) The findings in chapter four showed that adult education graduates can work not only in DODE but can also perform other jobs such as counselling, supervision of teachers, career masters, teaching at colleges, running programmes dealing with adults, inspectorate work and community work in both MOE and other ministries. However, the findings further showed that 79% of the AED graduates were teaching in schools. In view of this finding, the researcher recommends that MOE should not only limit AED graduates to DODE and classroom teaching but should place them in other directorates as well because they can perform a variety of jobs.

(4) The findings in this research revealed that the current policy on education *Educating our Future* is lopsided or leans too much towards formal education. The researcher therefore recommends that in addition to adult literacy policy, a separate adult education policy should be created to have a clear direction on the adult education programmes within the Ministry of Education.

(5) Finally the researcher also recommends that a study should be carried out to find out the impact of lack of a separate policy on adult education programmes in MOE.

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APPENDICES

Interview Guide to be answered by School Managers

1. What does adult education mean to you?
2. Have you ever heard about adult education degree programme offered at UNZA?
3. What are the courses offered in the adult education degree programme?
4. Do you have an adult education degree graduate(s) or those that are pursuing it?
5. What support are you giving to them?
6. What functions do the adult education degree graduates perform in your school?
7. What jobs do you think the adult education degree graduates should be doing in the Ministry of Education?
8. Would you recommend your teachers to enrol in the adult education degree programme?
9. Why?
10. If you were given an opportunity to study at UNZA would you choose to study adult education?
11. Why?
12. Do you think this degree programme should receive attention in the Ministry of Education?
13. Do you think teachers should study this programme?

Interview Guide to the Ministry Officials

1. What does adult education mean to you?
2. Have you ever heard about adult education degree programme offered at UNZA?
3. What are the courses offered in the adult education degree programme?
4. What is the role of the adult education degree in Ministry of Education?
5. Do you have an adult education degree graduate(s) or those that are pursuing it in your department?
6. What support are you giving to them?
7. Do you employ adult education degree graduates?
8. Why?
9. Would you recommend Ministry of Education teachers to enrol in the adult education degree programme?
10. Why?
11. If you were given an opportunity to study at UNZA would you choose to study adult education?
12. Why?
13. Do you think this degree programme should receive support in the Ministry of Education?
14. What percentage of funding does adult education receive?
15. Should there be a separate policy for adult education?

Interview Guide to be answered by Adult Education Graduates

1. When did you graduate?
2. What motivated you to take the adult education degree programme?
3. Who sponsored your training?
4. What job were you doing before you went to UNZA to study adult education?
5. What job are you doing now?
6. Did you get a written or verbal description for your present job?
7. Are you satisfied with the present job?
8. Why?
9. How were you treated by your immediate supervisor when you reported back after completing the programme?
10. Are you in touch with other adult education degree graduates?
11. What are they doing now in the Ministry of Education?
12. Would you recommend this degree to another person?
13. If you were offered a place to study at UNZA again, would you choose adult education?
14. Do you think this degree programme should receive support in the Ministry of Education?

Interview Guide to be answered by Teachers

1. What does adult education mean to you?
2. Have you ever heard about adult education degree programme offered at UNZA?
3. What are the courses offered in the adult education degree programme?
4. Do you know of an adult education degree graduates?
5. What jobs are they doing?
6. What jobs do you think adult education graduates should be doing?
7. If you were offered a place to study at UNZA, would you choose to study adult education?
8. Why?
9. Would you recommend another person to study adult education degree programme?
10. Why?
11. Do you think adult education degree programme should receive support in the Ministry of Education?

Interview Guide to be answered by Teaching Service Commissioners

1. Are you aware of the adult education degree programme offered at UNZA?
2. What does adult education mean to you?
3. What course are offered in the adult education degree programme?
4. What do you think is the role of the adult education degree programme in the Ministry of Education?
5. What is the interaction between the training institutions like the University of Zambia and the Teaching Service Commission?
6. In your own opinion where would you fit the adult education degree graduates in the Ministry of Education?

Letter of Permission



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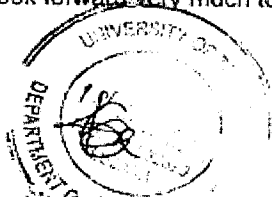
Name: Melween Maise Pakwana

TO WHOM IT MAY CONCERN

RE: RESEARCH UNDER TAKING

The bearer of this letter is a student in Adult Education. He/She has come to ask for information on **Attitudes Towards Adult Education** from your organization. Your help and cooperation in this regard will be highly appreciated by the University.

I look forward very much to a favorable response in this regard.



Patrick Soleta Ngoma
ACTING HEAD OF DEPT. – ADULT EDUCATION AND EXTENSION STUDIES