

BALANCING LIFE EQUATION WITH
CONTINUING EDUCATION

AN INAUGURAL LECTURE,
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DEBORAH ADETUNBI EGUNYOMI



UNIVERSITY OF IBADAN

BALANCING LIFE EQUATION WITH CONTINUING EDUCATION

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at the University of Ibadan*

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By

DEBORAH ADETUNBI EGUNYOMI

Professor of Continuing Education,

Faculty of Education,

University of Ibadan,

Ibadan, Nigeria.

UNIVERSITY OF IBADAN

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The Vice-Chancellor, Deputy Vice-Chancellor (Administration), Deputy Vice-Chancellor (Academic), The Registrar and other Principal Officers, Provost of the College of Medicine, Dean of the Faculty of Education, Deans of other Faculties and Postgraduate School, Dean of Students, Distinguished Ladies and Gentlemen.

Preamble

I give God all the honour and adoration for the opportunity to stand before this distinguished audience to give the fifth inaugural lecture from the Department of Adult Education. My joy knows no bound because all the previous four inaugural lectures were delivered by men. I am, therefore, the first female from the Department to present an inaugural lecture. Incidentally, I am also the first female professor in the Department.

All these previous lectures had largely focused on using education to seek and promote better living for people and among people. To achieve this, the pioneering lecture of Professor Tomori in 1973 underscored the importance of language as the main pillar of support for education. Professor Akinpelu's lecture (1983) proposed certain reforms expected to take place in the nation's educational system to make it relevant to the ideals of that time. Taking a similar perspective, Omolewa (1987) advocated the use of historical or rear-view mirror approach in the development of the formal and non-formal Nigerian educational system. In like manner my PhD Supervisor, Professor Anyanwu in the last inaugural lecture in 1993 argued for the adoption of community education in the promotion of a humane society.

My lecture is a little different from the previous perspectives. The difference lies in the fact that while the previous lectures essentially examined the nation's educational system and called for certain reforms in order to make the system functional and relevant, my lecture focuses on the identification of certain imbalances within the educational structure and how continuing education has

helped and can help to rectify these imbalances. This informed the title of this inaugural lecture: "Balancing Life Equation with Continuing Education".

The essence of this lecture, Mr. Vice-Chancellor, is to chronicle my contributions to the growth and development of a unique academic branch within the genre of Adult Education. This branch is not only unique in terms of its centrality to the goals and objectives of Adult Education but also serves as the umbilical cord with which other branches of Adult Education are fed. More so, the acceptance of this branch within the academic setting, as a specialized unit for manpower development, is a recent phenomenon.

Introduction

Before I progress in this presentation, it is important to clarify the main concepts used in the title of the lecture. These are balancing, life equation and continuing education. Mr. Vice-Chancellor, one may rhetorically ask: What does balancing life equation mean? Can life be balanced? How can it be done? I was motivated to arrive at this title from the classical and thought-provoking work of the renowned British Philosopher John Locke titled "Essay Concerning Human Understanding". In this work, Locke argued that human beings are born with empty minds and that they acquire knowledge through learning or socialization or personal experience. Prior to Locke's argument, Thomas Aquinas (1225-1274AD) asserted that human beings are rational and have great potentials; man had been made "a little lower than the angels" and been crowned "with glory and honour". I became agitated, with these assertions, to find out how man's great potentials, which he is endowed with, can be achieved and further enhanced. This provided me the impetus to pick interest in continuing education as an academic area of specialization even though its acceptance and recognition as an alternative and complementary mode of higher education delivery was recent.

The word 'balance' refers to putting an entity in a steady position or providing an even distribution of what looks dispersed. In accounting, balancing means equalizing debt and credit such that one cancels the other. Similarly, mathematics expresses values as balanced when they are equal. While the accountants strive at a balance in statement of account, mathematicians work on values, continuing education practitioners strive to provide educational opportunities to remediate lost knowledge for those who never went to school or left school early or to upgrade acquired professional, knowledge. Thus, continuing education can be used as a regulating instrument for achieving an egalitarian society.

Back to the question "Can life be balanced?" Life can truly be balanced and this can be achieved through continuing education. This is the analytic illustration: humans usually begin their journey in life with empty minds as stressed by John Locke. However, they begin to develop their intellect through series of systematically designed and demarcated learning programmes, from the simplest to the complex, in the process of knowledge acquisition.

As humans acquire knowledge, they use it to solve problems they encounter in their existence since life itself is full of problems and contradictions. But the problem of today can only be solved by the knowledge acquired today as such knowledge may become obsolete in solving subsequent problems that may arise. Therefore, for a person to live a balanced life, he must continue to learn and acquire knowledge in order to solve problems of all times. If he/she is able to do this, the person has achieved balanced life equation through the means of continuing education which is life itself and beyond death. It is beyond death, Mr. Vice-Chancellor, because in some cultures when an individual dies he is advised or counselled, before being lowered into mother earth, to learn how to adjust to the new life after mortality. This is heavily buttressed in the Yoruba culture when the dead is counselled thus:

*Má jẹ òkùn, má jẹ ekòlò, oun tí wọ̀n bá ñ jẹ lájùlé ọ̀run
 ní kí o má ba wọ̀n jẹ (meaning) don't eat millipede don't eat
 earthworm learn to eat what they eat in heaven.*

This admonition shows that the Yoruba culture believes that since life is a continuum education is also a continuum i.e. it continues even after death because one has to learn to eat what the heavenly bodies eat in heaven and not be tempted to eat the multitude of millipedes and earthworms that may surround him in his grave. Thus, life equation is balanced through continuous learning and knowledge acquisition. Figure 1 aptly captures the key variables of this lecture:

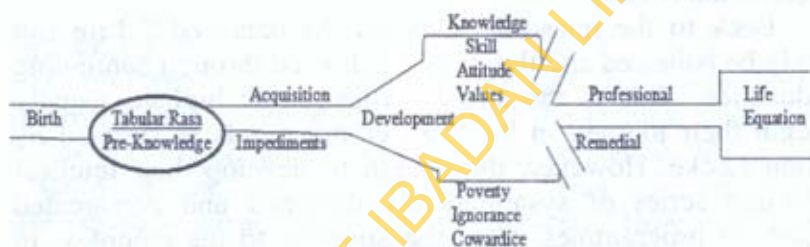


Fig. 1: Life equation with continuing education.

The figure shows how continuing education after birth can influence the status of life equation. At birth, it is assumed that man is born with blank mind (*tabular rasa*) or hidden pre-knowledge, whatever the position, but man is believed to possess the capacity to develop. However, while some strive for acquisition of knowledge, skills, attitude and values through schooling, some encounter certain impediments which prevent them from going to school or make them leave school early. Since human development process remains open to every person, those who had initial racing opportunities can improve their knowledge, skills and attitude through professional training and studies. Those who faced one impediment or the other have opportunity to remediate their deficiency through remedial education. Everyone, therefore, has opportunity to reach what I call “life equation”.

Adult Education, Continuing Education, and Lifelong Education: The Interconnectivity

A person who allows himself to remain static, who does not acquire further education or training, will find that he is no longer competitive

—Anonymous

Adult Education as a discipline, in contemporary discourse, is universally conceptualized as an educational activity largely organized for different categories of people experiencing some inadequacies in coping with current life problems. It is an educational activity relatively planned and purposefully organized for people, irrespective of their age, location, and socio-economic background who desire to learn in order to cope more satisfyingly with real-life tasks or problems. Adult Education is a change-characterized or promoting discipline, which is relatively planned, situational, relevant, and purposefully designed and organized, in a multi-variety of settings. This is to create or develop awareness, increase or update people's knowledge base, modify or change people's attitude or behaviour about life-related issues or real-life tasks or problems. The discipline is a voluntary and hopeful activity in which autonomous adults are free to choose to participate for the purpose of achieving some personal sense of fulfillment, for bringing about improvement in their lives, or even for the sake of leisure or recreation (Mott 2000). In essence, the major role of Adult Education is to enhance personal creativity, development, survival of people in the ever expanding and changing world. It is now recognized, in global discourse, that Adult Education covers a great variety of activities as listed in figure 2.

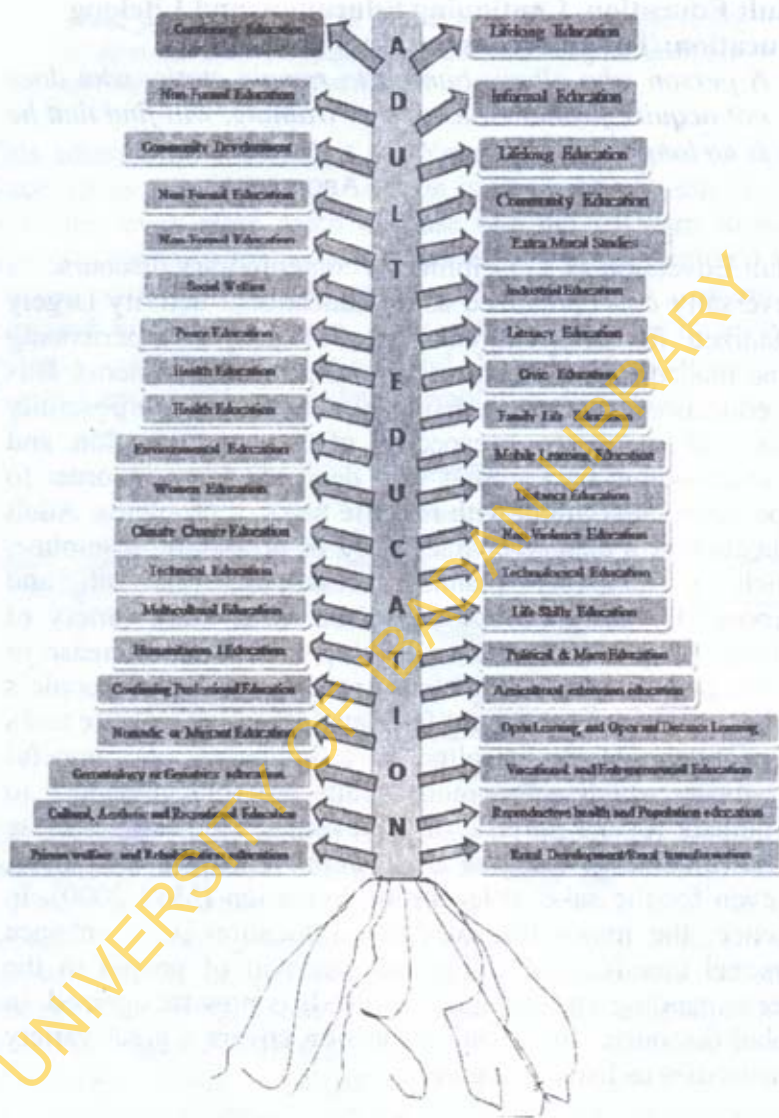


Fig. 2: Adult Education Tree showing its scope.

The Adult Education Tree shows the richness, wideness, comprehensiveness, multi-disciplinary and inter-disciplinary nature of the discipline covering the entire activities of mankind. Using the wide scope of Adult Education, the delegates at the UNESCO 5th International Conference on Adult Education held in 1997 in Hamburg, Germany re-conceptualized Adult Education thus:

The key to twenty-first century; it is both a consequence of active citizenship and condition for full participation in society. It is a powerful concept for fostering sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development, and for building a world in which violent conflict is replaced by a dialogue and a culture of peace based on justice... (Hamburg Declaration para. 2).

From the list of the scope of Adult Education, shown in figure 2 we can see that Lifelong Education and Continuing Education are two major branches of the discipline. Lifelong education, in the words of Atchoarena (1992), is an integrated way of considering the learning process, from early childhood to old age. In essence, the lifelong system of education meets the diversified needs of both the modern industrialized societies and those of the developing world. It embraces, in a continuum, initial and continuing education and training, vocational, and general education. The field of lifelong education covers a wide range of schemes, pursuing a variety of objectives such as basic education, training, socialization and the curtailment of marginalization. Viewed in a narrow context, continuing education is often perceived as a lasting education, or an enduring education, or a recurring education, or a persisting education which is prolonged beyond what could be provided by the formal system of education alone. It is instructive to state that Adult Education, Lifelong Education and Continuing Education can be used, as a

strategy framework to confront educational challenges: such as reducing inefficiencies in the school system, giving people the second chance educational opportunity and for providing wider access to education. Exploring and developing new approaches in policy making and resources allocation, as well as making a quest for increased efficiency and equality are other challenges. The extensive capacities of Adult Education in all human endeavours made Bhola (2000) to conclude that "Adult Education has moved away from a field of study that is dominated by 'back-door' specialists and 'gifted amateurs' to one in which there are long standing curricula and well laid out patterns of professional development".

Continuing Education: The Contemporary Perspectives

Continuing education consists of two operational words "continuing" and "education" with the former qualifying the latter. As Webster's International Dictionary puts it: "Continuing" itself is a product of another word "Continue". That is, "to Continue" is synonymous with "last" "endure" "permanent" "prolonged" and "persist" while "Continuing" can, otherwise, be said to be "lasting" "enduring" "permanent" "persistent" or "persisting" and "prolonging" or "prolonged". Hence, enduring education, permanent education, persisting education and prolonged education are terms often interchangeably used as continuing education. This explanation shows that continuing education goes beyond what could be provided by formal education alone. It aims at complementing some curricular or out-of-school activities. It goes on in a recurring manner in the face of change and it is lifelong in nature. Therefore, continuing education enshrines the fact that learning is a lifelong process and that no one is too old to learn (Egunyomi 1988). As an example, when Socrates' hair whitened with the snow of age, he learned to play an instrument of music. Cato, at 80 years, began his study of Greek, and Plutarch also at 80 began, with the enthusiasm of a boy, his first lessons in Latin. "The Character of a Man", Theophrastus's greatest work, was begun on his ninetieth

birthday. Ronsard, the father of French poetry, did not develop his poetic faculty until nearly fifty. Arnauld, the theologian and sage, translated "Josephus" in his eightieth year. Hobbes, the English philosopher, published his version of "the Odyssey" in his eighty-seventh year and his "Iliad" one year later. Chevreul, the great French scientist, whose untiring labours in the realm of colour have enriched the world, was busy, keen, and active when death called him, at the age of 103. John Wesley preached every day at 88. Benjamin Franklin went to France in the service of his country at 78, and wrote his autobiography at over 80. Sophocles wrote his "Oedipus" at 90 years of age. Titan painted his masterpiece, the bronze doors of the sacristy of St. Mark's, at 85.

What all these men had in common was the willpower got through continuous learning. Therefore, it can be asserted that to keep oneself from decrepitude is somewhat a matter of willpower and continuous mental activity. Thus, the individual's primary asset with which man can bargain, in the market of life, is his personal development. This was further buttressed by Henry Ford, the famous businessman when he wrote that "anyone who stops learning is old, anyone who keeps learning stays young". Indeed as the self-motivating essayist Bremer (1971) wrote:

When the human mind ceases to exert itself, when there is no longer an active interest in the affairs of this life, when the human stops reading and thinking and doing, the man, like a blasted tree begins to die at the top. You are as old as you think you are.

Albert Einstein, the legendary theoretical physicist, and 1921 Nobel Laureate also stated that "intellectual growth should commence at birth and cease only at death". The Continuing Education Tree shown in figure 3 manifests all activities of human endeavour. Any education programme designed to

help professionals to stay up to date with current or latest information, knowledge and skills about their professions constitutes continuing education.



Fig. 3: Continuing Education tree.

Continuing education has been defined in many ways by many scholars. Akinpelu (1986) perceived continuing education as a form of educational activity organized and run outside the formal school system and at times parallel to it, but often times going beyond the purview of the school system. Egunyomi (1999) defined continuing education as a programme needed by the learner to overcome some forms of educational backwardness or to compensate for past inadequate learning. It could also be defined as a programme fashioned out to groom the learner in order to make up for some academic grounds lost in the past. It is for those who did not attend formal school at all or for those who started but left school early due to one reason or the other or for the uncared, underprivileged, economically disadvantaged, and educationally backward. Thus, continuing education programmes cut across bounds in terms of level of education. It

can be full-time or part-time and is without any age limit. It is important for the betterment of men and women.

In essence, the concept of continuing education is revolutionary in nature and represents the totality of the yearning and aspirations of the populace. The concept opposes the view that learning can be compartmentalized and restricted to any particular age, or a particular place. Rather, it supports the notion that learning is open to all ages and can take place anywhere. Also, the concept embraces action and practicality for adults in the form of basic training involving the activities of the society. It is equally a process of social change embedded with the skills and values of educational goals (Egunyomi 1999).

In the contemporary world, continuing education can be viewed as the training for alternative or new profession. It is pertinent to note that continuing education is not only to make for lost grounds or to overcome educational backwardness or compensate for earlier inadequate learning or any other such activities but it also caters for more training that can make one professionally competent. This is so because it keeps one abreast of the new and latest information, knowledge, and skills in any profession. It also creates room for innovation and alternative vocation for those employed. All professionals such as medical doctors, lawyers, journalists, engineers and surveyors need constant refresher continuing education courses for improved competence. This may come in form of short or long-term trainings, seminars, workshops, and conferences. Continuing education is based on the philosophy of 'Knowledge not refreshed with up-to-date information will become obsolete'.

Historically, Adult Education gave birth to Continuing Education in Nigeria. Continuing education was first undertaken in 1948 under the aegis of the Oxford University Extra-Mural Delegacy whose activities influenced the 1948 Annual Report of the then British Government that "a Department of Extra Mural Studies must be established if the University College, Ibadan must take off". With the establishment of the University College at Ibadan, the

foundation was laid for educational extension services in the country. Later, as the country's universities increased in number, so also did university extension services expanded to provide continuing higher education services for individual and professional associations.

Recognizing the importance of adult and continuing education, the National Policy on Education (NPE) states, *inter alia* its objectives to include the following: "To provide functional literacy education for adults who have never had advantage of any formal education; to provide functional and remedial education for those young people who prematurely left the formal school system; to provide in-service, on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills; and to give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment."

Regardless of the form and practice of continuing education, Egunyomi (2007) contended that its primary goal is to meet the following objectives:

- Provide educational opportunities for all categories of individuals irrespective of whether failure was recorded earlier or not.
- Enable people to keep up with the new knowledge required to perform responsibilities in a chosen career.
- Help individuals to master new conceptions of a stated career. In various occupations, in the contemporary world, profound changes have occurred and are occurring. Therefore, the modern practitioner who does not understand this fact is in danger of becoming obsolete.
- Help people to keep up with changes in the relevant disciplines. Practical careers rest upon theoretical bodies of knowledge. The professional does not need to become expert in all underlying bodies of knowledge but does need to learn about their advances.

- Make people become useful to society and minimize the economic waste that is usually associated with early school leavers.
- Help an individual to prepare for the changes in the personal career line. An individual may move in one of many directions, such as from generalist to specialist, from a lesser to a more responsible job of the same sort, or into a completely new career.
- Enable people to grow continuously as well-rounded individuals. In this regard, the mind should be stimulated by contemporary knowledge and skills in different aspects of life to enable individuals to know something about everything and everything about something.
- Help individuals discharge effectively, the social role imposed by a profession one belongs to. A professional must learn how to take collective responsibility, to make right choice on issues, to improve and extend the delivery of services, to collaborate with allied professions, and to help monitor the actions of fellow professionals.

Kidds (1962) categorized the functions of continuing education into four. They are: remedial, vocational and economic, liberal and humane, citizenship and political. Remedial continuing education programmes are specially designed remediation education provided for people who did not attend school at all, or people who left school early, or people who did not make basic requirement for the pursuance of further or higher education. The purpose of these programmes is to ensure that these people are given the opportunity to acquire lost knowledge or to continue the acquisition of more knowledge. A good example of this is the University's Extra Mural Studies housed in the Department of Adult Education.

Vocational and economic programmes cover the evening and trade schools usually organized within a municipality and frequently obtaining grants from Federal, State and Private

sources. Vocational education is offered directly by state governments e.g. schools of agriculture and forestry. Increasing in number and significance are the schools organized by corporations, usually for their own employees but sometimes offering courses to non-staff members e.g. Federal Radio Corporation of Nigeria (FRCN) training school for media practitioners. Such schools are responsible for occupational training and re-training programmes of interested participants.

Liberal and humane programmes have been defined in many ways by scholars. Currie (1962) stated succinctly that "any primary task education... is to make men alive, to send them out alive in more effective ways". Many of the leisure time activities and programmes belong to this category. If for example, tailoring is one's main occupation, training for it is occupational. If it is only to provide activity around which one gains self-satisfaction or to provide free services to associates, it falls under the liberal and humane categories. Citizenship and political programmes refer to all organized ways in which men and women learn about and become competent in the management of their common affairs. An example of this is the mobilization and education of the masses on their voting rights.

Relevance of Continuing Education as a Strategy for Balancing Life Equation

Mr. Vice-Chancellor, let me direct attention to the fact that the outstanding feature of life is change. Heraclitus, about the 5th century B.C., stated: "Change is the lord of the universe; everything is in a state of becoming and in continual flux". Humans must attune to the process of constant change. The moment any man or woman ceases to be a part of the onward movement he or she simply retrogrades, as nature together with all of mankind passes on. Consequently he finds himself among the undeveloped, the unprogressive, the ignorant, and the sufferers. Therefore the relevance of continuing education is to empower the individual in the mastery of life changes for a balanced life equation.

Globally, the rapid social and technological changes of our time now bring to question certain traditional or conventional assumptions and practices in behavioural disciplines. In response to this, the consumers of the products of these disciplines such as the employers of labour, public and private sectors managers, and educational agencies are now demanding change, innovation and practicability in the educational and social sciences programmes. In the light of this, the continuing education programme can be used to meet this demand for change, innovation and practicability within the society. Similarly, the need to make rational choices and decisions in today's world has provided the justification for continuing education programmes in enabling people to take rational choice or decision between competing alternatives in terms of the financial or economic dimension, moral or religious content, occupational or professional dimensions, and so on.

Furthermore, continuing education enhances the process of knowledge validation, updating, and upgrading in order to build a stable foundation for effective practices against inferior innovations. Since continuing education has been strategically found to be a means of attaining new heights for new entrants, more and more people avail themselves of the opportunity offered by the programmes, so as to facilitate the realization of their ambitions in life. Continuing education always opens up new grounds for improved production and development of the content and delivery of instructional learning materials, which assist in enhancing productivity, teaching effectiveness, and intellectual growth.

Quality Assurance in Continuing Education

The quality of instruction and the major personnel that can ensure quality assurance in the practice of continuing education have attracted wide attention among scholars. It must be recognized that the central goal of any educational sub-system is the processing of its human input to produce, as final products, people imbued with the necessary skills and attitudes needed for the survival, maintenance, and

improvement of society. The competence and attitudinal characteristics demonstrated by the final human products are expected to be of such quality as to enable individuals to make immediate contributions to society at whatever level they are in the educational hierarchy. Thus, it is expected that the products of any continuing education programme would have been adequately prepared to meet the need of the society at a higher level (Egunyomi 1989).

The most visible devices for achieving this overriding goal in continuing education programmes are the quality of instruction and those directly concerned: the supervisors (or organizers) and the tutors. "The behaviour of the supervisor, in his relationship with the tutor, who is a professional subordinate, is assumed to be one of the crucial factors in the task of providing quality instruction to learners" Egunyomi (1989). Another important aspect that contributes to the realization of this central goal is the tutor-learner interaction through the teaching-learning process. In other words, the supervisory behaviour of the professional 'supervisor' is assumed to be related to the instructional quality orientation of the professional 'subordinate' and the quality of instruction received by learners. According to Egunyomi (1988), behavioural disposition between tutors and supervisors are governed by the assumption that "whatever a person does makes sense to that person". This explains why two educators with similar personality when confronted with an identical problem may operate in dissimilar ways.

Therefore, a supervisor or the tutor in continuing education must,

- rely less on closed supervision, and that, given clear expectation and opportunity to develop commitment, is more self-directive than given the situational variables and the task dimensions;
- believe in, or accept, interdependence as a necessary ingredient in any human interaction;
- not employ or accept the 'all' approach to interpersonal relationships;

- create or accept a work environment which stimulates and challenges a person's skills and creativity;
- recognize that factors like past events (experience), contextual variables and expectations influence present behaviour;
- avoid employing or refuse to accept total reliance on status or position as a basis for interpersonal relationships;
- recognize the control position of individual concept of self in any effective interpersonal relationship (Egunyomi 1988).

The Role of Continuing Education in Overcoming the Challenges and Demands of Sustainable Development

As humanity is ushered into the 21st century, profound changes are taking place both globally and locally. Development is being greatly determined by science, technology and economy with their attendant effects on a number of social, political, economic, cultural and ecological variables affecting human quality of life and environmental equilibrium in different manners (Hall 2003). These changes also manifest in the changing pattern of work, employment, ecological crisis, and tensions between social groups, based on culture, ethnicity, gender roles, religion and income.

The adoption of education, as the most effective and significant strategy that the modern-day society possesses for confronting the challenges of change and the future, by the Moscow International Congress on Environmental Education and Training in 1987 and the Intergovernmental Agreement signed at the United Nations Conference on Environment and Development in Rio, Brazil in 1992, signify the importance of education for sustainable development. The Rio International Agreement document provides an agenda for sustainability, focusing on the formulation and development of a framework for the reorientation of education towards the challenges and demands of sustainable development. Chapter 36 of Agenda 21 states thus:

Education, including formal education, public awareness and training, should be recognized as a process in which human beings and societies can reach their fullest potential. Education is critical for achieving environmental and ethical awareness, values and attitudes, skills and behaviour consistent with sustainable development and for effective public participation in decision making. Both formal and non-formal educations are indispensable to changing people's attitudes so they have capacity to assess and address their sustainable development concerns.

The constant changing nature of this world makes it imperative for people to keep the peace within them and at the same time live in harmony with their surroundings (Gurova 2007). What can help them to achieve this is education through which they can adapt to sudden changes, cope, and develop in a way that will ensure that they contribute to the wellbeing of society (Gurova 2007). Similarly, the International Conference of Adult Education held in Hamburg, Germany in 1997, widely called the CONFITEA V, stressed a new dimension of education for sustainable development through continuing education and lifelong learning. The resolutions of the conference emphasize:

- (a) The adoption of adult education activities in order to increase the capacity of citizens, from different sectors of society, to take innovative initiatives and to develop programmes based on ecologically and socially-promoted sustainable development.
- (b) The support and implementation of adult education programmes designed to give people the chance to learn and interact with decision makers on environmental and developmental issues, especially that of production and consumption patterns.
- (c) The integration of indigenous and traditional knowledge of interaction between human beings and

nature into adult learning programmes, and the recognition that the minority and indigenous communities have special authority and competence in protecting the environment.

- (d) The accountability of decision-makers in the context of policies relating to the environment, population and development.
- (e) The integration of environmental and developmental issues into all sectors of adult learning and developing ecological approach to lifelong learning (UNESCO 1997).

A system of education that will respond to environmental sustainability in the new millennium requires a holistic model that promotes the understanding of how human decisions and actions affect environmental quality as well as using that understanding as the basis for responsible and effective citizenship. This arrangement must provide the knowledge and skills needed to adopt environmental protection principles (Carter 2003).

Mr. Vice-Chancellor, based on the above submission, it has been discovered that the continuing education model can help in overcoming the challenges and demands of sustainable development. This is by building consensus as an impetus for action, re-orientating the educational system towards sustainability through continuous learning, creating public awareness and understanding, changing production and consumption pattern, and investing in adult and continuing education programmes (Egunyomi and Olatumile 2007).

Therefore, environmental continuing education in Nigeria must possess some characteristic features for it to ensure sustainability in the 21st century. The interdisciplinary and inter-sectoral approach must be adopted in the formulation of an integrated policy on environmental continuing education which must reflect in the National Policy on Education. There must be a conscientious coordination of the activities of all stakeholders involved in environmental sustainability, and concerted efforts should be made to prepare teachers on

environmental continuing education related subjects. Environmental continuing education must be structured in line with the local needs and interests of various groups in the society, and should emphasize the relationship between sustainability and the notions of partnership, poverty alleviation, and gender equity in society with due consideration for the interests of women, youths and other groups. Environmental continuing education should make individuals realize how their activities contribute to environmental problems, and should be designed to make use of both formal and informal communication systems in addressing environmental problems. Indigenous knowledge must be integrated into the environmental continuing education model. Non-formal education strategies should be accorded priority in packaging environmental continuing education.

Problems and Constraints of Continuing Education in Nigeria

Despite the achievement of continuing education in raising the educational standard, and level of awareness of Nigerian citizens, it is beset with numerous problems and constraints. If regular education is not free from problems, those of the continuing education programmes should not appear strange. Some of the problems and constraints of continuing education practice in Nigeria as identified by Egunyomi (2001) are:

- The dominance of remedial continuing education centres organized for candidates to pass recognized examinations such as GCE O/L and A/L, SSCE, UTME and PCE. Other forms of continuing education programmes such as economic, liberal/humane, civil and political education are hardly in existence.
- There hardly exists continuing education centres designed to provide functional literacy education for adults who have never had the advantage of any formal education. Similarly, till date, there is no continuing education centre structured to give the adult citizens of

the country necessary aesthetic, cultural and civic education.

- Apart from those set up by government institutions, most private continuing education centres are not properly organized and administered. The quality of staff and work done is usually not satisfactory. There are no set standards for evaluation of progress and achievement, which impact negatively on genuine plans for improvement (Egunyomi 1988).
- There is no concrete, specific, and well-laid out policy and methodology for effective and efficient supervision of continuing education centres in Nigeria. Most Ministries of Education, saddled with the responsibility of monitoring, supervising, and evaluating the activities of these centres are more interested in the payment of the annual renewal fees than measuring the attainment of the objectives of the centres contained in their registration profile.
- Funding, according to Oyeyiran (1989), has always been the major problem inhibiting successful implementation of adult and continuing education programmes, not only in Nigeria, but also throughout developing countries where formal education and adult education are in perpetual competition for funding. Where there is inadequate funding and the proprietors depend heavily on the fees paid by participants, surely, there can be no provision of adequate facilities.
- The motive of some proprietors of continuing education centres is either commercial or philanthropic. As some of the centres were set up for profiteering purposes their exploitative nature makes it difficult for the learners, the society and even the centres themselves to realize the goals of continuing education.
- Although the national policy statement recommended that government should examine the possibility of subsidizing approved evening classes so as to make them tuition free, this is yet to be considered.

- It is a commonplace knowledge that some continuing education centres do not employ qualified tutors. The effect of this is that such unqualified teachers cannot optimally assist in the achievement of the goals of the centre no matter their level of commitment and dedication.
- Many of the continuing education centres do not have physical amenities and infrastructural facilities of their own, hence use government primary and secondary school buildings which are in most cases dilapidated in nature and with poor facilities. Scalan and Darkenwald (1984) were of the view that disengagement from the purpose and objectives of an ideal continuing education practice by the centres, lack of quality of staff and materials, family constraints, cost implications, lack of benefit, and work constraints, constitute the major constraints of most continuing education centres in Nigeria.

Continuing Education and Life Equations: Overcoming the Impediments

Over the years, we have noted the impediments to people's participation in continuing education programmes for remediation of knowledge or for professional development. Some of the impediments include: poor parental, social, occupational, and educational background, poor family educational history, poor orientation and indoctrination, financial difficulty and insufficiency, peer-group association, residential and geographical location, lack of will-power and indecision, and fear of second attempt failure. These impediments have largely been responsible for adolescents' and young adults' unwillingness to make up for lost knowledge. In the same vein, some other impediments associated with non-participation in professional continuing education include: the age factor, complacency, egoistic mindset, low motivational drive, fear of intellectual insufficiency, absence of sponsorship opportunities, evaluation based on peer comparison, organizational policy and

culture of non-financial reward on additional knowledge and skills gained.

The foregoing impediments singularly or in combination prevent the attainment of balanced life equations through continuing education. In life, humans are bound to have one form of deprivation or the other as life is not a bed of roses. What matters is how the individual confronts the impediments to have achievements in life. Marion Howards stated: "Life is like a blanket too short. You pull it up and toes rebel, you yank it down and shivers meander about your shoulder but cheerful folks manage to draw their knees up and pass a very comfortable night". This quotation exemplifies how life equation is balanced not only by "cheerful" but by wise folks.

Although literature is replete with information on people who despite impediments balanced life equation through continuing education, the examples of Albert Einstein and Benjamin Franklin are quite instructive. Albert Einstein (1879-1955) was a Jew by birth but born in Germany. As a youth in Germany, Einstein did not exhibit any particular character of a genius. His grades were often lower than average. It was during young adulthood when he was free from the shackles of formal education that he began to evolve into the mathematical physicist who later gave the world the Theory of Relativity ($E = MC^2$). Benjamin Franklin (1706-1790) was an American states-man and scientist whose theories, experiments and lightning rods were known throughout Europe. He was forty years old before he took up scientific research. Until then he had been mainly concerned with earning a living. His brief formal education ended at the age of ten, when he was removed from school to help his father in his occupation as a soapmaker in Boston. Both Einstein and Franklin overcame the impediments of early school days, improved themselves thereafter and have eternally become great men of history.

The Future of Continuing Education in Nigeria

Mr. Vice-Chancellor, we do not need a crystal ball to predict the *future* of continuing education in Nigeria. Of the three

actual and imagined states of human consciousness the *present* is the most transient. This changing present is ever adding to the growing *past* and the future is a shadow cast by it. This line of reasoning is in consonance with the Yoruba dictum that today determines how tomorrow will be (*òní láò tí mọ́ b'ọ̀lá yìò ẹ̀e rí*). The stuff of which the future is made is in each moment of the present. As the greatest prophet or crystal ball of all is the prevailing times, a review of the prevailing educational parameters relevant to continuing education in Nigeria will be instrumental in predicting its future.

The Global Monitoring Report on Education-For-All (EFA), 2012, rated Nigeria as one of the two countries (Egypt is the other) having the largest number of illiterates in Africa. This is evident in the classification of the country among the E-9 countries. The E-9 countries are the countries with the largest number of illiterates in the world. They are: China, Brazil, Mexico, Egypt, India, Pakistan, Bangladesh, Indonesia, and Nigeria. The report specifically stated that the challenge of reducing literacy rate remains great for two E-9 countries: India and Nigeria. This is because Nigeria is reputed as having some of the worst education indicators globally. Since 1999, the number of out of school children in Nigeria has increased from 7.4 to 10.5 million. The country had 3.6 million more children out-of-school in 2010 than in 2000. Similarly, the country is now home to the largest number of out-of-school children in the world and presents one in six out-of-school children globally. In other words, one in six of the world's out-of-school children is believed to be a Nigerian child. This means that the number of illiterates increases as more children are out of school. Similarly, the primary net enrolment ratio has fallen from 61% of children of primary-school age in school in 1999 to 58% in 2010. This also means that children who are not enrolled in school will later grow up as illiterate adults.

The percentages of out-of-school children in Nigeria, in 2012, state by state, is shown in table 1. While the national average of out-of-school primary school-age children was

26%, the average for Northern States was 43.3%, and of Southern States, 8.75%. Out-of-school children of Junior Secondary age had a similar trend. It is expected that the three tiers of government will intensify efforts on continuing education especially in the North.

The 2010 enrolment, retention, and completion rates at various levels of education in Nigeria, is shown in table 2. The drop-out rate is worrisome, and such early school leavers will require a second-chance to continue their educational careers.

Table 1: Percentage of Out-of-School Children in Nigeria, State by State Comparison

Region/State	Primary	Junior Secondary	Region/State	Primary	Junior Secondary
North-Central Zone			South-East Zone		
Benue	19.0%	11%	Abia	5.9%	2.7%
Kwara	23.0%	6.9%	Anambra	3.9%	3.7%
Kogi	8.6%	29.0%	Ebonyi	18.0%	4.7%
Nasarawa	22.7%	18.1%	Enugu	14.0%	7.9%
Niger	50.0%	52.3%	Imo	4.8%	3.2%
Plateau	14.5%	15.3%			
Zonal Average	23.0%	22.1%	Zonal Average	9.32%	4.44%
North-East Zone			South-South Zone		
Adamawa	32.9%	30.0%	Akwa Ibom	7.3%	6.5%
Bauch	58.2%	65.4%	Bayelsa	8.4%	3.4%
Borno	73.4%	69.4%	Cross-River	9.5%	8.3%
Gombe	38.6%	41.3%	Delta	8.6%	6.5%
Taraba	31.9%	27.7%	Edo	6.9%	4.4%
Yobe	65.5%	64.3%	Rivers	12.6%	7.2%
Zonal Average	49.75%	49.68%	Zonal Average	8.88%	6.05%
North-West Zone			South-West Zone		
Jigawa	61.6%	64.5%	Ekiti	2.9%	2.9%
Kaduna	32.2%	22.3%	Lagos	4.3%	6.3%
Kano	40.0%	44.0%	Ogun	4.3%	6.3%
Katsina	55.0%	63.9%	Ondo	6.0%	2.4%
Kebbi	69.0%	67.6%	Osun	7.5%	3.3%
Sokoto	65.3%	68.9%	Oyo	23.3%	18.2%
Zamfara	76.2%	65.5%			
Zonal Average	57.04%	56.67%	Zonal Average	8.05%	6.57%

Source: FRN (2012), p. 6.

Table 2: 2010 Enrolment, Retention and Completion Rates in Various Levels

Level	Enrolment Rate						Retention	Completion		
	Male (M)		Female (F)		Total (M&F)		M&F	M	F	M&F
	No	%	No	%	No	%	%	%	No	%
Primary	10,998,709	41.84	9,303,000	35.39	20,301,709	77.23	89.0	69.0	72.0	70.5
Jnr. Secondary	2,703,938	23.26	2,306,289	19.84	5,010,236	43.10	86.0	72.0	73.0	72.5
Snr. Secondary	2,201,215	21.60	1,845,222	18.11	4,046,437	39.71	88.0	89.0	91.0	90.0
Tertiary Institution	391,431	1.20	240,715	0.74	632,146	1.94	94.8	91.2	91.8	91.5

Source: National Planning Commission (2011), pp.4-7

Based on the foregoing data, continuing education will remain the most powerful educational strategy for reducing the high illiteracy rates in Nigeria by giving access to educational opportunities to those who did not attend school at all, those who missed initial schooling, and those who left school early. As more and more candidates fail public examinations, continuing education will provide them second chance opportunity to remediate and acquire basic requirements for the pursuance of further or higher education. Similarly, continuing education will provide people the opportunity to acquire new entrepreneurial skills so as to be relevant in the world today. It will also serve as the key to open the door to democratizing knowledge, information, and freedom to a people in this age just like it has done in the past centuries where it has served a more useful purpose in the process of transferring skills, knowledge and information (Egunyomi 1994).

As long as there is denial of access to education, inequality, discrimination, desire for social reforms, injustice, and other forms of imposed human limitations exist, and continuing education will continue to be relevant and its future is bright in Nigeria.

Recommendations

Mr. Vice-Chancellor, I have in this lecture directed attention to the fact that continuing education is imperative in balancing life equation for meaningful human existence. In this process, I have shown that despite the fact that continuing education is increasingly promoted in all spheres of human existence particularly in terms of research, organization, management, and quality among others, there still exist numerous problems and constraints in continuing education practice in Nigeria. As a result, I venture to make the following recommendations aimed at improving the theoretical basis and practical application of continuing education in personal and national development:

- There is the need for higher institutions to develop a pragmatic and timely policy of accessing funds set aside for professional development of both academic and non-academic staff to facilitate prompt and continuous attendance at international conferences. Attendance at conferences will not only enhance the professional competence and expertise of the participants but may also assist in improving the rating and status of universities in world ranking.
- There is the urgent need for restructuring of TETFUND the main resource centre for financial support of tertiary institutions in order to reduce the excessive bureaucracy attached to its functions.
- There is also the urgent need for every organization to develop a pragmatic and timely policy of participation, reward, evaluation, and sponsorship in continuing education programmes. Through this policy, employees are more likely to develop a high motivational drive to acquire additional knowledge and skills for improved professional competence. Government ministries, agencies, and departments saddled with the responsibility of approving, monitoring, and supervising of continuing education centres must be alive to their assigned responsibility. This can be accomplished through a well-articulated and developed policy on approval, monitoring, and supervision of continuing education centres especially in the areas of learning facilities and environment, quality of tutors, quality of the programme, and payment of fees.
There is need for continuing education programmes for leisure, for retirement preparation, cultural and aesthetic values.
- The need for evaluation in quality improvement cannot be overemphasized. This should be total, e.g. evaluation of instructors, clients, facilities and the curriculum content. The evaluation should be on a regular basis. Tutors may be assessed by their learners. A special

format may be designed for this, while continuous assessment on a periodic basis should form the pattern of client learning environment.

- The client should be assessed in their academic studies. This will serve as 'guide' to know what next to do, i.e. whether the tutor should repeat what has been taught, change his method of teaching or some clients would need further intensive attention. All the responses and feedback should be taken in good faith, either by the management or the tutors. They should be regarded as the 'amber light' warning us of proper steps to take.

Acknowledgements

The pride of place goes to the Almighty Father, the author and the finisher of my faith:

*Who brought me to this height
Who sent me on my way
Who worked me up the stage
Who kept me alive
Who made the impossible possible in my life
I will forever worship, adore, praise and glorify
your name.*

My profound gratitude goes to my husband, Professor Adeyemi Egunyomi – the divinely chosen, guiding angel of my life – I appreciate you for what you have been to me, your continuing scholarship, counsel and companionship. This is one public occasion I have to thankfully single you out for your gracefulness to making what we both are and what our immediate and extended families are.

My appreciation goes:

To our children and grandchildren – I love you all and I will do so forever.

To my parents Late High Chief David Famoroti and my living mother Mrs. Esther Famoroti for their encouragement to enroll me in school at the time when girl-child education was unpopular and for their support at all times. Your lessons

of life to be patient, humble and humane have guided me along the pathway for a successful and meaningful life.

To all my close relations, brothers and sisters from Egunyomi and Famoroti families, you all are wonderful people and I thank you all. To all my close and distant friends, I appreciate you all. Similarly to my direct children in-laws, I sincerely thank you for your love and unflinching support always.

I extend my deep gratitude to the family members and staff in the Department of Adult Education, for giving me the opportunity and support to present this lecture. Also, my academic colleagues have been wonderful and highly cooperative in all ways. My dear students at all levels have been quite supportive. In particular I appreciate the support of Drs. Ojokheta, Omoregie, Olatumile, Erinsakin, Oladeji, Omokhabi, Godwin Udok and David Wanger for the success of this lecture. I recognize the past Heads of Department, especially, Emeritus Professor Michael A. Omolewa – my brother, my prayer partner, and my mentor who had exposed me to the world of academia. I give God all the glory for your life, I thank two past Deans of Faculty of Education, Professors B. Babalola and C.O. Kolawole for advancing the Department of Adult Education and of the Faculty of Education to an enviable pedestal. Also, I appreciate the present Dean of Education Prof. A.O. Moronkola for upgrading the aesthetical value of the Faculty and for academic leadership which has engendered steady improvement in students' academic performances. My great computer operator N.A. Babalola, God will definitely compensate you for your diligence to work always. My brothers and sisters from Adekunle Ajasin University Akungba—I am grateful for your unflinching support during my sabbatical leave, you were all just wonderful and friendly.

I wish to acknowledge the support of my international colleagues: Val Watson, Babra Watts, Dereck Cox all of the University of Nottingham, Roger, a notable British Continuing Educator, and Davinson, a Canadian Continuing Educator. I also appreciate Dan Wanger, UNESCO Chair in Learning and Literacy and Professor of Education at the

University of Pennsylvania, the Assistant Director-General for UNESCO's Africa Department, Lalla Aicha Ben Barka, Mio-Wang of Japan, and Jianguo of China.

I thank all the National and International Organisations/Educational Institutions that I have worked with over the years. Also, I gratefully acknowledge the Nigerian Government Ministries, Departments and Agencies for the opportunities afforded me to work with them.

Concluding Remark

Mr. Vice-Chancellor, I will conclude this lecture by asking the question: "Who needs continuing education?" While not trying to reiterate what had earlier been discussed in this lecture, my answer is that we all need continuing education to achieve fulfillment in life. However, this fulfillment will become eternal if we make available the accumulated learning, knowledge and experiences we have acquired over the years to the benefit of mankind through proper documentation in book form. In this regard, I urge you Mr. Vice-Chancellor, to put together in a book all the knowledge and experiences you acquired as vice-chancellor of this great university by the time you leave office. In this sense, you would have balanced the equation of your life as a university teacher and as a university administrator.

Ladies and gentlemen, I thank you all for listening.

Further Reading

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APPENDIX

University of Ibadan Inventory of Faculty of Education
Inaugural Lectures, 1973-2015.

1. S.H.O. Tomori, 9 May, 1973
Title: The Role of Language in Education
2. J.A. Majasan, 24 April, 1974
**Title: Indigenous Education and Progress in
Developing Countries**
3. F.A. Ogunsheye, 23 April, 1975
Title: Records of Civilization
4. E.A. Yoloye, 21 April, 1976
**Title: Facts and Fallacies in African Education
None in 1977**
5. P.O. Okunrotifa, 18 April, 1978
**Title: Curriculum and Tactics of Curriculum
Reforms in Developing Nations**
6. C.G.M. Bakare, 19 April, 1979
**Title: The Cumulative Cognitive Deficiency in
African Education
None in 1980**
7. B.O. Aboyade, April 14, 1981
Title: The Making of an Informal Society
8. P.A.I. Obanya, 20 April, 1982
Title: Teaching and Cheating
9. J.A. Akinpelu, 19 April, 1983
Title: Relevance in Education

10. J.A. Adedeji, 26 April, 1984
Title: Functional Sports: The Modality for Growth and Development
 11. J.T. Okedara, 6 June, 1985
Title: Efficiency in Educational Practice: The Nigerian Experience
 12. T.A. Balogun, 27 March, 1986
Title: Education in Science and Science in Education
 13. Michael Omolewa, 2 April, 1987
Title: Education through the Rear-View Mirror
 14. S.T. Bajah, 1988
Title: Evolution, Revolution and Innovation in Science Education
 15. W. Oṣabode Aiyepoku, 20 April, 1989
Title: Developing Information for Development Information
 16. J.O. Akinboye, 1990
Title: Adolescent and Youth behaviour Problems in Nigeria
 17. Eboh Ubanakwe, 25 April, 1991
Title: Learning and Language Learning
 18. J.O. Obemeata, April, 1992
Title: Language and the Intelligence of the Blackman
 19. C.N. Anyanwu, 1993
Title: Human Commonwealth for Humane Society
- None in 1994

20. B.C. Nzotta, 1995
Title: Information, Communication and Cultural Engineering
21. C.O. Udoh, 21 March, 1996
Title: The Collage that is Health Education
22. Caroline A. Okedara, 23 October, 1997
Title: The English Language, Communication and Development in Nigeria
23. Wole Fodayajo, 10 September, 1998
Title: From Gatekeeper to Gateway: Assessment in Education
24. Remi Longe, 1999
Title: Investment in Nigerian Education: Relevance, Quality and Governance at the Eve of the Third Millennium
25. S.O. Ayodele, 15 February, 2001
Title: The Problem of the Language for Educating Nigerian Learners: The Way Out
26. Ayorinde Dada, 9 May, 2002
Title: Learning in Tongue, Expressing Mysteries: Lessons from Nigerian Language Education Practices
27. Osazee Fayose, 30 October, 2003
Title: Children, Teachers and Librarians: Developing Library and Information Conscious Children
28. T.W. Yoloye, 2004
Title: That We May Learn Better
29. J.A. Ajala, 24 November, 2005
Title: Health Education in Wellness and Sickness: This Day, This Age

30. P.N. Okpala, 21 September, 2006
Title: Research Learning Outcome at the Basic Education Level in Nigeria
31. G.O. Alegbeleye, 24 January, 2008
Title: Past Imperfect, Present Continuous, Future Perfect: The Challenges of Preserving Recorded Information
32. M. Araromi, 05 February, 2009
Title: The Teaching of French in Nigeria: Historical Panorama, Pedagogical Consideration and Motivational Strategies
33. I. A. Nwazuoke, 20 May, 2010
Title: Resolving Creativity Crisis in the Education Sector through Paradigm Shifts
34. J.B. Babalola, 2011
Title: World Bank Support for Nigerian Higher Education: Pleasure, Pains and Pathway towards a Knowledge Economy.
35. Morayo I. Atinmo, 17 May, 2012
Title: Seeking Voices, Reading Fingers, and Techno-Assistive Equalization of Information Access in Nigeria
36. Adenike E. Emeke, 18 April, 2013
Title: Researching Psychological Issues in Educational Evaluation: Experiences of a Counsellor-Evaluator
37. A. Abimbade, 21 August, 2014
Title: Technology in and of Resources of Mathematics Teaching and Learning, Antidote to Mathphobia

BIODATA OF PROFESSOR DEBORAH ADETUNBI EGUNYOMI

Professor Deborah Adetunbi Egunyomi was born on the 10th December, 1953 to the family of late Chief David Famoroti and Mrs. Esther Famoroti in Ikole-Ekiti, Ekiti State. She had her primary school education at the Methodist School Ikole-Ekiti between 1959 and 1964, and secondary school education at Saint Mary's Girls Grammar School, Ikole-Ekiti, from 1964 to 1970. She attended the Kwara State College of Education Ilorin from 1974 to 1977, and thereafter posted to Oyo State for the NYSC where she did the primary assignment with Mount Olivet Grammar School, Ibadan. She was later admitted to the University of Ibadan, where she studied Mathematics Education between 1980 and 1983. Back to the same University she obtained M.Ed in Educational Management in 1985 and Ph.D in Adult Education in 1988 specializing in Continuing Education.

While on the Ph.D programme in the Department of Adult Education, Deborah Egunyomi, Professor M.O. Akintayo and two other postgraduate students did the feasibility studies for the establishment of the External Studies Programme now the Distance Learning Centre programme of the University of Ibadan. She coordinated this programme for the first six sessions of its inception from 1988-1994. In other words, the history of the Distance Learning Centre cannot be complete without the mention of Deborah Adetunbi Egunyomi.

Professor Deborah Egunyomi began her academic career at the University of Ibadan as a Graduate Assistant in 1986. She was appointed as Lecturer I in 1992, promoted to Senior Lecturer in 1995 and to the grade of Professor in 2009. As a proficient teacher and mentor of students, she has supervised over 70 Master's research projects, one M.Phil dissertation and seventeen Ph.D theses. She has published over 88 articles in reputable national and international journals. Prof. Egunyomi was appointed as the Acting Head of Department of Adult Education from February, 2010 to January, 2012 and

re-appointed as substantive Head of Department in 2014 a position she holds currently. Over the years she served quite creditably, in numerous ad-hoc and statutory committees at Departmental and Faculty levels. She was a Member of Senate of the University 2004-2006, and 2009 till date. She has served as external examiner to many Nigerian Universities and Colleges of Education, and was an external examiner to the Institute of Adult Education, University of Legon, Ghana from 2007 till 2012. She is a member of the Editorial Board of the International Journal of Continuing and Non-formal Education.

Prof. Egunyomi is a member of numerous national and international learned societies. These include Mathematics Teachers' Association of Nigeria, Science Teachers' Association of Nigeria, Nigerian National Council for Adult Education of Nigeria, Nigerian Institute of Management, African Association for Literacy and Adult Education, Council of African Women, National Association of Educational Planning Society of International Development and the Canadian Association for University Continuing Education. She has attended and presented papers at international conferences such as the European Conference in Adult Education, Stafford, U.K. in 1997, the 4th World Environmental Education Congress, Durban, South Africa in 2007 and the 5th World Environmental Education Congress, Montreal, Canada in 2009.

She was a visiting scholar to the Institute of International Development and the German Adult Education Hamburg in 1993 and visiting Scholar, University of Nottingham U.K., in 1997. In 2001, Prof. Egunyomi was invited by the UNESCO as consultant to the 4th E9 Ministerial Review Meeting in Beijing China. In the same year she was invited again as consultant to the International Conference on the future of Adult Education in Africa held in Cameroun. In the same year, the Malian government through the UNESCO invited her for the workshop on solution to language barriers amongst Sub-Saharan Africans. She was a visiting scholar to

the University of Manitoba, Canada from 2011 to 2014. She is a Fellow of the British Council. Nationally, Prof. Egunyomi has served as member of NUC accreditation teams to some Universities, and recently a team consultant on nomadic education programme. Additionally, she has worked as consultant to UNICEF, UNDP and several non-governmental organizations (NGOs) at different times.

Professor Deborah Adetunbi Egunyomi is joyfully married to Professor Adeyemi Egunyomi who retired from the Department of Botany, University of Ibadan, after a distinguished career. Their marriage has been blessed with lovely children and grand children.

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NATIONAL ANTHEM

Arise, O compatriots
Nigeria's call obey
To serve our fatherland
With love and strength and faith
The labour of our heroes' past
Shall never be in vain
To serve with heart and might
One nation bound in freedom
Peace and unity

O God of creation
Direct our noble cause
Guide thou our leaders right
Help our youths the truth to know
In love and honesty to grow
And living just and true
Great lofty heights attain
To build a nation where peace
And justice shall reign

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Unibadan, Fountainhead
Of true learning, deep and sound
Soothing spring for all who thirst
Bounds of knowledge to advance
Pledge to serve our cherished goals!
Self-reliance, unity
That our nation may with pride
Help to build a world that is truly free

Unibadan, first and best
Raise true minds for a noble cause
Social justice, equal chance
Greatness won with honest toil
Guide our people this to know
Wisdom's best to service turned
Help enshrine the right to learn

- For a mind that knows is a mind that's free