

CURRICULUM VITAE

- I.
 - (a) Name : Abideen Abidoye SARUMI
 - (b) Date of Birth : 3rd of April, 1963
 - (c) Department : Adult Education
 - (d) Faculty : Education
 - (e) College : Nil

- II.
 - (a) First Academic Appointment: Associate Lecturer, October, 1994
Lecturer II, June, 1996
 - (b) Present Post (*with date*): Senior Lecturer, 1st October, 2002
 - (c) Date of Last Promotion: 1st October, 2002
 - (d) Date Last Considered for Promotion (*in case where promotion was not through*): Not Applicable

- III. University Education (*with dates*)
 - (a) University of Ibadan, Ibadan 1984 to 1987
 - (b) University of Ibadan, Ibadan 1988 to 1989
 - (c) University of Ibadan, Ibadan 1990 to 1994
 - (d) University of Ibadan, Ibadan 2006 to 2008

- IV. Academic Qualifications (*with dates and granting bodies*)
 - (a) B.A. (Hons) – Religious Studies, University of Ibadan 1987
Ibadan
 - (b) M.Ed – Guidance and Counselling, University of 1989
Ibadan, Ibadan
 - (c) Ph.D –History of Adult and Non-Formal Education, 1994
University of Ibadan, Ibadan
 - (d) PGDE– University of Ibadan, Ibadan 2008

- V. Professional Qualifications Diplomas (*with dates*)
 - (a) Post Graduate Diploma in Education 2008

- VI. Scholarships, Fellowships and Prizes (*in respect of Undergraduate and Postgraduate works only*)- NIL

- VII. Honours, Distinctions and Membership of Learned Societies
 - (a) Member, Nigerian National Council for Adult Education (NNCAE) 1994 to date
 - (b) Member, History of Education Society of Nigeria an affiliate of International Standing Conference of History of Education, Germany 2005 to date
 - (c) Member, Association of Adult Education Researchers 1996 to date
 - (d) Associate Editor, International Journal of Educational Issues 2007 to date
 - (e) Associate Editor, International Journal of Literacy Education 2007 to date

- (f) Associate Editor, International Journal of Continuing and Non-Formal Education 2008 to date
- (g) Visiting scholar award on British Higher Education Links Programme between University of Ibadan and University of Nottingham, U.K. Oct.-Dec, 1997
- (h) UNESCO Visiting Scholar award to the Institute of Education, now Institute of Lifelong Learning Hamburg, Germany 2002

VIII. Details of Teaching Experience at University level

- (a) (a) Associate Lecturer, University of Ibadan, Ibadan October, 1994
- (b) Lecturer II, University of Ibadan, Ibadan June, 1996
- (c) Lecturer I, University of Ibadan, Ibadan October 1999
- (d) Senior Lecturer, University of Ibadan, Ibadan October, 2002 to date
- (e) Visiting Senior Lecturer, Department of Arts Education, Adekunle Ajasin University, Akungba-Akoko, Ondo State 31st July, 2008 – 31st July, 2009

Teaching Load

- (i) Postgraduate Courses
 - (a) Teaches Literacy and Development Courses to Masters in Literacy Training and Development Programme for Africa (CLTDPA) 2000 to date
 - LTD 701- Concepts in Literacy and Development 2005 to date
 - (b) Teaches the following at the Masters and M.Phil/PhD levels at the Department of Adult Education
 - ADE 702- Historical Foundations of Adult Education 1996 to date
 - ADE 703- Comparative Studies in Adult and Non-Formal Education 2002
 - ADE 701- History Research Method in Adult Education 1999 to date
 - ADE 801- Traditional Adult Education 1996 to 2009
 - ADE 802- Islamic Adult Education System 1999 to date
 - ADE 803- History Research Methodology in Adult and Non-Formal Education 1999 to date
 - ADE 804- External Influences on Adult Education 1996 to date
 - ADE 805- Western Adult Education in the Colonial Era 1999 to date

(ii) Dissertations and Thesis Supervised

I have supervised a total of 80 undergraduate students as at 31st July, 2011. I have supervised a total of 70 Masters projects as at 31st July, 2010

I have supervised 7 PhD Students as at 31st July, 2011

- 1) R. A. Adegoke (2001) Evaluation of Extra Mural studies programmes of the University of Ibadan between 1989/90 and 1998/99.

Effective date of award: August, 2001

- 2) Okediji, Hannah Adebola Aderonke (2002) The contributions of the Each-One Teach-One approach to literacy promotion in Nigeria, 1990 – 1998.

Effective date of award: 8th September, 2002

- 3) Garuba, Issa Ayotunde Olanipekun (2003) A comparative analysis of Primary School Teachers participation in Continuing Education programmes in Cameroon and Nigeria.

Effective date of award: 23rd December, 2002

- 4) Adebola, Helen Ebunoluwa (2004) The influence of technical capacity building programmes on women participation in Community Development in Oyo State, Nigeria.

Effective date of award: September, 2004

- 5) Adedeji, Matthew Ajadi.....

Effective date of award: 3rd December, 2008

- 6) Aibinuomo, Felicia Olufemi.....

Effective date of award: July, 2011

- 7) Aje, Catherine Oluyemi

Effective date of award: 23rd February, 2010.

IX. Research

(a) Completed

The following research works were designed and executed by me in collaboration with some academic colleagues (nationally and internationally) and some of my postgraduates students:

1. Contemporary Issues in Historical Foundations of Adult Education

This book made up of twenty-one chapters was a survey of issues and trends in Historical Foundations of Adult Education with a view to making it more contemporary and relevant to the 21st Century adult and non formal education policies and practice. The study analyzed adult education practice in selected indigenous societies in Africa, University and wider society, relevance of community involvement in education, Adult Education practice in other lands with a view to improving adult education practice in Nigeria and Africa in general with special emphasis on the integration of indigenous adult education and schools practice. Some lessons from Adult Education Historical research that could help to shapen our adult education policies and practice were highlighted and world wide was also discussed among others. The future of adult education practice in Africa (see publication no. 1).

2. Historical and Philosophical Research Methods As Tools For Explaining Adult and Non-Formal Education Research Problems

Co-Researchers: (1) Dr. B. O. Lawal
Department of Teacher Education,
University of Ibadan,
Ibadan.

(2) Dr. F. Balogun
Department of Adult Education,
University of Ibadan,
Ibadan.

The Publication was an outcome of a challenge at a time that research methods in the humanities have been victims of prejudice and marginalization, inherited in the field of education. It has for long time been ignorantly subsumed, especially by empirical mode. Thus even where the study is apparently philosophical or historical

the research student has nevertheless been compelled to adopt the empirical mode in the conduct and presentation of thesis. Thus the authors took up the challenge and conduct a survey on the concept of Education and Historical Research in Education, Adult Education Historiography, Adult Education Historical Research method in the handling of Adult Education Research Problems among others in response to this challenge. Findings based on this study led to the emanation of the book entitled Historical Research method as a Tool for explaining Adult Education Research problems (See publication no. 2).

3. Out of School Education Series on the Relevance of Non-Formal Education (NFE) to The Prevention of HIV/AIDS

Co-Researchers: (1) Dr. R. A. Aderinoye,
(2) Dr. D. A. Egunyomi,
*Department of Adult Education,
University of Ibadan,
Ibadan.*

The study which was conducted with other academic colleagues and supported by UNESCO was conducted to find out whether NFE is more appropriate in the war against HIV/AIDS. The statement by the United Nations General Assembly special session of 2001 that “in the absence of a vaccine for the war against HIV/AIDS.” Education remain the only vaccine, motivated this study. A pilot study of the integrated literacy programme was conducted to determine the relevance of NFE. It was discovered that rather than formal school which is restricted to the four walls of the classroom with limited number of pupils, the NFE approach was able to address many at a time with flexible instructional material. Also found to be of advantage is that the population that is mostly threatened (out of school youths and adults) are actually the target of NFE (See publication no. 15).

4. Comparative Analysis of Participation of Street Working Children in Non-Formal Education in Bodija and Araromi Spare Parts Markets in Ibadan, Oyo State. SRG/Fed/1995/14A.

The study supported by the University of Ibadan Senate Research Grants of 2001 and published by Botswana Institute of Administration Journal was carried out to compare the participation of street working children in Non-Formal Education in order to find out if gender, age

or location has any effect on learners attitude to and participation in the Non-Formal education programme activities.

The study discovered that less than 12% of the respondents were females. This may be due to the fact that the girl child receives more protective care at home. This confirms the finding of Olumodeji (2002) that females are relatively more inclined to cope with conditions at home. As regards age range, it is from less than 10 to 25. The mean age of the respondents is 3.79 years. Based on this, it is evident that there is the dire need for this group to fall into NFE programme. It is also discovered that the educational level of respondents in the two markets influence an individual attitude to and perception of NFE. (See No. 52 on list of publications)

5. Life Skills Strategies

Co-Researchers:

- (1) Dr. R. A. Aderinoye,
- (2) Dr. Deborah A. Egunyomi,
- (3) Dr. A. A. Adepoju,
*Department of Adult Education,
University of Ibadan,
Ibadan.*
- (4) Dr. Bola Jaiyeoba,
*Department of Education Management,
University of Ibadan,
Ibadan.*
- (5) Dr. S. Awoyemi,
*Department of Guidance and Counselling,
University of Ibadan,
Ibadan.*
- (6) Dr. Helen Adebola,
*Department of Adult Education,
Nnamdi Azikiwe University,
Awka..*

This study supported by UNICEF was conducted to find out whether children and youths possess the coping skills for the handling of life challenges confronting them. These issues include HIV/AIDS, negative cultural practices, peer group influence among others. The study revealed that children and youths, especially the girl child were ignorant of these contemporary challenges and are therefore prone to its scourge. Various coping strategies which include negotiation, decision making, leadership skills, assertiveness among others were identified.

The study therefore recommended that life skills as being different from vocational skill should be imbibed by youth, young adults, out of school children, adults and the girl child. (See publication no. --)

6. HIV/AIDS Sensitization in 8 States of UNICEF B Zone Area of Nigeria

Co-Researchers:

- (1) Dr. R. A. Aderinoye,
- (2) Dr. Deborah A. Egunyomi,
- (3) Dr. A. A. Adepoju,
*Department of Adult Education,
University of Ibadan,
Ibadan.*
- (4) Dr. Helen Adebola,
*Department of Adult Education,
Nnamdi Azikiwe University,
Awka..*

HIV/AIDS sensitization in 8 states of UNICEF B Zone Area of Nigeria was taken up as a challenge by UNICEF in collaboration with UNIVA when the government and people of the Federal Republic of Nigeria recognised and acknowledged that HIV/AIDS epidemic in Nigeria is on the threshold of an experimental increase and all tiers of government including other stakeholders such as NGOs, CBOs, FBOs are all out to apprehend the problem. The study identified symptoms of HIV/AIDS to include recurrent fever, persistent cough, itchy skin, rashes, weight loss among others. It also established the fact that AIDS virus is not spread through hugging, shaking of hands or sitting down with person living with AIDS, mosquitoes, insect bites or bed bug bite, holding someone or hugging someone, sharing plates, cups, bathrooms, toilet, dresses, through swimming or telephone with victims of AIDS. Others include sneezing and coughing, and kissing with person not having mouths thrush. The study also recommended the preventive measures to be taken. While stigmatization and discrimination against people living with HIV/AIDS is to be discouraged. This finding corroborated the FAPAC, UNICEF (2007) submission that stigmatization and discrimination hasten the death of People Living with HIV/AIDs (PLWHA) and not the deadly disease itself. (See publication No. 55).

7. Situation Analysis of UNICEF Child Friendly Schools/
NFE Centres in 8 States of Nigeria, UNICEF Zone B

Co-Researchers:

- (1) Dr. R. A. Aderinoye,
- (2) Dr. Deborah A. Egunyomi,
- (3) Dr. A. A. Adepoju,
*Department of Adult Education,
University of Ibadan,
Ibadan.*
- (4) Dr. Bola Jaiyeoba,
*Department of Education Management,
University of Ibadan,
Ibadan.*
- (5) Dr. S. Awoyemi,
*Department of Guidance and Counselling,
University of Ibadan,
Ibadan.*
- (6) Dr. Helen Adebola,
*Department of Adult Education,
Nnamdi Azikiwe University,
Awka..*

This study supported by UNICEF was an action research commissioned by the International Development Partner (IDP) to develop the lifeskills teaching strategies in child friendly schools/NFE centres in 8 states of Nigeria. This was taken up as a challenge when there is high rate attrition in primary schools and the NFE centres not realizing their objectives as well. The study was in accordance with the convention of the rights of the child.

The study found out that most schools did not meet up with child friendly schools standard as a result of attendant problems which include inadequate classrooms, lack of toilet facilities, portable water, electricity and insecurity. It was also found out that lifeskills was not integrated into school curriculum, there was no or little community participation in schools, traceable to free education programmes. While, NFE centres were not realizing their objectives because of lack of community participation and underutilization of equipment.

The study therefore recommended that there is the dire need for community participation in schools and NFE centres; provision of well equipped libraries, solicit for Education Trust Fund (ETF) support, training and retraining of teachers for quality assurance. (See publication no. --)

8. Reinigorating Literacy Learning and the Current Educational Systems with the Values of Indigenous Education and Schools in Achieving the Millennium Development Goals

Dramatic world economic changes have prompted most developing countries to reassess their varied educational programmes as well as the cost effectiveness of such educational programmes. Most educationists have advocated the need to declare a state of emergency in our various educational systems which are not meeting the challenges of the 21st century nor helping to realize educational inclusion in the context of functional education, Lifelong Learning, Education For All (EFA) and the realisation of United Nations' Millennium Development Goals.

It is in the light of this development, that this study advocated the integration of the values of African Traditional Education System (ATES) and of indigenous schools, embedded in Islamic and Quranic schools into literacy learning and Nigeria's educational system. Thus the study reviews the concept, processes and facilities for indigenous education and schools in Africa. Discrepancies between school education system and the alternative systems are then outlined. The study also established how these could constitute a potentially cost effective means of access to education to a larger clientele through the inculcation of basic skills, African values, apprenticeship scheme, functional, vocational education among others that are relevant to the achievement of the Millennium Development Goals. The study has been published in Pakistan Journal of Social Sciences, Vol. 4. (See publication No. 32).

9. Empowering Nigeria Higher Institutions of Learning for Grassroots Development

This publication was an outcome of a study on the challenge of relevance of higher institutions of learning to the development of their communities and society in general. As African universities are expected to use their teaching, research and community services to alleviate poverty, superstition, ignorance and disease, including other social vices. The article thus examined the past and current efforts of Nigeria higher institutions of learning in grassroot development, including problems militating against rural development. While strategies of realizing

this were also postulated. The article thus postulate that the truly African University must be one that draws its inspiration from its environment, not a transplanted tree, but growing from a seed that is planted and nurtured in the African soil, and that ivory towers must be accountable to, and serve the vast majority of the people who live in rural areas. Future directions and policy options of making Nigerian higher institution of learning more responsive to societal needs, notably rural transformation were also suggested by the article. (See publication No. 6).

10. Michael Omolewa's Advocacy of Widening Access to Education

Co-Researchers:

- (1) Dr. R. A. Aderinoye,
*Department of Adult Education,
University of Ibadan,
Ibadan.*
- (2) Gbolagade Adekanmbi,
*Department of Continuing Education,
University of Botswana,
Botswana.*

This joint article critically examined the life and times of an adult education historical researcher, Michael Omolewa in the widening of access to education. The article also examined factors that promoted exclusiveness in education and these include lack of political will, inappropriate training, inadequate educational infrastructure, formal system of education among others. The joint study was able to discover that Michael Omolewa's advocacy role is not confined to issues of adult education but bears on the education and the development discourse in general, the quality contacts and partnerships he has formed with educators, educationists, friends and colleagues over the years have led to positive developments regarding access, relevance, and quality in educational provisions.

The joint study also discovered that while Omolewa may, not have been in complete agreement with deschoolers movement position that the school is dead or that we should totally deschool society, his proposals concerning peer teaching, the use of reference services to educators at large, and advocacy of making room for skills exchange, are noticeable as he promoted the idea of the rural-urban linkage and encouraged constructive dialogue on development oriented issues, and as well integrate peoples

life concerns, such as their rural economics and occupational aspirations, as components into their educational programme thus enhancing access. While, this holistic approach to education has led to a significantly higher success rate than the case with programmes based on purely formal methods. (See publication No. ---)

11. Expanding the Scope of Adult Education Curriculum in Nigeria: A Dire Need for the Integration of Guidance and Counselling Services.

This study was conducted to give a brief historical overview of adult education in Nigeria, and suggest that although educational guidance and counseling are only just beginning in Nigeria, there is a need to understand fully their implications and potentials in adult education in Nigeria. The study advocated the need to widen the scope of adult education in Nigeria if the discipline is to satisfy the yearnings and aspirations of the people. It is therefore to be expected that one of the challenges of adult education in pursuing the goals which have given it a place in Nigerian education is the fashioning of a viable and relevant adult education curriculum that would bring about a clearer understanding of the ramifications and rationale in adult education programmes in Nigeria. The study also established that the diversity and vastness of adult education programmes signify the fact that its clientele would equally be of different characteristics and have varieties of needs, which can be met through different counselling strategies, with a view to understanding the uniqueness of adult learners as a basis for designing special education programmes and services for them, as a happy and adjusted citizenry would bring the much needed socio, political, economic and technological development. The study has since been published by International Journal of Lifelong Education Vol. 17, 6. (See publication No. 21)

12. Current Issues and Problems in Adult Education

Co-Researcher:

- (1) Professor M. A. Omolewa,
*Former Nigerian Permanent Delegate to
UNESCO, UNESCO, Paris, France.*

This study was commissioned by the then Centre for External Studies now Distance Learning Centre of the University of Ibadan, Ibadan, Nigeria. This study is a course material specially published as a course material

for the use of students offering ADE 403 (Current Issues and Problems of Adult Education). The findings of researches conducted by my humble self helped to improve the quality of issues raised in the monograph, and with a view to reiterating that there are a lot of lessons from adult education historical research that could help to improve on the policy, practice and quality of adult and non formal education. Policy options and future directions were also highlighted in the context of having an improved and relevant adult and non-formal adult education practice. (See publication No. 51)

13. Lifelong Education and Development

Co-Researcher:

- (1) Dr. A. Okediran,
*Department of Adult Education,
University of Ibadan,
Ibadan.*

This study jointly conducted with an academic colleague was conducted at a time that the nation is facing challenges in socio-economic, political and technological development among others, hence the need to have a re-think in the parlance of adult and non-formal education. The study examined the concept of lifelong education as a catalyst for development.

The study also identified the impact of societal changes on lifelong education, such as the nagging depressed economy which encouraged the expansion of lifelong education, the rapid technological change and increasing competition. Also, the demand for multi-skills acquisition call for a growing effort in lifelong education. The study also established that the ageing population and decline in the number of youths entering the labour markets in Nigeria call for the strengthening of continuing education programmes in the areas of pre-retirement, retrenchment and retirement education, among others. The blending of school/formal education with lifelong learning policies were recommended among others. (See publication No. 8)

- (14) A Comparative Analysis of University Models of Literacy for Empowerment: A Case Study of Universities of Ibadan, Ibadan, Nigeria and Ghana, Legon Accra, Ghana (Ibadan University Senate Research Grant Number SRG/FED/2006/14A)

This study is supported by the university of Ibadan 2006 senate research grant. It focuses on a comparative

analysis of university model of literacy for empowerment in Ibadan and Legon. Considering the enormous task involved in the promotion of literacy education in both Nigeria and Ghana, the universities as institutions for the promotion of human capital development, became heavily involved through the activities of the Department of Adult Education and other sister Departments in the Faculty of Education in Nigeria and Ghana respectively.

Therefore, in view of the growing challenges of poverty, unemployment, scourge of HIV/AIDS pandemic and reduction in skill acquisition for empowerment through literacy education, one is challenged to carry out a comparative analytical study in the models of literacy education for empowerment. Hence, the study determined the extent at which the University of Ibadan, Ibadan and Legon, Ghana have accelerated the pace of literacy education for empowerment.

The study employed survey research design anchored on the ex-post facto procedure. This is because the models are already in practice, thus giving no opportunity for the manipulation of the variables. While the main instrument used was the structured questionnaire tagged Universities Models Literacy Empowerment Scale (UMLES) and complemented with Focus Group Discussion (FGD). Five research questions were raised. Population of the study consisted of 346 respondents comprising of field officers and participants on literacy projects of both Ibadan, Nigeria and Legon, Ghana (132, from Ibadan and 202 from Legon, out of which a representative size of 70% of equal representative or proportion was selected through proportionate random sampling technique. Thus, 92 participants were selected from Ibadan, while 141 participants were selected from Legon.

The findings of the study showed that the fifteen literacy models for empowerment shows more positive outcome inclination in the university of Legon, Ghana than Ibadan. While, in Nigeria apart from acquisition of reading, writing and numeracy (80.3%), the impact of these models of literacy for empowerment are only evident in self relevance development (73.7%) and improved knowledge on human right, social justice and equity (72.4%). However, Ghana's models had its impact on improved sources of income generation (92.4%), self relevance skills (89.1%) acquisition of reading, writing and numeracy (92.4%) and the development of creative skill (87%), only computer appreciation/application has the lowest impact

of 42.4% in the literacy models for empowerment as provided by the University of Legon, Ghana.

Data collected from the two countries was analysed using appropriate inferential statistics methods, complemented with qualitative methods.

- (15) Repositioning 'Town and Gown' Relationship for Sustainable National Development in Nigeria: Implications for Adult and Non-Formal Education.

It has been established that the 'Town and Gown' relationship for sustainable national development has not been effective and efficient, hence its non-realisation of community wed-lock and partnership with the university. In the light of this, the paper discusses viable justification and criteria for 'Town and Gown' relationship, the Nigerian Universities outreach programme in collaboration with International Development Partners (IDPs), national organisations, and the organized private sector with a view to impacting positively on the community. The paper suggested strategies for strengthening 'Town and Gown' relationship for sustainable national development, the policy issues, options, and future directions which the universities, government, community members and other stakeholders must have to promote equality of opportunities, sharing of resources and expertise, creation of community learning resource centres, and the recognition and acceptance of indigenous knowledge, were postulated, as a truly renewed 'Town and Gown' can only be realized using Non-Formal education mode.

- (16) An Appraisal of Adult Education Promotional Efforts of Sheikh Mahdi Mission in Ijebu-Ode and Environs, Nigeria

The patronage and fame enjoyed by western-oriented adult education during the colonial and post-independent Nigeria has no doubt placed it above any other system of adult education (be it traditional or Islamic). This is in terms of its being regarded as the only system that guarantees social, political and economic advancement. Perhaps, what is not clear to government and apologists of this school of thought is that adult education itself predates letters. Man has spent more time on the planet as an illiterate than a literate... And the fact that during the period before the introduction of letters man has established the character as a learner and discovered the

advantages and the basic techniques of transmitting knowledge.

It is in the light of this that the paper examined the contributions of Sheikh Mahdi Mission Adult Education practice in Ijebu-Ode and Environs. Using the historical research design and the study found out that if government fund Islamic Adult Education properly it could complement western Adult Education, as Islamic Adult Education delivery strategy has been found not only to individualized training but also provides for on the spot feedback to both the trainers and learners. The policy implication of the study was highlighted.

(17) Functional Literacy: A Tool for the Empowerment of Women in the 21st Century

This paper examined how functional literacy could be used as a tool for women's empowerment in the 21st century. It commenced with the assumption that women's development could go on with or without functional literacy but that the result might be slightly different, or a bit more rewarding if the two were incorporated. The article went on to look at the pathetic situation of women in the developing world in general and the African women in the world literacy context. The discussion was brought to a close by enumerating the uses into which functional literacy could be put for the purpose of promoting women in development. Further, the task ahead of women in the 21st century in using and making Functional Literacy programme serve the purpose of their growth and development were highlighted.

(18) Learning to Prioritize between Sustainable Livelihood and Sustainable Democracy: The Experience of Adults in Ibadan Metropolis

Democracy is often described as 'government of the people by the people and for the people' – copiously, this also means that its sustainability must also be 'by the people.' In conditions where 'the people' struggle to survive and to meet basic needs, they are usually confronted with the puzzling reality of misplacing priorities and not giving preeminence to the fact that the 'people' in democracy are 'subjects' rather than 'objects' who need to understand and change their world while taking control of it. Through qualitative research methodology consisting of in-depth interviews (IDIs), participant observation and informal interviews, this paper investigated how adult and non-

formal education and informal learning could stir a culture of change in which adult learners can be transformed to recognize that 'a different world is possible' where they can decide for themselves instead of merely surviving at the mercy of external forces beyond their control. Data was collected and analysed using participatory methods that enabled participants to study issues in their natural settings, making sense and interpreting them in terms of meanings they brought to such issues. Findings showed that there is a vital role played by livelihood diversification in developing countries in sustaining democratic processes and this can be effectively promoted through adult and non-formal education and informal learning. The paper recommended that there is need to reactivate opportunities for training grassroot adult educators – meaning that synergies and alliances should be established among economic and cultural institutions; thereby promoting the generation of knowledge for both economic empowerment and critical thinking that will sustain both livelihoods and democracy in a developing country like Nigeria.

(19) Adult and Non-Formal Education and Community Involvement in Education in Nigeria

In this paper, the author traced the trends in community involvement in the educational system, and its challenges for Adult and Non-Formal Education practice in Nigeria. The paper also discussed the utmost roles of communities in the shaping of educational system and learning society, government policies on community involvement in educational system, the level of community involvement in education, past, present and future challenges of community involvement in educational delivery in Nigeria and its implications for Adult and Non-Formal Education among others.

(20) Promoting Historical Studies in Adult and Non-Formal Education Using Information Communication Technology

Increasing access to literacy education and the advancement of literate societies are challenged by global trends in the application of information technologies. The paper has established the fact that a wide range of information technologies such as traditional, computer-based, new-generational drive and converging technologies are vital to the promotion of literacy education. This paper, therefore, examines the trends in the application of these modern technologies, the range of

utilisation and factors enhancing literacy promotion through information communication technologies.

The paper has also established the relevance of ICT in the promotion of Historical studies in Adult and Non-Formal Education to include helping in the collection of qualitative data that enhances comparative historical analysis, established the continuing relevance of history in contemporary and ICT driven societies, and the dire need for indigenous knowledge concepts and global knowledge, among others.

- (21) Impact of Community Participation on Planning, Implementation and Sustainability of Immunization Programme in Ogun State, Nigeria

This paper examines the impact of community participation in planning, implementation and sustainability of immunization programme in Ogun State, Nigeria. The descriptive survey design of the ex-post facto was used for the study. A stratified sampling technique was used to select 420 respondents from five purposively selected local government areas. Two instruments were used for data collection which was analysed using simple percentages, frequency counts, and multiple regressions. Findings showed that there is a positive impact of community participation in immunization programme on planning, implementation, and sustainability. It was also revealed that there is significant relative impact of compliance indicators on effectiveness of implementation of immunization programme.

- (22) Adult and Non-Formal Education as Catalysts for Job and Wealth Creation

This paper discussed the import of adult and non-formal education investment and job creation. It examines adult and non-formal education as paradigms for job and wealth creation. The thrust of the paper is the analysis of Adult and Non-Formal Education, investment and job creation. This is with a view to giving strong justification for the relevance of Adult and Non-Formal Education in national development. Hence, the general goal of this submission was that if the nation is yearning for development truly, serious attention has to be giving to adult and non-formal education.

- (23) Literacy, Lifelong Learning and Contemporary Nigerian Society: A Historical Discourse

Nigeria as a nation has legally and constitutionally committed itself to providing universal basic education to its citizens, regardless of gender, age, social status, geographical location, ethnic or religious affiliation. While she also committed itself to international treaties such as Dakar Framework of action 2008, attainment of Education for All (EFA) and the Millennium Development Goals (MDGs), among other treaties both locally and internationally enacted to free Nigerians from shackle of poverty, governance, illiteracy, disease, marginalization and negative attitude to development indices and a host of impediments. Literacy is thus perceived as the core engine of human development seen globally as a tool for learning throughout life. It is in the light of this position of perceiving adult literacy in the context of lifelong and lifewide learning that this paper examined the various laudable efforts that have been made to rid some African societies of illiteracy and to create literate societies before the advent of Western formal system of education to Africans by the Europeans, introduction of adult literacy of Nigeria, efforts of adult literacy to Nigeria, adult education as instrument for moving society forward, as well as major challenge, policy issues and options.

(24) Mass Literacy Efforts in the Pre-and Post-Independent Nigeria: Some Lessons from Adult Education Historical Research

The study found out that constraints such as the UBEC Act of 2004 which accommodated adult and non-formal education in terms of definition but in allocation of funds or recognition by the UBEC the reverse is the case; lack of commitment and honesty of purpose on the part of leader and followers; problem of funding among others. While the paper suggested that the nearest future should look into finding a lasting solution to the frustration of adult education personnel and pressure group, establish intercultural linkages for planning, execution, monitoring and evaluation. While the National Commission for Mass Education (NMEC) and other allied agencies promoting basic education should really be on the drivers seat, instead of over reliance on the International Development Partners (IDPs) which is the current practice. The training and retraining of adult literacy facilitators and an improved andragogical strategies put in place.

(25) Adult and Non-Formal Education as a Tool for Achieving Sustainable National Development in Nigeria

In this paper, it is established that Adult and Non-Formal Education have been used and being used to achieve sustainable national development in Nigeria, and numerous justifications and case studies were cited on how adult and Adult and Non-Formal Education structures and methods have being used and being used to achieve sustainable national development in Nigeria.

This paper also discussed viable justification and case studies of how adult and non-formal education have been and still being responsive to sustainable national development in Nigeria as a discipline and profession that is people-driven. These justifications include adult literacy in the context of lifelong learning fostering social change, promotes poverty reduction; acceptance of new information; aids rural development. The relevance of adult education programmes, structures and methods as embedded in continuing and remedial programmes, democracy and good governance, civic education among others were established.

The paper rounded off with the fact that adult and non-formal education has been responsive and still being responsive to societal needs in Nigeria and that all stakeholders in education, adult and non-formal education including all tiers of government in Nigeria should give the needed political will to support the enhancement of adult and non-formal education in the country.

(b) In Progress

- (i) Poverty as a determinant of poor participation in Adult Literacy Programmes in Oyo State, commenced in May 2008.

The study which aim at looking at poverty as a determinant of poor participation in adult literacy programme in Oyo State will soon be completed. The study was initiated in 2008. The questionnaire and other tools of data collection have been administered. While data are being currently analysed quantitatively and qualitatively.

- (ii) History, Historical Education, Adult Education Historical Research and ICT Globalising Contemporary Nigerian Society

This study was conceived to determine the place of history, historical education and adult education, historical research in contemporary ICT globalising Nigerian society, this is with a view to establishing the place and relevance of history, its various branches and allied tools as a subject that is being consistently ignored, persecuted, and marginalized in the so called technological age. History is thus affected by the same fate in the studies and research in history in all institution of learning and larger society. Its consequently, our educational system and society in general suffers among which are loss of our roots and past, values, cultural heritage, ancestral history, absence of rear-view mirror approach, repetition of past mistakes and its attendant consequences among others.

Upon completion, it is expected that the findings of the study would have impact on the policy options, issues and future policy thrusts of policy makers, political functionaries and government office holders, specifically on the curricula of institutions of learning, and societal values at large.

- (iii) An Evaluation of Nomadic Education Programme in Nigeria (1986-2006), commenced in December, 2007.

Co-Researchers:

- (1) Professor M. Atinmo,
*Department of Library, Archival and
Information Studies,
University of Ibadan,
Ibadan.*
- (2) Dr. I. O. Osokoya,
*Department of Teacher Education,
University of Ibadan,
Ibadan.*
- (3) Dr. B. O. Lawal,
*Department of Teacher Education,
University of Ibadan,
Ibadan.*
- (4) Dr. S. O. Ajayi,
*Department of History,
University of Ibadan,
Ibadan.*

This multidisciplinary/institute research projects (category c) titled an evaluation of Nomadic Education Programme in Nigeria (1986-2006) is supported by the University of Ibadan 2006 senate research grant focuses

on Nomads who are ethnic or socio-economic group who constantly travel and migrate in large or small groups in search of means of livelihood within a community or country or across international boundaries. These groups contrast with the settled or sedentary population living in villages, towns and cities, who are tied to fixed locations by agriculture, employment, housing and social and cultural factors (Oxfem, 2005).

As established in literature pastoralism is sometimes used interchangeably with the term nomadism (Osokoya, 2007) pastoralism reflects a lifestyle based upon maintenance of herds of animals that depend mainly on natural vegetation for their food. This dependence along with migration to wither away from diseases and in response to other pressures, determines the seasonal and daily movement of pastoralists. This study is to address the question of whether or not the programme has achieved its objectives. It is also to compare the nomadic school with regular schools in their neighbourhood with reference to school facilities, teachers supply, community support and performance in national common entrance examinations.

The research design being employed for the study is survey research with the six geo-political zones of Nigeria as its population. Historical research procedure including historical data analysis would be adopted. Data collected would be analysed using descriptive statistics which include frequency counts, means, standard deviations, percentages, charts, such as bar, pie and histogram. All these would be complemented with qualitative method of data analysis.

The expected results include provision of empirical base data on the situation and policy analysis of nomadic education in Nigeria, act as a ready made data on the directive of the nomadic education in Nigeria among others.

- (iv) Trends and Strategies of “making the literate societies” in Nigeria. Commenced in August, 2009.
The study aims at looking at the trends and strategies of “making the literates societies” in Nigeria. This is to serve as a follow-up of research funded by the UNESCO Institute for Education (UIE) now UNESCO Institute for Lifelong Learning and the German Foundation for International Development (DSE), Hamburg, Germany. The study was initiated in 2009, the questionnaire and

other tools of data collection have been administered. While data are being currently analysed.

(c) Dissertation and Thesis

- i. Sarumi, A. A. (1989). Factors Associated with the incidence of drunkenness among some Nigerian university students, M.Ed Dissertation, University of Ibadan, 72 pages.
- ii. Sarumi, A. A. (1994). An appraisal of Adult Education promotional efforts of Sheikh Mahdi Mission in Ijebu Ode and Environs, Ph.D Thesis, University of Ibadan, Ibadan, 363 pages.

X. Publications

(a) Books Already Published

1. Sarumi, A. A. (2001). Contemporary Issues in Historical Foundations of Adult Education, Ibadan, D-Gai Publishers, 273 pages.
2. * Sarumi, A. A.; Balogun, F. and Lawal, B. O. (2004): Historical and Philosophical Research Methods As Tools for Explaining Adult And Non Formal Education Research Problems, Ibadan, HOLAD Publishers. 105 pages.
(Contribution: 60%)

(b) Chapters in Books already Published

3. Sarumi, A. A. (1997): "Production and Usage of Learners Generated Materials" In M. Omolewa, N. Ihebuzor and R.A Aderinoye (Eds) Facilitators Manual on Real Literacy and Learner Generated Materials. Ibadan, University Village Association. Pp. 41-49.
4. Sarumi, A. A. (1998): "Income Generation as a Catalyst for Literacy Promotion: The University of Ibadan Experience". Professional Teacher's Forum Lagos, University of Lagos. Pp 92-98
5. Sarumi, A. A. (1998): "Marketing Methods" in M. Omolewa and T. Fadeyi (Eds) Post Literacy Material Development in Africa, Ibadan, University Village Association. Pp. 72-81
6. Sarumi, A. A. (1998). "Empowering Nigeria Higher Institutions of Learning for Grassroots Development in Omolewa, M. A.; Osuji, E. E. and Oduaran, A. (Eds) Retrospect and Renewal: The State of Adult Education Research in Africa, Dakar, UNESCO BREDA 165-172
7. Sarumi, A. A. (1999) "Adult Literacy: A key to the 21st century" In Obemeata, J. O., Ayodele, S.O. and Araromi M.A. (Editors) Evaluation in Africa, Ibadan, Institute of Education. 351-359.
8. Okediran, A. and Sarumi, A.A. (2001) "Lifelong Education and Development" In Okedara, J. T. Anyanwu, C.N. and M.A. Lanre OMOLE (Editors) Re-thinking Adult and Non-Formal Education Ibadan: Department of Adult Education 47-60.
(Contribution: 60%)
9. Omolewa, M.A, Anyanwu, C.N. and Sarumi, A.A. (2001). "The Relevance of Philosophical Analysis in Adult Education Historical Research Method" In Okedara, J.T, Anyanwu, C.N. and Omole M.A.L Editors, Philosophical

Foundations of Adult and Non-Formal Education, Ibadan, Ibadan University press 10-23.

(Contribution: 70%)

10. Sarumi, A.A. and Akinola, A. (2001) "Conceptual Analysis of Remedial Education" In Okedara, J.T, Anyanwu, C.N. and Omole, M.A.Lanre (Editors) Philosophical Foundations of Adult and Non-Formal Education, Ibadan, Ibadan University Press. 57-67.

(Contribution: 70%)

11. Sarumi, A. A. (2002): The Role of International Organisations in the Alleviation of Poverty in Nigeria. In Continuing Education and Development in Nigeria, Zaria, ABU Press

12. Sarumi, A. A. (2002): Monitoring and Evaluation of Literacy Programmes. In Continuing Education and Development in Nigeria, Zaria, ABU Press

13. Sarumi, A.A. (2002) "Historical Antecedents, Growth and Development of the Department of Adult Education University of Ibadan" In Omole, M.A. Lanre and Abidoye Sarumi (Editors) 50 years of Adult Education at Ibadan, Ibadan, Ibadan University Press 1-9.

14. Omolewa, M. A. and Sarumi, A. A. (2002) "Government and Curriculum Development" in J. A. Ajala, (Ed) Designing Content of The Curriculum A Guide To Practice, Ibadan, Maybest Publications, 216-238.

(Contribution: 70%)

15. Aderinoye, R. A.; Egunyomi, D. A. and Sarumi, A. A. (2003): Preventing HIV/AIDS Non-Formal Education Series: A Reader for Adults and Out of School Youths, Abuja: UNESCO 52 pages.

(Contribution: 50%)

16. Sarumi, A. A. (2002) "Monitoring and Evaluation of Literacy programmes". In Continuing Education and Development in Nigeria, Kaduna, National Teachers Institute Press Press 83-87.

17. Gbolagade Adekanmbi; Rashid Aderinoye and Abidoye Sarumi (2006) Michael Omolewa's Advocacy of widening access to education in A.Oduaran and H. S.Bhola (Eds) Widening Access to Education as Social Justice Hamburg, Netherlands, UNESCO/Springer 3-22.

(Contribution:50%)

18. Sarumi, A. A. (2008): "Millennium Development Goals and the Challenges of National Development in Nigeria" in Marcie Boucouvalas and Rashid Aderinoye (Eds.)

Education for millennium Development, Spectrum Books Limited in Association with Safari Books (Export) Limited Channel Island, United Kingdom

- (c) Articles that have already appeared in Refereed Conference Proceedings: Nil
 - (d) Patents: Nil
 - (e) Articles that have already appeared in learned journals
 - 19. Sarumi, A.A. (1998) "The Psychology of Adults Unemployed with Special Reference to Nigeria and Some other Selected Countries in Africa" Journal of Applied Psychology, Vol. 4 pp 111-122
 - 20. Sarumi, A. A. (1998) "Factors Associated with the Incidence of Drunkenness among Young and Middle Aged Undergraduates" Journal of Special Education. Vol. 8 No. 1 Jan. and vol. 8 No. 2 (June) pp. 130 -139
 - 21. Sarumi, A. A. (1998). "Expanding the scope of Adult Education Curriculum in Nigeria: A dire need for the integration of guidance and counselling services" UK. International Journal of Lifelong Education vol. 17, No 6 (Nov-Dec) 411-422.
 - 22. Sarumi, A. A. (2001) "Re-thinking on literacy as a Tool for vocational development" Journal of Special Education vol. 9, No.1, January 113-122.
 - 23. Sarumi, A. A. (2000) "Labour-Management relationship in retrospect". Africa Journal of Labour relations, vol. 4 No. 1 (June) 59 – 65.
 - 24. Sarumi, A. A. (2002) Steps involved in utilizing historical research method as a tool for explaining adult education research problem" Ibadan Journal of Educational studies, Vol 2, No. 1 May/June, 516-522.
 - 25. Sarumi A. A. (2004): "Innovative Approaches to Literacy Education In The Context of Education For All" In the International Journal of Literacy Education, Ibadan: Department of Adult Education, Vol 2, No. 1 Jan.-June, 46-57.
 - 26. Akintayo, M. O.; Okediran, A.; Sarumi, A.; Ojokheta, K. O.; Adelere, O. and Oghenekohwo, J. (2005) "Achieving EFA: A Ten Year Action Plan and Its Implications for Government and Other Stakeholders." In India Internation Journal of Adult and Lifelong Education. Vol. 3, No. 1, April, 12-34.
- (Contribution: 50%)

27. Sarumi, A. A.; Ajaja, A. A. and Oghenekohwo, J. E. (2005): Women and Access to Literacy Education in Nigeria: Issues and Perspectives in International Journal of Adult Education, University of Nigeria, Nsukka, Vol. 3, No. 1, 177-207.
(Contribution: 60%)
28. Sarumi, A. A. (2005): Historical Antecedents of Adult Literacy Education in Nigeria: Key Issues and Challenges in International Journal of History of Education Society of Nigeria, Affiliated to International Standing Conference For the History of Education (ISCHE). Vol. 1, No. 2 Nov., 7 – 18.
29. Sarumi, A. A.; Adepoju, T. A. and Ojokheta, K. O. (2005) “Rethinking Literacy, Education and Social Development in Nigeria in Ghana Journal of Literacy and Adult Education, Vol. 3 No. 1. November.
30. Sarumi, A. A.; Lawal, B. O. and Oghenekohwo, J. (2006): “International and Multilateral Agencies’ Initiatives in the Revitalisation of Education in Developing Countries” in African Journal of Historical Science in Education, affiliated to International Standing Conference for the History of Education (ISCHE) Germany, Vol. 2, No. 1, 24-37.
(Contribution: 65%)
31. Sarumi, A. A. and Adepoju, A. A. (2005). Attitude of Street Working Children Towards Participation in Non-Formal Education in Two Nigerian Markets in Botswana Institute of Administration and Commerce Journal, Vol. 2, Issue 2, Nov. 42-57.
32. Sarumi, A. A. (2007): Reinvigorating Literacy Learning and the Current Education Systems with the Values of Indigenous Education and Schools in Achieving the Millennium Development Goals”. Pakistan Journal of Social Sciences. Vol. 4
33. Sarumi, A. A. (2008): Adult and Non-Formal Education as a catalyst for Job and Wealth Creation. International Journal of Continuing and Non-Formal Education. Vol. 5 No. 1 Jan-June pp. 173-188.
34. Sarumi, A. A. and Aibinuomo, F.O (2008): Impact of Community Participation on Planning, Implementation and Sustainability of Immunization Programme in Ogun State. International Journal of Continuing and Non-Formal Education. Vol. 6 No. 1 pp.
35. Sarumi, A. A. and Okoji, O.O (2008): An Analysis of the Community Development Programmes of Shell Petroleum Development Corporation in Niger Delta Area of Nigeria.

International Journal of Continuing and Non-Formal Education. Vol. 5 No. 1 Jan-June pp.

36. Sarumi, A. A. Salami, S.O, Aibinuomo, F.O and Oyewumi, K.O (2008): Functional Literacy: A Tool for the Empowerment of Women in the 21st Century. International Journal of Literacy Education. Vol. 5 No. 1 pp. 71-88
(Contribution: 60%)
37. Sarumi, A. A. (2009): Adult and Non-Formal Education and Community Involvement in Education in Nigeria. African Journal of Educational Research. Vol. 13 No. 1&2 pp. 108-120
38. Sarumi, A. A. (2009): An Appraisal of Adult Education Promotional Efforts of Sheikh Mahdi Mission in Ijebu Ode and Environs, Nigeria. International Journal of Continuing and Non-Formal Education. Vol. 6 No. 1 pp. 63-75
39. Sarumi, A. A. (2009): Literacy, Lifelong Learning and Contemporary Nigerian Society: A Historical Discourse. International Journal of Educational Issues. Vol. 8 No. 1 pp. 7-41
40. Sarumi, A. A. (2009): Mass Literacy Efforts in the Pre and Post Independent Nigeria: Some Lessons from Adult Education Historical Research. International Journal of Literacy Education. Vol. 6 No. 1 pp. 27-42
41. Okoji, F. and Sarumi, A. (2010): Corporate Partnership and Community Development Programmes of Multinational Oil Corporations in Niger Delta, Nigeria, in West Africa Journal of Management and Liberal Studies, Vol. 4, No. 1. April.
(Contribution: 60%)
42. Sarumi, A. A. (2010): Adult and Non-Formal Education as a Tool for Achieving Sustainable National Development in Nigeria. Ife Journal of Theory and Research in Education. Vol. 12 No. 2 pp. 8-21
43. Sarumi, A. A. (2010): Promoting Historical Studies in Adult and Non-Formal Education Using Information and Communication Technologies. Ghana Journal of Education and Teaching. Vol. 11 No. 1
44. Sarumi, A. A. and Ojokheta, K.O (2010): Repositioning Town and Gown Relationship for Sustainable National Development in Nigeria. Ghana Journal of Education and Teaching. Vol. 11 No. 1

45. Sarumi, A.A, Adegoke, R.A and Salami, S.O (2013) Effect of Inactivity in Adult Education and Threat in the Attainment of Millennium Development Goals in Oyo State, Nigeria. Ghana Journal of Education and Teaching (GHAJET) No. 13
46. Sarumi, A.A, Salami, S.O and Nwogu, G.A (2013) Gender Stereotypes and Workplace Determination against Women in Ibadan, Nigeria. Ghana Journal of Education and Teaching (GHAJET) No. 13
47. Sarumi, A.A, Adegoke, R.A and Salami, S.O, Ladeji, O.O and Sanya, E.O (2013) Predictors of Female Basic Literacy Facilitators Participation in Training Programmes in Ibadan Metropolis. Ghana Journal of Education and Teaching (GHAJET) No. 13
48. **Sarumi, A. A.** and Salami, S. O. (2014). Workplace Innovation and Organisational Communication as Determinants of Employees' Quality of Work-life in Distributive Industries in Lagos State, Nigeria. *Nigeria Journal of Social Work Education*. Vol. 13, No. 1: 14-22 (Nigeria)
49. **Sarumi, A. A.;** Adegoke, R. A and Salami, S. O. (2014). Effects of Inactivity in Adult Education and Treats in the Attainment of Millenmium Development Goals in Oyo State, Nigeria. *Ghana Journal of Education and Teaching*. Vol 13, No. 1: 23-27.(Nigeria) (Contribution: 60%).

(e) Books Chapters in Books and Articles already accepted for Publication

50. Sarumi, A. A. (2010): Comparative Analysis of Models of Literacy for Empowerment in Selected Universities in West Africa Sub-Region, *Nigerian Journal of Clinical and Counselling Psychology*, Vol. 17, No. 1.
51. Sarumi, A. A. (2010): Empirical Validity of Models of Literacy for Empowerment in Selected Universities in West Africa Sub-Region, *Nigeria Journal of Social Work Education*, Vol. 9.
52. Sarumi, A. A. and Sanya, E. A. O. (2010). Institutional Capacity as Correlate of Basic Literacy Facilitators Performance in Selected State Agencies for Mass Education in Nigeria. *International Journal of Educational Issues*. Vol. 5, No. 1.
53. Sarumi, A. A. and Aje, C. O. (2010). Influence of Vocational Training Programme of the Roman Catholic Mission on the Economic Empowerment on Beneficiaries

in Ibadan Ecclesiastical Province of Nigeria. *Journal of Education in Developing Areas*, Vol., No.

(f) Technical Reports and Monographs

54. Omolewa, M. A.; Onocha, C.; Egunyomi, D.; Sarumi, A. and Fadeyi, T. (1996): *Training Kit for Non-formal Education*, Ibadan, UNICEF, pages 63.
(Contribution: 60%)
55. Egunyomi, D.; Aderinoye, R.; Sarumi, A. A.; Fadeyi, T. Ojokheta, K. O.; Momoh, A. M. and Olajide, O. (2001): *Transparency in Governance: A training manual*. Technical Report Sponsored by LAUBACH International and UNESCO, 128 pages.
(Contribution: 50%)
56. Omolewa, M.A. and Sarumi, A.A. (2002). Current Issues and problems in Adult Education, Ibadan Centre for External Studies publication series, University of Ibadan, Ibadan. 83 pages.
(Contribution: 80%)
57. Sarumi, A. A. (2002): *Comparative Analysis of Participation of Street Working Children in NFE in Bodija and Araromi Spare Parts Markets in Ibadan, Oyo State*, 73 pages, University of Ibadan Senate Research Grants, SRG/FED/1995/14A.
58. * Aderinoye, R.A.; Egunyomi, D.A.; Sarumi, A.A.; Adepoju, T. A.; Jaiyeoba A.; Awoyemi, S.; Adebola, H. E. and Suberu, J. (2005): *Situation Analysis of UNICEF Child Friendly Schools/Non-Formal Education (NFE) Centres In 8 States of Nigeria*. Commissioned by UNICEF Zone B, 45 pages.
(Contribution: 50%)
59. * Aderinoye, R. A.; Egunyomi, D. A.; Sarumi, A. A.; Adepoju, A.; Adebola, H. E.; Jaiyeoba, B. and Awoyemi S. A. (2005): Life Skills Strategies, Ibadan, UNICEF.
(Contribution: 50%)
60. * Aderinoye, R. A.; Egunyomi, D. A.; Sarumi, A. A.; Adepoju, A.; Adebola, H. E. and Suberu, J. (2005): UNICEF/UNIVA HIV/AIDS Sensitization Report on 8 States of UNICEF B Zone Area of Nigeria, Lagos: UNICEF.
(Contribution: 50%)
61. Sarumi, A. A. (2010): *A Comparative Analysis of University Models of Literacy for Empowerment: A Case Study of University of Ibadan, Ibadan, Nigeria and Legon, Accra Ghana*. 56 pages, University of Ibadan Senate Research Grants, SRG/FED/2006/14A

62. Idowu, B. Sarumi, A.A Bello, B., Momoh, M.A., Agera, T.L., Paul, C.T (2010): Andragogical Strategies, Open and Distance Learning, Reflect Methodology. A Strategy for Promoting Non-Formal Education, in Non-Formal Education in Nigeria: Policy, Issues and Practice, Abuja, UNICEF, 114 Pages.

(X) FOCUS OF MY RESEARCH

My publications have made immense contributions to Historical foundations of adult and non-formal education with due emphasis to the principles and practice of adult and non-formal education and adult literacy for development. The focus of my research has been able to show that adult and non-formal education is a good catalyst, complementary and an alternative system to formal education. These are vividly explained through historical foundations of adult and non-formal education that human capital formation is not only through the formal system of education but also through non-formal education which has more clientele than the formal system.

Furthermore, my publications have established the fact that Historical foundations of adult and non-formal education in the context of using the rear view mirror approach to research established that lessons of the past will continue to be a viable guide for the present state and future of adult education policies and practice. My researches in the area of literacy for development has clearly shows the importance of literacy as a functional tool for identifying the needs, aspiration and consideration of the adult non-literate like drop out, out of school youth, street girls or hawkers, the artisans and the non-literate working adults who are significant clientele of the Non-Formal Education (NFE) in all sectors of the nation. Thus, focus of my research centered on the relevance of Historical foundations in adult and non-formal education and how historical research method and historiography have succeeded in identifying why and how the clientele of adult and non-formal education could contribute to socio-economic development of a country through functional literacy, the benefits of the past and its consequences, and using the rear view mirror methodology to handle the research problem, emanating from theories and practice of non-formal education, among many values it could bequeath on the society.

Furthermore, my publications have established the fact that using the tools of historical foundations of adult and non-formal education for possible educational reforms, reflections on previous events and policies will assist considerably in planning any future course of action in adult and non-formal education using the basic lessons of history as contained in publication numbers 1, 2, 9, 13, 14, 17, 23, 24, 28, 38, 40 and 43 in the CV.

My research efforts have established that adult literacy for development using appropriate strategies, methodologies, approaches and proper counselling has assisted the boy dropout/early leavers, street girls, hawkers, out of school youths among other clientele of adult and non-formal education among others to be functional through functional literacy for development.

The efforts of International Development Partners (IDPs) contributions to the development of adult and non-formal education. Thus my publication numbers 11 and 30 on the CV have established the essence of collaboration, networking and building of bridges in the realization of the goals and objectives of adult and non-formal education as the key that opens the door of this century.

From the foregoing, Historical foundations of adult and non-formal education have been used to achieve the goals and objectives of adult and non-formal education in Nigeria, and as well as, straightening record by contributing to the theories, practice and knowledge of adult and non-formal education, and as well in the policy formulation, future policy thrusts and future direction in the context of helping to beam its searchlight of its analytical tools in the resolution of problems facing the discipline of non-formal education and society at large using its adult education historical research methodologies.

(XI) Ten Publications Reflecting My Contribution to Scholarship and Research

Ten (10) publications which best reflect my contributions to scholarship and research in history foundations of Adult and Non-formal Education and Adult for Literacy Development are listed below according to the two thematic areas stated above in which I have extensively worked. They are:

1. Sarumi, A. A. (1998). "Expanding the scope of Adult Education Curriculum in Nigeria: A dire need for the integration of guidance and counselling services" UK. International Journal of Lifelong Education vol. 17, No 6 (Nov-Dec) 411-422.
2. Sarumi, A. A. (2002) Steps involved in utilizing historical research method as a tool for explaining adult education research problem" Ibadan Journal of Educational studies, Vol 2, No. 1 May/June, 516-522.
3. Sarumi A. A. (2004): "Innovative Approaches to Literacy Education In The Context of Education For All" In the International Journal of Literacy Education, Ibadan: Department of Adult Education, Vol 2, No. 1 Jan.-June, 46-57.
4. Sarumi, A. A. and Adepoju, A. A. (2005). Attitude of Street Working Children Towards Participation in Non-Formal Education in Two Nigerian Markets in Botswana Institute of Administration and Commerce Journal, Vol. 2, Issue 2, Nov. 42-57.
5. Sarumi, A. A. (2007): Reinvigorating Literacy Learning and the Current Education Systems with the Values of Indigenous Education and Schools in Achieving the Millennium Development Goals". Pakistan Journal of Social Sciences. Vol. 4
6. Sarumi, A. A. (2009): Adult and Non-Formal Education and Community Involvement in Education in Nigeria. African Journal of Educational Research. Vol. 13 No. 1&2 pp. 108-120
7. Sarumi, A. A. (2009): An Appraisal of Adult Education Promotional Efforts of Sheikh Mahdi Mission in Ijebu Ode and Environs, Nigeria. International Journal of Continuing and Non-Formal Education. Vol. 6 No. 1 pp. 63-75
8. Sarumi, A. A. (2009): Literacy, Lifelong Learning and Contemporary Nigerian Society: A Historical Discourse. International Journal of Educational Issues. Vol. 8 No. 1 pp. 7-41
9. Sarumi, A. A. (2009): Mass Literacy Efforts in the Pre and Post Independent Nigeria: Some Lessons from Adult Education Historical Research. International Journal of Literacy Education. Vol. 6 No. 1 pp. 27-42
10. Sarumi, A. A. (2010): Adult and Non-Formal Education as a Tool for Achieving Sustainable National Development in Nigeria. Ife Journal of Theory and Research in Education. Vol. 12 No. 2 pp. 8-21

11. Sarumi, A. A. (2010): Promoting Historical Studies in Adult and Non-Formal Education Using Information and Communication Technologies. Ghana Journal of Education and Teaching. Vol. 11 No. 1.

XI. Major Conferences Attended with Papers Read (in the last 5 years)

1. Annual New Year School Conference, Institute of Adult Education, University of Ghana, Legon, Accra, Ghana. December 04, 2004 – January 03, 2005.
Paper Read: Adult Education Practice in Nigeria
Venue: University of Ghana, Legon, Accra, Ghana
2. 2005 National Conference of Nigerian National Council for Adult Education (NNCAE) held on Nov. 27-Dec. 1, 2005 at University of Ibadan, Ibadan.
Paper Read: The Future of Adult and Non-Formal Education in Nigeria.
Venue: Conference Centre, University of Ibadan, Ibadan.
3. History of Education Society of Nigeria affiliated to International Standing Conference for the History of Education, held (Dec. 14 – 17, 2005), at University of Ibadan Conference Centre, Ibadan, Nigeria.
Paper Read: Historical Antecedents of Adult Literacy Education in Nigeria: Key Issues and Challenges.
Venue: Conference Centre, University of Ibadan, Ibadan.
4. 2006 3rd Annual National Conference of History of Education Society of Nigeria Conference Centre, University of Ibadan, Ibadan.
Paper Read: International and Multilateral Agencies Initiative in the Revitalisation of Education in Developing Countries.
Venue: Conference Centre, University of Ibadan, Ibadan.
5. 2006 National Conference of Nigerian National Council for Adult Education (NNCAE)
Paper Read: Community Involvement in Education: Key Issues and Challenges for Adult and Non-Formal Education (AANFE).
Venue: University of Calabar, Calabar, Cross River State.
6. 2008 National Conference of Nigerian National Council for Adult Education (NNCAE)
Paper Read: Adult and Non-Formal Education as a Tool for Achieving Sustainable National Development in Nigeria.
Venue: Community Resource Centre, Minna, Niger State.
7. 2009 National Conference of Nigerian National Council for Adult Education (NNCAE)
Paper Read: Literacy, Lifelong Learning and Contemporary Nigerian Society: A Historical Discourse.

- Venue: Community Resource Centre, Gando Albasa, Kano.
8. November 7 – 10th 2010 National Conference of Nigerian
National Council for Adult Education (NNCAE)
Paper Read: Nil.
Venue: University of Ibadan, Ibadan, Nigeria.

DATE

SIGNATURE