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**TOPIC:**

**PROGRAMME EVALUATION:  
BACK TO THE FUTURE**

**By**

**PROFESSOR OLUWAYEMISI AYEDUN OBASHORO-JOHN**

# **PROGRAMME EVALUATION: BACK TO THE FUTURE**

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## Preamble

The Vice-Chancellor, Deputy Vice-Chancellor (Management Services), Deputy Vice-Chancellor (Academic and Research), Registrar, Librarian, Dean, Faculty of Education, Prestigious Academia, Esteemed Students, Distinguished Ladies and Gentlemen, I stand before you all today with profound sense of humility and accomplishment to deliver the 5th Inaugural Lecture in the 2012/2013 session and the 250th of the University of Lagos, 'University of First Choice and the Nation's Pride'. An inaugural lecture is perceived in different ways and it is carried out with varying degrees of dignity and sophistication. For me, an inaugural lecture is a significant academic ritual during which a newly appointed professor (like me) gives an overview of his contributions (in the simplest form possible) to knowledge in his chosen field of expertise, to colleagues, the entire university community and the general public. This, I hope to achieve in the next one hour within the general framework of my specialization, titled:

## Programme Evaluation: Back to the Future.

The focus of this inaugural lecture is to present the various contexts of programme evaluation in the terrain of Adult Education. We shall go back to the **past** from our **present** position so that we can adequately walk into the **future**. Consequently, we shall attempt to look at the work in three parts:

- ❖ Underlining issues and clarifications of concepts and trends:
  - Adult education
  - Evaluation
  - Programme evaluation
- ❖ Personal experiences and some research findings in a bid to evaluate programmes across multidisciplinary lines
- ❖ Ageing education: Programme for our future.

## The Adult: A Picture

Every culture has its own yardstick for measuring adulthood which offers societies the liberty to describe an adult as they



deem fit. This gives the picture of flexibility and autonomy on the part of society and even the adult.

Generally speaking, the term "adult" connotes basic elements of life cycle, status, social subset, experience, maturity, responsibility, ideals and values. An adult is an individual who has attained one or more of the characteristics of adulthood, such as marriage, parenthood, full-time employment, and economic independence. He must have assumed the roles characteristic of adult status in his society, such as worker, spouse, parent and active community member (Havighurst, 1952).

### **Understanding Adult Education: Beyond Definitions**

The place of Adult education in Nigeria has been implicitly determined by the nature of our political history, which is colonialism. Adult education in many developing countries is designed and based on the histories and philosophies of colonial educational projects, that neither advanced nor appreciated the cultural or linguistic idiosyncrasies of the communities they presumably served. The 1925 memorandum on Education in British Colonial territory established the first government policy on education. It stated that '*...education should be adapted to local conditions in such a manner as would enable it to conserve all sound elements in local tradition and social organisation*'. The study of educational use of vernacular and the provision of textbooks in the vernacular are of importance (Asobele, 2004). The primary reason why the colonial perspective is always important is that the earliest colonial education programmes trained indigenous adults in languages, religious proselytizing and other skills in order to support the effectiveness of the colonizing power (Abdi and Kapoor, 2009).

Until recently, government was not particularly interested in educating adults. Major actors were faith-based, non-governmental and community-based organizations and trade unions. This has affected, and probably continues to affect, the

status and attitude of both government and citizens to the whole idea of adult education.

Adult education as a field of study and educational enterprise has been poorly understood in terms of its nature, scope and status. Most people including academics and educators have idea of evening school and night classes for adults and old people as being adult education. Teaching adults is not the same as adult education. Education is the broader context within which teaching takes place. One learns at all times and age levels that is education, hence the saying that one who is tired of learning is tired of living. Adult (lifelong) education deserves clearer understanding. Despite the confusion over its meaning, almost everyone is in favour of lifelong learning or learning for life.

Let us not dwell on the negative perceptions but rather let us visualise it as a field concerned with social, political, economic, personal, emotional, physical, and indeed, every perspective of adult and human life. We all have to appreciate that it goes beyond education for adults or old people. The unique strength of adult education is its flexibility in terms of definition and practice, to meet varying needs and interests of the population.

Adult education is defined differently from country to country, depending on the biological and social roles of adults in each country. An almost all compassing definition is that of the National Institute of Adult Education (NIACE), England and Wales (1970) in Rogers (2002)

*...any kind of education for people who are old enough to work, vote, fight, marry, and who have completed the cycle of life commenced in childhood. They may want to make up for limited schooling, to pass an examination, to learn basic skills of trade and profession, or to master new working processes. They may turn to it because they want to understand themselves and their world better and to act in the light of their understanding, or they may go to classes for the pleasure they can get from developing talents and skills—intellectual, aesthetic, physical or practical. They may not even 'go to classes'; they may find what they want from*



*books or broadcasts, or take guidance by post from a tutor they never meet. They may find education without a label by sharing in common pursuits with like-minded people.*

Perhaps the most comprehensive definition of adult education as an entity or enterprise was suggested in 1976 by the General Conference of the United Nations Educational, Scientific, and Cultural Organization (UNESCO). This organization defines adult education as:

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

You may recall the unique brand of post colonial adult education for self-reliance by Julius Nyerere (1968), that stressed that the adult learners' possession of prior knowledge as well as adult education for politicization and liberation by Paulo Freire (1970). These scholars have defined adult education as

*an adult learning process that can precipitate and sustain their mental and material liberations...this entails citizens' rights to learn and live productive examined lives.*

Adult education programmes should enable communities to think locally but act globally, as well as to think globally and act locally. It should offer all learners new ideas and help citizens enjoy holistic global resources for their local needs. Knowledge should (also) be relevant to the needs and aspirations of the poor, marginalized and disadvantaged people and communities. Thus,

*...adult education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which*

*concerns only a short span of early adulthood, but it is a permanent national necessity, an inseparable aspect of citizenship, and therefore, should be both universal and lifelong....* (Adult Education Committee of the Ministry of Reconstruction (1919) quoted by Field, 2006)

Each type of definition is useful because one complements the other. Therefore, Adult education conceived in terms of its contents, objectives, purposes and processes addresses the learning and facilitation realities of persons who want to improve their lives and the situations of their communities. It goes beyond initial or basic education into all types of education, which consists of the following in their details and descriptions:

- Different forms of literacy and numeracy – functional, basic, post initial, advanced;
- Non-Formal Education (NFE);
- Industrial, vocational and technical education;
- Open and distance learning;
- Community development;
- Social work;
- Development education;
- Workers education;
- Trade Union education;
- Extension education;
- Reproductive education;
- Prison education;
- Environmental education;
- Consumer education;
- Population and citizenship education;
- Political education;
- Family planning and Family life education;
- Peace and war education;
- Preventive education;
- Continuing education;
- Geriatric and ageing education.



With people around the world having different needs and challenges (political enlightenment and strong democratic cultures, ageing populations and higher possibilities of living longer, globalization, collaborations and internationalizations, environmental concerns and demands for global citizenship), adult education and relevant programmes can no longer be misunderstood or misinterpreted.

Adult education is increasingly becoming the key concept for the pursuit of a better life in the face of a change (apology to Mariam Babangida and the Better Life for Rural Women programme of the 1980s, or was it really Rural Life for Better Women?). Convincingly, the most important function of adult education is to inspire both a desire to change and an understanding that change is possible. No meaningful education system for change and development can ever be complete without adult education.

Other issues located in the realm of adult education, that require emphasis, are the underlining theories of adult learning and important andragogical assumptions regarding the adult learners' level of willingness and autonomy in the learning enterprise.

### Theories of Adult Learning

Literature reveals (Knowles et al., 2011) that until recently, there had been relatively little thinking, investigation and writing about adult learning. For many years, the adult learner has been a neglected species. The lack of historical research is surprising in view of the fact that the great teachers of ancient times – Hebrew prophets and Jesus Christ in Bible times; Confucius and Lao Tse of China; Prophet Mohammed; Aristotle, Socrates, Plato in ancient Greece; Cicero, Evelid and Quintilian in ancient Rome – were teachers of adults not children. Bearing on their experience with adults, they perceived learning as a mental inquiry and developed teaching and learning strategies and techniques different from those for children. These included Socratic, Dialogue and Case methods.

Theories of teaching and learning have moved over the years from Stimulus-Response, cognitive, motivation to personality theories for children as shown in the writings of Thorndike (1932), Skinner (1938), Hull (1943), Hilgard (1948), and Gagne (1965). For adults, we have literary evidence of the theories of Rogers (1951), Houle (1961), Tough (1971) and Knowles (1970).

### Andragogy and Pedagogy

In 1833, a German grammar school teacher named Alexander Kapp coined the term andragogy (Van Enckevort, 1971). Kapp used the word *Andragogik* to describe the educational paradigm employed by Plato, the Greek philosopher. Using the terminology, in 1926, Eduard C. Lindeman wrote extensively about andragogy (Gessner, 1956) quoted in (Ozuah, 2005). In describing his theory of adult learning, Lindeman stated that:

*...the approach to adult learning will be via the root of problem solving, not subjects. I am conceiving adult education in terms of a new process by which the adult learns to become aware of, and to evaluate his experience. To do this, he cannot begin by studying "subjects" in the hope that this information will be useful. On the contrary, he begins by giving attention to situations in which he finds himself, to problems which include obstacles to his self-fulfilment. Facts and information from the differentiated spheres of knowledge are used, not for the purpose of accumulation, but because of need in solving problems. In this process the teacher finds a new function. He is no longer the oracle who speaks from the platform of authority, but rather the guide, the pointer-out who also participates in learning in proportion to the vitality and relevance of his facts and experiences" (Lindeman, 1926 in Ozuah, 2005)*

Around the end of the Second World War, scientific evidence on adults' learning abilities and interests as they differ from those of children were established. Merriam (1993) points out that pedagogy and andragogy could represent a continuum, ranging from teacher-directed to learner-directed learning depending on the situation. Merriam concludes that andragogy may not define the uniqueness of adult learning, but it does



provide a set of guidelines for designing instruction for learners who are self-directing. These guidelines for Andragogical Process Design (according to Knowles, 1984) are:

- Climate setting for conducive learning;
- Involving learners in mutual planning;
- Involving participants in diagnosing their own needs for learning;
- Involving learners in formulating their learning objectives;
- Involving learners in designing learning plans;
- Helping learners carry out their learning plans;
- Helping learners in evaluating their learning.

These show that adults learn best in informal, comfortable, flexible and participatory settings. Participatory methods which will enlist and co-opt the learner should be promoted. The Wole Soyinka Theatre of the 1980s is a good example where actors search out a problem or crisis facing a community, and the community act their problem themselves. Asobele (2004) also tried this in his plays directed at community theatre for social mobilization during the MAMSER years.

The Andragogical model is based on some assumptions, these are:

- **The need to learn:** The adult learner needs to know why he is learning before he undertakes learning. This knowledge makes him to invest energy with a view of benefiting from it. The role of the facilitator is to help the learner become aware of the need to know. This is what Paulo Freire calls conscientization, or to raise consciousness, in his book – *Pedagogy of the Oppressed* (1970).
- **The learner's self-concept:** The adult learner's self-concept consists of being responsible for his own actions and decisions. He wants to be seen as self-directing. He resents any attempt by others to impose their wills on him. The facilitator needs to create opportunities to move from dependency to self-directedness.
- **The role of the learner's experience:** By virtue of age, the learner has accumulated more experience than a

child. Each learner brings these different types of experience to the learning environment and the learning activity. Most times, adult learning groups are heterogeneous in terms of backgrounds, learning styles, motivations, interests, needs and goals. Thus, teaching and learning strategies need to be individualized. Experience should be valued and accepted.

- **Readiness to learn:** The adult learner is ready to learn the things he needs in real life situations. It is imperative that learning coincides with developmental tasks needed for his development stage. The facilitator may induce readiness through relevant techniques, career and vocational counselling, and simulation exercises.
- **Orientation to learn:** The adult learner is life-centred and is motivated to learn what he perceives as being enough and relevant to solve life challenges. He learns better when content, new knowledge and skills are presented in real life situations (Community Theatre Technique), not in abstract contexts.
- **Motivation:** The adult learner is often motivated to learn because of intrinsic factors – self-esteem, recognition, better quality of life. External factors (parental desire, peer pressure choices), witnessed in the case of child learning are non-existent.

### Pedagogy

In contrast to andragogy, pedagogy is derived from the Greek words 'paid' – child (same stem with paediatrics) and 'agogus' – leader of... Literarily, it is the art and science of teaching children. The concept is teacher-directed, because it gives the teacher total control in terms of what is to be learned and when it should be learned. The learner's role is to follow teacher's direction and instruction.

Pedagogical model is based on the following assumptions.

- **The need to know:** The learner only needs to know that he must learn - what the teacher teaches. He does not need to know how to apply learning to his life.



**The learner's self-concept:** The teacher sees the learner's personality as dependent. The learner's self-concept, hence, becomes that of dependency.

**The role of experience:** The learner is deemed to have little or no experience. The experience that counts is that of the teacher and or textbook writers and audio-visual materials' producer.

**Readiness to learn:** The learner is ready to learn what the teacher offers, if he wants to pass examinations and move to the next class.

**Orientation to learning:** Orientation for the learner is subject-centred while learning is acquiring subject-matter.

**Motivation:** Learner is motivated to learn because of grades, teacher's approval or disapproval and parental pressures. There are no internal motivations.

#### Justification for Facilitator

The concepts of andragogy and pedagogy present the teacher as either an andragogue or a pedagogue. These two basic teaching styles are opposing terms but stress varying degrees of status, characteristics, control, power, authority and roles. The facilitator is one who makes learning easier and promotes a positive learning environment. Burgess (1992) defines the teacher of adults as a facilitator. A facilitator is a person who has the role of helping participants to learn in an experiential group. He starts by being active and directive and becomes a consultant, less active and less directive, using non-didactic teaching styles. This is the stand of Paulo Freire concerning a social transformation model that emphasizes erasing *"the tradition of knowledge flowing down to students to one in which, the learners take responsibility and become creators of their own learning process"*.

The understanding of the facilitator's tasks, the adult learners, and their needs will lead to the behaviour that makes the facilitator stand out as an agent of self-directed learning. He performs the roles listed below.

**Table 1: Andragogical Roles**

Description	Task	Behaviour
Facilitator	Increases motivation to learn. Creates learning climate. Involves learners in mutual planning. Involves learners in diagnosing their own learning needs. Involves learners in formulating their learning objectives. Involves learners in designing learning plans. Involves learners in evaluating their learning. Develops learning process. Develops problem solving ability. Provides learning framework. Clarifies educational needs. Helps learner acquire skills. Develops open expression of feelings. Develops self-direction.	Relates Gives feedback Provides positive or negative reinforcement Counsels Guides Encourages Evaluates
Content expert	Increases knowledge social work skills, techniques and values.	Transmits knowledge. Transmits technical skills.
Resource	Increases ability to use resources. Increases self-direction.	Identifies and directs to resources
Model	Develops professional behaviour and values- cognitive, affective and experiential behaviour.	Reflects. Analyses. Expresses feelings. Role plays. Listens empathically. Empathizes
Socializing agent/Gate keeper	Prepares learner for entrance into profession	Coaches. Transmits values
Group worker/ Mediator	Encourages learner interactions with each other, Encourages learning through group interaction.	Enables Listens Clarifies Draws out. Guides.
Monitor of activities	Assures adequate performance.	Grades. Evaluates

Source: Sonnheim, M. and Lehman, S (2010)

For any adult education programme to be meaningful, the facilitator must be seen to be firmly in control of his



environment and integrated into the roles described above. These roles separate him from the individual who merely provides learning information to a set of learners, whether young or adults.

### **Programme: Clarifications**

A programme is a strategy or an intervention that has been planned for, and conducted on a group of people to achieve some desirable consequences (Smith, 2010). A programme typically refers to the organized components which make up a specific set of content and activities over a defined period of time. It is an action or a series of activities supported by resources to achieve specific outcomes among target individuals, groups and communities. The intention of all programmes is to address the challenges of change, knowledge acquisition and sustainability in the interest of higher productivity, satisfactory achievement of desired goals, evidence-based outcomes and appreciable impact.

A programme could be small, simple, narrow, limited or big, complex or broad in scope. For example, Mass Literacy Programme; National Immunization Programme; Oral Rehydration Therapy Programme; Water and Sanitation Programme and skills acquisition programmes like soap making, are all programmes of varying sizes.

A programme can also be defined in terms of services provided such as:

- a job training programme - teaching skills to people to make them more employable;
- a re-skilling or re-tooling programme exercise;
- direct service intervention;
- community mobilization efforts (MAMSER model, courtesy of Jerry Gana);
- a substance abuse programme especially an attempt to get people off drugs and alcohol addiction;
- a preventive-service programme - trying to assist parents in keeping their families together;
- research initiatives;

- an advocacy programme for developmentally challenged people;
- a health-related programme;
- counselling programme;
- social work and community development programme;
- sanitation and hygiene programme (Sanitation Day).

In adult education, programme connotes short term learning experiences that are responsive to adult learners' needs and are implemented outside the traditional educational delivery system. It differs in some ways from the traditional notion of curriculum, although related to it. Programmes are not always non-formal and highly flexible, but they certainly include the elements of variability, flexibility and inclusiveness in their organisation and management.

Programme management includes

- identifying, teaching and learning goals, establishing standards of performance;
- identifying and deploying resources (financial and human);
- implementing the delivery of the programme within a budget;
- monitoring actual performance;
- comparing actual achievement against targets (both learning and financial);
- taking corrective actions to align goals and performance;
- developing insights into, and understandings of, the delivery and management of the programme for continual improvement.

### **Evaluation in perspective**

Evaluation means different things to people because it largely depends on how the individual intends to use the evaluation information. To evaluate means to assess the merit, value or worth of an entity against some criteria and standards. It is a systematic process to determine the relevance, effectiveness, outcome and impact of an activity, in order to provide enough



information for its improvement. It is viewed as a process to describe, plan and understand activities. It is an essential phenomenon in human existence. It is some kind of inquiry based on logic or a general pattern of reasoning as described by Michael Scriven as referred to in Rossi, Lipsey & Freeman (2004). This general logic is as follows:

- Establishing criteria of merit – on what dimension would the 'evaluand' (the thing being evaluated) do well?
- Constructing standards – how well should the 'evaluand' perform?
- Measuring performance and comparing with standards – how well did the 'evaluand' perform?
- Synthesizing and integrating data into some judgement of merit or worth- what is the merit or worth of the 'evaluand'?

Evaluation is also setting up a process of collecting, analyzing and interpreting information about teaching and learning in order to make informed decisions that enhance learner achievement and the success of an educational programme.

It is about placing value judgement. In essence, it is a systematic investigation social intervention initiatives and programmes as well as their effectiveness on social actions for improving social conditions.

All these show that evaluation implies some sort of judgment, measurement, assessment or appraisal of an activity, entity or something for decision making and accountability. Usually, the evaluation exercise may be carried out with external promptings or by inward examinations of actions, time, resources or energy expended on something. When that 'something' is a programme, the process is 'programme evaluation'.

### **Programme evaluation**

Programme evaluation is a dynamic, rigorous, sophisticated and useful activity. It is the orderly selection, analysis and reporting of information which should assist decision-making. It

operates in the real world of activities and human services. It involves real people, real programmes, real situations and experiences. Evaluation activities include planning, selecting, describing, judging and reporting. Often, all of us assess our efforts, actions, activities and values when we ask questions, consult others for advice, make judgements as a result of received feedback without necessarily calling it evaluation.

Programme evaluation as an integral part of any programme should really be used to plan programmes, document what happened during the execution of the programme, improve programmes and measure programme effectiveness. It should flow from the self-reflection and self-evaluation of practitioners, who provide goods and services about the satisfaction of their clients. It should be used to demonstrate accountability in terms of funding and sustainability; an opportunity to share ineffective and effective strategies as well as lessons learned.

Rossi *et al.* (2004) stress that programme evaluation must not only describe performance, it must assess and judge along the lines of the following standards:

- The needs or wants of the target population or participants;
- Degree of participation;
- Stated programme goals and objectives;
- Professional standards;
- Programme protocols and procedure;
- Customary practice;
- Expected performance and estimates;
- Norms of the other programmes;
- Performance by similar and previous programmes;
- Legal requirement: mandates, policies, regulations and laws;
- Ethical and moral values: social justice, human rights and equity;
- Past performance: historical data;
- Targets and fixed criteria of performance set by programme managers;



- Expert opinion and judgement by reference groups;
- Pre-intervention baseline levels for the target population;
- Conditions expected in the absence of the programme;
- Cost and resource efficiency;
- Political ideology and will.

Evaluations help describe and elucidate how programmes and interventions work. It allows professionals to appreciate the value of programmes, communities and consumers that the programme serves. This is essential business because of the ethical and accountability issues surrounding it. Programme evaluation responsibility should extend to the following:

- The consumers and the clients that programme served or is serving;
- The community in which the programme is located;
- The professional organization or the providing agencies;
- The programme sponsors and donors;
- Government departments and voluntary organizations that run, and are charged with the physical monitoring of the programme; and
- The professionals who provide the service.

### **Evaluation Questions**

Every evaluation procedure is guided by series of questions that must be sufficiently answered. Usually, questions establish the aspects of the programme that will be addressed and that should be addressed. Some of these questions (from experience and literature) are presented under different sections.

#### **Needs assessment**

- What are the nature and magnitude of the problem to be addressed?
- What are the characteristics of the population in need?  
What are the needs of the population?
- What are the services required?
- How much service is required over a period of time?

- What is the service delivery arrangement required to provide those services to the population?

#### **Assessment of programme theory (design)**

- Who are the clientele to be served?
- What are the services to be provided?
- What are the best delivery systems for the services?
- How can the programme identify, recruit and sustain the intended clientele?
- How should programme be organized?
- What are the resources necessary and appropriate for the programme?

#### **Assessment of programme process (operations of delivery)**

- Are administrative and service objectives met?
- Are the intended services delivered to the intended audience?
- Are there needy but unreached persons the programme is not getting to?
- Do sufficient numbers of clients complete service or programme?
- Are administrative, organizational and personnel functions properly handled?

#### **Impact assessment (programme outcomes)**

- Are the outcomes, goals and objectives achieved?
- Do the services have beneficial effects on the recipients?
- Do the services have adverse side effects on the recipients?
- Are some recipients affected more by the services?
- Is the problem, situation or the service intended to address made better?

#### **Efficiency assessment (cost and efficiency)**

- Are the resources used efficiently?
- Is the cost reasonable in relation to the magnitude of the benefits?
- Would alternative approaches yield equivalent benefits at less cost?



Carefully worded questions that address changes in individuals, community and within organisations will help guide method selection and gathering of evidence.

### **Social Ecology of Evaluation**

The social ecology of evaluation combines a number of systems and addresses the relationship uniting the different areas of the evaluation activity. It analyses the social systems in order to understand the complex relationships and assess the compatibility of individuals and groups.

The rigorous process of evaluation involves not just finding particular answers but actually justifying and validating what is done. Literature reveals that in evaluation, there are overlapping systems which call for the need to understand the social ecology in which programme evaluators work for success. Since it is a measuring instrument for any social phenomenon, it is conducted in a real-world situation of multiple and conflicting interests. According to Rossi, Lipsey & Freeman (2004), evaluations are rooted in context because programmes are embedded in overlapping systems. Every programme has multiple stakeholders with direct and visible interests in the programme. These multiple stakeholder interests have consequences for evaluation and evaluators.

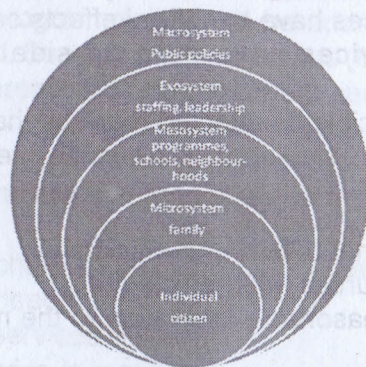


Figure 1: Social ecology of evaluation.  
Source: Rossi *et al* (2004)

Evaluation stakeholders comprises all those connected to the programme directly and remotely. They are people who care about and have interest in the programme. The list could include all the necessary partners, collaborators, shareholders and those affected by the programme. They may be involved in the programme at different levels such as designing the programme, planning the evaluation, conducting the evaluation, reporting and interpreting the results. We can actually boost evaluation through stakeholders' involvement if we:

- Identify stakeholders;
- Involve stakeholders early;
- Involve stakeholders continuously;
- Involve stakeholders actively;
- Establish a structure that conforms with context or local setting of stakeholders, so that they can share concerns, ideas, needs, information and interpret results.

These steps are necessary because of the importance of partnerships, collaborations and alliances as well as the need to consider the different values held by interested parties.

Stakeholders in evaluation are drawn from different platforms. From observations and available literature, these are identified stakeholders in programme evaluation.

#### **1. Primary group of major stakeholders**

- Agency administrators and programme administrators;
- Practitioners and direct service staff and managers;
- Consumers and clients.

#### **2. Secondary group of major stakeholders**

- Governmental agencies funding the programme;
- Local private-agencies and organisations involved with the programme.

#### **3. Minor stakeholders**

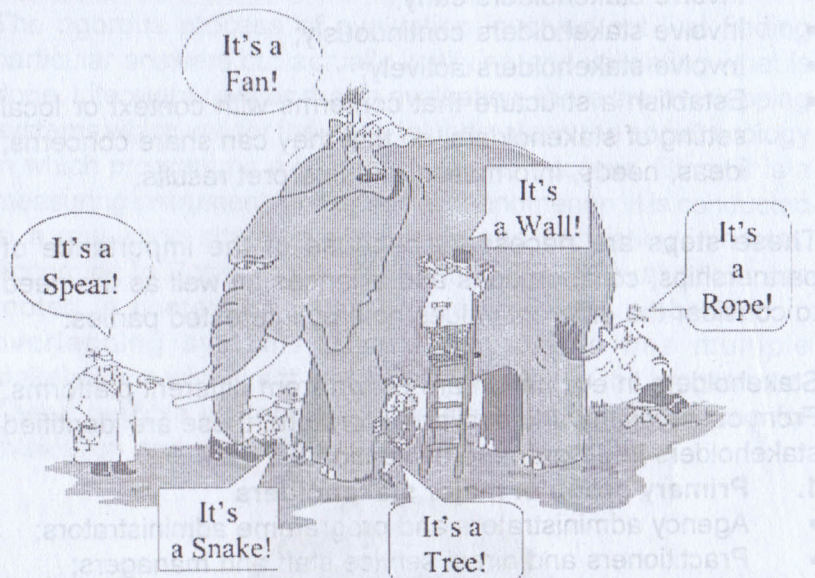
- The general public, neighbourhood organisations and community residents



- National and local agencies affiliated with the area of service
- Experts and scholars in the programme area.

It is instructive to note that each of these stakeholders would ask the question—what is in it for me? They drive the evaluation questions; they come with different perspectives of the programme and they behave like the six blind men who went to 'see' the elephant.

### The six blind men of Hindustan



In order to have comprehensive and valid results, we cannot leave out any stakeholder's perspective.

### The nature of the Evaluator–Stakeholder Relationship

With a clear understanding that programme is a social structure with various individuals and groups coming in with diverse roles, the nature of the relationship that exists between and among these participants should be well understood. Evaluators need to be aware of their roles, concerns and then interact with them appropriately.

- **Policy and decision-makers:** These are responsible for commencing, continuing, discontinuing, expanding, restructuring or maintaining the status of the programme.
- **Programme sponsors:** These initiate and fund programme. Occasionally, they overlap as policy makers.
- **Evaluation sponsors:** Sometimes, sponsors of programme and evaluation sponsors are the same - the organization or funders of the programme.
- **Target participants:** These are groups, individuals, households, communities and all that benefit from the service or intervention under assessment.
- **Programme Managers:** This is the personnel administering and overseeing the programme.
- **Programme staff:** Here, we refer to the personnel responsible for delivering programme service and who play support roles.
- **Programme competitors:** This connotes the bodies in competition with programme resources. For instance, an educational programme with alternative schooling provision may attract public interest. The new intervention (school) is classified as competitor.
- **Contextual stakeholder:** These are interested individuals and groups who are in the immediate environment of the programme.
- **Evaluation and research community:** This comprises evaluation professionals and researchers who read evaluation reports and pass judgement on the technical quality and credibility of the programme. (Rossi, Lipsey and Freeman, 2004)

### Evaluation Models and Approaches

Over the years, several models of evaluation have been established by experts in an attempt to assess activities and collect information that will be communicated as findings to the public. These specialists differ in the terms used. Some would rather use "model" while others would prefer "approach", yet some others use "design" as designates for evaluation methods. Whatever the choice is, the basic issue involved is to epitomize the way of gathering comparative information so that



results from a programme can be arrived at. Owing to the nature of the social sciences and human tendencies, no one model, approach or design is universally accepted. Practitioners differ in their preferences. However, familiarity with all models for suitable choices and meaningful dialogue is advised. When choosing from methods, evaluation planning groups should consider the methods that will best answer the evaluation questions to be raised; how the evaluation information will be used.

Different evaluation designs require a variety of methods like systematic participant observation; structured or semi-structured interviews; focus group discussions and descriptive or analytical surveys. Methods are either qualitative, quantitative or proxy. It may be necessary to identify some popular models as presented by Obashoro (1995; 2004). These are:

- Kirkpatrick Model (1977);
- Decision Facilitative Model (Stufflebeam, 1976);
- Context, Input, Process and Product (CIPP) (Stufflebeam in Bhola, 1979);
- Discrepancy Evaluation model (Provus, 1979);
- Goal- free evaluation model (Scriven, 1972);
- Theory-based Evaluation (Fitz-gibbon and Morris, 1996);
- Transactional evaluation Approach (Rippey, 1973);
- Evaluation as Illumination (Parlett & Hamilton, 1972);
- Advocacy model of Evaluation (Robert Wolf in Bhola, 1979);
- Participative Evaluation (Paulo Freire, 1972).

Whatever the approach adopted for the evaluation exercise, the evaluator should consider its compatibility with natural and democratic processes. This is necessary to avoid cumbersome procedures and artificial techniques imposed on the natural parts of the programme.

Programme evaluation processes are used to improve programme quality, justify and advocate accountability, promote decision making for continuity or otherwise and

facilitate communication among programme stakeholders. Programme evaluation processes differ from educational research processes. The terms should not be used as alternatives or interchangeably, though they share identical characteristics like opening questions, use of similar methods and provision of similar information.

**Table 2: Comparison of programme evaluation and educational research**

Programme Evaluation	Educational Research
Investigates what happens (descriptive)	Investigates why it happens (Explanatory)
Deals directly with programme worth	Avoids judgement of programme's worth
Focus is determined by issues of a particular situation	Focus is determined independently from a special situation
Client initiates study	Researcher initiates study
Client is primary audience	Researchers are the primary audience
Contributes to agency functioning	Contributes to academic guide functioning
Naturalistic and practice-inquiry	Inquiry guided by discipline
Results are specific to designated setting	Results generalized to other settings
Primary objective is service to client	Primary objective is to add to a body of knowledge
Time constrained	Unbounded by time limitations
Assesses educational and social utility directly	Assesses educational and social utility indirectly
Aimed at action	Aimed at truth
Focus is decisions	Focus is answering questions and testing hypotheses

**Source: Robson (2000)**

Evaluations results like research findings are useless if they do not get the attention from stakeholders. Participation in evaluation is not sufficient; stakeholders must have the interpreted results of evaluation. This calls for appropriate disseminations.



Disseminating evaluation results may be through primary or secondary methods. In primary dissemination, sponsors and technical audiences get the technical report. The secondary dissemination involves the communication of results and emerging recommendations to stakeholders. It may be through abridged versions of technical reports like executive summary, special reports, oral report with slides, films and videotapes. These reports must be in language free of technical jargons and beautifully presented. In form, it should be short, succinct and reasonable. The suggested format is:

- Heading
- Table of content
- Executive summary
- Background
- Approach taken or Methodology
- Findings
- Conclusions and Recommendations
- Appendices
- Other necessary details: names, physical addresses, phone numbers and email addresses of relevant evaluators.

### **Trends in programme evaluation**

Over the years, programme evaluation has witnessed different periods and eras in terms of perspectives and practice. At a time, it was purely traditional or conventional in nature. Evaluation was conducted strictly by externally commissioned practitioners. Later, the era of Participatory Monitoring and Evaluation (PM&E) gained prominence. Various kinds of philosophy guided the design and implementation of the forms employed by both professionals and lay men. Common factors, however, has been the need for programme improvement, continuity or otherwise of programme, use of balanced methods that generated quality and reliable results as well as appropriate dissemination of results. Current trend is in favour of empowerment evaluation.

### **Empowerment evaluation**

Empowerment evaluation emphasizes the collaboration and participation of all those involved in the programme. Fetterman (1996) points out that empowerment evaluation stresses the involvement of all programme stakeholders, programme funders, administrators, direct-service staff and clients or consumers in the collaborative and participatory processes. He notes that

*...empowerment evaluation is not a research methodology, but a vehicle for participation. All types of evaluation designs as well as both qualitative and quantitative research approaches are included. Evaluators teach people to conduct their own evaluations and this is thought to make evaluation an integral part of program planning. Self-evaluation is emphasized - to help programme participants evaluate themselves and their programme to improve practice and foster self-determination.*

In programme evaluation, the goal is to promote empowerment and ensure stakeholder ownership of processes and products. Smith (2010) notes that

*...empowerment evaluations have been applied to the following settings: conflict resolution, the drop-out problem in education, environmental health and safety, homelessness, educational reform AIDS... in an empowerment setting, advocate evaluators allow participants to shape the direction of the evaluation, suggest ideal solutions to their problem, and then take an active role in making social change happen.*

Empowerment evaluation is a collaborative group activity of all stakeholders in productive discussions sessions. The process of designing, implementing and monitoring of evaluation activities are done through group techniques. Participants take stock of programme strengths and weaknesses and then develop an evaluation plan. The empowerment needs of those involved come first even when the professionals who run the projects and the leadership of community are participants. It dwells on the value of consumer participation. Empowerment evaluation does not follow the top-bottom evaluation models and their heavy administrative levels of authority that do not



recognize the stakeholders' participation. These positive points in favour of empowerment evaluation make it the kind of programme evaluation concept and style for the future, in my view. I hope that wherever it is used, the different roles of evaluation (as captured by Knox, 1980) will not be neglected or compromised.

**Table 3: Evaluation Roles**

Emphasis	Internal	External
Aim	To help the programme succeed; to improve programme functioning	To legitimize the work of the programme. To justify the programme.
Orientation	Micro: attention to programme component processes and internal relationships; responsiveness to programme activities and issues.	Macro: attention to general programme outcome and external relationships; concerned with intents and effectiveness.
Concern	Means and relation to ends; questions how things are being conducted	Ends: questions why things are being conducted.
Bias	Programme advocate; ego involved with programme	Assume natural stance, but commissioning process may implicitly reflect advocate or adversary bias.
Commissioner	Programme administrator or director	Central programme monitor or sponsor; outside official
Involvement	Continuous; on-site	Occasional; at the end of project.
Audience	Programme director and staff.	Programme sponsor or funding agency.
Criterion	Usefulness	Validity; objectivity
Reporting	Verbal; written	Written; narrative;

	memos; non-technical	technical.
Role	Programme facilitator	Programme auditor.
Impact	Dependent on commitment of programme administrator and staff; incremental	Dependent on authority and clout of commissioner; substantial or not at all.
Data	Mostly qualitative	Mostly quantitative (if not

**Source: Knox and Associates (1980)**

### **Social, cultural and political realities and issues of resistance**

Environmental realities that create difficulties for objective evaluations are always evident in the process of evaluation (Obashoro, 2002). There could be partisan evaluation (carried out for particular sponsors' interest), or public interest evaluation (connotes public concern, irrespective of who is involved). Other issues, in the view of Robson (2000) include the following.

- Many evaluations carry the expectation that the evaluator will give advice and suggestions about improvement (even when this is not the main purpose of the evaluation). Usually, most evaluations will require some sort of report. However, it is not easy for an evaluator to give an unbiased summary when suggestions for improvement are required.
- It is an important aspect of an evaluator's preoccupation to have good rapport with the stakeholders. Although good interpersonal requirements help in terms of trust and obtaining high quality information, such relationships conversely do not give room for full objectivity.
- In many situations, when negative results are presented, they are not readily welcome by the sponsors. The perception of financial and material wastage may push sponsors to look for a more sympathetic evaluator in the future.



- In cases where the evaluator had been employed by local administrators, there may be greater pressure for favourable and positive report.
- Need to understand the social ecology - how players work; who is important; what is the hierarchical nature, and who has and who does not have influence?

It is pertinent to stress that evaluators must be ethical at all times. They are not to take the role of a judge or jury but they should be expert witnesses in all circumstances, as much as possible, giving the best information. They are to follow the set of standards developed by The Joint Committee on Standards for Educational Evaluation known as The Program Evaluation Standards. These ensure:

- Anonymity of respondents- respects respondents' rights and welfare;
- Neutrality (internal versus external evaluators) – addresses conflict of interest;
- Concerns of multiple respondents are addressed (e.g., funders, programme staff, teachers, students, principals, parents);
- Methods and instrumentation are reliable and valid (especially refers to the more qualitative data);
- Intended outcomes (e.g., goals) as well as unintended are addressed;
- Assessment of prospects of generalisation (if for purpose of dissemination);
- Fair and honest reporting – including strengths and weaknesses. (Jean Young, 1997)

Many times the benefits of evaluation are not immediately obvious to actual service givers and the beneficiaries, especially when results and information are not shared. Programme evaluation has benefits for all stakeholders. Some of these are outlined in the table below.

**Table 4: Benefits of an evaluation.**

Benefit	Practitioners and participants	Organisation or Community	Sponsor	Evaluator
Relation-ships	Respect for evaluator and other stakeholders	Ties to evaluator and organisation	Ties with a successful project	Future access to organisation/ community
Knowledge or Education	Informative debriefing	Understanding of relevant learning problems	Outstanding final report	Knowledge
Materials or Resources	Various-access to programme materials, workbooks etc.	Books	Instructional materials	Grant support
Training opportunity	Tutoring skills	Trained practitioners	Model project for future grant applications	Greater evaluative expertise
Do good or earn esteem	Esteem of peers	Local esteem for project	Satisfaction of funder overseer	Respect from colleagues
Empowerment	Earn leadership status	Prestige from the project	Increase in funding	Enhanced reputation with funder
Scientific or clinical success	Improved learning ability	Effective programme	Proven success of funded treatment	Publication

**Source: Robson (2000)**

From the table, one can say that the benefits that accrue from evaluation of programmes are enormous. Links are established from relationship with university departments, or with in-house evaluators, or research services. Knowledge and understanding of problems faced and issues that arise are clearer. With regard to material resources, possible provision of materials, equipment and funding may be linked to the evaluation. Training of staff and other practitioners invariably enhances their skills especially in a participative type of evaluation.

Concerning empowerment, funding from the evaluation could be used for both policy and publicity purposes that may lead to positive attention from the media, central administration and



politicians. Once evaluation is successful, there would be increased confidence in the validity of programme and service.

### **Personal philosophy on education and my bias for adult education**

I am introducing my opinion on educational strategies that could be used as an instrument of change and development.

### **Mass adult literacy for sustainable development**

What hinders development in developing countries is basically illiteracy. It is thus important to develop the human element before we can talk of the overall development. The link between human resource development and accelerated economic growth reinforces the need for heavy investment in education through mass literacy. National development built on the foundation of an educated populace is more likely to be sustained and also to carry the sense of continuity. We know that people who do not understand themselves and who do not understand the environment in which they live, cannot be reliable participants in the socio-economic life of the community, whether as labourers, workers or technicians. Understanding and knowledge (Education) are as important as skills for participating in development. *'My people perish for lack of knowledge'* says the Holy Bible (Hosea 4:6<sup>a</sup>)

There is need to understand the essence of literacy for all and to promote long term methods to eradicate, or at least, reduce illiteracy. To ensure sustainable development in a predominantly illiterate society, functional mass literacy must be employed. Unless literacy is functional, it cannot be effective as a development tool. Literacy must be used to improve the quality of life through community-based programmes. The poor must be involved in socio-economic growth through investment in human capital and social services like literacy.

Empirical evidence shows a close relationship between poverty and literacy. Poverty reinforces illiteracy and vice-versa, just as it does to health. Illiteracy promotes high levels

of poverty while high levels of poverty also generate low shares of assets and high illiteracy rates. It can be assumed that as poverty declines, asset shares increase and illiteracy rates decline.

There are critical issues that could be raised such as: what type of education can be called successful? What type of education can lead to sustainable development and improvements in socio-economic growth? What type of educational and human resource investment, policies and programmes can reduce illiteracy, ensure or contribute to sustainable improvements, and also be cost-effective? In answering these questions, one can assume that it is a policy and a programme that address human capacity building, promotion of certain human values, capital and total human development.

One other dimension of this investment is to ensure population control, through family planning and education, employment for women, economic empowerment for the less privileged, and making plans for the ageing population. It would seem that all these can only be done by first strengthening the capacity of the non-literate and poor people to assess and analyse their problems, and then taking appropriate actions to reduce and prevent these problems.

### **Educating Women**

Global issues (unemployment, inflation, over-population, environmental degradation and ageing population) reflect the inter-dependence of mankind, and no nation can claim immunity from the turbulence of this planet. Similarly according to GeoHive (2000-2012), women, comprising almost half of the world's population (Male: 3,442,850,573; Female: 3,386, 509,865 = 6,829,360,438), cannot be removed from active participation in solving these global problems. Therefore, access to relevant education and training is the key to women's full participatory role in socio-economic, cultural and political development.



In Nigeria, educating women should be a priority to ensure relevant and active participation in solving social and economic problems. Women's education should entail their fundamental contribution to family growth as well as to community and national development.

Women should be encouraged to improve their knowledge and skills; be fully aware of their rights and be conscious of the importance of their contribution to the progress of the country.

The most effective programmes appear to be multidisciplinary and integrating diverse subjects, i.e. health, environment education, income generating activities, cooperatives, marketing, and access to credits, appropriate technology and functional literacy.

With increasing migration, more women are becoming unpaid heads of households with multi-family responsibilities. Women need to be empowered to face this new role challenges and their attendant problems. Thus, women require training in family health, nutrition, sanitation and simple methods of facilitating housework, conserving man hours and adjusting to ageing demands. Perhaps we should return to the Domestic Science Centre days, howbeit, with slight injections of modernity, inventions and innovations.

#### **New Educational Strategies to Prepare Children for the Tasks Ahead**

There is a need to have some new educational strategies to prepare the future generation for the challenges ahead. National and social needs of the Nigerian child could be in the following areas:

- Nation building;
- Entrepreneurship;
- Justice, human rights and democracy;
- World peace and understanding;
- Ageing issues.

Nigeria needs some infrastructural development and maintenance of existing structures. She needs some cohesion among diverse peoples that make up the nation, so as to ensure unity of purpose in national decision making and execution in the interest of the generality of the people.

Educational content should be so developed that Nigeria is put on the path of scientific and technological greatness to make meaningful contributions to world industrialisation.

For socio-economic development, the micro-economic level should be raised to a stage where each family can fend for itself and take care of its basic needs. Each should be able to afford basic amenities like medical care, food and education.

Every Nigerian should be equipped with skills that will enable him/her undertake sustainable commercial ventures which he / she can manage successfully and which will guarantee him/her life-long employment. He/She should be aware of his/her civic responsibilities and be ready to stand up for justice, and defend human rights and liberties. He/She should also imbibe the tenets of democracy and practice them.

Improved transportation, communication and high technological development have made the world a global village. Nigeria and Nigerians cannot afford to be isolated. Therefore, future generations need to understand the world, work towards international peace as global citizens and learn to live longer, healthier and productive lives.

These thoughts have influenced my work in adult education and especially conscious attempts to evaluate programmes classified as adult education activities.

#### **Some personal experiences and research findings**

Let me present what I have been doing as an Adult Educator and, or a Facilitator, since I acquired the status.



My first work on evaluation was conducted on women's adult education programmes in the Lagos Mainland (1988). I visited all adult education provisions for women in the Lagos Mainland, observed their functioning patterns, came up with results and made recommendations for proper teaching and learning methods, appropriate programme design and adequate provisions of centre facilities.

Between 1990 and 1994, I evaluated French language programmes in private institutions for adults in Nigeria. I examined French language centres in Enugu, Ibadan, Kaduna and Lagos. Results obtained stressed the need for French language teachers with sufficient knowledge of adult education methodology and programme design skills. From the findings, recommendations included that:

- All teachers of adults should undergo mandatory training or education on methods of teaching language to adults and problems of adults in learning and adult learning.
- Teachers of adults should be thoroughly exposed to adult psychology and sociology.
- Trainers of teachers of adults should emphasize the use of adult oriented methods; effective participation of learners in learning activities; cordial inter-personal relationships between facilitator and learners; and meeting the needs of learners.
- Language learning centres should have modern, appropriate and adequate resources for teaching French to adults (Obashoro, 1995).

#### **Work Embarked upon Post-1995**

Of course from then to the present, I have delved into all sorts of adult issues and have evaluated a modest quantity which include but not limited to the following.

- *An analysis of methods of teaching language to adults in Nigeria (2000)*

The study highlighted the various methods available for the teaching of French in and outside the school system, especially for adult learners. The methods were then analysed

and ranked in order of suitability and appropriateness for adult learning.

- *French language teaching to adults: An analysis of classroom interaction (2000)*

This study dealt with a careful analysis of teacher-learners interaction in the classroom to determine consistencies within course objectives and activities. To achieve this, the Flanders' Interaction Analysis Categories (FIAC) of teacher talk, learner talk and silence was employed.

- *Proposing Monitoring and Evaluation Models for the Universal Basic Education Programme (2001)*

The study traced the various government efforts for basic education in Nigeria – Mass Education Policy, Universal Primary Education (UPE) Universal Basic Education (UBE). Observations showed that most of these failed due to lack of proper monitoring and planned evaluation. It proposed schedules that may be standardised and then used for proper and successful monitoring and evaluation that may be used.

- *A study of the developmental tasks and social roles: The Nigerian perspective (2001)*

The study utilised the Havighurst (1952) conceptual framework for adult learning tasks in relation to social roles and factors related to age. The Nigeria perspective was weighed against the Western picture presented by Havighurst.

- *Motivational factors influencing adult participation in French language learning programmes (2002)*

The paper examined the motives and reasons for adult participation in language classes, results showed that completion and success of programmes were strongly related to motivational matters among adult learners.

- *Adequacy of literacy and reading materials for adults: The Nigerian Experience (2003)*

The study critically examined the adequacy of the functionality of the reading materials available to adult learners in basic



literacy classes. Results showed a variety of materials produced by groups, institutions and individuals for adult basic literacy. It made appropriate suggestions, based on the findings on how to improve the functionality of basic literacy reading materials for adults.

- *Evaluation of e-learning provisions in Nigerian universities: Implications for quality development and assurance in adult education (2007)*

This study assessed the provisions for e-learning in the Nigerian universities in terms of human and material resources and Information and Communication Technology (ICT) infrastructure against minimum benchmarks for quality development and assurance of delivery methods. In general terms, results show that e-text, e-magazines; video, satellites; streaming radio, e-mail blogs, chats etc., teleconferencing and virtual library were missing.

- *Impact of women's work on the quality of life of the family (2007)*

It investigated the impact of low class women's work on the quality of family life in urban and rural women's occupations. It looked at the time of departure from, and arrival at home; presence and absence of parents when children left for, or returned from school; feeding patterns, sharing responsibilities, care givers in the absence of parents and effects of work on family.

- *Learners' perception of an ideal Adult Education Facilitator (2007)*

The paper found out the perceptions of adult learners on the ideal adult learners facilitator. It looked at the facilitators' expected personality traits, intellectual behaviour, and instructional methods usage level and interactive styles. Age and educational background of learners were found to affect their perceptive: Personal traits–Friendly, respectful, good listeners, strong character, empathetic and not emotional. Intellectual–Versatile, knowledge of psychology of adults, knowledge of how adults learn and distinguishing adult

learning from children teaching. Instructional method and interactive styles–Present learning materials clearly, available for consultations, democratic class atmosphere, allow self evaluation, give feedback, organize lesson, logically, make learning materials available.

- *Characteristics of an effective teacher: Implications for adult education (2009)*

It attempted to establish how an effective teacher could be measured, i.e. the distinguishing qualities of an effective teacher. It provided these characteristics as perceived by teachers, educators, adult educators, inspectors of education and learners. The following were considered - learners achievements, teachers personal qualities, ability to carry out the multiple roles of the teacher, responsiveness to learners needs and ability to enable learners achieve their goals.

- *Aspect and criteria for successful education within the social context of Adult Education in Nigeria (2011)*

The highest purpose of education is not only to train learners for specific roles but to help them gain sufficient understanding of the meaning of their lives–sensitivity to other people. The paper highlighted awareness on how the average urban slum dwellers respond to and participates in Adult Education; how adult education contributes to the attainment of specific roles and successful education. It also identified the processes necessary for successful education.

This exploration into programme evaluation led me to Nairobi, Kenya in 2001 for a two-week training on Programme Evaluation organized by the International Institute for Rural Reconstruction (IIRR). The dividend of that encounter is my book titled *Evaluation in Adult Education (2004)*. The content among others includes Conceptual Clarifications of Evaluation; Programme Evaluation Types, Models and Approaches of Monitoring and Participatory Evaluation. It highlights practice problems in developing countries with special reference to the Nigerian setting; it examines Indicators and Participatory Rapid Appraisal (PRA) tools. It also discusses what to look out for



when commissioned to carry out evaluative studies and captures terms of reference, scope of work and report writing.

My work on vulnerable groups, *Adult Education and Vulnerable Groups in the Social Change Process* (2007), examined the social change process, the position of the powerless, voiceless and helpless—women, older persons, handicap in terms of treatment received from society, contributions they think they can make to family life and nation building, their expectation from society, needs and educational programmes were suggested. This study opened my eyes to older persons in the Nigerian society. Thereafter, personal rather than academic interests threw me into the field of Applied Gerontology. Three books are the immediate evidence of this. They are:

<i>Caring for Older Persons</i>	(2007)
<i>Ageing Gracefully</i>	(2010)
<i>Successful Retirement</i>	(2012)

The passion has grown to a full-fledged charity organization – Oluwayemisi Obashoro Foundation (OLOF) - that cares solely for older persons, holds an annual lecture to discuss issues of older persons and a radio programme (Retirees Today) on Unilag Radio 103.1 fm.

My sojourn of eight months in the University of North Texas, Denton – Texas, USA in the Department of Sociology and Applied Gerontology, further exposed me to contemporary global ageing issues. Among these issues are: ageing population, demographic shifts, increased role of grand-parents, urbanization, ageing workforce, global economic trends and state policies (Obashoro, 2011). The questions that come to mind are: how will Nigeria cope with her ageing population and demographic shifts especially now when we have 'sold' our children to foreign lands? Do we have ageing policies and accompanying action plans? How will you, as an individual, manage your life in old age after donating your offspring to better living conditions and the high points of globalization? How will the ageing population adjust to the

ageing process and its attendant issues without the traditional support of the younger generation who are now in Diaspora? What preparations do we have for future generations on learning to live longer healthy and fulfilled lives?

You will agree with me that the extended family system that catered for children and older persons has broken down. The decimated family structure is pushing us to the idea of Old People's Homes. This trend in favour of care homes, foundations or centres to cater for the seniors' needs is originally not an African idea. This option is not the solution, especially as developed economies are beginning to seek ways for community care and "ageing in place" strategies - rather than institutionalized care.

Everyone is aware of the fact that old age comes with aches and pains, and physical wasting away that culminates into eventual death. We need to pay attention to the things we have to give up and those to build, keep and improve on. Our senses and strength may begin to fail; illnesses and infirmities, boring days and long nights may be experienced, and then we may forget the good sides and joys of growing old. The joy and happiness of growing old can be taught, learned and acquired. In agreement with Maria de Hennezel (2012), we can learn to be positive, to look at life's good side at the age of sixty, even if we did not acquire this attitude in childhood. We can learn to challenge our negative thoughts, develop positive thinking and have right attitudes, only if we accept personal, physiological social, economic, technological and environmental transformations, without clinging to outmoded patterns and thinking. While individuals need to comprehend the roles of the seniors in our society, State authority needs to make provisions for policy stands to shield older persons.

### **Ageing Policy**

In 2002, the Second World Assembly on Ageing was held in Madrid, Spain. The meeting addressed challenges of population ageing and adopted the Madrid International Plan of Action on Ageing. The Madrid Plan focused on mainstreaming



older people in development, advancing health and well-being into old age, among many other issues. It calls for changes in attitudes, policies and practices, which will ensure that older persons are viewed as active participants in the development process of their nations. Ten priority actions were highlighted to guide Member States to develop national policies and programmes. Three of these are particularly relevant to our discussion now. They are:

- Recognise the inevitability of population ageing and the need to adequately prepare all stakeholders (governments, civil society, private sector, communities and families) for the growing numbers of older persons.
- Support communities and families to develop support systems which ensure that frail older persons receive the long-term care they need and promote active and healthy ageing at the local level to facilitate ageing in place.
- Invest in young people today by promoting healthy habits and ensuring education and employment opportunities, access to health services to improve the lives of future generations.

Available data show that in the whole of Africa, only Ghana, Kenya, Mozambique, South Africa, Tanzania, Tunisia and Uganda have adopted national policies on ageing. Of these, Kenya, South Africa and Tanzania have evidence of budget allocations. Cameroun, Ethiopia, Malawi, Mozambique, Senegal, Tunisia and Uganda have either established specialized bodies or have included ageing issues within a ministry. The response of Nigeria to the declaration, I want to believe, is the Old People Bill of 2009.

#### **Old People Bill**

In 2009, the Old People's Bill was passed in the Senate. It states that, efforts will be directed at *...providing basic welfare and recreational facilities for the old; maintaining and protecting rights of older persons, as well as stimulating consciousness towards attainment of higher levels of development and activity for older persons in Nigeria and the establishment of the National Centre for the Elderly Persons.*

We may consider this as a move in the right direction. The issue is, how far has it gone since the bill was passed? By a quick show of hands, my esteemed audience, kindly indicate your awareness of this bill, whether passed or not. How many Nigerians, young and old, are aware of the existence of the bill? What is the place of the would-be beneficiaries? What is the role of our children—younger generation in it? What does it offer the generations of the future?

With regard to old people policy and issues, as Nigeria's ageing population increases, there is a need for improved information and analysis of demography. Sufficient knowledge is essential to assist policy makers define, formulate and evaluate goals and programmes as well as raise public awareness, enlighten people and mobilise support for needed policy (Obashoro, 2011). Policy programmes and services have to be formulated and developed on age integrated theories. It is expected that such a policy would be grounded on the education, health, family, leisure and work needs of the people within the context of adult education.

#### **Ageing Education: Programme for our future**

In 1950, there were 205 million persons aged 60 and over in the world. Current data (UNFPA, 2012) reveal that across the world, over 810 million people are over 60years old, nearly an eighth of the global population. This will rise to 1 billion within a decade and 2 billion by 2050. Key facts on Africa show that, currently, there are 59.7million people aged 60years and over, representing 6 per cent of the population in Africa. By 2050, there will be 215million older people, representing 10 per cent of the regional population.

Figures on Nigeria show that in 2012, 5.3% of the population were aged 60+. By 2050, it will be 7.4% of the population. For 80+ in 2012, it was 0.4%; by 2025, it will be 0.6% of the population (Global AgeWatch, 2012).

In 2012, 5 million people in Africa were aged 80 or over. This will increase to 22.5million by 2050. On the average, a man



aged 60 years can expect to live another 16 years, while a woman can expect to live another 18 years. Among those aged 80 or over, there are seven men per 10 women. The number and proportion of older people is increasing in all countries despite the impact of the HIV epidemic. The life expectancy gap between women and men is three years, with women having a life expectancy at birth of 59 and men of 56 years. While the majority (82 per cent) of older men is married, only about half of older women have a spouse alive.

These figures have implications for access to health facilities, and other basic requirements for a relatively good quality of life. No doubt the African family ties of the past still remains strong, but the extended family system and the traditional intergenerational support systems show significant changes. According to an African proverb, *"When the rhythm of the drumbeat changes, the corresponding dance steps also change"*. The emergence of the term "ageing education" indicates that the rhythm of the drumbeat in the area of lifespan education is changing and Nigeria must be aware of this and move with the beats and dance steps (Obashoro, 2012). We should not climb the tree of ageing from the top. Let us start at the early years of life via ageing education, knowledge distribution and according older persons due recognition.

Young people need to be properly schooled in the issues of ageing, so that they can appreciate the ageing process. They need to imagine themselves in the position of the older person i.e. imagining themselves in the other's shoes through the process of role-taking. Ballantine and Roberts (2011) notes that role-taking allows humans to view themselves from the standpoint of others. It is mentally stepping out of one's own experience to imagine how others experience and view the social world. The aim of ageing education is to help all young people gradually acquire the resources that are needed to make choices and adapt responsible behaviour concerning them and older persons around them.

Ageing education increases young people's knowledge base about older people and the ageing process; provides opportunities for positive interaction with older people in the classroom and in the community; permits young people to express their attitudes and perceptions about ageing. In the thinking of Friedman (1997), the goals of ageing education include that students will be able to:

- understand that ageing is a natural, normal, lifelong process;
- understand the physical and psychosocial elements of ageing;
- empathize with older adults who are challenged by illness, frailty and difficult ageing;
- recognizes the changing demographics of society and the subsequent need for adjustments;
- identify the sources of ageism that can plague society;
- recognize the realities in the lives of older adults that will affect their living styles and behaviour; and
- become aware of the valuable historic perspectives that older adults offer.

It should enable young people to be effective citizens. We cannot but agree with this opinion that,

*Education about ageing doesn't just naturally happen. We must help our students become aware of the cultural stereotypes about older adults, provide them with correct information, and have an informed discussion of public policy issues that affect our ageing population" (Rick Theisen quoted in Couper and Pratt, 2001).*

### **Principles of Ageing Education Curriculum**

These principles should form the basis for any ageing education in communities. Not particularly drawn from literature, they have their roots in the various works in the field of community development, adult education and curriculum design.



- Community assets should form the major part of any curriculum design and intervention.
- Developers should have a clear vision of whom and what would constitute the process, and share the common vision with community members.
- Learning content should be flexible and be shaped by local conditions.
- Cultural values should form the content, methods and outcomes.
- Learning content should be multifaceted and multistaged.
- Learning should be seen as a strategy to raise consciousness and increase knowledge for functioning in contemporary times.
- Since society consists of groups and sub-groups, ageing education should be seen as a lifetime activity, spanning the entire life cycle no group is to be neglected.
- Learners should see the whole process as an integral part of their functioning in the society.

### Lesson From Best Practices

Learning from cultures that have practiced lifespan education: a modified version of their experience is suggested as a guide for developing curriculum. Education for life involves three major areas of focus: attitudes, ageing processes and issues of an ageing society.

Attitudes: learning should help young people

- perceive long life as an opportunity for continuous growth and development, not simply as a late life process of decline;
- recognize the unique individuality of all people as they grow and mature;
- appreciate the roles that people can play as human resources in service to others;
- understand ageism and the harmful consequences of age prejudice and discrimination;

- recognize that the quality of life for people of all ages depends largely on choices made by the individual and the society.

Ageing process: Focus should be to encourage young people to:

- comprehend ageing as a continuous life long process of growing and becoming older;
- recognize one's own potential for long life;
- understand the ageing process as a complex interaction of genetic, lifestyle and environmental factors;
- recognize that personal choices about mental and physical health habits affect the quality and length of life;
- recognize that the way people age involves a complex interplay of physical, psychological and social factors;
- understand the relativity of the terms "young" and "old".

Ageing society: The objective here is to ensure that young people:

- understand that advances in nutrition, medicine, and health care have made possible for most people to live longer lives;
- appreciate that growing longevity is increasing the number and percentage of older people in the population;
- recognize that an ageing population creates changing economic and social circumstances that demand intelligent and informal decisions by individuals and society;
- understand that growing longevity presents opportunities and challenges;
- appreciate that individuals and society can alter their behaviour and policies in ways that improve the quality of life for all generations;
- understand that positive relationships are necessary to meet the demands of multigenerational families and societies.



This is an adapted version of the ageing curriculum and lifespan concepts recommended for the American society by the National Retired Teachers Association and the National Academy for Teaching and Learning about Aging in *Teaching about Aging: Enriching lives across the life span* (Couper and Pratt; 2001). In the same vein, it is suggested that classroom teachers can use these ideas to trigger other creative activities that best suit their existing curriculum objectives, bearing in mind cultural and students needs.

### Language

- Help young students develop the concepts of young, younger, youngest; and old, older, oldest, by asking them to apply these terms to pictures of familiar things and objects like people, cars, animals and books.
- Ask students to make a list of activities they can or cannot do now. Have them examine the list for activities they can or cannot do when they grow older. Discuss growing older as a process of growth, development and change.
- Develop a list of basic vocabulary related to ageing, growth and development. Have students make flashcards with their definitions and write sentences using the terms correctly.
- Invite older volunteers to visit class and read and discuss books that are not about growing old.
- Organize a social network programme between pupils and older community residents. After a period of time, invite the older adults to class to meet their friends
- Replace ageist children books with books that provide a balanced view of ageing and older people.

### Mathematics

- Develop a timeline showing the ages of pupils and their siblings, parents or guardians, grandparents and great grandparents.

- Practice subtraction by asking students to subtract their age from the current year resulting in their birth year. Repeat the exercise with pupils using the birth years of familiar people.
- Practice multiplication by asking pupils to figure out how many seasons or months they and others have lived.

### Physical Education

- Invite older volunteers to classes to teach pupils physically active games that they played in their own childhood. Then have older persons demonstrate or explain what they do now for physical activity.

### Social Studies (Mine)

- Help develop the concept of family and list those in a family and give their names.
- Describe the roles of family members including those of the extended family.
- Encourage learners to share family life experiences, including the reality of older persons in the family.
- Explain individual responsibilities and why it is fundamental to perform family duties and responsibilities towards one another.
- Provide necessary information for supporting one another along generational and intergenerational lines.

Ageing education should also cover the following schemes of work:

- Discussions about what is meant by ageing education or learning to live longer;
- The role of the family, school and the society in the process of ageing;
- Psychology of social change and development;
- Teaching and learning ideas and broad headings of social and moral responsibility, personal and community involvement in the process of ageing;
- Common diseases associated with ageing;



- Public infrastructure and ageing;
- The UN Human Rights Charter;
- Anatomy, Psychology and Physiology of older persons and ageing persons;
- Best practices in care giving for older persons.

Ageing education has become an area of prominent interest and discussion because of the important roles of social trends and novelty of ideas that are affecting the boundaries of traditions and breaking down intergenerational cultural patterns. Legislative concerns about ageing and the role of the mass media should no longer be neglected.

### My proposition

I want to propose a curriculum for Ageing Education for Nigerian Schools.

### AGEING EDUCATION CURRICULUM

#### Aims:

1. Equip students with the knowledge, skills and understanding to play an effective role in society by understanding their life cycle and intergenerational issues.
2. Through working with senior citizens, young people will get a chance to discover their commonalities while learning about history, culture, sociology, health, and other subjects.

LEVEL	TOPIC	CONTENT	OBJECTIVES	EXTENSIONS	CONNECTIONS
122	Gender Personal Finance Ethics and Moral Responsibility Social Responsibility	1. Improving personal fitness - Body Knowledge and Care 2. The Future of Work 3. Saving and Investment 4. Intergenerational projects You and Your Community	1. To increase awareness of positive health behaviours. 2. To investigate the physical life span of an average Nigerian. 3. Recognize the value of personal savings and contribution. 4. Understand how to utilize the decision making process model. 5. Develop an awareness of the roles of people in the community.	Health Literacy and Media Literacy Self Esteem Healthy Relationships Citizenship Drug and Alcohol Use Sporadic and Executive Functioning Skills Online Safety Ageing Society	Biography Chemistry Geography Government Physics History Economics Mathematics Languages Home Economics Agriculture Religious Knowledge
123	Gender Personal Finance Ethics and Moral Responsibility Social Responsibility	1. Health and Nutrition 2. Practical Money Skills 3. Structure and Function of Family 4. Model Behaviour, Integrity and Character 5. Intergenerational projects You and Your Community	1. Promote health living through knowledge, understanding and care of the body. 2. Recognize the value of personal savings and contribution. 3. Understand the relationship between values and choices. 4. Understand the needs of society and functions in meeting the needs of society and individual members.	Food Safety Personal Safety Conflict Resolution Healthy Relationships Sporadic and Executive Functioning Skills Online Safety Citizenship Drug and Alcohol Use Ageing Society Executive Functioning Skills	General Science Agricultural Science Home Economics Mathematics English Language Business Studies Physical and Health Education Social Studies



SS2	Wellness Personal Finance Ethics and Morals Social Responsibility	1. Individual and Community Wellness 2. Banking Services 3. Spirituality and a purposeful life 4. The Future Now 5. You and Your Community - Intergenerational projects	1. Develop personal responsibility for their health and life choices 2. Have an understanding of available banking services 3. Recognise that people change in many ways, physically, mentally and socially. 4. Understanding the relatedness of values and decision making	Balanced Nutrition Sexual Health Cultural Norms and Tradition Executive Functioning Skills Drug and Alcohol Use and Abuse Empathy Building Citizenship Ageing Sensitivity Self-Management	Biology Chemistry Physics Geography Economics History Mathematics Commerce Agricultural Science Home Economics Religious Knowledge
SS3	Wellness Personal Finance Ethics and Morals Social Responsibility	1. Emotional and Physical Wellness 2. Banking and Financial services 3. Your personal values, your choices and societal impact 4. The Future Now 5. You and Your Community - Intergenerational projects	1. Recognise and assess personal risk and consequences 2. Understand the operation of bank accounts 3. Recognise that individuals and families pass through a cycle of development and change 4. Understand the impact of individual growth and change on others and the society 5. Develop an appreciation for community service	Healthy Eating Fitness Safety Sexual Health Online Safety Executive Functioning Skills Drug and Alcohol Use and Abuse Character Formation Citizenship Ageing Sensitivity Self-Management	Biology Chemistry Geography Physics History Economics Commerce English Language Mathematics Agricultural Science Home Economics Religious Knowledge
100 LEVEL	Wellness Personal Finance Ethics and Morals Social Responsibility	1. Personal Wellness and Life Cycle 2. Setting Financial Goals 3. Moral Responsibility and individual accountability 4. The Future Now 5. You and Your Community - Intergenerational projects	1. Reflect on personal nutritional habits and assessment of overall wellness 2. Understand the purpose of financial protection and investment 3. Understanding the concepts of independence and interdependence. 4. Understand the importance of integrity and accountability 5. Design a balanced life plan – academic, physical, emotional, developmental, and financial	Healthy Relationships Drug and Alcohol Use and Abuse Sportsmanship Online Safety Executive Functioning Skills Retirement Issues Advocacy and Citizenship Ageing Sensitivity Self-Management	Sociology Physiotherapy English Language Biology Demography Politics Physiology Personal Finance Law Taxation Insurance Ethics (personal, professional) Logic

Developed by Obashoro Oluwayemisi and Adesida Ifeanyi, 2012

## Department of Adult Education

Mr. Vice-Chancellor Sir, May I seek your permission to showcase the untapped resources and qualities of the department. I am very proud to be associated with the values, growth and potentials of the Department of Adult Education. My years of teaching an evaluation course in the Master's class have been extremely rewarding.

I came into the department in 1987 as a student in the Master's class. Then, there was an evening programme, named Adult Education Programme (ADEP) that trained raw non-literates and facilitated their sitting for the GCE O' Level examinations at the appropriate stage. Some beneficiaries of the programme are still in our university system. The programme has gone through a series of phases.

Today, I am glad to report that we have over one hundred learners at basic and post basic literacy classes. The Diploma programme is also drawing clientele from the social development sector in large numbers.

Ohlinger is quoted to have blamed academic adult educators for what he considered to be the social demise in the field of study and practice, stating that "too many people have become academics in adult education without any real commitment to it or any sense of responsibility to the development of the discipline" (Andre & Associates, 2010). I want to submit that the academics in the Department of Adult Education, University of Lagos may not be described with these words.

The department has capable members of staff to man any non-formal education outfit to be sponsored by the university. Hidden potentials of the department include developing programmes for initiatives on raising human resources capital base for the third sector, retirement, pensions, and varying levels of capacity building for the community and the society in diverse areas.



The training of staff for effectiveness and higher productivity can only be best handled by trained adult educators and facilitators. These exist among members of staff and graduate students of the department.

The team spirit, atmosphere of cooperation, mutual help, and objective collaboration make our students comfortable, safe, special and successful. At the risk of being misunderstood, I make bold to say that some academic and professional programmes run in the university should really be domiciled in the Department of Adult Education because of the nature, characteristics, descriptions, clientele and experience of the learners. It is not open for debate.

I would like to recommend that, henceforth, programmes targeted at adults in this community should not be planned or designed without the professional input of the faculty of the Department of Adult Education.

### Conclusions and Recommendations

*Those who fix their eyes on the past risk a severe collision with the future.*

*Those who see only the future hit much too hard the speed bumps of today.*

*Only those who fix their eyes on God can effectively negotiate the right pace of life.*

—Maxwell & Elmore

Mr. VC Sir, after programmes evaluations, the future of programmes is imperative. What do we intend to do with the results of our evaluations? Has programme improved the lives of the citizenry? Will programmes improve the lives of the people? If the answer to the last question is not in the negative, the following are my suggestions.

At the most basic level, needs assessment is necessary to Avoid inappropriate and unneeded services and programmes. What we witness often is misidentified or poorly identified problem; wrong populations and targets;

- missed targets desire and faulty targets, which result in an inability to utilize the programme.
- Avoid basing programmes on faulty assumptions or stereotypes.
- Be used as planning and decision-making tools of development.
- Help prioritize services and programmes.

In the face of modern trends of globalization and internationalisation, it is mandatory that learning reflects the culture and backgrounds of its players. It must include internal and external phenomena surrounding such learning. In adult education, it would mean developing and teaching programmes that will make learners familiar with an "Africentric" adult education paradigm as well as those of Europe, Asia, Americas and Australia. It is expected that learners would be true Africans, who would endeavour to understand African conceptions of adult teaching and learning, adult education philosophy, adult development and adult education history. They should be individuals that are grounded in African cultural values and learnings, without neglecting those of other cultures.

Educational planners and teachers are to create opportunities for teaching methodology and learning resources that will lead to understanding our diversity. These should be against tribalism, sexism and other divisive concepts. Learners must be taught to understand and celebrate all traditions. It is, therefore recommended that

- Research and curricular may not only be localised or nationalised, but should be internationalized. These should focus on national and global issues.
- Lifelong learning is encouraged. This should be backed-up with community based learning centres and community oriented knowledge acquisition techniques.
- Programmes on environmental education, sustainable living and ageing be designed and developed for youths and adults.



- We promote indigenous ways of learning and growing the knowledge base of citizens through writing more culturally and socially based books.
- We begin to see adult education as a "social vaccine".
- Concerted efforts should be made in the direction of the adoption of our developed curriculum for Ageing Education in our schools.

There should be immediate drive to introduce a national policy on ageing and a viable national legislation for older people.

In the interest of our senior citizens, government and communities should ensure the provision of multipurpose senior centres that would be involved in the following.

- Provision of information, personal counselling, referral and general special group programmes.
- Provision of housing, living arrangements and targeted employment.
- Development of health programmes (screening clinics and various other programmes) in collaboration with government health parastatals, health sector NGOs, hospitals and pharmaceutical services.
- Establishment of protective services which will include planning for appropriate use of funds or securing safe living environments and supportive services.
- Development of nutrition and dietary plans.
- Provision of legal counselling including Wills writing and estate management.
- Designing outreach, transportation, visitation and friendship programmes.
- Establishment of day care services that will provide recreational activities; a variety of health and therapeutic services; specialised health and social services.
- Development of wellness programmes.
- Establishment of community-based residential homes with appropriate leisure activities within the facility.

Finally, distinguished ladies and gentlemen, permit me to conclude this lecture with the warning note of Robert Maynard

Hutchins, that we cannot wait for the next generation to solve the problems of our age. As global changes are encroaching fast, our fate as a society lies in the intelligence, skills and goodwill of those who are now citizen-rulers. The capacity of these citizens-rulers can only be improved by the instrument of adult education. This is our national problem and challenge. The solutions lie in you not sitting on the fence. We cannot remain 'onlookers' in our own affairs and well being. Moving forward requires government, industry, community and individual nexus over any disconnect between the young and the old. The young cannot be left to learn by accident while the adult gropes in darkness. We all need training and building of capacity to function in later years. With balanced Ageing Education Policy, Old people Policy, personal investment and commitment as well as planned and evaluated programmes, our later years may be less burdensome.



## Acknowledgements

Mr. Vice- Chancellor Sir, the words of some sages are apt at this moment. I quote

*Flatter me, and I may not believe you.*

*Criticize me, and I may not like you.*

*Ignore me, and I may not forgive you.*

*Encourage me, and I may not forget you*

*William Arthur*

*There are high spots in all of our lives*

*And most of them have come about through*

*Encouragement from someone else*

*George M. Adams*

In the course of my education (from Primary, Secondary, Teachers' College, Advanced Teachers' College to the University) and career, I have turned to valued friends, family members, experts and professionals, to get counsel, support, encouragement and direction. To the people who showed me the way, supported and encouraged me, I express my deepest gratitude and heartfelt appreciation for their time, effort and above all, honesty. These people often never tried to understand me; they just loved me despite my inadequacies and complexities.

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*It (still) hurts so much that just when I could have begun to say "thank you" for your great care and love, death offered me only the obligation of a funeral and a dirge (Obashoro, 1995).*



**My mother**, a real virtuous woman. She was the epitome of generosity, courage, intelligence, hard work and trust; a dedicated teacher, an exceptional mother and, much later in her life time, a friend. She taught me in clear terms that **2+2 is not always 4**. Today, I am happy you were so hard on me. I wish you were here today. Like you always said, "... **you will remember me**". Every day and especially today, I really remember you.

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Mr. Vice – Chancellor Sir, distinguished ladies and gentlemen, I sincerely thank you one and all.

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