
The itinerant nature of university extension education: An entity of no fixed abode and implications for its development at the University of Zambia

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Abstract

This article is based on a PhD study that sought to explore the contribution of University Extension Education of the University of Zambia to human resource development since 1966. The study was inspired by the lack of a comprehensive documented account on the contribution of Extension Studies to human resource development in Zambia. The objectives included tracing the history of Extension Studies at the University of Zambia from 1966 to 2014; establishing the contribution of Extension Studies to human resources development; and investigating the status and prospects of Extension Studies. The theoretical framework of the study was the technical-functional theory. The target population was 6,200 and included former and current students, part-time tutors, Resident Lecturers and Senior Managers of the University. The sample size was 486 and was selected through probability and non-probability samplings. Qualitative data were collected through document reviews and interviews and quantitative data were collected through questionnaires. Qualitative data was analysed through thematic analysis and quantitative data was analysed using Statistical Package for Social Sciences. The study established that Extension Studies has contributed to human resources development in Zambia by graduating approximately 61,251 professionals in different fields of study as of 2014. Furthermore, the research participants expressed satisfaction with the quality of education they received and some of them recommended that the Extension Unit of the University of Zambia should be transformed into an institute to serve the community better. The study concluded that Extension Studies remains an important unit that links the University of Zambia with the community. The study recommended that the University of Zambia should improve its responsiveness to the educational needs of the Zambian society.

Keywords: Adult education and extension studies • University extension education • Extra-mural studies • Human resource development • Institute of extension studies • Quality education

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Introduction

This article is based on a study that was conducted from 2010 to 2019 at the University of Zambia. The objectives were to trace the history of extension studies, determine its contribution to human resource development, establish its current status and determine its prospects. At the time of this study, Extension Studies was domiciled in the School of Education as a section in the Department of Adult Education and Extension Studies. The mandate of Extension Studies is to offer evening programmes at certificate and diploma levels, conduct seminars and lectures to members of the community, and participate in developmental programmes of the community (Chakanika, Sichula, & Luchembe, 2016).

Extension Studies is a field derived from the concept of extension (Jones and Garforth, 2005). As a field of study, it has been playing a pivotal role in conserving and conveying knowledge, skills

and values from one generation to another. In the 21st Century, extension applies to various disciplines and branches including agricultural extension, animal extension, extension work, extension education and extension studies (Sichula, 2016). In the African context, extension education can be traced back to the pre-colonial African society, in which knowledge, skills, values and attitudes were essentially passed on from generation to generation. This happened through various learning modes which represent extension education (Sichula, 2016; Mwanakatwe, 2013). Previously extension education was called Extra-Mural Studies and was introduced at the University of Zambia in 1966. The introduction of extra-mural studies at the University of Zambia was based on the recommendations by the Lockwood Commission to enable members of the community to attain university education (Lockwood Commission, 1963).

At independence, Zambia had a very serious deficit of qualified human resources in government and private sectors partly due to the departure of skilled settlers and lack of skilled human resources among the citizenry. The shortage of qualified indigenous Zambians was also observed by the Lockwood Commission (Lockwood Commission, 1963). This gap was equally noticed by Mwanakatwe (2013:35) who records that “the number of Zambian graduates was pitifully small at the end of 1964, and was estimated at about one hundred. The size of educated manpower for 1965 was approximately 1500 and 6000 Zambians in Form V and Form II certificates respectively”. This means that Zambia was in dire need of qualified human resources to reduce the deficit. Extra-Mural Studies programme was seen as one of the ideal avenues of developing the needed human resources (Sichula 2016). Therefore, one of the purposes of establishing extension studies was to extend relevant knowledge, ideas and skills from research institutions such as universities and subject experts to needy communities.

The University of Zambia established the Department of Extra-Mural Studies (DEMS) currently known as Extension Studies (ES), which is found in all the provinces in Zambia including Lusaka, Kasama, Mansa, Solwezi, Mongu, Chipata, Kabwe, Chinsali, Kitwe and Livingstone. In Zambia, Extension Studies (Extra-Mural Studies) was intended for adults and working youths. Currently, Extension Studies is dominated by the youth aged from 16 to 35 years. A study conducted by Meki (2001) in the Northern Province of Zambia revealed that 92.2% of participants were youths aged from 18 to 35 years. A follow up study by Meki (2002), in the same Province, shows that 92.1% of the students in Extension Studies were youths aged 21 to 35 years. This study also reveals that 314 (72.8%) student-respondents were youths aged from 16 to 35 years. The three studies confirm Tembo’s (1984) assertion that Extra-Mural Studies could be substituted for formal education for youths who cannot find places in the education system. Therefore, youths and adults have found help in Extension Studies, as alternatives to those offered in formal tertiary institutions.

This observation is quite relevant to the current situation in Zambia, where programmes that were meant for adults have been dominated by the youth. Despite the fact that Extension Studies had been in existence at the University of Zambia since 1966, it had remained on the periphery of the University’s centre of academic programmes. For example, in 1995 Extension Studies was merged with Adult Education to form the Department of Adult Education and Extension Studies and placed in the School of Education and remained to offer non-credit programmes until 2009. Although extension studies offer senate approved programmes since 2009, it has remained limited to certificate and diploma levels while the higher education market in the country has evolved to degree programmes. Nonetheless, the first graduation of extension studies students took place on 15th June 2012, while the first senate result transcript was printed out in December 2012.

Some scholars like (Chakanika & Sichula 2016; Chakanika, Sichula, & Luchembe, 2016; Sichula, 2016) in Zambia have written about extension studies at the University of Zambia focusing on either its history or the client’s attitude to extension studies. But there has never been a study in Zambia that has comprehensively explored the history of extension studies, its contribution to human resources development, its current status and its future prospects. Consequently, the viability of Extension Studies as a mode of delivering knowledge, values and skills has not been established possibly inhibiting its visibility and growth. Further, lack of information about Extension Studies might lead to poor planning of the programme, and realisation of the benefits. This gap is what motivated this study.

At the time when there is so much demand for higher in Zambia, compounded by the realisation that Zambia can only develop with an educated population, a study on extension education is better placed in this context. It is also true that the current situation in Zambia is such that school leavers are

increasingly finding it difficult to enrol in formal tertiary institutions due to limited capacity. To offset this limitation extension education offers more space for learners (Chakanika & Sichula, 2016).

The meaning of extension education

Extension education has been described variously by different authors (Chakanika and Sichula, 2016; Mbozi, 2016; Supe, 1983). However, consolidating the different views, the meaning of extension education depends on the purpose and nature of activities. For example, Nisha (2006:15) says that "... there is no single definition of extension education which is universally accepted and applicable to all situations". This represents the dynamic nature of the concept of extension education. Scholars including Levine (2004), Nisha (2006), Savile (1965) and Jyrwa (2008) have defined extension education based on their interest, experience and training. They say, extension education has roots in the Latin language with the prefix "ex" meaning "out", and "tensio" meaning "stretching" (Levine, 2004). Savile (1965) describes extension education as a process which aims at developing knowledge, the will power and skills among the participants to deal with various problems.

Unlike what is known, extension education is not restricted to farming but extends to other fields such as education, health, religion and traditional education. Supported by Jyrwa (2008), extension is a broad concept that is used in various contexts. Jyrwa (2008:5) states that "in the context of Higher Education 'Extension' means to reach out to a wider clientele through a process of extending knowledge, beyond the four walls of the University". Singh and Nayak (2009:12) posit that extension education is an "education for the rural people outside the regularly organised schools and classrooms for bringing out social and cultural development". The traditional understanding of extension education in developing countries is inclined towards increasing farm production by farmers and transferring modern methods and technology to enhance such production. In this study, extension education is used to mean transference of knowledge, skills and values from the University to the community who might be far from the Institution.

Extension education in Olden and Modern times in selected countries

One of the earliest recorded forms of extension education dates back to the 1800 B.C. in Mesopotamia, where archaeologists found clay tablets bearing inscriptions of advice on watering crops and eradicating rats (Jones and Garforth, 2005). In the 21st Century, the clay tablets are likened to fliers containing farming information which are distributed to farmers. The method was effective and sustainable as the tablets could be passed on to future generations. The measure was aimed at avoiding the loss of tax revenue from farmers who contributed to government income (Ahmed, 1982). The productivity of land had been a preoccupation and source of livelihood of ancient communities and societies. Around 6 B. C., imperial China had started using some form of extension education to convey agricultural information to landlords and their tenants for the purpose of improving crop production. There is abundant evidence that extension-related activities continued from Han Dynasty 25-220 A.D. through to Ching from 1644 to 1912 Dynasty (Jones and Garforth, 2005). According to Delman (1991), the term extension education had been used in China since the period of the Song Dynasty from A.D. 960 to 1278. This is an indication that extension started a long time ago.

In the United States of America (USA) the term "extension" was used in Cooperative Extension Services (Dubey and Bishnoi, 2008). It was used to teach rural farmers new farming methods. Jyrwa (2008) explains that the term was popularised in the United States of America through the use of Land Grant Colleges, which were used to extend knowledge to farmers. In modern times, the United States of America has broadened the use of extension to include academic work. For example, the University of Washington offers extension education in the form of tailor-made credit and non-credit evening certificate programmes in many areas to working adults. Some people think that extension education should be restricted to providing literacy to people who cannot embark on advanced studies. However, Chakanika, Sichula, and N'gambi (2016) contend that extension education is more than literacy education for low class citizens, it provides increased access to University education.

Additionally, Olubunmi (2016) established a need to expand the number of courses offered through extension education at the University of Idaho in the United States of America to increase access to higher education. Similarly, in India, extension education is an important part of higher

education. It is recognised by the University Grants Commission as the third dimension of higher education in addition to teaching and research. The importance of extension education is evidenced by its presence in 102 universities spread all over India (Parthasarathy and Balasaravanan, 1997). The Indian policy on Adult and Continuing Education emphasise the need for higher education system to be involved in extension activities. The mandate of the third dimension (extension) is to promote a meaningful and sustained rapport between tertiary institutions and the community. Parthasarathy and Balasaravanan (1997) state that the Department of Adult, Continuing Education and Extension had been offering post graduate diploma, degree and doctoral programmes. This is a similar mandate that Extension Studies at the University of Zambia is tasked with (Chakanika, Sichula, & Luchembe 2016). Although the reality of degree and postgraduate programmes under extension studies unit remain farfetched (Chakanika & Sichula, 2016).

Research on extension studies in Africa shows that Extra-Mural Studies was first established at the University of Ghana in 1948 and later shifted to the Institute of Adult Education. In order to make education available to a broad spectrum of society, the University of Ghana offers formal and non-formal-based extension education. It provides university-based adult education through branches and workers' colleges throughout the country. It also offers formal programmes at the diploma, degree, and master's degree programmes. The Institute of Adult Education at the University of Ghana also coordinates distance learning programmes (Concordia, 2016). Ghana was actively pursuing the establishment of the Centre for Continuing Education where extra-mural studies would be offered. Doyle (1968) states that the University of Ghana was actively seeking a person to head its Continuing Education programme in 1968. This model of extra-mural studies at the University of Ghana is similar to that of the extension studies at the University of Zambia although the degree and postgraduate programmes have not yet been introduced.

Similarly, in ¹Nigeria, extra-mural studies started in 1948 at the University College of Ibadan (Doyle, 1968). In 1967 the Harbison Committee on Education and Human Resource Development report highlighted the role of Nigerian universities in extension education. Functions under extra-mural studies included documentary films, diploma courses in adult education and community development, commercial banking, accessing library materials, student guidance, English language and literacy. University extension services are found in many universities in Nigeria including the University of Ibadan, University of Nigeria-Nsukka, University of Lagos and University of Ahmadu Bello (Doyle, 1968). On October 20, 1961, Howard R. Neville of Michigan State University, in his report to the Principal on the Continuing education at the University of Nigeria stated that universities must respond to the needs of society around it for them to fulfil their potential. Neville urged the University of Nigeria to increase boundaries of the University campus to all students irrespective of their ages, thereby enabling everyone to continue learning (Doyle, 1968). Another country in Africa that began implementing extension-related education is Uganda, where Makerere University College in Kampala (Uganda) started taking steps to transform its continuing education philosophy into an extension programme (Doyle, 1968). Doyle further reports that Dr Y. K. Lule, Principal of Makerere University College, expressed a strong desire to establish an adult education programme through the centre for Continuing Education in order to cater for adults who had missed the opportunity of attaining education.²

Prospects of extension studies

Some countries have genuinely embraced extension education in their education systems. Subsequently, their respective universities have adopted extension education as the third mission or function of university education. Other countries have established universities of extension education, extension education institutes and directorate of extension education. For example, the University of Wisconsin established the University of Wisconsin – Extension in 1906 (University of Wisconsin, 2016). The initiative followed a joint effort of Wisconsin President Charles Van Hise and Governor Robert La Follette who proposed the establishment of a third mission or function to be added to the traditional

¹ Today there are very few universities in Nigeria that still have extension education programmes

² However, most university extension education programmes in Africa are non-existent

functions of teaching and research. Therefore, Wisconsin earned itself a privileged position of being one of the first states to institutionalise extension education and the University of Wisconsin offers degree programmes.

In India, there are many extension universities while some universities have extension units, departments, directorates or institutes. For example, the Banaras Hindu University (BHU) offers formal and non-formal teaching in agriculture up to degree level (BHU, 2016). In 1987, BHU established extension education Institute Jorhat in North East Region. This is a sought of initiative that is lacking at the University of Zambia where extension studies is a unit that is not highly rated. Mbozi (2016) suggests key issues considered in designing and managing a successful university adult education programme in developing countries. She says the success of any adult education programme depends on how it responds to the needs of learners. Including reflecting carefully on the responses to avoid rendering the field of adult education irrelevant to the society it intends to serve. She provides a possibility to come up with a framework for the creation of sustainable systems based on:

...diversity of staff, responsive programmes, structured succession programmes, structure for encouraging institutional memory, and sharing of diverse ideas, and a strong monitoring and evaluation system (Mbozi, 2016:45).

As authors of this article, we share with Mbozi's view that relates to institutional memory, diversity of staff and responsive programmes. Sichula (2016) observes that previously, the focus of extension education was on rural people who were considered to be vulnerable in many areas. Following the demand for knowledge, skills and values in the 21st century, there has been a renewed need to transform extension studies at the University of Zambia into a sustainable programme that should provide increased access and quality education. This calls for change from heavy reliance on classroom teaching by using other available technological methods such as social media. Sichula (2016:3) points out that:

The reality of this is reminiscent of advances in technology and evolving trends of effective educational practices. This has led to a paradigm shift in university extension education from conventional modes of a classroom setting course delivery to more scientific internet oriented modes, such as the use of social media which may include *Google, Yahoo, Skype, You tube, Facebook, Twitter and Myspace* to mention but a selection.

This is in line with the current situation where most people, especially the youths, who form the larger population of extension studies clientele, are hooked to social media.

Extension education: An entity of no fixed abode

Extension education as an entity of no fixed abode refers to the situation where Extension Studies at the University of Zambia has had a seemingly no permanent location. For example, in 1975, DEMS joined the Centre for Continuing Education (CCE). The Centre comprised four units including the Departments of Correspondence Studies, Mass Communication, Adult Education and In-Service Training, and University Provincial Centres and Conferences (Alexander, 1975). The University Provincial Centres replaced the Department of Extra-Mural Studies, which later became the Department of Extension Studies. Following the dissolution of CCE in 1995, Adult Education and Extension Studies were combined to form the present day Department of Adult Education and Extension Studies (DAEES), which became part of the School of Education.

With all these movements the first Director of the Department of Extra-Mural Studies department was Professor Lalage Bown who started work in May 1966 (University of Zambia, 1967:1). In July 1966, the University of Zambia Senate worked out two principles that guided the operations of the Department of Extra-Mural Studies, and the functions were to maintain University links with the community. It was envisaged that the University would contribute to the wider society as opposed to concentrating on a small group of graduates and undergraduates. At this time, the Extra-Mural Studies Department enjoyed a very high status that enabled it to report directly to Senate through the Senate

Committee on University Adult Education and its Director was an ex-officio member of the senate. The department was also represented on most Boards of Study of Schools of the University of Zambia (University of Zambia, 1967:2). The DEMS portrayed a University of Zambia character in that it represented the entire University throughout the country by way of the existence of a network of Resident Lecturers. This was clearly reflected in the courses that it offered, which came from different fields, various schools and units. The schools and units played a role of approving courses before they were offered through the Department of Extra-Mural Studies.

Attempts to abolish Extra-Mural Studies

The financial challenge that affected the University of Zambia during the period leading to 1971-1972 had a serious ripple effect on the Department of Extra-Mural Studies (DEMS) threatening its abolishment. The in-coming Director of DEMS, Mr Abdelwahid Yousif, described his position and that of the Department as a “dilemma of loneliness” because he had no strong basis on which to plan due to lack of funding at this time (Alexander, 1975:74). This followed financial cuts to the University by Government of the Republic of Zambia (GRZ). As a rescue measure, DEMS was made part of the newly created Centre for Continuing Education (CCE) in 1975 (Alexander, 1975). The Department was seen as having failed to project a well-defined and economically viable Provincial Programme. It should be pointed out that DEMS was considered a failed project due to the inability of the University of Zambia Management to appreciate its contribution to national development. Tembo (1984:61) records that:

Extra-Mural work is an activity which is accepted as a proper function of universities. This must entail acceptance by universities of the need to provide the facilities, both capital and recurrent, which such work requires. However, experience shows that in the face of limited resources, particularly finance, the needs of extra-mural work are, in many cases, among the first casualties when cuts have been made. This is often due to lack of appreciation of the significance of extra-mural work in the development of a nation or to a doubtful commitment to such work by the university concerned.

The University of Zambia implemented a structural adjustment programme, which led to cuts in budgets of most departments. Iliamupu (2007:2) elaborates that:

The period 1971-1972 was a particularly difficult one for the University of Zambia financially. Most departments suffered cuts, and the Extra-Mural Department suffered the most. There were strong feelings within the University administration to either abolish the department or remove its personnel from Provinces. . . . The Extra-Mural Department was seen as having failed to project a well-defined Provincial Programme and thus did not deserve the continued financial backing. The current programmes of the time were already proving to be expensive.

The financial difficulties in the University caused some units to be used as scapegoats. There were strong feelings in the University that the Department of Extra-Mural Studies had failed to fulfil its mandate, and, therefore, did not deserve the continued financial support. The University administration was also not impressed with the performance of the Department of Correspondence Studies and expressed concern about its future. It should be pointed out that the perceived failure could have been caused by the University’s policy in that it regarded extension studies as a service unit to the community. The University of Zambia used the Department of Extra-Mural Studies to appreciate members of the Zambian community for the contribution it made to the establishment of the University. Therefore, members of the public paid very little or nothing towards the cost of managing courses in Extra-Mural Studies. Simply put, the courses were subsidised by the University of Zambia. From the commencement of Extra-Mural Studies, no emphasis was made that Extra-Mural Studies was a self-financing programme. Consequently, Resident Lecturers became increasingly involved in conducting more seminars and public lectures, which generated less or no income at the expense of evening classes, which were economically viable (Extension Studies Annual Reports, the 1960s-1990s). For example, between 1966 and 1971, there were 11, 674 participants in public lectures, seminars and workshop against a paltry 1, 611 that participated in evening classes (University of Zambia, 1967:7, 9).

The financial problems prompted the University Management to establish an Ad Hoc Committee to examine the way forward for the Extra-Mural Studies programmes. Alexander (1975:88) records that in order to achieve a secure basis and clearer objectives for the University extension the Vice-Chancellor in April 1973 approved the formation of an Ad Hoc Committee to examine in depth future programmes for Extra-Mural Department in the light of national needs and priorities. During the deliberations of the Committee, it was clear that the Department of Extra-Mural Studies was headed for removal from the University books as it was regarded as a liability. The public objected to the impending abolishment of Extra-Mural Studies. The situation prompted two members of staff of Extra-Mural Studies and former Resident Lecturers, Mr Wanga Weluzani Chakanika and Mr Harry L. Mtonga, to petition the Working Party against the popular, destructive and retrogressive idea of abolishing the Department (Chakanika and Mtonga, 1995). The public outcry coupled with the strongly worded petition by Messrs, Chakanika, W. W. and Mtonga, H. L. could have led to the rescinding of the decision to abolish the Department of Extra-Mural Studies.

The Committee recommended that the Department of Extra-Mural Studies would make an impact if it concentrated on fields of rural development and adult education training. Based on the recommendation of the committee, the Vice-Chancellor, Prof. Lameck K. Goma, in October 1973, established a Working Party on University Extension (Alexander, 1975). The Working Party was chaired by Professor B. O. Nwabueze, Dean of School of Law, while the Department of Extra-Mural Studies was represented on the Committee by the Director, Mr A. A. Yousif, and the two Acting Directors of Correspondence Studies and Institute of Education. The task of the Working Party was to consider and make recommendations on the functions of University Extension Services and how they were interrelated. Alexander (1975: 88) further reveals that:

“The Working Party was to consider and make recommendations on the functions of University Extension Services and the extent to which they are inter-related. Included in university extension services for consideration to the Working Party were not only the Departments of Extra-Mural Studies and Correspondence but also the Institute of Education which provides an associated relationship for Zambia’s teacher training colleges and professional training for experienced teachers and education administrators”.

The Working Party was to consider the role of university extension services in meeting needs and priorities and the type of programmes suited to the attainment of this role; appropriate structure for extension services; the possible amalgamation of the three extension units under consideration and the internal structure, administration and staffing of such an amalgamated extension unit. Members of the Working Party were drawn from relevant organisations to extension services such as United National Independence Party (UNIP) Central Committee, Zambia Congress of Trade Unions, Ministry of Education, Zambia Adult Education Advisory Board, Zambia Federation of Employers, Department of Community Development and Ministry of Rural Development. From inception, each Provincial Office of the University of Zambia had been managed by an academic staff called Resident Tutor (now Resident Lecturer). The task of Resident Tutors was to implement the aims laid down by Senate on Extra-Mural Studies. Alexander (1975:46) reports that:

In order to execute the above objectives and policies successfully, it was necessary to staff the Department with fully qualified academics employed on the same conditions as other members of the University academic staff. The Senate and Council agreed that there should be a network of Resident Tutors stationed in each of Zambia’s eight provincial capitals. Suitably qualified graduates would be employed as part-time tutors to assist the Resident Tutor to carry out his programme. The Resident Tutors would also be supported by administrative officers/organisers and it was hoped to establish University Centres in the provincial capitals to provide permanent teaching and office accommodation.

The statement shows that between 1966 and 1970, Senate and Council had a lot of interest in the Department. The University had to set high standards for those to be employed as Resident Tutors, part-time tutors and administrative officers. Functions of the Resident Tutors were to report local community

needs and interests to the Director, teach and conduct research in their areas of specialisation and adult education, and represent the University of Zambia in the province where one served as Resident Tutor (Alexander, 1975).

Creation of the Centre for Continuing Education (CCE) 1975 to 1994

The Working Party recommended that the Departments of Correspondence Studies, Institute of Education and Extra-Mural Studies be integrated under a Centre for Continuing Education. It was hoped that the creation of an independent unit from a School would result in high status and recognition of Continuing Education by the University of Zambia and the Zambian Community. In January 1975, Mr Martin M. Kaunda was appointed as first Director of the Centre for Continuing Education. The Vice-Chancellor's Working Party commenced its work in January 1974. It accepted the concept of Continuing Education as being the most appropriate and relevant for university extension services. The concept was appropriate as it was also accepted by UNESCO as being "the master concept for educational policies in the years to come for both developed and developing countries" (Alexander, 1975:90). The concept was appropriate and relevant because it encompasses various forms of formal, informal and non-formal education. Continuing Education is a flexible, open and non-terminal concept. Therefore, it can be utilised in any place, by any one and all the time. It provided an avenue for creating a unit that would accommodate the Department of Extra-Mural Studies, the Department of Correspondence Studies and the Institute of Teacher Education. For this unique characteristic, Alexander (1975:91) argues that the concept of continuing education assisted members of the Working party to relate the non-formal, non-credit provision of Extra-Mural Department, formal credit to the provision of the Department of Correspondence Studies and the formal and non-formal provision of the Institute of Education and consider merging them into a unified division of university extension.

Clearly, all the three units dealt with education which was organised largely outside the main stream. The Working Party agreed that Continuing Education should not be a unit of a school as it needed autonomy to enable it to develop its own policies and programmes. It was thought that placing Continuing Education under a school would subject it to the interests and procedures of the parent school. The autonomous status of Continuing Education was intended to give it a direct relationship with the central university authorities. The creation of a unit of continuing education would earn it recognition by the University and community, and attract more resources (Alexander, 1975). The Centre for Continuing Education comprised the following Departments: Adult Education and In-service Training, Correspondence Studies and Mass Communication. The three departments were previously separate units. The main reasons for merging the Department of Extra-Mural Studies with other departments were to cut cost, failure by Resident Tutors to implement rural development programmes, and lack of clear objectives. Alexander (1975:74) explains that the major themes of rural development and adult education training have been adopted by the Department but have not always been followed by Resident Tutors in the field. The class programme has been reduced and costs cut. But the Department's objectives were still blurred and until November 1973 when the Vice-Chancellor's Working Party on University Extension Services was appointed.

This implies that the Department of Extra-Mural Studies and its Resident tutors had lost direction and purpose. Following the creation of the Centre for Continuing Education, the network of Resident Tutors in provinces that was established by the old Department of Extra-Mural Studies continued to operate under the supervision of the Director of the Centre (Alexander, 1975:98). There was also another unit under the Centre called Conference section, which was managed by a tutor (lecturer). Just like the Extra-Mural Studies, the Conference Unit was intended to facilitate conferences of all units of the University of Zambia. The office was located at Ridgeway Campus, sharing space with the Extra-Mural Studies. On 28th December 1994, the Senate of the University of Zambia decided to restructure the Centre for Continuing Education so as to make the units more effective. Thus, the Department of Distance Education (DDE) was placed under the Deputy Vice-Chancellor's office. The Department of Extra-Mural Studies was reorganised into the Department of Extension Studies and Conferences. The Department of Mass Communication went to the School of Humanities and Social Sciences (DAEES Departmental Handbook 2008).

Establishment of the Department of Adult Education and Extension Studies

Following the dissolution of the Centre for Continuing Education (CCE), the Department of Adult Education and Extension Studies (DAEES) in 1995. This followed the merging of the Departments of Adult Education and Extra-Mural Studies, which became part of the School of Education. Although Extension Studies is domiciled in the School of Education, it represents all the units of the University in provinces (DAEES Departmental Handbook, 2008). Therefore, all the Schools, Directorates and Institutes of the University are supposed to contribute programmes or courses to the Department of Adult Education and Extension Studies for dissemination (University of Zambia, 1967: 2). The amalgamation of the two Departments was intended to enhance the performance of the extension programmes. The Adult Education Section is responsible for full time, parallel and distance degree programmes organised at the main campus while Extension Studies organises short courses, certificate and diploma programmes in provincial and district centres. The lessons are conducted in the evening to allow for those involved in various activities during the day to participate in learning.

The Department of Extension Studies and Conferences, under the Centre for Continuing Education, represented the University of Zambia through provincial centres such as Chipata, Kasama, Livingstone, Mansa, Mongu and Solwezi. The two provincial centres that were based away from provincial headquarters were Kitwe and Lusaka for Copperbelt Province and Central Province respectively. The Resident Tutor was in-charge of the province and responsible for organising non-credit programmes, public lectures and seminars for the benefit of members of the community. The Resident Tutor worked with qualified members of the local community in different fields to provide courses and programmes. It needs emphasising that the Department of Extension Studies and Conferences was tasked with the responsibility of organising conferences, seminars and workshops at the University of Zambia through the Conferences section. The Department also organised conferences and seminars on behalf of the government and private organisations. In addition, the Department of Extension Studies and Conferences was responsible for the facilities at Ridgeway Campus. During vacations, individuals and organisations would approach the Department of Extension Studies and Conferences for accommodation. The Department of Adult Education and Extension Studies has continued to manage some facilities such as hall, classrooms, and some offices at Ridgeway Campus. The new Department continued to offer non-credit programmes, which were later resented by employers and consequently affected the attitude of students. This situation led to the need to transform non-credit programmes to credit ones in order to enhance their credibility.

Implications for Development of University Extension Education

The nomadic nature of Extension Studies robbed it off stability and identity. The instability caused the staff in Extension Education not to focus on the development of the structure and programmes at different levels. The development of a structure was not feasible because Extension Education had to adjust this prevailing situation in its new home. This has affected the growth of Extension Education at the University of Zambia. For many years, Extension Education at the University of Zambia was limited to offering certificate courses, which were non-credit in nature. It was not until 1995 that Extension Education started offering diploma programmes. This implies that the University of Zambia has lost the vision of the Lockwood Commission, which recommended that:

The University should open its degrees and other awards to private students working externally and should set up correspondence courses and advisory extra-mural and extension services to assist such students. This concession should not be restricted to Northern Rhodesia (Lockwood Commission, 1963:15)

The students' demand for diploma qualifications was in line with the Lockwood Commission for the award of the University at appropriate standard through Extra-Mural Studies. The Lockwood Commission (1963:40) recommended that not all such courses would lead to an award of the University, but there is no reason why some of them at appropriate standard and with regular written work included, should not do so. Subjects taken would most commonly lie in the social studies and arts field. We support the recommendation (No. 52) of the Tananarive UNESCO Conference on the Development of Higher Education in Africa that "African studies should play an important part in extra-mural studies."

But science subjects in certain fields and at certain levels should not be precluded, provided that they could be backed up with concentrated laboratory work done on a residential basis. School laboratories, where they exist, could help.

The demand for higher qualifications by extension studies students was in line with the Lockwood Commission Report. The demand by students for diploma qualifications was an indication that the University of Zambia had delayed in implementing recommendation 158 of the Lockwood Commission, which supports the offering of science related subjects through Extension Studies or distance mode. To date, the University has done very little or nothing to promote pure science subjects through Extension Studies. Some members of the University of Zambia have not only resisted the offering of sciences through Extension Studies but also offering of degree programmes.

The proposition of a new structure of the extension unit

Although Extension programmes have existed at the University of Zambia for approximately 50 years, they have not been entrenched and fully accepted programmes of the institution. Sometimes, units of the University refuse to recognise qualifications obtained from the extension unit. While other universities within the country do not seem to have a problem with such qualifications and accept applicants for entry into higher qualifications. This shows that the vision of the Lockwood Commission has not been actualised by the University of Zambia. In some African countries such as Ghana, Uganda and Nigeria, universities had started offering degree programmes in extension education as early as the late 1960s. In Nigeria, the University College of Ibadan, University of Nigeria-Nsukka, University of Lagos and University of Ahmadu Bello have been offering degree programmes (Doyle, 1968).

This means that the University of Zambia has not been proactive in introducing degrees at both undergraduate and postgraduate through Extension Studies. Extension Studies at the University of Zambia needed to be expanded and broadened in terms of programmes. The University of Zambia has two tasks to accomplish in broadening the scope of Extension Studies. The first one is to link the diploma programmes to full time, parallel and distance degree programmes so that those who obtain diplomas through Extension Studies can proceed to a degree at the second or third year level. In this way, the University would offer degrees to more people than the current coverage. The implication is that the University of Zambia could rescue people from unreliable institutions that have filled the gap left by public universities. The second task is to upgrade diploma programmes to degree programmes so that participants could continue to learn within their communities, while they continue to be involved in productive work.

The study revealed that the student-respondents would like to upgrade diplomas to degree programmes through Extension Studies. It was also the view of the part time tutors that the University of Zambia should promote Extension Studies side by side with those on full time and distance education programmes. The current management structure does not favour the growth of extension because it is restrictive. The nature of extension is such that it should be flexible in the way it is managed. For example, extension programmes are demand-driven in that beneficiaries demand what they would like to learn. In the current management, extension education cannot thrive because it is controlled by a rigid system characterised by centralised control. Another observation by Management was that applicants, with Extension Studies diplomas, who intended to enrol for degree programmes at the University of Zambia should be incorporated into the main stream programmes.

Currently, the Adult Education and Extension Studies are just 'squatting' in the School of Education in that the School of Education's core business is to prepare teachers. On the contrary, Adult education and Extension Studies are supposed to transform society and prepare leaders. The two fields of education act as change agents by infusing knowledge, skills and values into members of society. The inclusion of education or studies to the titles has greatly misrepresented adult education and extension education or studies and has not provided a proper focus. There is a need to review the course titles so that they reflected the activities desired. Student-respondents also called for improvement in communication between the University of Zambia and students so that the latter should always be made aware of any developments. For example, the feedback was unduly delayed due to late release of results. The communication should be extended to statutory bodies to facilitate the recognition of professional qualifications offered by UNZA through Extension Studies.

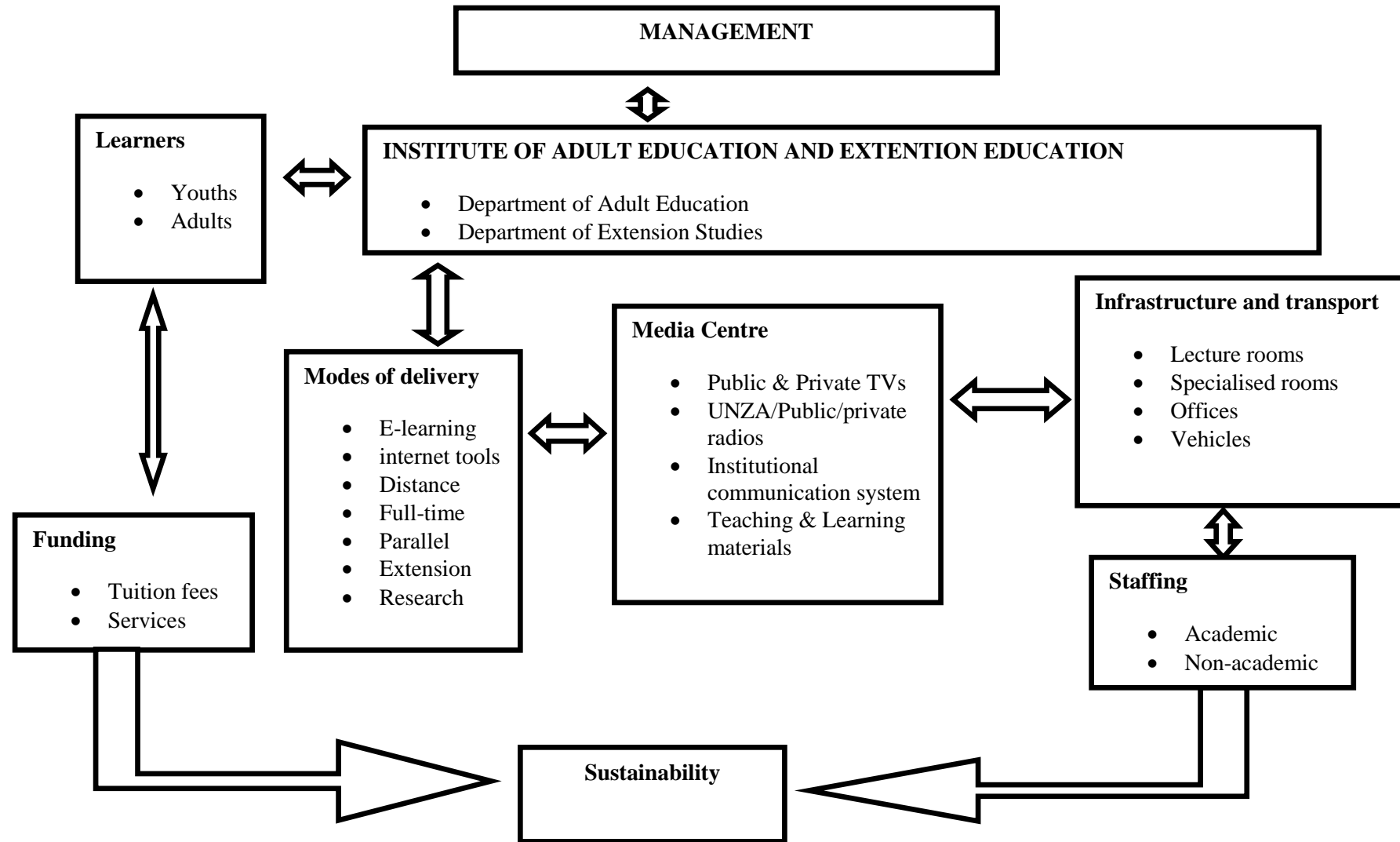
Need for a framework for sustainable Extension Studies

The study revealed that Extension Studies had neither a framework that is fully recognised at the University of Zambia. This is evidenced by the fact that Extension Studies do not link into other education programmes at the University of Zambia, thereby operating as if they were a by-the-way educational activity. The nature of Extension Studies also contributes to its current scenario. Extension Studies do not fit in the School of Education whose mandate is to produce teachers. It should be stated that Extension Studies is about producing human resources and facilitating community development. This has led to the misunderstanding by staff in the School of Education. The implication is that the situation has hindered the growth of Extension Studies because it is not supported by members outside the Department of Adult Education and Studies. In order for Extension Studies to run smoothly, there is a need to come up with a new framework with a relevant supportive structure.

The framework suggests that Extension Education should function as an institution to be called: Institute of Adult and Extension Education. The term Extension Education is more widely used than Extension Studies. The proposal to come up with an institute is backed by the findings of this study, which revealed that respondents of various categories wanted Extension Studies to offer degree programmes. The respondents' views were in line with and supported by Mbozi (2016:48), who makes a similar argument that the vision and mission should be sustainable. A vision that is sustainable is one that mobilizes people and one that is shared by all members. In order for a vision to possess a mobilising capacity, it should be made explicit. Similarly, the mission (which is the process for achieving the vision) should be shared by members. Every member should be clear on how their individual role contributes to the achievement of the vision.

The vision that Mbozi (2016) proposes is similar to the institute proposed by the authors of this article in the sense that we equally believe and advocate for the sustainability of a programme. Extension Studies can only succeed if it has a sustainable framework. On the basis of proposals and recommendations by respondents, a framework was proposed. The proposed framework includes factors that might lead to the sustainability of the Institute. The factors are funding, learners, programmes, modes of delivery, broadcasting centre, infrastructure and staffing. The factors are so interrelated and interdependent that their contribution has a direct effect on one another. The following in figure 1 below is the proposed framework for a sustainable Extension Education at the University of Zambia.

Figure 1: Proposed structure for Extension Education



Conclusion

The nature of Extension Studies at the University of Zambia is that it has had no fixed location. It has been known for moving from one unit to another. For example, it moved from a single unit to the Centre for Continuing Education and later merged with adult education and placed in the School of Education. Currently, there are plans to move the unit to the Deputy Vice chancellors office to run as a directorate of extension education. Due to this kind of uncertainty, it was nearly abolished at the University of Zambia. The nomadic nature of Extension Studies has immensely contributed to the failure to establish its own identity. Consequently, this situation has led to a lack of respect for the unit and its programmes. Owing to this, the article proposes the establishment of an institute be called the Institute of Adult Education and Extension Studies. This would enable the unit to decide on its own academic programmes and provide Extension Studies will a semblance of dignity and a fixed abode. Creating an institute that would stand on its own, would help the unit to deal with the dynamic needs of the different communities. Additionally, in order for the Extension Studies unit to survive and remain relevant to society, the University of Zambia management should think of adopting, adapting or create a framework to enable the unit to operate effectively. If the factors of the proposed framework of this article are applied harmoniously, the framework would promote sustainability of extension education at the University of Zambia.

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