

502

YEARS OF
ADULT
EDUCATION
AT
IBADAN

Edited by
M. A. Lanre Omole
Abidoye Sarumi

**50 YEARS OF ADULT EDUCATION
AT IBADAN**

Edited by

**M.A. Lanre Omole
and
Abidoeye Sarumi**



IBADAN UNIVERSITY PRESS

Department of Adult Education
University of Ibadan, Ibadan,
Nigeria

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FOREWORD

The founding fathers of the University of Ibadan; who established Department of Extramural Studies in 1949 as the forerunners of the current Department of Adult Education; should be highly commended for their foresight and vision. Their efforts have contributed immensely to meeting the need of adult learners and promoting literacy among those who have missed the opportunity of formal education in a classroom setting. Today, the Department of Adult Education has grown by leaps and bounds and has changed the lives of many individuals through its wide-range extension services. It has provided an avenue for the much-desired education empowerment, which is the hub of national development. Its impact has grown beyond the frontiers of this country and in recognition of its laudable contributions to literacy programmes in Nigeria; the UNESCO in 1992 bestowed on her the International Literacy Award.

The Department was 50 in 1999 and there is no better way of marking its Golden Anniversary than putting its achievements on record for posterity and other professionals in adult education.

I must commend the Department of Adult Education for the successful completion of the book, entitled 50 Years of Adult Education at Ibadan, which is a compendium of the development of the Department from infancy to adulthood.

May the Lord continue to use the Department to reach the teeming millions in our society who are yet to be freed from the shackles of illiteracy.

Thank you.

Professor Ayodele O. Falase
Vice-Chancellor

INTRODUCTION

Ever since it came into existence as the Department of Extra-mural Studies (as it was then known), the Department of Adult Education has made enormous contributions to the growth and development of the nation through a range of activities, both academic and extension outreach programmes, which pervade the entire existence of mankind.

Despite these invaluable contributions to mankind, adult education is little known and appreciated by the beneficiaries, and sometimes looked down upon in the scheme of things in the country.

A significant proportion of people have the myopic perception that adult education is nothing but literacy education for adult illiterates. Unknown to many, adult education is much more than literacy education. It covers the entire activities of human existence.

There is not a better way of providing a detailed explanation of the activities of the Department of Adult Education, University of Ibadan, than writing this book to throw more light on the experiences and activities of the department in the last fifty years. This is exactly what the department has done.

The book, which is written by a crop of distinguished and renowned academics, is divided into fourteen chapters.

The first chapter provides a detailed and comprehensive background on the department by tracing its historical antecedents, growth and development in the last fifty years.

The second chapter examines the various definitions given to Adult Education over the years, by individuals and corporate organizations both in Nigeria and abroad. It also looks at the various forms and components of adult education as well as its status in Nigeria.

Chapter three takes a look at the trends of research activities in the department in the last fifty years. While in chapter four, a detailed information on the undergraduate training programmes of the department is provided.

In chapter five, the research activities of the department at post-graduate level, particularly in the last ten years (1989–1999), is adequately treated.

Chapter six focuses on the various and numerous outreach programmes embarked upon by the department to reach the society.

Chapter seven examines critically, the concept of andragogy as it applies to later human life, while the next chapter takes an indepth look at the various social welfare programmes available in the department.

In chapter nine, the training activities of the department in the area of medical social work between 1991–1999 are expertly discussed. Chapter ten examines the importance of using social work approach to the delivery of workers' better productivity, quality of life and improvements of the standard of living.

In chapter eleven, another component of adult education, labour relation education, as well as its relationship with the industrial relations system, is adequately discussed. In chapter twelve, the relevance of another component of adult education, Distance Education, is examined. The last two chapters look at the department's academic links programmes with two notable universities overseas – Pennsylvania and Nottingham – and the benefits the department has derived from such academic links are highlighted and thoroughly discussed.

In conclusion, I profoundly appreciate the cooperation and dedication of all the staff – especially the academic staff of the department- in ensuring the successful completion of the book which I recommend to the readers.

Thank you.

Professor M.A. Lanre Omole
Head of Department

ACKNOWLEDGEMENTS

The Department of Adult Education acknowledges, in a special way, the contribution of UNESCO towards making this publication a reality. The publication was made possible through the endowment of a chair in literacy education with special emphasis on Information Communication Technology in the department.

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TABLE OF CONTENTS

		PAGE
	Foreword	v
	Introduction	vi – vi
	Acknowledgement	viii
	Table of contents	ix – x
 Chapter:		
I	The Department of Adult Education at Fifty: Historical Antecedents, Growth & Development <i>Abidoeye Sarumi</i>	1 - 9
II	Adult Education, the core of the Department <i>T. O. Fadeyi and O. O. Folaranmi</i>	10 – 22
III	Research Trends in Adult Education at the University of Ibadan <i>M. O. Akintayo</i>	23 – 37
IV	Undergraduate Training at the Department of Adult Education, University of Ibadan, Nigeria. <i>D. A. Egunyomi</i>	38 – 43
V	Research Climate and Post-graduate Programmes of the Department of Adult Education 1989 – 1999 <i>Abiodun Okediran & Rashid Aderinoye</i>	44 – 61
VI	Outreach Programmes in the Department of Adult Education <i>Abiodun Okediran & 'Tunji Adepaju</i>	62 – 77
VII	A Critical Analysis of the Concept of Andragogy as Applicable to Later Human Life <i>Femi Balogun</i>	78 – 79

- VIII. Social Welfare Programmes in the Department
of Adult Education 98-108
J.K. Mojoyinola, & T.G. Adegoke,
- IX. Medical Social Work Training in the
Department of Adult Education, 1991 – 1999 109-115
J.O. Ojesina
- X. Social Work Approach in Industry:
An Innovation in Nigeria 116-125
'Bayo Akinola
- XI. Industrail Education Unit of the Department
of Adult Education 126-128
M. A. L. Omole
- XII. Philosophizing about Distance Education:
Issues and Trends 129-142
Rashid A. Aderinoye,
- XIII University of Ibadan/Pennsylvania
Academic Link 143-147
Tunji Adepoju and Bola Adelore
- XIV Ibadan – Nottingham Links Programme 148-155
T.O. Fadeyi and Dr A.A. Sarumi

CHAPTER 2

ADULT EDUCATION, THE CORE OF THE DEPARTMENT

T.O. Fadeyi and O.O. Folaranmi

Introduction

The aim of this paper is to intimate the reader with the various definitions given to Adult Education over the years by individuals and corporate institutions both at home and abroad. A review of the various forms and components of adult education are also highlighted. We shall try to shed some light on the status of adult education and review the beginning of adult education in Nigeria. Some attention is drawn to the scope as it has developed during the past fifty years. An assessment of the Department of Adult Education over the past fifty years was re-examined, following the pattern used when the department clocked forty.

Fifty years, in any endeavour, is not a mean feat at all. We therefore seize this opportunity to let our readers know that the Adult Education Department of Ibadan University attained maturity in a big and impressive way by winning the International Reading Association's Literacy Prize for 1989, exactly in its fortieth year of existence. It is therefore not surprising that in its fiftieth year, she was gracefully endowed with a UNESCO Chair on the application of new technologies in adult and non-formal education. It was the first of such an endowment in Africa, both South and North of the Sahara, thus making the slogan "the oldest and the best" more real to us and to our existence, not only in the faculty, but also in the entire university.

With this honour, we in the Department of Adult Education are being propelled into the technological age. We are also now linked with the internet and we are now located firmly on the website. We, in the Department of Adult Education, University of Ibadan, with this tremendous potential, are now able to share knowledge on the internet.

The Concept

We have decided to start with Nyerere's definition which says that "adult education is basically to inspire a desire for change (for the better) in the lifestyles of its beneficiaries". It is only through adult education that an individual could embark on a voyage of change from no profession to a profession, and one profession to the other, as was the case with one of the authors of this work, who changed her profession through adult education. Thus, one can assert that adult education is a means of individual and societal development, be it social, economic, political or any other sort of development one can imagine (Ifebigh, 1973).

Education for development does not imply just formal education for children and adolescents at the primary, secondary and tertiary levels; it also implies education on a part-time basis given to adults of all educational backgrounds who are already working, but seek intellectual development.

Ngwu (1987) opines that adult education is generally accepted as education provided specifically for adults outside the regular school system. For example, in a society like Nigeria where over 55% of the population is illiterate (NMEC 1996), adult education is concerned primarily with literacy education, and perhaps such other aspects of the field as Community Development, Extramural Studies or Remedial Education and Extension Education. Furthermore, the National Policy on Education classified adult and non-formal education together to cover literacy, post-literacy, continuing education, civic education, correspondence education and self-improvement classes outside the formal school system. Okafor (1987), from a philosophical perspective, explains that adult education in the strict sense of the term applies to that form of educational enterprise which is properly planned and methodically applied for the training, primarily of those who had not adequately benefited from the 'regular' formal educational programmes at the primary and post-primary levels of education in functional literacy, and some post-literacy knowledge acquisition, whether the beneficiaries are adults, or adolescents. Additionally, the term adult education can be used to designate that form of educational programme which is planned and applied for the provision of remedial, continuing and other aspects or forms of education, to adults or adolescents outside the regular and formal educational system.

As a general rule, Ngwu (1987) explains further that adult education may be organized in three modes, which are:

- a) To train adults to get a qualification e.g. second chance, or remedial education.
- b) As a national mass education programme such as the mass literacy campaign organized in Nigeria during the Shagari Administration i.e. 1982 Mass Literacy Campaign; this does not necessarily lead to any educational qualification.
- c) As a deliberate training programme for adults in specific skills.

Using the conventional approach, Okedara (1981) classified adult education into three modes: formal, non-formal and informal. According to this approach, formal adult education usually leads someone to obtain a certificate. Non-formal adult education covers training and instruction outside the formal education system and may be organized in the form of individualized apprenticeships, vocational training in craft centres and even as a nationwide mass literacy campaign. In informal adult education, learning may come unintentionally and accidentally through face-to-face groups, the media and through serendipity. Thus the practice of categorizing education into formal, non-formal, and informal modes, naturally makes non-formal education both an educational mode within an educational system and a specific mode of adult education, and as such, non-formal education has come to include such forms of adult education as literacy work, community development and education for critical consciousness as integral parts of development action programmes.

The problem of defining adult education is yet to be resolved. Perhaps that is why Okedara (1981) adopts the cultural standpoint as explained above and four other parameters for defining adult education. Based on the arguments raised, adult education may be seen as:

- (a) a programme or programmes,
- (b) a process,
- (c) a social movement and
- (d) a discipline or professional field of study.

Okeem (1982) classifies the various definitions of adult education into those that approach it from what is done or by the process by which it is carried out, or even by operational analysis.

It is important to note that as long as adults continue to be educated, there is the likelihood of not having a once and for all definition of this multi-faceted discipline. However, Adewale in Oladapo (1999), observed that there must be guidelines for defining the concept, and gave ten criteria, some of which are:

- (i) ensuring that the activity or enterprise is educational and not mere recreation or entertainment,
- (ii) observing that the activity is organized and well planned and not just random or casual,
- (iii) that it is purposeful, intentional, deliberate and directed towards identified needs or interests of recipients,
- (iv) that the target clientele must be adults, defined in the context of social responsibility, mental maturity, moral and personality balance and
- (v) that it is situationally relevant, dealing with matters that are of immediate concern and not an education preparing for usefulness for the future, but useful here and now, among others.

There is no doubt that adult education has a lot of advantages over institutionalized formal education. In fact, one advantage is what philosophers explain to be the immediate application of knowledge gained. One major advantage which adult education has over formal education programmes, is that adult education programmes are generally flexible and thus, are planned and directed towards the ever-changing needs and problems of the adults.

Adult Education in the Traditional Society.

Adult education and community development are familiar features of traditional societies; Okunlola (1974), quoting Lotz (1967). Okunlola remarks that if nothing else has come out of community development projects since the Second World War, the realization that traditional societies had self-help mechanisms that existed before the concept of community development was discovered by the Western world, should now be apparent. The place of adult education in developing countries has also been lucidly explained by Prosser (1967) that an examination of the different cultures in the pre-colonial era, shows an elaborate educational system generally based on the age group as one continuous process from birth to death. Neither the principle nor the practice of

adult education and community development, can therefore be numbered among the imported or received commodities of the developed countries. In Nigeria, for instance, the coming of age is usually marked in a variety of ways. In the Yoruba community for example, the transition from adolescence to young adulthood used to be a period of celebration and festivity. It is a period devoted to instructing adolescents in the rites of local religion, the code of behaviour in the assembly of adults and the rights and obligations of marital life. It is a period when neighbours question neighbours on the skill or vocational training of the adolescents, and their prospects in the community. Methods of instruction varied; it could be through folklore, storytelling, socio-drama, lyrics and ballads. The subjects included family life, civic responsibilities, defence and mutual labour. These educational methods directed to functional learning needs, were also employed with equal force in training the adolescents in occupational skills such as hunting.

Adult Education in its Modern Form

Adult Education in its modern form in Nigeria has its genesis in the appointment of the Phelps Stokes Commission in 1923, on African Education. Following the report of the Commission in 1925, a white paper on educational policy in British Tropical Africa was issued which recommended that progress should not rely on schools, but should also come through improved agriculture, development of local industries, improvement of health, training of people to manage their own affairs and the inculcation of the ideas of citizenship and services. The memorandum visualized the establishment of an educational system which would provide elementary, secondary, vocational, university and adult education.

In 1926, the Nigerian Education Ordinance was passed which marked the first significant public recognition of the need for adult education. In 1946, the Nigerian ten-year development plan included the launching of a mass literacy programme, which culminated in the establishment of a fundamental education and literacy division in the Department of Education.

For a long time after the emergence of universal education, emphasis was on school and college education for the young and immature, while very little attention was paid to adults, until the coming of the Industrial Revolution which was characterized by the

mass movement of people to the United States, and the explosion of the gaps in communication within the society.

Majasan (1989) noted that leaders of thought in different environments began to design solutions involving approaches to adult education – the Folk Schools in Scandinavia, the Chautauqua of USA, the Extension Services of Oxbridge and the Extramural Classes of the British universities, which the Oxford Delegacy brought to Nigeria in 1947, and which Kenneth Mellamby was able to consolidate for the University College in 1949, by appointing Robert Gardiner as its Director.

The forms of adult education served specific purposes in those communities. The Folk Schools were to foster a sense of cultural unity and self improvement, the Chautauqua for national adjustment, study workshops and intellectual development, the University Extensions to improve the knowledge and competence of the general public, the WEA classes to promote higher education among working men and women and Extramural Classes to promote liberal education among the public at large. It was the analysis of these variations that led to the explicit definition of the term by the British National Institute of Adult Education in 1970, which says:

In the widest sense, adult education is any kind of education for people who are old enough to work, vote, fight and marry and who have completed the cycle of continuous education (if any) commenced in childhood. They may want to make up for limited schooling or for no schooling, to pass examinations, to learn the skills of trades or professions 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 the classes for the pleasure they can get from developing skills – intellectual, aesthetic, physical or practical, they may not even go to classes, they may find what they want from a tutor they never meet. They may find education without a label by sharing in common pursuits with like-minded people.

Thus, adult education as a life-long process is expected to include learning or professional competence, family welfare, civic and political participation, self-fulfillment and even remedial courses, to pass the examinations one missed in childhood for the purpose of liberal education and self-fulfillment.

Forms and Components of Adult Education

Adult education is one of the major means of sharing the latest and the most pertinent knowledge with people and through it, human resources can be developed to match effectively, what seems an avalanche of technological improvement (Williams, 1974). Societies change according to the changing conditions of time, therefore, all adults should learn and continue learning so as to equip themselves to meet the challenges of modern industrial life and to contribute effectively towards the economic and social development of our communities (Ifebigh, 1974).

Honestly, one cannot but be thrilled by the various forms and components of adult education as it responds to the ever-changing and dynamic needs of individuals everywhere in the world, be it developed or developing societies. Adult education has been used effectively to move nations forward. Perhaps that is why Obi (1987) maintained that adult education can help people to acquire new skills and attitudes through adult literacy programmes, vocational training and public enlightenment lectures. Community education programmes constitute another vital adult education process, which can be used to translate community problems into educational needs for purposes of finding educational solutions to such problems.

Furthermore, Obi (1987) argues that since education is increasingly becoming a life-long process, adult education can contribute positively towards the achievement of development goals through the provision of liberal opportunities for continuing and in-service education for people already working, to enable them up-date their knowledge, skills and competencies and maintain the right attitude to work. To summarize the ways by which adult education can contribute to the satisfaction of the basic needs of individuals, Obi uses the Liveright and Haygood (1969) categorization as follows:

- (i) Remedial education - that is, making good the deficiencies many experience through a curtailed or non-existent period of formal schooling.
- (ii) Vocational, technical and professional education - this is, either preparation for work or the recurrent need for updating and refreshing one's working skills.
- (iii) Health, welfare and family life education, including guidance, social security and consumer education.

- (iv) Civic, political and community education, including instruction about national and international matters.
- (v) Self-sufficient education which embraces all aspects of education undertaken solely for the employment of the individual.

From the foregoing, it becomes obvious that adult education is an indispensable factor in development, especially in a development strategy which sees man as the centre of development.

The Status of Adult Education in Nigeria

Egonu (1987) narrates the events that brought adult education to its present status: Adult education in Nigeria started receiving appreciable attention around 1955, when extramural organizers and tutors organized a conference at the then University College, Ibadan, to consider how best to improve extramural departments. It was at this conference that the idea of establishing a National Council for Adult Education was nursed. In 1966, an adult education conference was held at the University of Nigeria, Nsukka, and a committee was formed to prepare the grounds for launching the council. Among other things, the committee was to prepare a draft constitution to be considered at a national conference fixed for December, 1967, at the University of Ibadan.

Egoku (1987) reported further, that the conference did not take place because of the outbreak of the Nigerian Civil War in that year. After the war in 1971, the Nigerian National Council of Adult Education (NNCAE) was inaugurated at the University of Ibadan. The main purpose of the council was to strengthen adult education in Nigeria, to promote cooperation among adult educators, community development workers and agencies, and to coordinate their programmes.

Today, the official awareness of the importance of adult education is reflected in the place accorded it in the Nigerian National Policy on Education (1977). The stated objectives of adult education outlined in the policy are as follows:

- a) to provide functional literacy education for adults who have never had the advantage of any formal education,

- b) to provide functional and remedial education for those young people who prematurely dropped out of the formal school system,
- c) to provide in-service, on-the-job vocational and professional training for different categories of workers and professionals in order to improve their skills and
- d) to give adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

In pursuance of the objectives of adult education programmes, the Federal Government, in 1982, launched the National Mass Literacy Campaign, which was basically to provide many more opportunities for organized learning for adults throughout our cities, towns, and villages. A considerable amount of money was made available to each state to enable it execute the mass literacy campaign. The campaign was planned to last for ten years and it was projected that millions of Nigerians would learn to read, write and calculate.

The importance accorded adult education by the government is further highlighted by the fact that federal, state and local governments participate in varying degrees, in its financing and general support. Furthermore, some universities in the country run various programmes on adult education, such as the University of Ibadan, University of Nigeria, Nsuka, Ahmadu Bello University, Zaria, and Obafemi Awolowo University, Ile-Ife, among others. Each has a Department of Adult Education and Extramural Studies which offer various courses in adult education. They also offer other consultancy services in the areas of need to various levels of government, organizations and individuals (Omolewa & Kumar 1989).

CONCLUSION

There is no gainsaying the fact that a lot of effort and resources have been pooled to get adult education to its present status, both from individuals and corporate bodies. A lot of achievements have also been recorded as outlined in Majasan (1989), Akinpelu and Omolewa (1989) and Okedara (1981), to mention just a few. A quick look at Appendix 2 shows the number of students who have passed through the department. On the other hand, adult education has experienced considerable setbacks as well (Majasan 1989).

We are aware that adult education has come a long way in Nigeria in general, but we have carefully reached the conclusion that the best is yet to be achieved in adult education in Ibadan in particular, and in Nigeria in general.

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APPENEDIX I

*The Directors and Heads of The Department**for 50 Years (1949-1999)*

NAMES	YEARS OF HEADSHIP
R.K.A. GARDINER	1949-53
J.W. WELCH	1953-54
S.G. RAYBOULD (VISITING)	1954-55
(VISITING)	1954-55
A. OGUNSEYE	1955-61, 1962 - 70
IRA DE REID(VISITING)	1961-62
S.H.O. TOMORI	1970-77
J.A. AKINPELU	1977-79
O. SONUBI	1979-81
J.A.AKINPELU	1981-83
J.T. OKEDARA	1983-87
M.A. OMOLEWA	1987-90
J.A. AKINPELU(AUG-DEC)	1990-91
J.T. OKEDARA	1990-91
C.N. ANYANWU	1991-94
M.A. OMOLEWA	1994-97
J.T. OKEDARA	1997-99

Source: Department Of Adult Education, University Of Ibadan.

APPENEDIX II

Title of Table: Graduation List of Students, Department of Education,
University of Ibadan

Academic Year	Certificate in Trade Unionism and Industrial Relations	Diploma in Adult Educ. & Comm. Dev.	B.Ed. with Education	M.Ed/ MSW M.Pd Ph.D.	Stp Special Training Programme	Remark
1966/67		22				
1967/68		27				
1968/69		17				
1969/70		27				
1970/71	13	31				
1971/72	5	34				
1972/73	2	22	5			
1973/74	5	30				
1974/75	2	23	19			
1975/76	1	23	21			
1976/77	4	46	19			
1977/78	4	47	22			
1978/79	3	47	13	6		
1979/80	3	30	24	4		
1980/81	11	36	20	5		
1981/82	5	18	52	15	41	
1982/83	3	29	48	22	69	
1983/84	9	25	50	22	65	
1984/85	11	18	59	26	34	
1985/86	9	24	59	25		
1986/87	7	21	77	29	22	
1987/88	5	18	60	40	11	
1988/89						
1989/90						
1990/91						
1991/92	22		38	10		
1992/93	20					
1993/94	26		78			
1994/95		26				
1995/96	76	107	407	130		
1996/97		212	154	119		
1997/98				98		

- (i) 40 Years of Adult Education at Ibadan, 1949-89.
(ii) Department of Adult Education, University of Ibadan.