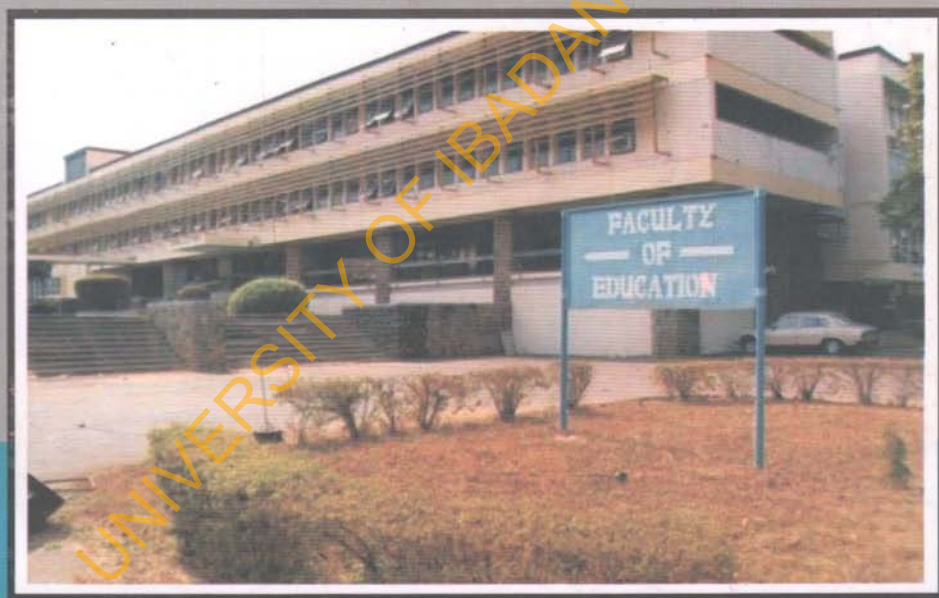


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**Faculty of Education
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in Historical
Perspectives: Impact
and Prospects**



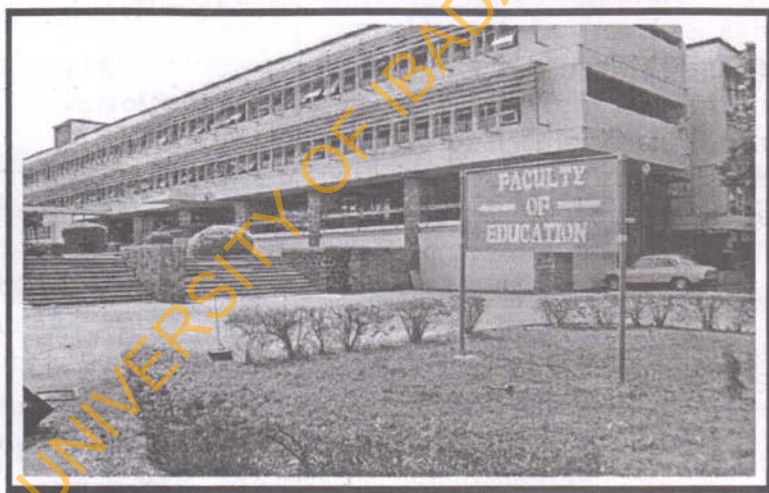
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DEPARTMENT OF ADULT EDUCATION:

*From inception to the present:
The Multi-Faceted Contributions of the
Department of Adult Education to Humanity*

**M. A. Omolewa, R. A. Aderinoye, Deborah A. Egunyomi,
A. A. Sarumi and Abiola Omokhabi**

Introduction

The Department of Adult Education, University of Ibadan, Ibadan, Nigeria would like to congratulate the entire University of Ibadan for attaining maturity at both local and global levels of intervention. Recently, the University was rated very high in the World University rating and best in Nigerian University rating. As a Department that came into existence a year after the birth of the Premier University, we would like to show case our complementary roles in the emergence of the current rating of the University.

We are doing this because of the legacies we inherited from the founding fathers of the department as it has not only made the Faculty of Education proud but has also made both the University and Nigeria proud in the comity of nations. We are then very grateful to those who laboured from 1949 till the present day for keeping the flag of the department flying.

The Philosophy

The Department operates on a pragmatic philosophy which provides broad academic and practical foundation in Adult Education that would enable the University to maintain direct contact with the community, prevent graduates from becoming a separate class divorced from the aspirations of fellow citizens spread their influence far and wide and give the public understanding of what the university is doing.

The Vision and Mission of the Department

Vision

To be a foremost Adult Education Department for the promotion of academic excellence geared towards meeting local and global societal needs.

Mission

- Create a learning culture and environment for all categories of citizens;
- Ensure the inclusion and functionality of all vulnerable and minorities;
- Serve as a dynamic sustenance of society's salutary values, integrity, culture and tradition;
- Contribute to the transformation of the society through creative and innovative research;
- Expand the frontier of knowledge through provision of excellent conditions for adult and non-formal learning;
- Produce graduates who are worthy in character and sound judgment.

Focus

Arising from the philosophy, the objectives of the Department include the following

- (1) Training of middle and high level manpower for formal and non-formal educational programmes at the following levels:
 - universities
 - secondary schools
 - vocational training institutions
 - teacher training institutions
 - basic literacy
 - extra-mural studies

- (2) Researching into adult educational problems in the country with a view to providing empirical information/data.
- (3) Communicating adult educational research information to government and the public at large.
- (4) Rendering adult educational services to Ministries of Education, NGOs and other educational institutions.

The Foundation

The department which is one of the oldest in the University of Ibadan was established on 1st October, 1949, as Department of Extra- Mural Studies, a year after the founding of the University itself. When it was first established, the department was known as the DEPARTMENT of Extra Mural Studies. This name was later changed to the Department of Adult Education and Extra Mural Studies. It acquired its present name of Department of Adult Education in 1964. The Department owed its establishment to the report of the Elliot and Ashby Commissions published in 1945, which recommended strong extra-mural activities for the new Universities that were emerging in the then British colonies in Africa.

One remarkable aspect of the growth and development of the department is the discernible shifts and changes in its orientation, programmes and modus operandi. Between 1949 and 1965, the department focused on what could be characterized as real extra-mural work. During the period, the department organized in different locations throughout the country short-term programmes that consisted of lectures seminars and discussion classes around topics of academic and cultural interests. The programmes were aimed at raising the peoples' culture and broadening the minds of those who had some access to western education. Later, courses in English, Economics, Political Science, and Civics were started. These courses were meant essentially for a broad and general audience with no specific examination(s) in mind.

As programmes continue, the consumers of the department's courses looked into the future and preferred instead, a programme that would yield the type of paper qualification that would be useful for employment, promotion and entry into institutions of higher learning. The pressure from the consumers led to the introduction of a programme of examination-oriented courses with topics drawn from the syllabuses of examinations like the GCE OL/AL. Up till today, the Extra Mural Studies Programme unit of the Department prepares candidates for both the GCE O Level, UTME and Post UME in different centres in Ibadan.

Many prospective GCE candidates availed themselves the opportunities provided by the programmes. It was also the tradition of the department to undertake in-service training programme for the Junior and Intermediate staff of the University which the department started in March, 1971, to prepare them for the GCE ordinary and advanced levels examination. The series of seminars, training and re-training programmes boosted the image of the University to the extent that Vice Chancellor supported the proposal from the Director of the department then Mr. Ayo Ogunsheye (later Professor) in Feb 1963 for building of a conference centre that will further promote the oldest University as put it thus "the University of Ibadan had a special significance in inter-Africa and general international academic scene. Ibadan he stressed further was an elder international University when compared with other universities in and outside the country (particularly Africa) for which reason it is the appropriate body to pioneer attempts at international university cooperation and to render assistance to international bodies who wish to promote any form of education in Africa." The then Vice Chancellor Professor Adeoye Lambo, in his reaction set up a committee to consider the advantages of a conference centre.

Following the adoption of the sub-committee report, it was then stated that " the future growth and development of the Centre

should not be lost at the initial stage“ thus work started in earnest on the construction of the centre in 1965 and completed in 1968. All members of staff of the department were enthusiastic at the take-off of the centre to the extent that a member of staff Mr. S. S. Allannah suggested on one occasion that the Centre become Adult College which should serve as avenue for short courses during long vacation. It must be noted that this legacy of Adult Education that was taken over by the newly established U.I. Ventures in 1988 was built from the resources generated through the Extra-Mural Studies of the department. The Centre has recently been named after a business guru Chief Subomi Balogun.

The change to its present name of the Department of Adult Education in 1964 marked a turning point in the orientation of the department. It was reconstituted to do both extra-mural work and the teaching of courses leading to the award of Certificate, Diploma and First degree of the University.

Academic Programmes

The first in the series of academic courses is a two-year Diploma course in Adult Education and Community Development, Industrial Relations and Trade Unionism which started in October, 1965. The objective of the programme was to produce middle-level manpower for services in the fields of adult education, community development, social welfare and public enlightenment.

In October, 1970, the Department established a one-year Certificate Programme in Trade Unionism and Industrial Relations. Again, this is meant to produce middle-level manpower for services in the field of personnel management in industrial and general administration.

In March 1971, the Senate of the University approved the syllabuses for Adult Education as a subject for the Bachelor of

Education degree (B.Ed). The Senate approved the old two-year M.Ed and Ph.D programmes of the department in June 1973 and in 1978, it approved the one-year M.Ed, M.Phil, M.Phil/Ph.D and Ph.D programmes. These were modified in 1984.

The Emergence of Distance Education Centre (then External Studies Programme)

The idea of starting some form of Distance Education was first mooted by the Department of Adult Education of this University in the 1966-1970 plan of the University. It was then entitled "Pilot Correspondence Programme in Science Subject". As a result of the continuous push from the department, the proposal was finally approved by the Senate of the University at its meeting of 22nd of August 1986. The first set of External Studies programme (ESP) students, numbering over 1000 and drawn from all parts of the country, matriculated on 8 April, 1989. This was after the staff of department had been exposed to an intensive orientation on principles and practices of distance education programme.

The programme started as an experimental one covering all geographical zones. About half of the faculties of the University participated in the programme at the initial stage. The exceptions were the Faculties of Agriculture, Medicine, Pharmacy, Law and Technology. The External Studies programme has transformed to Distance Learning programme (DLC). It operated under the umbrella of Adult Education Department of the University till 1997/98 session before it was again taken over by the University Administration like the Conference Centre. The then ESP is now known by the name Distance Learning Centre (DLC). It gladdened our heart that the Adult Education baby of 1988/89 session has grown into blossom with more than 9000 students with many departments participating. Happily, it has not been an ABIKU baby.

Emergence of Social Work Department and Centre for Literacy Training and Development for Africa (CLTDPA)

In the 1990/91 academic session, the professional Master degree in Social Work (MSW) was introduced into the department's higher degree programmes. However, the programme is now run as a stand-alone in the name of Department of Social Work after been carved out of the Department of Adult Education. Similarly, the Centre for Literacy Training and Development Programme for Africa (CLTDPA) was also carved out of the department in 1999.

Community Services

Literacy Development efforts

December 1963 marked the beginning of UNESCO intervention with literacy programmes. The intention of UNESCO to establish an Institute of Adult Education in Africa and that the Federal Government acting on the recommendation of the University Vice Chancellor, had requested that the Institute be sited in the University of Ibadan. Earlier in 1962, the Department had made a submission to the Senate of the University of Ibadan to press that the Institute be established in the Department. Following the establishment of the Institute, a UNESCO expert on literacy was seconded to the Unit in 1965 by name Mr Mushtaq Ahmed. Three initial literacy programmes was embarked upon:

These are

- i. A pilot study of the motivation of adults for learning to read carried out by SHO Tomori
- ii. The production and evaluation of an experimental literacy primer in Yoruba also by SHO Tomori
- iii. A factual survey of a government –sponsored adult literacy efforts and organization in Western Nigeria, 1957-64

The Institute further extended its services to the three research areas. These are

- a. A health based research in Ibarapa where the University

- had a sub-centre for the training of Medical students
- b. Poultry raisers who had been receiving attention from ministry of Agriculture and
 - c. The tobacco growers and curers of the Nigerian Tobacco Company.

The existence of the Institute terminated with the completion of the UNESCO experiments. As all these brought the efforts of the Department to the grass roots thereby emphasizing the Town and Gown culture of the University, it also shut it up into the World map of literacy. The off-shoot of these efforts served as the beginning of the rural literacy programmes as well as the Model Literacy Classes which continue to strive till today.

It was not a surprise that department won a UNESCO prize in 1989. The prize was the International Reading Association Literacy of Mr. Malcons Adeseshiah. The department again won the UNESCO Chair in the Application of ICT to Literacy Promotion in 1998. All these provided opportunity for in house capacity building for staff at the same time improving the literacy level of neighboring communities of the University and the society at large.

A recent outreach celebration was the graduation of the members of the Nigerian Union of Road Transport Workers (NURTW) who participated in the Department Literacy programme during the UNESCO 2018 International Literacy Day at the Trenchard Hall of the University on September 8, 2018.

Community Development Activities

Idi-Ose settlement area has for some years now constituted a sort of social laboratory in community development training for the students of the Department. Idi-Ose is situated between the University of Ibadan and the International Institute of Tropical

Agriculture (IITA). The people of Idi-Ose have had a long history of intermittent displacements from their traditional land for a period of more than sixty years. They were first displaced from their original 'home land' to allow for the expansion of the city of Ibadan, and they settled on the site which is now occupied by the University of Ibadan. Around 1949, they were moved for the second time to make room for the permanent location of the University of Ibadan. In 1965 when the present site of the IITA was acquired, the people were displaced again to be resettled in their present location at Sasa.

As a result of the frequent changes in environment, coupled with the loss of their farm land, especially as farming is their main occupation, the people developed a sense of frustration and apathy which tended to hamper efforts to develop their self-confidence and fire their enthusiasm for development. Though a joint effort by both the Nigerian government and the Ford Foundation on behalf of the IITA to rehabilitate the people yielded dividends in terms of visible and tangible projects, of major interests to us here is the type of community development technique which the Adult Education Department applied to motivate the settlers into taking initiatives to improve their situation. One major feature of the role of the department was the use of films as a motivational tool. Three films which were borrowed from the local branch of the United States Information Service were shown to the villagers at the University's auditorium. The films were:

- 1) *Djoliba'*, a film of a village in the Republic of Mali showing how a community improved itself through self-help with government assistance. Given the scene of the film, which is West Africa, the villagers were able to appreciate and relate the message of the film to their own circumstance.
- 2) The second film was *'The people of Kolevu.'* The film conveyed the message of how a co-operative movement becomes necessary for village people when individual

effort is unable to cope with local problems.

- 3) The third film, 'Rice,' emphasizes the point that when people undertake development activities of an economic nature, they need not do so at the expense of their traditional customs. Evidence shows that the activities of the Department of Adult Education have helped in no small measure to stimulate Idi-Ose villagers into self-help activities.

Seminars

For over a decade now, the department has been running seminars, conferences and workshops for both public and private organisations. Prominent among these are the annual seminars on Functional Literacy, Industrial Relations and Trade Unionism. These seminars have gone a long way towards bridging the gap between 'town and gown,' so to speak, for they attract hundreds of adult education practitioners, trade unionists, employers of labour and policy makers to the University campus annually. The seminars have remained an effective medium for the promotion of links between academic subjects and the every-day interests of adults. A recent experiences were the World Conference of 2017 and the 2018 international Literacy Conference where participants were drawn from USA, Kenya and various part of Nigeria.

Training Programmes

In September 1982, the Nigerian Federal Government launched a Mass Literacy Campaign aimed at creating a permanently literate society within a span of ten years. For the campaign to be successful, the country needs, among other things, many professional adult educators. In response to the request by the Federal Ministry of Education, the department in 1982 started a two-tier special training programme for senior and intermediate level adult education personnel. The programme for the senior cadre personnel is a three-month in-service course, while that of

the intermediate level personnel is a nine-month in-service course. After their training the functionaries were expected to organize and supervise literacy programmes at the state, local government and zonal levels.

Also, the Federal Government of Nigeria had fund in trust with UNESCO with a view to reducing illiteracy rate and building the capacity of Institution and Adult literacy facilitators. The department was identified as a strong partner in achieving the objectives of the programme tagged "Revitalizing Adult and Youth Literacy in Nigeria". It created further opportunity for the department to share the rich experience of the staff with Adult Educators across the country.

Collaboration between the Department and International Development Partners (IDPs)

The department realizes the fact that networking, building of bridges and partnering is an important feature of Non-Formal Education. Hence, its collaboration with International Development Partners (IDP) such as UNESCO, UNICEF, BRITISH COUNCIL, IFESH, DVV/IZZ, Pro-Literacy to mention but a few. The attendant results of this partnering include an increased capacity building, sound policy formulation, development of both rural and urban areas for sustainable national development and a repositioned "Town and Gown" relationship among others.

Vocational/Skill Acquisition Programme

Having realized the importance of skills development towards the achievement of the Sustainable Development Goals, the University graciously approved a comprehensive entrepreneurship programme for the 200 to 400 levels of our department as a pre-requisite to degree programmes. We are appreciative of the University gesture as it has offered for our

development 4.7 hectares of land as our practical laboratory. This is another innovative approach to extending our services to the generality of the people as graduates of the department will be a proud Job creators rather than Job seekers.

We hereby advertise to Nigerians that the following live Improvements Skills are available for students:

1. Soap and detergent making
2. Fashion design
3. Graphic Arts
4. Barbing
5. Baking and
6. Photography

Achievements of the Department

This presentation will be incomplete if we fail to state in summary the land mark contributions of the department to both human capital, national and international development.

So far, we have tried to analyze the gist of the activities for the Sixty nine (1949-2018) years of the department's existence, as part of our contribution to the Seventy years of the University, highlighting the shifting emphasis on programmes and problems as the years roll by, we think we can now look at the period as a whole in relation to the gains of the society that it has served with so much determination and pride.

Historic was the bequeathing to the University the University Conference Centre now Subomi Balogun Hotels and Conference Centre which were the first land mark physical structure initiated and constructed by the department.

Equally historic was the initiative of the department in establishing the External Studies Programme (ESP) now Distance Learning Centre (DLC) which has opened up mass opportunity for university education.

Showing the excellent performance of the University in Literacy Promotion by winning the International Reading Association Literacy Prize of 1989. Also worthy of mentioning was the winning of the UNESCO Chair in 1998 in application of ICT to the promotion and advancement of Literacy, thus boosting our international Image

At national level, the achievement of the department is not less imperative for it has provided for more groups of learners young and old, literate and illiterate, skilled and unskilled than any other department or any other organisation in similar circumstances. Its activities have covered the cross-section of the population from the age of fifteen upwards on functional literacy, literacy and numeracy, learning new skills, serious academic work and liberal education. It has adverted the minds of activities of most citizens to the progress of this country through their own self development and teamwork and had provided the middle level manpower needed for the required motivation. And also the department has produced needed manpower to higher institutions within and outside the country.

At the communities level, the Department is foremost in the mass education of the communities in this country and in their motivation towards progress through special tasks, lectures, film shows and team activities. Through the activities of extra-mural classes, leaders and clans had embarked on cleaning drinking water sources and their environments long before the coming of environmental sanitation decrees. All these are direct results of the department's focus on community and group enlightenment and mobilization.

At the family level, the new pre-GCE, GCE, JAMB and Post-UTME classes have been a source of delight and nerve-soothing palliative for thousands of parents who were at their wit's end at the coming of the mass failure scourge at public examinations. If the department had not accepted the challenge to provide for them at

least temporarily to give them another chance, many families, the bedrock of the nation would have been disorganised, frustrated and knocked out to the detriment of the nation as a whole. Many of the never do well have picked up and returned to the normal stream while others have got enough to give them a niche in a number of the new popular educational institutions.

At the individual level, Adult Education at Ibadan has been the saviour, eye-opener or the bestower of good fortune to hundreds of individual flowers that would have dried up in the desert but come to bloom abundantly with freshness after coming in contact with the department. It would be recalled that some of today's Chief Executives of Federal, States and Private Organisations were beneficiaries of the Extra Mural Studies Programme either as students or part-time tutors while still serving as full time lecturers or public servants.

Again, pioneer members of staff of the department rose to higher level in their choice of profession as a result of experience gained in the department.

Just to refresh our memory, we have the following pioneers and others.

Our number one man, Robert Gardiner resigned to be Director of Social Welfare and Community Development in his native country, and later went to be an international civil servant in one or two UN establishments, later Head of Service at home in Ghana.

Ayo Ogunseye went from being the Dean of Education and Member of University Governing Council to Managing Director of Henry Stephens in Lagos and later became Chairman of the Lagos Chamber of commerce and a key adviser in many federal public establishments.

Tijani Yesufu became Vice Chancellor of the University of Benin and later Pro-Chancellor at Ibadan.

Lalage Bown now 91 years in her native city in UK Glasgow went back home to the University of London and became a renowned consultant on African Adult Education and a roving adviser.

Tugbiyele became Deputy Vice Chancellor at the University of London before setting up a flourishing Management Consultancy.

Ahmed Joda became Permanent Secretary at the Federal level and until 2014 Chairman of National Communication Commission (NCC)

Jones Adelayo Akinpelu remained the first and last of the Provost of the defunct University of Ibadan College of Education and later founder of the Department of Adult Education, University of Botswana.

J.T. Okedara retired from the University to become the pioneer Vice Chancellor of Bowen University, Iwo.

Michael Omolewa on Federal Government recognition served as Nigeria Ambassador to UNESCO for ten years during which he became the first African to serve as the Chairman of UNESCO General Conference. He is Emeritus Professor of both University of Ibadan and BABCOK University and in some overseas University.

R. A. Aderinoye after assisting UNESCO in strengthening the Preventive Education unit in the Abuja Office later served the Federal Government as Deputy Executive Secretary of the Universal Basic Education Commission (UBEC) and later Executive Secretary of the National Commission for Nomadic Education (NCNE).

Currently, Abubakar Haladu a product of the department is serving as the Executive Secretary of the National Commission for Mass Education (NMEC)

Kola Kazeem a product of the department is also serving as our Ambassador at the Osun State College of Education, Ilesa as Provost.

The above is to show the extent to which the department has contributed to human capital, national and international development:

It is in this spirit that we of the Department of Adult Education congratulate the University on its 70 Years of existence as one of the world leading Universities. It is our hope that the World will join us in celebrating our 70 years of progressive contribution to development come October 2019.

In conclusion, the wrong perspective of people about Adult Education as education of old people must have become clearer now that Adult Education as a lifelong learning programme focuses on human capital and national development.