

**Abstract of the Inaugural Lecture Delivered by Professor Kester Osegha Ojokheta on 6  
February, 2020 at University of Ibadan**

The erroneous and fallacious interpretation of Adult Education, as Mass and Nomadic Education with Literacy as its overall description, in Section 4 of the 6th revised edition of the National Policy on Education 2013, in Nigeria and the myopic definitions of the discipline by the generality of people prompted this inaugural lecture put together to disabuse the minds of people of the fallacious conception and perception. The lecture began with in-depth global conceptualisations, aims and objectives of Adult Educations. The global conceptualisations recognised 25 forms or components of the discipline which show that Adult Education is multi-disciplinary in nature and serves the broad purposes of social justice, individual self-development, workforce preparation, and advancement for individuals and organizations. The lecture comprehensively discussed the global recommendations for promoting Adult Education in terms of policy, governance, financing, participation, inclusion and equity, quality, and international cooperation. One of the cardinal recommendations called on all countries, bi- and multilateral agencies, non-governmental organisations, civil society organizations, social movements, and the private sector to “include adult education and learning in all development initiatives and social programmes as an essential contribution to economic prosperity, sustainable development, social cohesion and solidarity. Another recommendation urged all countries to “set amount of time to be devoted to Adult Education: everywhere and by everyone – one hour a day – one week a year”. The lecture equally discussed the documented dividends inherent in the promotion of Adult Education which comprise economic, health, civic engagement, social cohesion, attitudinal change, incentives for further learning, poverty reduction and well-being. Following this was the detailed analysis of the dominant paradigm of Adult Education practice in Nigeria which falls short of the standards recommended by the international community. These include: narrow vision of Adult Education as literacy, poor responses to international declarations on Adult Education, poor benchmark and funding of Adult Education, lack of standardised data on Adult Education participation, lack of support for building research capacities in Adult Education, and absence of national report on Adult Education. The lecture concluded that there is the need for everyone to have access to learning opportunities throughout their lives and that learning should be readily accessible in differing forms that meet a wide range of individuals’ needs in order to build a knowledge-based citizenry. To improve the status of Adult Education practice and implementation in Nigeria, the lecture made the following recommendations: creation of Federal/National Ministry of Adult Education, comprehensive review of Section 4 of the National Policy on Education, creation of inter-ministerial forums to articulate across sectors the roles of Adult Education in the lifelong learning spectrum, implementation of 6% globally recommended budgetary allocation to Adult Education, funding support for open-distance learning institutions, creation of learning cities, inclusion of global citizenship education in the educational policy and curriculum design, and the development of frameworks and mechanisms for the recognition, validation and accreditation of all forms of learning-including non-formal and informal learning.