



**NIGER DELTA UNIVERSITY**  
WILBERFORCE ISLAND, BAYELSA STATE.

41st Inaugural Lecture

# Investment Needs of Adult Education in the Andragogy of the Excluded

By

**Jonathan Egbe Oghenekohwo**

B.Ed (Hons); M.Ed: PhD (Ibadan)  
Professor of Managerial Economics of Adult Education  
Faculty of Education, Niger Delta University  
Wilberforce Island, Bayelsa State, Nigeria.



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**NIGER DELTA UNIVERSITY**  
Wilberforce Island, Bayelsa State, Nigeria

**Motto**

Creativity, Excellence, Service

**Vision**

To be a centre of excellence defined by well articulated programme  
that will produce creative and innovative minds

**Mission**

To strive to maintain an international reputation for high  
quality scholarship, research and academic excellence for the  
promotion of the socio-cultural and economic well-being of mankind

**NIGER DELTA UNIVERSITY ANTHEM  
(THE BRIGHTEST STAR)**

Like the brightest star we are, to lead the way  
To good education that is all our due,  
The dream of our fathers like the seed has grown;  
Niger Delta University if here to stay.

In all that we do, let us bring to mind  
Our duty as staff and students of N.D.U  
Ev'rywhere to promote peace towards mankind.  
Creativity, Excellence and Service

Let us build on this noble foundation  
And with love, let our dedication increase,  
To rise and uphold this noble vision  
Ev'ry passing moment let our zeal never decrease.

**CHORUS**  
Rejoice, great people old and new, rejoice  
For the good fruit through us is shown;  
Be glad in our worthy contribution  
To the growth of humanity (x2)

## **Dedication**

To the memory of Mr. Francis .E. Oghenekohwo (My late senior brother) for investing in my Education

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**Protocol**

The Vice-Chancellor

Deputy Vice-Chancellor (Administration)

Deputy Vice-Chancellor (Academic)

The Registrar

The Bursar

University Librarian

Provost of the College of Health Sciences

Dean, Faculty of Education

Dean, School of Postgraduate Studies,

Deans of other Faculties and Directors of Institutes & Centres

Heads of Departments

Academic and Non-Teaching Staff

My Beloved Wife and Children

My Pastor and the Baptist Church Family in Bayelsa Conference

Royal Fathers Present

Vibrant Students of Niger Delta University

The Press

Distinguished Ladies and Gentlemen.



## **The Benchmark**

In the domain of academics, it is regarded as a privilege and significant opportunity for any scholar to rise to the pinnacle of the academic ladder, but not without a presentation of an inaugural lecture as a testament. Not many professors are privileged to present inaugural lectures before they exit active academic scene. It is on this note that I count it a profound opportunity to stand before this distinguished intellectual audience to profess in most astute, coherent, and succinct way the benchmark and testament upon which our renowned University, the Niger Delta University, under the auspices and approval of the Governing Council, promoted me to the rank of a Professor of Managerial Economics of Adult Education.

I have always prayed to God to take me to the peak of my academic career and God answered my prayers. Today, this presentation is by God's grace, because, according to the Holy Bible of the revised King James version 2014, it is written that : “Except the LORD builds the house, they labour in vain, that built it” (Psalm 127:1a). This unique opportunity is divine because the story of my academic life is also likened to that of a Biblical reference and I quote: “And Nathaniel said unto him; can any good thing come out of Nazareth? Philip said unto him, come and see” (John 1:46).

Mr. Vice Chancellor Sir, arising from another Biblical submission, “I returned, and saw under the sun, that the race is not to the swift, nor the battle to the strong, neither yet bread to the wise, nor yet riches to men of understanding, nor yet favour to men of skill; but time and chance happeneth to them all” (Eccl: 9:11). Today is my time and chance, and it is happening in Niger Delta University to the Glory of God.

Mr. Vice Chancellor Sir, the topic chosen for delivery to the global academic community today has been loading over space and time. The topic is dispensational or generational bound as it derives its roots from the learning engagement from the beginning of creation. In the Holy Bible (Gen. 21:15), it is written; “*And the LORD GOD took the man and put him into the Garden of Eden to dress it and keep it.*” God from creation has invested so much in man's capacities for the purposes of empowerment, engagement, experience and evidence.

These four pre-determined purposes of God for man are now encapsulated as the main features or variables of Education. The engagement between God and man (Adam) was that of adults or what I refer to as andragogical engagement and not pedagogical experience. However, it became very unfortunate that man, rather than “dress” the garden and “keep it” to enjoy the benefits of God's investment in all other creatures as well as to have

dominion, Adam (man) decided to exclude himself from God and consequently, from all the investment benefits in the Garden of Eden. The question now is, what else could have been the deficits in the investment needs of man in engagement with God in the Garden of Eden for man to have excluded himself from all the investment provisions and benefits inherent in the Garden of Eden? Absolutely nothing else was left of God. Unfortunately man excluded himself.

Mr. Vice- Chancellor, Sir, as it is today, man represents the active workforce of a nation and man's lifelong learning needs constitute an investment, which over the years has drawn my attention in teaching, research and development services. I hereby deliver my testament as a Professor of the Niger Delta University, the 41<sup>st</sup> inaugural lecture titled: **“INVESTMENT NEEDS OF ADULT EDUCATION IN THE ANDRAGOGY OF THE EXCLUDED”**.

As a Professor of Managerial Economics of Adult Education, I have devoted my academic, research and development efforts on Economics of Adult Education. This is a facet of adult education that enjoys very relatively few entrances among academics, perhaps on account of some exclusion factors. However, I have found it very rewarding because no programme in adult education can exclude itself from funding and investment of resources in its process of advancing knowledge

and skills among the adults. Today permit me to give a chronicle on my Professorial chair as encapsulated in this inaugural lecture.

### **Adult Education in Research and Development**

The Federal Republic of Nigeria (FRN, 2013) in its National Policy on Education (NPE) Section A, Sub-Section 'a'(66) subsists that; mass literary, adult and non-formal education is the equivalent of basic education given to adults, children and youths of formal school age, outside the formal school system.” Adult education is on the concurrent legislative list of the constitution of the Federal Republic of Nigeria 1999 as amended.

By implication therefore, governments at all level and other stakeholders have the right to invest in the delivery of adult education programmes in Nigeria. Hence, Ministries of Education (Federal and States respectively) are mandated with policy-making on adult education in the aspects of generation and utilisation of resources by such implementation agencies and individuals. In this sense, it is clear that the programmes of adult education constitute veritable instruments for not only achieving social-well-being of all adult, by enhancing sustainability of human development, through the advancement of gender equality, empowerment, social capital development,

health literacy, income literacy, among other sustainable development needs of the adults, but also mitigation of the exclusion factors in our development milieu.

The National Policy on Education (NPE) therefore constitutes the legitimate policy document that contains amongst other things, specific provisions on basic literacy, adult and non-formal education (FRN, 2013). These provisions mandate that adult education programmes would be used to, among other things, reduce illiteracy, enhance self-reliance development, and advance rural/community education, egalitarianism and skills acquisition among adults, thereby reducing the level of unemployment and facilitating deliberative civic engagement, community empowerment and social capital development, which all aim at addressing the causes of under-development as evident in poverty and socio-economic exclusion.

Mr. Vice-chancellor, Sir, as every development policy is usually attended with investment or funding priorities, one expects that through the instrumentality of adult education programmes, the deficits that have become the trajectory of under-development in sustainable well-being would have been altered to pave way for sustainable social, economic and technological advancement in Nigeria. Rather, the policy seems to be deficient in the investment needs of adult education in the andragogy of

the excluded. Implicit is the stance that, the delivery of adult education programmes in Nigeria is leaping as the programmes are not only inadequately funded, but mostly fragmented, amputated and disjointed with attendant deficits. Adult education providers, as expected, need to define and articulate the strategic investment needs of adults in nation building, to assist in advancing multi-dimensional literacies, which are fundamental predictors of sustainable development.. These needs would be properly understood and applied only in the context of in-depth understanding and consequential explanation of the concept of adult education.

Without engaging in any form of academic debate on conceptual and contextual perspectives on adult education, I have generically aligned with the school of thought that adult education depicts learning activities in which adults participate in progressional and enduring self-educating practices in order to achieve new forms of knowledge, skills, attitudes or values (Natukho, Amulabi & Otango, 2005). The possibility of such self-directed learning settings is premised on the constitutional, emotional, biological, social and other attributes appropriated for the adults such that, the attainment of adulthood in the context of adult learning is understood as a construct and not as a literary connotation (Oghenekohwo, 2017; 2019). Hence, adults can then learn under the formal, non-formal and informal

education settings respectively (Macgregor 2008).

Mr. Vice-Chancellor, Sir, from my academic engagements, I have come to terms with the fact that, as adults engage in learning activities, the specific objectives are to:

- (i) reduce drastically the level of illiteracy among adults thereby promoting acquisition of basic literacy skills;
- (ii) empower adults citizens through provision of opportunities to basic education;
- (iii) advance lifelong learning activities for adults to be functionally relevant all through lifespan;
- (iv) facilitate learning appreciation and opportunities among different classes of persons of all ages devoid of any form of exclusion;
- (v) reduce all form of social exclusion that exist to restrict access and opportunities to learning practices or activities; and;
- (vi) trigger learning opportunities among all classes of individuals without prejudices irrespective of gender, rank, status, orientation,, position, creed and colour (Oghenekohwo 2017; 2019).

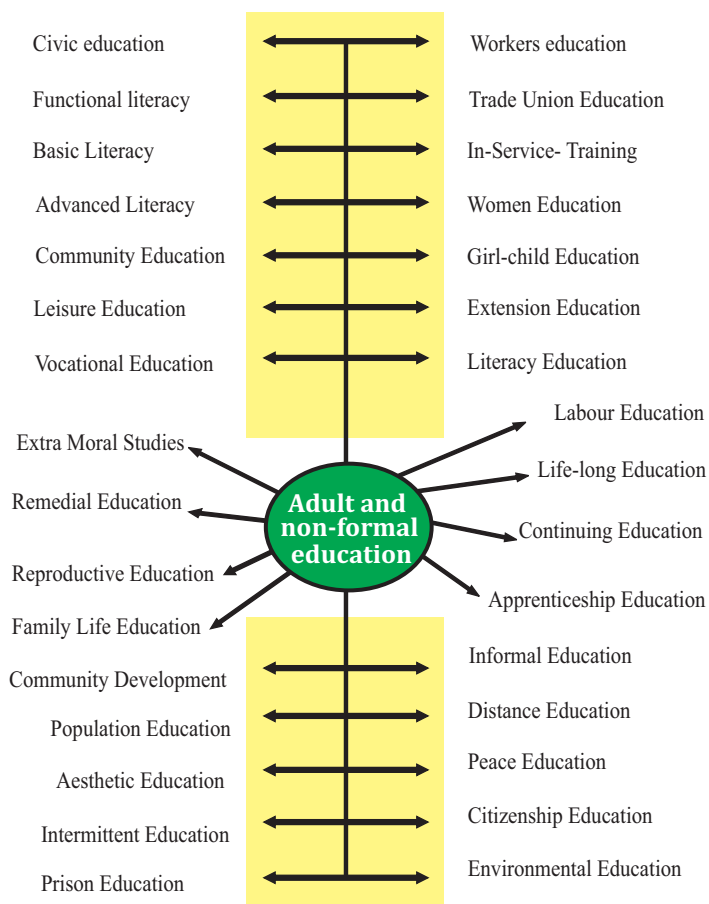
Through these specific objectives, I have now technically agreed with Natukho, Amutabi and Otango (2005) that these objectives are attainable and that is what adult education

represents and stands to advance without any form of systematic ambiguities in its operational understanding..

The above specific objectives subsist in the provisions of the National Policy on Education (NPE) of the Federal Republic of Nigeria( FRN, 2013:30)

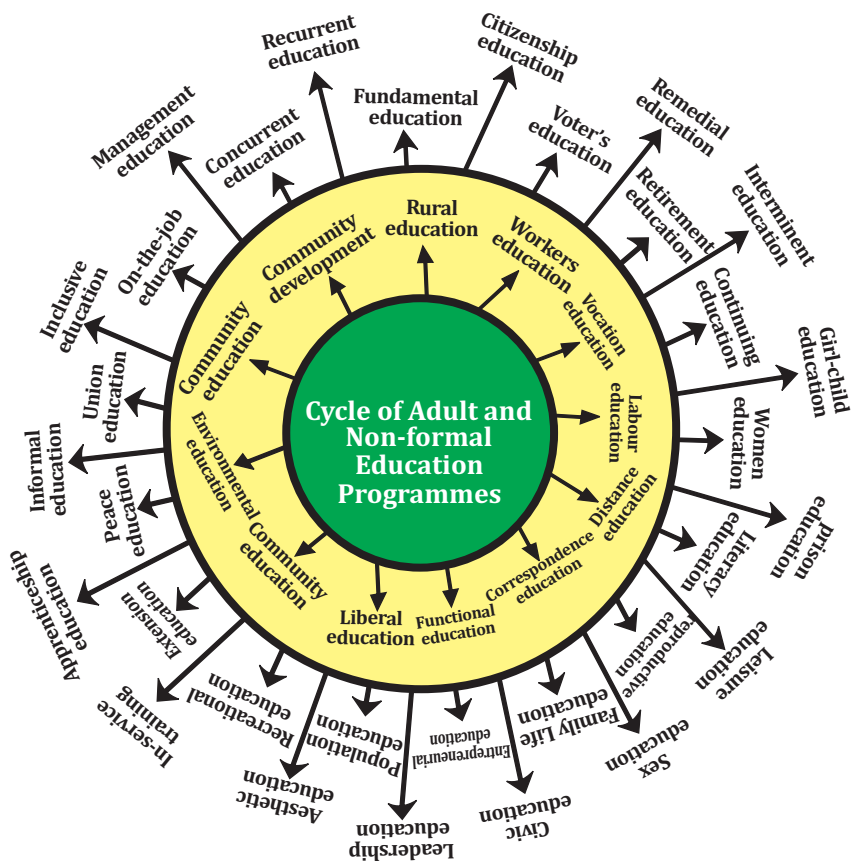
Mr. Vice-Chancellor, Sir, these objectives as you can note are geared at meeting specific felt needs of the adult and such can only be achieved through identification of specific adult education programmes for which investment is required for the adults. Akintayo and Kester (2004) provided thirty-two (32) scopes of adult and non-formal education (possibilities). See figure 1 below:





**Figure 1: Scope of Adult and Non-Formal Education Possibilities: A Bird Eye View. Source: Akintayo and Kester (2004:4).**

Mr. Vice-Chancellor, Sir, moving forward ahead of the “Bird Eye view” (Akintayo and Kester, 2004) my researches in the area of Managerial Economics of Adult Education have established that to achieve the specific objectives of adult education as already highlighted, i have incorporated all adult learning practices or activities that have captured these objectives and their respective target groups for the purpose of investment. Consequently, I designed the Cycle of Adult and Non-formal Education (Oghenekohwo, 2017) with forty-four (44) distinct programmes (See fig. 2) below. It is wheel of continuing progression in learning as no one is excluded.



**Figure 2: Cycle of Adult and non-formal Education Programmes**  
*Source: Oghenekohwo, (2019:34)*

It is on the basis of these forty-four (44) programmes of adult education. which capture all the needs that are specified in the National Policy on Education (FRN, 2013) with respect to adult education that I have come to agree with Knowles (2002), Bolton, (2006), Latchen (2014) that certainly, adult education programmes involve learning activities that adults must engage continually to attain new patterns or forms of experience, empowerment, well articulated evidence, adaptive skills, positive disposition and courtesy. The general proposes of the discipline are therefore classified as vocational, social, recreational and self-development (Fasokun, Kataboire & Oduaran, 2005), while motivation, participation, discovery, organization, interaction, application and assimilation are the fundamental principles that guide adult learning activities (Kearsley, 2010),

From the above evidence, Mr. Vice-Chancellor, Sir, I have gained the requisite know-how, technical evidence and intellectual capacities to advance knowledge here and now that, adult education in specific and contemporary terms, is here defined *as a well established academic field of study in which adults learn something about everything for the purpose of sustainable social well-being*. It is on this premise that the chronicles of my academic and research works in the field of *learning something about everything*, I have continually interrogated economics of adult education with emphasis on its

efficiency, economics of scale and the internal rate of return as evident in human and social capital development respectively.

Based on the understanding and articulation of the opportunities that global knowledge future holds, coupled with existing non-formal institutional approaches that encourage large-scale investment and funding to ensure that adults adapt to the dynamics of the workplace, there is now a sustained demand, as a necessity, to provide funding resources in order to encourage adult learners to engage in continuing professional learning that is competency based and skills driven for sustainable development (Tawari & Oghenekohwo, 2019). This becomes the foundations for investment needs of adult education in the andragogy of the excluded over space and time.

### **Investment Needs of Adult Education**

Today, the most critical issue of concern in global educational discourse is on how learning can be translated into the world of work through the development and acquisition of appropriate knowledge, skills and competences among learners (Oghenekohwo, 2018). Correlating to this concern is the low quantum of investment funds and funding of various competences and skill-based learning programmes among adults that must meet the sustainable development needs of the adult in our society.

Interestingly, adult education is not a cost, it is an investment good that is derived, just as Akintayo and Oghenekohwo (2004) advocated that investment in adult education programmes is a derived demand. This aligned with the view of Marshall (1890) in his *Principles of Economics*. Consistent with this submission Oghenekohwo (2017) advanced that, adult education is life, and that for humanity to be liberated from ignorance and all forms of exclusions, investment in adult education becomes a derived sustainable learning platform and a veritable instrument pre-requisite (*par excellence*) for the attainment of sustainable development expected of our society.

The quest for investment needs of adult education is for productive human and social capital development. Therefore, funding adult education is an investment in human and social capital respectively that produces sustainable benefits. It is a derived demand, because the cost of adult learning is usually contextualized in benefits that accrue or derive from capacitating the skills and technical-know-how of adults (Okechi, 2004; Ayinde, 2009).

Consequently, the education of adults promotes self-reliance, encourages personal autonomy to exercise of basic rights, increases worker's productivity and efficiency. Adult and non-formal education is a human and social development investment

as it transcends greater opportunities to sustainable social well-being of the future generation. Whereas, its promotes social cohesion, equips adults with life skills, knowledge and competences needed in a knowledge society, it is unfortunate that only a fragment of public funding is allocated and utilized in the programmes in developing areas. Yet, adult learning has myraids of personal, economic and societal benefits (Organisation of Economic Cooperation and Development, 2015).

Recalling that Oghenekohwo (2017) reported the benefits of adult education to include (i) a prospect for higher wages or income and gainful employment of individuals, (ii) attainment of a greater social valuation, (iii) more social engagement in service endeavours, (iv) a greater capacity for generating innovation and global comparative advantage and efficiency, and (v) deepening good governance and ensuring responsibility in tax payments by adults. All these benefits are not only envisioned but also encapsulated in the seventeen points sustainable development goals (SDGs) for which developing economies must attain by 2030. In its totality of analysis, sustainable development expectations of adult education investment needs bring about a significant leap in return on investment for governments in developing areas. (Latchen, 2014; Dernis, 2011).

Mr. Vice-Chancellor, Sir, investment needs of adult education is generally predicted by three generic factors of educational investment which according to Schultz (1961) are human capital demand, social demand satisfaction (valuation) and internal rate of returns. These are briefly explained below:

- The human capital demand predicts the development of skill capacity of the labour force needed to run the economy over space and time.
- The social demand satisfaction (valuation) predicts the social outlook, civilization, social valuation, and recognition, which educational values place on individual adults in a society.
- The internal rates of returns predict benefits that accrue to an individual adults and the society on account of the competence and skills that an adult deploys into employment and workplace.

These three predictors of adult education investment are basic to the development of both human and social capitals in a global knowledge economy respectively.

Mr. Vice-Chancellor, Sir, as globalisation has become a common slogan in the present century, with its attendant dynamics in businesses, economic, social and educational matters including adult education (Merriam, Cafarella &



Baumgartner, 2007), to withstand the pressure of global economic demand and supply, investment in adult education is consistent with human capital development to track the dynamics of complex and un-predictable economic space (Chan, 2010). Besides, the quests for sustained relevance, creativity and adaptation to the dynamics of life and work places, justify the premises on investment needs of adult education.

### **Premises of Investment Needs of Adult Education**

Investment in adult learning programmes is basic to skills upgrade of an ever-growing segment of the world's population as challenged by the dynamics of globalization, wider markets and new technologies. Unfortunately, while there is remarkable and concrete support by governments in advanced countries, the case in under-developed countries is different and opposite.

In a survey of 28 developing countries, Latchen ((2014) reported that, the measures of performance in adult and non-formal education engagement was very poor. Using four measures of (i) *attendance and retention* (ii) *outcomes*; (iii) *sex and space distribution*; and (iv) *correlation of adult education programmes to household income*. The survey indicated that the poorly educated individuals in developing economies are likely to be excluded and deprived by institutional or organizational

limitations, insufficient resources, lack of access, vocational limitations and other forms of social exclusions that impede engagement in adult learning., It was established that, none of the 28 developing countries scored above average in all the measures. This definitely demonstrates significant deficit in the investment needs of adult education in developing countries. Yet, the premises of sustainable social well-being in adult education investment are basic and critical to the attainment of SDGs. The following premises are instructive and evidence based in my research activities.

First, given that there is high level of young secondary school leaves and graduates who are deficient in basic employable skills, leading to a growing number of under-employed, unemployable and less-employable young adult population in Nigeria, it becomes a major threat to social and economic security with truncated investment in adult education. The gap that subsists between formal education and non-formal adult education is therefore placing a significant pressure on the attainment of sustainable development goals (SDGs) and sustainable well-being.

Second, there is a growing concern on the scope of human capital development that will respond to and meet the technical and vocational skills needs of adults who are under-employed

and under-utilized in the labour market because of skills deficiency. Today, there are dynamism in the workplace that are reinforced by globalization of knowledge, which has enabled developed countries to leverage on their comparative advantages over developing countries. This can be reversed if the skills and innovative potentials in all adults are adequately harnessed through massive investment of resources in adult and non-formal education programmes.

Third, the 17-point sustainable development goals (SDGs) for 2030 call for sustainable investment in adult education. The attainment of these SDGs is mainly the responsibility of adults not children. These goals are issues that are policy driven, requiring deliberate legislative actions, institutional and value based for enforcement. These are obviously not within the domain of pedagogy, rather they are well thought out andragogical commitment to global development needs and expectations.

Mr. Vice Chancellor, Sir, to terminate multi-dimensional poverty is not practically possible, it can however be realistically mitigated and investing in adult education programmes is basic to ensuring that there is reduction in hunger, achievement of better nutrition, and ensuring healthy living that guarantee socio-economic well-being for all person.

For example, to mitigate un-evenness of learning access within and among citizens is possible only to the extent that all citizens have opportunity to access one form of adult education programme or the other. Hence, reduction in inequalities can only be attained where there is full knowledge on social justice among citizens and on de-classification of social status that is presently pervasive as a variable of exclusion.

Four, another premise of investment needs of adult learning programmes is to secure the environment, ensure peaceful and inclusive societies for social justice, and global partnership as necessity for sustainable social well-being. Recall that ignorance orchestrated by illiteracy is basic a predictor of retardation and arrested development in any society. To address such deficit, we must ensure sustained access to lifelong education and continuing education through massive investment in the programmes schematized in the cycle of adult and non-formal education (Oghenekohwo, 2019). It is obvious that investment needs of adult education is geared at attaining sustainable social well-being, yet funding it's investment portfolios of personnel, materials, infrastructure, equipment, utility, research and development and other immeasurable items demand that appropriate funding sources be identified. What are the funding sources of investment needs of adult education?

## **Funding Investment Needs of Adult Education**

There are many sources from which investment needs of adult and non-formal education programmes could be funded. Basically, the sources from my researches are classified as follow:

I. *Public authority*: This includes public budgetary allocation and releases for all programmes in continuing professional development, on the job and other related learning activities that are aimed at reducing illiteracy, enhancing skills acquisition and sustaining empowerment for poverty reduction. Public funding includes contributions from the decentralized public authority structures of federal, state, and local authorities with specific percentage of budgetary allocation to adult education.

ii. *Employers of Labour*: Most of the working class are adults who need training, retraining, lifelong and continuing professional development programmes. These adults are trained by their employers through funds budgeted for staff professional development programmes. This of course enhances skill upgrade, innovation, creativity, wastage reduction and flexibility in operational efficiency of workers. Employers fund workers education programmes for the purpose of increasing productivity.

iii. *Individual funding*: Through the payment of participatory or course fees, individuals enroll in adult education programmes for the purpose of remediating skills deficiency or mitigating the effects of poverty, hunger, ensuring the sustenance of stable health, and maintaining healthy lifestyle. Hence, individuals provide the required funding for lifelong education as requisite for acquiring life skills and competences.

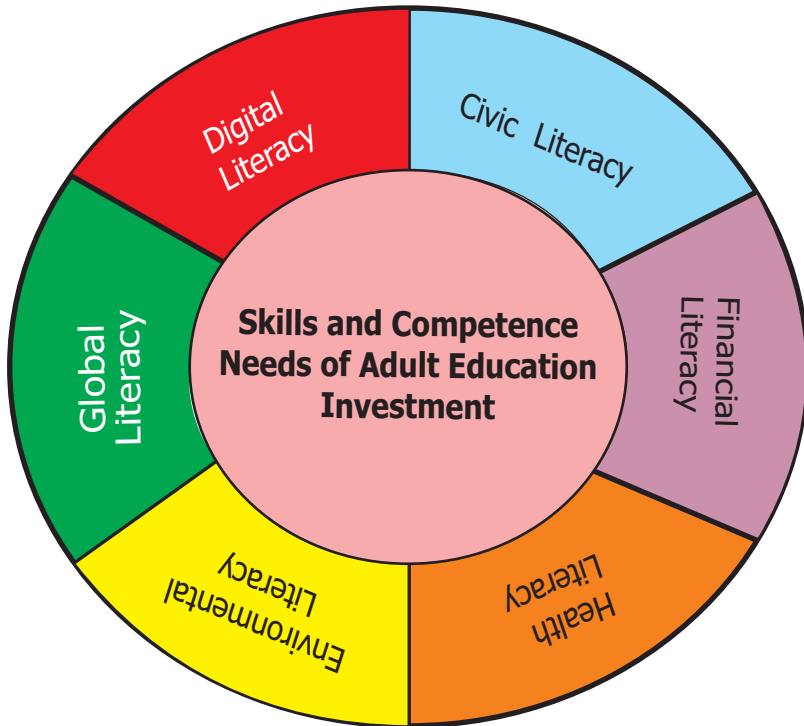
iv. *Voluntary organizations*: Many non-governmental organizations engage in the finance of out-of-school, girl-child-education, and nomadic education in many areas that have come under severe natural or non-made disasters. The interventions from international partners such as United Nations International Children Emergency Fund (UNICEF), United Nations Education, Scientific and Cultural Organisations (UNESCO), International Labour Organisation (ILO), United States Agency for International Development (USAID), British Council, Canadian International Development Agency (CIDA) and other international and multi-national corporations address humanitarian needs through non-formal educational investment for the reduction of poverty and thus, enabling many young adults to benefit from funds provided for different forms of skills acquisition programmes (Thematic Working Group, 2013).

v. *Faith- Based Organisations*: Adult education programmes are also promoted through investment by faith-based organizations. Many faith based organizations use their education and training programmes to provide empowerment, learning opportunities and engagement to large numbers of their followers at no cost. Besides, faith-based organizations also provide capacity building/skills acquisition programmes to empower their followers at no direct cost to the beneficiaries (Nabofa, Oghenekohwo and Ogbari, 2015). Such investment portfolios as provided by faith based organizations assist to mitigate poverty, socio-economic injustices address deficits occasioned by inequality, enhance the provision of utilities and sanitation, all of which are synergic to sustainable well-being for all adults.

### **Components of Investment Needs of Adult Education**

Financial limitations may constitute strong barriers to the participation of adults in adult education and training. This is essentially right in the case of citizens on low-income, those socially and economically excluded from the labour market as a result of many exclusionary indexes and those who are vulnerable to such exclusionary predictors. Funding the investment needs could be broad based with multi-agencies collaboration.

Mr. Vice-Chancellor, Sir, funding for skills competence for adults must be targeted at a wider range of global knowledge related issues as schematized in figure 3 below.



**Figure 3: Six Skills Competence Needs of Adult Education Investment**  
Source: Tawari and Oghenekohwo (2019)



These are elucidated below.

- i. *Civic Literacy*: Investment on civic literacy is for adults to be able to articulate, appreciate and participate in civic decision-making. Civic literacy facilitates lifelong learning for civic engagement and social capital development.
- ii. *Global Awareness*: Funding of this component is for adults to be able to think globally and act locally by exhibiting lifestyles in any environment that are open and of mutual respect, justice and equity.
- iii. *Financial Literacy*: Investment for adult education takes into account specific skills that adults need in order to take relevant and appropriate financial and economic decisions. Globally, there are considerable deficiencies in financial literacy among adults and developing areas are the worst off. This calls for interventions through thorough investment in financial literacy.
- iv. *Health Literacy*: The focus is basic on health knowledge for adults to obtain and appropriate high quality information on how to live well and healthy and take health care related decisions. These include the know-how or ways to access health information and services, and skill application on preventive health situations (Safer & Keenan 2005). As reported in Pacific Research Centre (2010), deficits health literacy skills could lead in

complexities in getting health care, through instructions from physicians.

- v. *Environmental Literacy*: Investment on environmental literacy among adults is to assist adults understand the pattern of adaptation to environmental challenges and related issues. Environmental literacy, according to Orr (1992) and Schneider (1997) is about practices, activities, and responses grounded in environmental observation, conservation, protection and re-newness.
- vi. *Digital Literacy*: The cyber network user interaction of the internet and the interface of voice and video, through digital platforms that have additional benefits to the application of visual imagery. Advances in smart phones, digital cameras, graphic assemblage information items, streaming video, and common imagery standards. Excellent visual skills needed to identify, distinguish, interpret patterns and communicate information by imagery application for which adults are inclined.

### **Justifications for Investment Needs of Adult Education**

Investment needs of adult education provide prospects of greater income and better employability of human resources, attainment of a higher social-well-being, healthy adult population, a greater civic participation and citizen's

engagement. Investment needs of adult education bear direct influence on greater capacity for creativity, innovation and competitiveness through openness of ideas and critical thinking. In a nutshell, investment needs in adult education are underlined by the demand for inclusive development, which encapsulates the 17-point sustainable development goals (SDGs).

Expectedly, Mr. Vice-Chancellor, Sir, 21st century is challenged by the growing demand for advancement in knowledge and the human resource development component is essentially the most to be advanced and sustained. Nigeria needs to invest in adult education, with particular focus on skills driven or technology oriented literacy in areas of information and communications technology (ICT). Also, Hills (2009) argued that a commitment to invest on attaining the 21st century skills will enable adult educators to:

- (a) facilitate and attain quality service delivery;
- (b) gain performance and efficiency based modes of adult instruction and learning;
- (c) ascertain that every adult learner on-the-job or off-the-job is work prepared; and
- (d) be better adaptive to the dynamics of change (p.16).

In my research, I have established that investment needs of adult education addresses

(a) *Leadership and responsibility*: Skills on leadership, accountability and responsibility include those acquired “know-hows” of the adults to lead, model the way, inspired a system with the interest of shared vision, challenge the process and encourage the heart (Knootz & Posner 2002). This is inevitable in the business of investment needs of adult education for sustainable well-being. Cognisance must be taken of the greater good of the majority of the people by leaders.

(b) *Transparency and accountability*: Adult skills that situate in this context are openness, managing time, working ethically, synergizing and cooperating with colleagues, particularly on issues of resources generation and utilisation.

(c) *Social and Cultural skills*: These skills are essential predictors of life skills that every adults need to navigate a sustainable future. These are major skills for the development of partnership across diversity of interests for sustainable development.

Other justifiable skills for investment needs of adult education are those of media literacy and information communication technology which enable adults to:

- (i) establish the extent of information needed for sustainable development;
- (ii) obtain the required information items correctly without ambiguity in effective and efficient process;;

- (iii) critically evaluating information and communication sources;
- (iv) incorporation of selected news components into one's understanding;
- (v) apply information items to achieve specific purpose; and
- (vi) articulate all the variables impinging on the deployment of information, then obtain and apply information resourcefully, ethically and legally.

Besides, the attainment of the SDGs by 2030 as envisaged by the United Nations (2015) for developing and under-developed economies is a challenge for all stakeholders to invest in the cycle of adult and non-formal education (Oghenekohwo, 2017). The challenge can be adequately tackled only with determined public policy action on adult and non-formal education investment. Developing economies must invest massively in out-of-school, continuing and lifelong education programmes that are skills and competence based for the adult population. This is fundamental to reducing the skill deficits occasioned by the formal system of education and to accelerate self-employment and encourage innovation and creativity among the adult workforce in developing economies.

<b>Personal Impact</b>	<b>Response Factors</b>
Monetary	. Higher income
Employability	. skills acquisition & utilization
Well-being	. general well-being
	. self-confidence
Social capital	. physical & mental health
	. civic commitment
<b>Economic Impact</b>	
Creative & Innovation capacity	. advancement of workers' skills, technical - know-how and cooperatives
	. participation in active learning
<b>Comparative advantage</b>	. productivity & efficiency
	. adaptation, flexibility and innovations
	. propensity (motivation)
<b>Societal Impact</b>	
. Sustainable development	. health, environment; security and safety
. corporate existence	. social cohesion, tolerance,
. social responsibility	. good governance'
	. democracy

**Source:** (OECD, 2015; Economic Intelligent Unit, 2016; Elsborg & Pendersen, 2016).

Besides, Ayinde (2009) had reported that evidences from stakeholder's participation in financing adult education show that the benefits derivable are enormous. According to the scholar, adult education increases capacity for productivity, labour efficiency and well-being of beneficiaries.

Mr. Vice-Chancellor, Sir, arising from these evidences, I have established a mathematical function to validate the view that investment needs of adult education is not only a derived demand or about just enabling adults to learn “*something about everything*”, but, it is also for the achievement of sustainable social-well-being (SSWB) of adults in any society.

Mr. Vice-chancellor, Sir, Sustainable Social-Well-Being (SSWB) is then amplified as eco-mathematical function presented as:

$$\text{SSWB} = f(E_1, E_2, E_3, SD, F, \& SI)$$

Where:

$f$ = Function

$E_1$  = Efficiency

$E_2$  = Employability/employment

$E_3$  = Equity

$SD$  = Social Demand Satisfaction/social valuation

$F$  = Flexibility

$S$  = Sets of other immeasurable items (Adedeji, 1998:

Akintayo & Oghenekohwo, 2004; Oghenekohwo, 2006, 2010).

The sustenance of the social-well-being of adults in a society is a reflection and evidence of adults' efficiency, employability, equity, flexibility, attainment of social demand satisfaction and aggregates of other sets of immeasurable items and agreements over space and time.

Mr. Vice-Chancellor, Sir, the policy options in the attainment of SSWB are evident in the following:

- investment in adult education for human development;
- ensuring food security, reduce poverty and sustaining quality health;

- create growth, employment opportunities and incentives;
- empowering rural people; and
- protecting the environment.

However, as established through my research activities, adults in every society, tangentially attain *SSWB* because, many adults are excluded and so, Mr. Vice-Chancellor, Sir, permit me to now advance to this distinguished academic audience what I have done in the andragogy of the excluded as a response to the investment needs of adult education.

### **Andragogy in Adult Education Research and Development**

It was noted in Zmeyor (1998) that the andragogical framework, propagated mostly by Malcolm Knowles, is an acknowledged response to the investment needs of adult education. In 1833, as it was reported, Alexander Kapp, a German adult educator coined the word andragogy (Howard, 1983). Conversely, the term did not gain prominence until Edward C. Lindeman escalated it in 1926 (Gessner, 1956 cited in Ozuah, 2005). Knowles (1980; 2000) then defined andragogy as “the art and science of helping adults to learn, in contrast to pedagogy as the art and science of teaching children” (p.43).

Mr. Vice-Chancellor Sir, it may be recalled that in 1972, a Brazilian adult educator published a master piece, titled:



*Pedagogy of the Oppressed* (Paulo-Freire, 1972), which demystified the banking knowledge in education. Today and right here, a Nigerian Professor of Managerial Economics of adult education, of the Niger Delta University, now advances knowledge on the *Andragogy of the Excluded* in the context of investment needs of adult education.

Andragogy, pronounced as *an-druh-goh-jee*, or *-goj-ee* depicts the process of helping adults to learn. The term emanates from Greek word *andr*, meaning man, and *agogus*, meaning leader. As *pedagogy* refers to the teaching of children, and the teacher regarded as the main focus, *andragogy* distants its frame from the teacher to the learner (adults). Adult learn most when the attention is on them and they have autonomy over the contents and contexts of learning.

The pioneer proponent of the concept of *andragogy* Alexander Kapp in 1833, in his book titled "*Platon's Erziehungslehre* (Plato's Educational Ideas), the concept used was andragogik, which initially did not bring to the fore the contentual and contextual elements of the term. However, Malcolm Knowles popularized the term in the 1970s. In a critical review of his over two hundred (200) articles and books on andragogy, Merriam, Caffarella and Baumgartner (2007), Forest and Peterson (2006), Akintayo and Oghenekohwo (2004) validated the perspectives of Knowles' (1984) assumptions on andragogy.

These assumptions have been schematized in figure 4 below:



**Figure 4: Elements/Components and Assumptions on Andragogy**

**Source:** <https://sites.google.com/pedagogyanddragogia2016/pedagogy-and-andragogy>

#### Assumptions

Self-concept:

Experience:

Readiness to Learn:

Orientation to Learning:

Internal Motivation:

Need to Know:

#### Realities

Adult learners are self-directed, autonomous and independent.

Repository of an adult's experience is a rich resource for learning.

Learning is usually drawn from past experiences

Adults tend to be ready to learn what they perceive they need to know.

Learning is for immediate applications rather than for future uses.

Learning orientation is problem-centered; task-oriented and life-focused.

Adults are mostly informally motivated to learning than externally driven.

Adults need to know the value of learning and why they need to learn

Andragogy has become widely accepted among adult educators, facilitators and academics in many countries, and its research base has been expanding (Savicevic, 1991). The andragogical approach has been adopted in multiple disciplines like education, medical sciences, law, and humanities ((Bolton, 2006; Bedi, 2004; Birzer, 2004; Forrest & Peterson, 2006). Knowles (1984) wrote that he believed andragogy produces the following outcomes among adult learners:

- knowing oneself;
- development of orientation of appreciation, recognition, love, and courtesy toward others;
- achievement of flexible behaviour and attitude toward life and using experiences of chances to seek for new knowledge;
- reacting to the issues, not the signs of behaviour as answers to questions lie in their causes, not their symptoms;
- acquisition of personal potentials to advance individual personalities being able to contribute to community of interest and has a mandate to develop his own personal talents;
- access important benefits in the social capital of personal experience; and
- appreciate one's society with the capacity to influence social change

Mr. Vice-Chancellor Sir, in a civil society, people collectively take decisions that affect the entire civil order. It becomes inevitable that professionals, students, industry workers, farmers, business owners, politicians, artisans among others know something about government and governance, welfare, economics and businesses, international affairs, security, basic life skills and other aspects of the civil systems to be able to take part in them intelligently without any form of exclusion based on

any institutionally precipitating inequalities. This is why adult education must be accepted as a well established academic field of study whereby adults learn something about everything for sustainable social well-being.

### **Andragogy of the Excluded**

Mr. Vice-chancellor, Sir, an overview of the disparities in human development in the 21<sup>st</sup> century justifies my testament on the andragogy of the excluded. The 2018-2019 Human Development Report (HDR) caption as beyond income, beyond averages, beyond today: inequalities in human development in the 21<sup>st</sup> century (UNDP, 2019) provides five premises on which exclusion is perpetuated based on inequalities, and such can be escalated by the variants of exclusion. These are stated below:

- One, while some persons are moving above thresholds of attainments in human advancement, pervasive disaggregation subsists;
- Two, a new era of acute inequalities in human advance is emerging, even if there are greater issues of unsettled disaggregation of the 20<sup>th</sup> century that are reducing;
- Three, inequalities in human advancement can progress through life, frequently escalated by entrenched power inequalities;
- Four, interrogating inequalities in human advancement requires dramatic metrics.

- Five, balancing inequalities in human advancement in the 21<sup>st</sup> century is possible – if we act now, before maladjustment in economic advantages translate into entrenched political subjugation and isolation.

These five bases on the HDR correlate with the nature of exclusion which can only be addressed through investment needs of adult education in the andragogy of the excluded.

Therefore, Mr. Vice-chancellor, Sir, Oghenekohwo and Frank-Oputu, (2017) established that exclusion of any social dimension refers to process whereby persons or whole group entire are systemically deprived or alienated from privilege, benefits and resources (e.g. employment, appointment, promotion, civic or democratic involvement and due process) which are usually avail to members of a social order and are regarded as critical to systems social cohesion.

In a generic realm, exclusion becomes a complex or difficult process of systemic social disaggregation, depriving segments of persons (adults) from universal engagement contracts and restricting them from full engagement in the usual regularly assigned activities of the social order in which they live and function. Many adults in our economic, social and political systems today are disadvantage and entrenched in inequalities which extend beyond incomes, averages, capacities and the

present. Such inequalities are projectiles of social ruptures, which detach them from all forms of socio-economic relations. So, inequalities exacerbate exclusion, which generates disadvantages mostly in employment among inactive persons, disable, immigrants, low-skilled people, people from low-urban areas among others

These clusters can be capacitated through lifelong learning of andragogical contents. The excluded adults often show deficits associated with competences that determine efficient engagement in socio-economic and professional life. Andragogy of the excluded is therefore a process of reversal of all forms of exclusion which precipitate inequalities in all social settings and negates social order.

Mr. Vice- chancellor, Sir, exclusion from studies has been classified into three dimensions that are predicated on the perpetuation of inequalities, which is beyond space and time. The dimensions are as follow:

- first it is aggregation of institutional prejudice, expressed as a major set of culture, orientation, doctrines, bureaucracies and systems' protocols ("rules of the game") that runs methodologically and persistently to the advantages of certain persons and collectives at the disadvantage of others.

- second is that of *social restrictions*, in which social associates function to maximize benefits by advancing privileges to endowments, resources, positions and privileges to a few circle of associates.
- third, is that of *offensive practices* which depicts the boundary between policies and their execution, that occur in all institutional domains (Fraser; 1989; Gore, 1983; Kabeer, 2000)

Exclusion therefore generates inequalities in social, economic, political, cultural, environmental and other types of risks that contend with the existence of and interactions among individual adults, communities, organizations, states and transnational actors in human and social capital development respectively.

My interest in Professorial Chair in Managerial Economics of Adult Education is sustained and amplified on the basis that adult education is a discipline catalyst to human capital development. Challenges of the 21<sup>st</sup> century and beyond such as market competition and demand for efficiency can only be addressed by adults who have more degrees beyond just what colleges and universities will have produced. So, where will these degree holders come from? Certainly, from adult education programmes!

Mr. Vice Chancellor, Sir, we need adults who are experienced and increasingly resourceful in learning in a lifelong setting. We need adults whose promptness to learn, become oriented to the individual tasks of social roles. We need adults whose perspectives on changes are based on knowledge for immediacy of application, with an orientation on learning paradigms shifting from concept centredness to tasks-solving perspectives. We need adults who are self-motivated toward knowing the values of learning and why they need to learn. We need adults that are self-directed human beings in the 21<sup>st</sup> century and beyond. When we produce these classes of adults, then inequalities are mitigated through the andragogy of the excluded, which is beyond income, beyond averages and beyond capacities and their education and training requires some measures of managerial efficiency.

### **Measures of Managerial Efficiency in Investment Needs of Adult Education**

Mr. Vice Chancellor, Sir, I must say that for us to secure the sustainability of investment needs of adult education, I have established some measures which are the expression of significance of management (Fatta, 2003; Robbin and David, 2001) in the andragogy of the excluded. Inclusive of these measures are:



- Goals attainment as a response to equalisation of investment needs with outcomes in the andragogy of the excluded;
- Environmental adaptation which demands that scarce resources for adult education investment are made contingent on the dynamics and complexities of environmental forces requiring managerial efficiency.
- Acquisition and utilization of scarce resources for investment portfolios in adult education programmes to escalate andragogy of the excluded;
- Orientation to problem-solving by evaluating various alternatives and adopting appropriate course of actions; and
- Ensuring performance control and social responsibility.

Arising from these measures of managerial efficiency, I have noted certain emergent structural causes of performance problems and perhaps efficiency deficits in the investment needs of adult education in the andragogy of the excluded. These are

- i. Globalisation which depicts thinking globally and acting appropriately
- ii. Technology in terms of application of softwares and hardwares in adult learning
- iii. Quality assurance by sustaining quality in the investment needs and provision of andragogical

- programmes for learners across space and time
- iv. Social responsibility to and among all stakeholders in the investment portfolios
  - v. Empowering human resources in adult education delivery
  - vi. Cultural sensitivity in the provision and delivery of andragogical contents for the adults.

### **My Contributions to Knowledge in Academic, Research and Development Services**

For over ten years, I devoted my research efforts to show practical evidences in managerial economics of adult education, with emphasis on investments in adult education and efficiency in resource generation and utilization in the setting of andragogy of the excluded.

In a study on global perspectives on the economics of distance education, Abu, Ojokheta and Oghenekohwo (2004) established that there is a comparative economic advantage among adults at the physical distance who had access to adult and non-formal education for their vocational capacities. The study showed that, distance learners have better knowledge and skills application in their occupation as a result of access to literacy and vocational adult education programmes.

Akintayo and Oghenekohwo (2006) established that funding of adult and non-formal education programmes in Nigeria is poor, and hence, limited Education for All (EFA) and the Millennium Development Goals (MDGs) by the 2015 expectations. As a result of the deficit in resource allocation to adult education programmes in Nigeria and many other less developed economies, they could not meet the EFA goals by 2000 nor the MDGs by 2015.

Iyumade and Oghenekohwo (2008) investigation established among other things, that: investment in non-formal education would bridge the existing gap in access and social justice, thereby reducing to the minimum scale, inequalities and social exclusion. It was concluded that in order to ensure social justice, access must be created through andragogical investment.

Oghenekohwo (2012) carried out a study on the economics of scale of utilizing e-learning in distance education delivered in developing countries. The study showed that it is most cost effective to reach distance learners through e-learning as alternative to direct contact of the conventional mode of learning.

Oghenekohwo and Berezi (2015) examined the economics of infrastructural development on sustainable development in

developing countries. The investigation underscored the need to increase investment in both soft and hardware infrastructure for economic returns to the development of critical sector of the economy including adult education. In a related development, Adeleye and Oghenekohwo (2015) established the various components of budgeting and investment decision-making process in formal adult education at the higher level of andragogy.

In a collaborative and multi-disciplinary Niger Delta University Senate approved Tetfund sponsored research, Nabofa, Oghenekohwo and Ogbari (2015) investigated efficiency of economic empowerment programmes of Christian Religious Organisations in Bayelsa State. The study revealed that through non-formal education, income support loans, employment, education sponsorship and cooperative efforts, many excluded persons in the communities benefited tremendously from the economic empowerment programmes of Christian religious organisations in Bayelsa State. The roles of the Christian religious organizations were found to have had positive economic returns to the social-well-being of their members in Bayelsa State.

Oghenekohwo (2016) examined inclusive community development values (social capital, civic engagement, citizens

participation, trust, leadership, etc) and dynamics of social exclusion on sustainable development goals (SDGs) in rural Nigeria. The findings underscored the importance of cultivating inclusiveness in community development values in order to bridge the gap of exclusion.

In the same vein, Oghenekohwo and Frank-Oputu (2016) investigated systems framework of exclusionary index of corruption in academic environments. The study revealed that exclusion correlates with inequalities and concomitant impact of corruption in weakening the academic capacities of the respondents in the taught environment.

Furthermore, Oghenekohwo and Adeleye (2017) examined private sector's finance innovations in Nigerian Universities. The study highlighted components, sources, and limitations of finance innovations by the private sector in Nigerian universities. The findings were very instructive in the andragogy of the excluded.

Again, Oghenekohwo and Berezi (2017) study showed that indicators of rural development in Nigeria are positively correlated with deficits in public policy instruments of national planning, development plans, and the extant rural development programmes which are grossly limited by funding.

Mr. Vice-Chancellor, Sir, in sustaining my focus on managerial economics of adult education for knowledge economy, Oghenekohwo (2015) provided a thematic template on literacy for inclusive knowledge economy. These contributions underscore investment needs of adult (literacy) education in the andragogy of the excluded. This is because, every knowledge-based economy depends on literacy as key to mitigating all form of exclusions and this can only be achieved through the andragogy of the excluded. Interestingly, Oghenekohwo (2005) had also investigated the economic returns of non-formal education investment and the budgetary dilemma for sustainable development.

In a submission in the *Festschrift on Human and Social Development Investments*, Oghenekohwo (2020) re-affirmed investment in adult education as derived demand for sustainable development in Nigeria. In another *Festschrift on Education Re-engineering in the New Normal World*, Oghenekohwo (2021) maintained in scholarship that re-inventing adult education praxis in Nigeria is basic to the achievement of a new world order driven by andragogy in learning.

Mr. Vice-Chancellor, Sir, these few citations of my works in the discipline of adult education do not only justify my focus, but also lay credence to the fact that, adult education is not only a practice in which adults engage in systematic and sustained self-

educating (self-directed) learning activities, in order to gain new forms of knowledge, skills, attitudes or values (Natucho *et al*, 2005), but it is now accepted as a field of *academic study where adults learn something about everything for sustainable social well-being*. Consequently, it is all about the andragogy of the excluded for which its investment needs in adult education is a derived demand.

## **Conclusion**

Andragogy is applicable in different contexts. The andragogical framework has attended the teaching philosophy of adult education globally. Given that the current educational needs, with the pedagogical approach is deficient and less effective in giving capacities to adult learners, as they need more than passive transfer of knowledge, they need to be engaged actively in the learning process to construct their own knowledge, to make sense of their learning, and to apply what is they learned. Educators as well as the educational systems world-wide should provide all learners, with the opportunities to be actively engaged for learner-centred educational experiences. That becomes the cannon of the andragoggy of the excluded for empowerment, engagement, experience and evidenced based learning outcomes.

Therefore, it would be in the best interest of the adult learners if educators were to de-emphasize the traditional teacher-centred assumptions and consider adopting and applying the andragogical assumptions and principles that are learner-centred approaches and constructivist approaches in all adult learning setting. The use of these strategies create a more engaging and practical learning environment, which shall lead to creativity, innovativeness and, ultimately competent adults prepared to compete in the 21<sup>st</sup> century workforce without being



excluded.

Mr. Vice Chancellor Sir, arising from a Biblical submission, may I now say, and I quote: “I returned, and saw under the sun, that the race is not to the swift, nor the battle to the strong, neither yet bread to the wise, nor yet riches to men of understanding, nor yet favour to men of skill; but time and chance happeneth to them all” (Eccl: 9:11). Today is my time and chance, and it is happening in Niger Delta University to the Glory of God.

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**41<sup>ST</sup> NDU INAUGURAL LECTURER**



**Jonathan Egbe Oghenekohwo**

B.Ed (Hons); M.Ed: PhD (Ibadan)

**Professor of Managerial Economics of Adult Education**

Faculty of Education, Niger Delta University

Wilberforce Island, Bayelsa State, Nigeria.

## **BIODATA OF PROFESSOR JONATHAN EGBE OGHENEKOHWO**

**Jonathan Egbe Oghenekohwo** was born 12<sup>th</sup> July, 1971 into the family of Chief Egbe Oghenekohwo and Mrs. Mary Oghenekohwo of Kokori Inland, Delta State. He pioneered his formal education at the Local Authority Primary School (LAPS), Farm Settlements, Onisere, Idanre Ondo State. He thereafter attended Onisere Community High School, Ofosu-Idanre. He passed West African General Certificate of Education Examination in 1986 and 1987 having sat for the examination twice. He proceeded to the University of Ibadan, Ibadan from 1993-1998 for his Bachelor of Education (B.Ed) Hons Degree in Adult Education with specialization in Geography. He returned to the same University of Ibadan, Ibadan after the mandatory one year National Youth Service for his Master of Education (M.Ed) degree between 1999-2002 and Doctor of Philosophy (Ph.D) degree between 2002-2006 with specialization in Economics of Adult Education.

**Professor Jonathan Oghenekohwo** was recruited as Teaching Assistant in the Department of Adult Education, University of Ibadan between 2003-2007 under the grantship of the Postgraduate School, University of Ibadan, Ibadan, Nigeria. Oghenekohwo joined the academic staff in the Department of Educational Foundations, Niger Delta University on 30<sup>th</sup>

September, 2008, as Lecturer I. His appointment was confirmed 1<sup>st</sup> October, 2010 and was promoted as Senior Lecturer on 1<sup>st</sup> October, 2011, and straight to Professor of Managerial Economics of Adult Education, on 1<sup>st</sup> October, 2018 . Oghenekohwo is an academic flyer.

As an academic, he has carried out many significant research studies individually and collaboratively with colleagues in and outside the Department of Educational Foundations for the advancement of knowledge and development of humanity.

**Professor Oghenekohwo** has served the Niger Delta University in different capacities. He was appointed pioneer Ag. Head, Department of Teacher Education (Formerly Curriculum and Instruction) between 2011-2014 a Department now unbundled into three separate Departments namely: Arts Education, Science Education and Social Sciences Education respectively.

**Professor Oghenekohwo** served as Faculty of Education Examination Officer (2008-2010). He was senate Representative in the Students' Welfare Committee (2012-2014), Member, University Sports Committee (2012-2014); Co-ordinator, Faculty of Education Consultancy Unit (2015-2018), Secretary, Institute of Education Planning Committee; and Chairman, Department of Educational Foundations Committee on Restructuring, and Unbundling of Academic Programmes (2018).

**Professor Oghenekohwo** has published over hundred (100) journal articles; chapters in book, books, conference proceedings, and presently, supervising Masters and Ph.D research work in the Department of Educational Foundations. He was a two time recipient of the Niger Delta University Senate/Tetfund sponsored multi-disciplinary research grants in 2015 and 2018 respectively. These researches, have assisted in internal generation of funds to the Niger Delta University.

**Professor Oghenekohwo** is a member of the Nigeria National Council for Adult Education (NNCAE), a registered teacher with the Teacher Registration Council of Nigeria (TRCN), a member of Association of Adult Education Researchers (AAER), member, Board of Trustee; Association for Sustainable Development and Community Integration of Nigeria (ASDCIN), Trustee, Faculty Development Centre (FDC), and Editor-in-chief, Nigerian Community Development Journal (NCDJ), among others.

**Professor Oghenekohwo** has attended many academic, research and development conferences within and outside the country. He was a Lead discussant at International Conference on New Horizon in Education, Rome, Italy 2013; African Research Council on Sustainable Development, Kaduna 2014;

Third European Conference on Education, Brighton, United Kingdom, 2015; and London International Conference on Education, University of Cambridge, UK, 2017

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**Professor Oghenekohwo** has actively engaged his community in various capacities. He is adviser to the Youth Wing of the Urhobo Progress Union, Adviser to Baptist Students Fellowship of the Yenagoa Baptist Conference; Patron and Chapter owner of the Royal Ambassador, Bayelsa Baptist Conference, Nigerian Baptist Convention and President, Men Missionary Union. (MMU) Grace Baptist Church, of the Bayelsa Baptist Conference (2012-2017).

**Professor Oghenekohwo** has been recognized with many awards. These include: Merit Award of Excellence as Best male Lecturer in the Faculty of Education 2012; Certificate of Honour, International Standard and Research Publishing 2014; Letter of Appreciation of service by the Vice-chancellor, Niger Delta University, 2014; Letter of Commendation by the Vice-chancellor Niger Delta University for upholding Ethics of the University; Certificate of Commendation for Dedication to Leadership and Academic Excellence (2015) and the Faculty of Education Award for Leadership, Career Achievement, Representation and Service Delivery, 2019.

**Professor Oghenekohwo** was appointed Ag. Director, Niger Delta University Publishers Limited (NDUPL) in October, 2017 and by the time his Professional chair in Managerial Economics of Adult Education was confirmed by the Governing Council of the Niger Delta University in 2019, the Vice Chancellor, Professor Samuel, G. Eduomiekumo appointed him as the substantive Director, Niger Delta University Publishers Limited. He has been a standing member of the Senate of the Niger Delta University since 2018 till date.

**Professor Oghenekohwo** is married to Mrs. Patricia Oghenekohwo, a union of over 17 years; the marriage is blessed with children.

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