

**Learning from Cradle to Grave: Knowledge and Skills
Empowerment for Lifelong Employability and Productivity**

**An Inaugural Lecture Delivered at Oduduwa Hall,
Obafemi Awolowo University, Ile-Ife, Nigeria
On Tuesday, 27th January 2026**

By

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Inaugural Lecture Series 412

Protocol

The Vice-Chancellor, The Deputy Vice-Chancellor (Academic), The Deputy Vice-Chancellor (Administration), The Deputy Vice-Chancellor (Research, Innovation and Development), The Registrar, The Bursar, The Librarian, The Provosts of Colleges, and Deans of Faculties, Heads of Departments and Units, Directors of Institute and Programme, Royal Fathers and Chiefs Present, Distinguished Colleagues, Distinguished Guests, Great Ife Students, Gentlemen/Women of the Press, Ladies and Gentlemen.

Introduction

I stand before you today, the 27th of January 2026, to present this inaugural lecture with a grateful heart to God, the Almighty, who counts me worthy. This is the 412th inaugural lecture in the University, the 22nd in the Faculty of Education, and the 3rd (by the record available to me from the archive of inaugural lecture series) in the Department of Continuing Education (DCE), now the Department of Adult Education and Lifelong Learning (ALL), since the creation of the Department of Adult Education in 1967. Prof. A. Fajana, delivered 55th Inaugural Lecture on January 6th 1982. The last one before now was delivered by the retired Professor T. O. Fasokun on the 8th of February 2000 (139th Inaugural Lecture), that is 26 years ago! This is the 1st inaugural lecture in the history of the new Department of Adult Education and Lifelong Learning. I thank God again for this unique opportunity, 26 years after the last one in the department.

My Journey into the Profession of Adult Education and Lifelong Learning

My journey into the field of Adult Education and Lifelong Learning began with my B.A.Ed. in English Language from the DCE. As an undergraduate, I started teaching students preparing for the Senior Secondary School Examinations (SSCE) and Unified Tertiary Matriculation Examinations (UTME) on a part-time basis at various Continuing Education Centers in Ile-Ife. Drawing on my training and experience, I established my own continuing education center, The

Jonath TopRank Tutors Continuing Education Centre, in 1995 after completing my National Youth Service. While doing this, I applied for my Master's Degree in Adult Education and subsequently pursued my Ph.D. in the same field, both of which I obtained from this esteemed institution. During my Doctoral Programme, in 2007, the Implementation Committee for the establishment of Osun State University (UNIOSUN) advertised job vacancies at the newly established university. I underwent a rigorous and highly competitive selection process for a position at UNIOSUN. Among the numerous applicants, I was one of the 37 shortlisted in Category A, which was for those already pursuing their Ph.D. programmes at the time. After the first test exercise, four participants who scored 45% and above were selected for the next round of testing and screening. To my surprise, by God's grace, I emerged as the "last man standing" in Category A after the second test. All glory goes to God. (See Table 1). Consequently, I was privileged to be one of the state's indigenes awarded the Special Doctoral Training Fellowship. I worked as an academic staff member at UNIOSUN from 2007 to June 30, 2014. Following another highly competitive job interview, I was employed by Obafemi Awolowo University (OAU) and assumed duty on July 1, 2014, specifically in the Department of Adult Education and Lifelong Learning as Lecturer 1. By God's grace, I rose through the ranks to become a professor in 2023.

Adult, Adult Education, Continuing Education, and Lifelong Learning: Multi-faceted Concepts

Who is an Adult?

In adult education, age is not the only criterion for defining adulthood. Chronologically and legally, an adult is someone aged 18 or older. The Constitution of the Federal Republic of Nigeria, 1999, Chapter III, No. 29 (4) (as amended), specifies that "Full age" means the age of 18 years and above." Biologically, many cultures view puberty as the threshold of adulthood. Physical attributes like height and stature also contribute to defining adulthood. Mental or psychological maturity,

Table 1: Results of Selection Test for Special Doctoral Training Programme, 25-05-2007

OSUN STATE UNIVERSITY, OSOGBO, NIGERIA
RESULTS OF SELECTION TEST FOR SPECIAL DOCTORAL TRAINING PROGRAMME

CATEGORY: A

S/No	REG. NO.	NAME OF CANDIDATE (Surname 1 st)	DISCIPLINE	LGA OF ORIGIN	SENATORIAL DISTRICT	SCORE
Senatorial District: OSUN CENTRAL						
1	010000001	OGUNWALE, AHMED OLAWUMI	GEOGRAPHY	BORRIPE	OSUN CENTRAL	45
2	010000045	[REDACTED]	ACCOUNTING	BORRIPE	OSUN CENTRAL	41
3	010000048	[REDACTED]	MEDICINE VIROLOGY	OLORUNDA	OSUN CENTRAL	40
4	010000011	[REDACTED]	AGRIC ENGINEERING	ODO OTIN	OSUN CENTRAL	39
5	010000021	[REDACTED]	ADULT EDU	BORRIPE	OSUN CENTRAL	36
6	010000022	[REDACTED]	EDUCATION EVALUATION	BOLUWADURO	OSUN CENTRAL	35
7	010000039	[REDACTED]	PHYSICAL & HEALTH EDU.	OSOGBO	OSUN CENTRAL	31
8	010000007	[REDACTED]	MICROBIOLOGY	IFEDAYO	OSUN CENTRAL	27
9	010000044	[REDACTED]	AGRIC ECONOMICS	ODO OTIN	OSUN CENTRAL	26
10	010000034	[REDACTED]	CIVIL ENGINEERING	IREPODUN	OSUN CENTRAL	23
Senatorial District: OSUN EAST						
11	010000029	ADELOWO, ADEWUMI ADEBISI	BIOCHEMISTRY	IFE CENTRAL	OSUN EAST	52
12	010000018	[REDACTED]	SOCIOLOGY	ILESA EAST	OSUN EAST	38
13	010000006	[REDACTED]	FOOD TECHNOLOGY	IFE CENTRAL	OSUN EAST	38
14	010000028	[REDACTED]	AGRIC ECONOMICS	IFE CENTRAL	OSUN EAST	33
15	010000043	[REDACTED]	BIOLOGY PHYSICAL EDU.	IFE EAST	OSUN EAST	33
16	010000052	[REDACTED]	AGRIC	IFE EAST AREA	OSUN EAST	32
17	010000030	[REDACTED]	BUSINESS ADMIN.	IFE EAST	OSUN EAST	29
18	010000040	[REDACTED]	POL.PHILO &	IFE EAST	OSUN EAST	27
19	010000005	[REDACTED]	MEDICAL MICROBIOLOGY	ILESA EAST	OSUN EAST	25
20	010000027	[REDACTED]	CURRICULUM STUDIES	ILESA WEST	OSUN EAST	24
21	010000024	[REDACTED]	ZOOLOGY	ILESA EAST	OSUN EAST	23
22	010000016	[REDACTED]	LANGUAGE ARTS	IFE CENTRAL	OSUN EAST	23
23	010000038	[REDACTED]	PHYSICAL & HEALTH	ORIADE	OSUN EAST	19
Senatorial District: OSUN WEST						
24	010000008	ADEBISI, TAJUDEEN ADEWUMI	ENGLISH EDUC. ADULT	AYEDAADE	OSUN WEST	51 **
25	010000049	OJEDIRAN, BAMIGBOYE OLUTOYIN	MICROBIOLOGY	EJIGBO	OSUN WEST	48
26	010000010	[REDACTED]	AGRIC ECONOMICS	EDE NORTH	OSUN WEST	44
27	010000047	[REDACTED]	AGRIC ECONOMICS	AYEDAADE	OSUN WEST	41
28	010000025	[REDACTED]	AGRIC EXTENSION	AYEDAADE	OSUN WEST	41
29	010000023	[REDACTED]	FOOD ENGR	EJIGBO	OSUN WEST	38
30	010000019	[REDACTED]	SPORTS ADMIN.	IWO	OSUN WEST	36
31	010000036	[REDACTED]	CURRICULUM STUDIES	OLAOLUWA	OSUN WEST	34
32	010000020	[REDACTED]	HEALTH EDUCATION	EJIGBO	OSUN WEST	31
33	010000041	[REDACTED]	ENGLISH COM. & LANG.ARTS	EJIGBO	OSUN WEST	31
34	010000014	[REDACTED]	AGRIC ECONOMICS	EDE NORTH	OSUN WEST	30
35	010000009	[REDACTED]	CHEMISTRY	EDE NORTH	OSUN WEST	29
36	010000033	[REDACTED]	AGRIC ECONS & EXT. AGRIC	EJIGBO	OSUN WEST	27
37	010000050	[REDACTED]	YORUBA LITERATURE	IREWOLE	OSUN WEST	22

Source: UniOsun Doctoral Programme applicants – MOE Exams Processing Computer Centre, Osogbo: 28-05-2007; 28-05-2007; 08:39:28

reflected in the performance of certain social roles, further explains what constitutes an adult (Knowles, 1980). An adult is someone who is no longer a child, having outgrown childishness; they are physically, mentally, psychologically, and socially mature, taking on the responsibilities, their society assigns (Fasokun et al., 2005; Adebisi, 2012). Marriage, regardless of age, also marks adulthood, as a married individual (husband/father; wife/mother) is considered an adult. According to the Nigerian Constitution, “Any woman who is married shall be deemed to be of full age” (the Constitution of the Federal Republic of Nigeria 1999, III No. 29 (4) b.) (as amended). What is good for the goose is good for the gander! If a married woman, regardless of her age (teenage wife/mother!), is legally recognized as an adult, then a married man (teenage husband/father!) should also be considered an adult, based on social responsibility, irrespective of age.

What is Adult Education?

Many people mistakenly believe that adult education is limited to literacy education, such as teaching older individuals to read, write, and perform basic arithmetic. While this is certainly a component of adult education, it encompasses much more. As Fasokun (2000) noted, equating literacy with adult education can obscure other significant needs and opportunities within the field. Fajana (1982) argued that adult education should not be perceived as merely education for those nearing the end of life. Understanding the definition of an adult is essential in defining adult education (Adebisi, 2012). Without prejudice to the numerous valuable definitions provided by scholars and esteemed national and international organizations, adult education can be simply described as education, courses, or training programmes designed for adults, (considering all categories of definitions of adult mentioned earlier), and focusing on their interests and self-expressed concerns, with the aim of addressing their immediate problems. Adult education serves as the primary means for adults in any society to continue their education to any desired level or

dimension. Adults have numerous unmet educational needs, both personal and societal, which drive them to pursue further (continuing) education. Addressing these needs involves acquiring new knowledge, skills, and attitudes to tackle life challenges (Adebisi, 2012; Adebisi, 2017b, Javed, 2017).

Therefore, adult education encompasses any set of instructions, organized educational activities, or forms of enlightenment or information provided to adults based on their social, economic, political, and cultural needs, enabling them to adapt to change and address challenges in technology, occupation, their lives, and society (Omolewa, 1981; Fasokun, 2000; Adesanya, 2006; Adebisi, 2012). Through adult education, individuals in roles such as parents, union leaders, politicians, or managers can immediately apply newly acquired knowledge (Fajana, 1982). Thus, adult education should be recognized as both an independent entity and a subdivision within a national policy for "Life-long education and learning," which must extend throughout life to provide all citizens with opportunities for full personal development and maximum contributions to the social and economic development of the country. Educational development cannot occur in isolation; it must be integrated into the overall development plan (Fajana, 1982).

In light of this, the Nigerian National Policy on Education (NPE), under Section 6, defines adult education as all forms of functional education provided to youths and adults outside the formal school system, including functional literacy, remedial, and vocational education (FRN, 2013). The world is a constantly changing phenomenon. Life is not static; it is ever-changing. New tools, rules, and expectations emerge more frequently than ever (Nabokina, 2025). Similarly, people grow in age and status. Adult education offers individuals the opportunity to acquire knowledge and skills that enable them to navigate the ever-emerging changes in life (Adebisi, 2013c; Adebisi, 2019; Adebisi & Santosa, 2022).

Interconnectedness of Adult Education and Lifelong Learning

Education has been widely defined as the process of acquiring knowledge and skills from cradle to grave (Adebisi, Akinsooto & Ajayi, 2022). Between the cradle and the grave is a period. Within this period, learning is continuous (Adebisi, Babalola, & Femi-Aderinto, 2021). Adult education is a major component of the education system that allows learning from cradle to grave. It provides an opportunity for people after the initial compulsory education to upgrade and update their knowledge and skills to cope with the emerging changes in every facet of life. Moreover, it provides avenues to remedy the shortcomings or gaps resulting from initial education. Through adult education, individuals seek opportunities to learn and acquire new and relevant knowledge and skills that will make them relevant and functional in various job areas. Hence, lifelong learning is an integral component of adult education.

Adult education is synonymous with continuing education and lifelong learning. Continuing education is a subset of lifelong learning that focuses primarily on professional and career development and immediate skill and knowledge acquisition to remain competitive in the job market. In contrast, lifelong learning makes education a phenomenon that spans from birth to death. It consists of all phases of learning, from preschool to post-retirement, and covers the entire spectrum of formal, non-formal, and informal learning. It means that learning as a process always occurs and, in all places, (Laal, 2011; Adebisi & Oyeleke, 2018; ILO, 2019a). Lifelong learning is considered not only as “lifelong” but also as “lifewide”, covering learning in institutions, families, communities, and workplaces. It is also considered “life-deep” because it recognizes the ongoing and active acquisition, development, deployment, and utilization of knowledge and skills over a lifetime (Belanger, 2016; Adebisi, 2016a).

For lifelong learners, education is never considered absolutely complete. Fasokun (2000) stated that what can be learnt at school is but an introduction to life. This means that the real core courses of life are learned in an as-you-go kind of learning. Just as children and adolescents have learning needs as part of their developmental needs, so do adults (Laal, Laal & Aliramei, 2014). Lifelong learning presupposes that there is always something new to learn, either for personal fulfillment or for professional and career development and advancement. It is incontrovertible that knowledge in every sphere is accumulating and changing so rapidly that learning must be a continuous activity (Fasokun, 2000; Adebisi, 2010a; ILO, 2019b). You may no longer be a student, but that does not mean that you must quit learning. Learning cannot and should not stop at graduation.

Thus, everyone remains a student of lifelong learning. It is certain that we cannot learn everything from one person, nor can we learn everything from one place, but we can surely learn something from everyone and from every place. Lifelong learning helps us acquire the knowledge and skills necessary to continue living. It is essential for individuals, organizations, and countries to stay relevant and competitive (Laal, 2013; Adebisi, 2016b).

Pillars of Lifelong Learning

Lifelong learning comprises four basic pillars as proposed by the World Commission on Culture and Development and endorsed by the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) to provide a comprehensive framework for the education system that meets the needs of a globalised world and one that develops knowledge, skills, social competence, and personal fulfillment. The pillars are: learning to know, learning to do, learning to live together, and learning to be (Delors et al. 1996; Laal, 2013; Flores, 2023; Owaduge, 2025).

1. **Learning to know (LTK):** This pillar centres on acquiring knowledge and developing the intellectual skills required for lifelong learning. It entails building concentration, memory, and critical thinking to understand the world and how to learn new things.
2. **Learning to do (LTD):** This involves turning knowledge into practical skills and abilities. LTD includes developing the competence to perform specific tasks, risk-taking, and adaptability in the workplace and in life.
3. **Learning to live together (LTLT):** This pillar centres on developing social skills, empathy, and appreciation for others. LTLT emphasizes understanding interdependence and building the capacity for peaceful coexistence and collaboration with diverse people.
4. **Learning to be (LTB):** LTB emphasizes holistic personal development and achieving one's full potential. It encourages the full development of one's personality, making it possible to think of oneself, form independent judgment, and act with autonomy and responsibility.

Each of these pillars plays a crucial role in holistic education and personal development.

Necessity for Lifelong Learning

Emphasizing the necessity for lifelong learning, some of the core objectives and priorities of adult and non-formal education, as listed in the National Policy on Education (NPE), among others, are:

- i. To provide education for different categories of completers of the formal education system to improve their basic knowledge and skills.
- ii. To provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals to improve their skills (FRN, 2013).

In accordance with the NPE, the Department of Continuing Education (DCE) has been renamed the Department of Adult Education and Lifelong Learning (ALL) to better reflect its primary responsibilities. These include training adult educators and other related professionals tasked with developing policies, planning, and implementing educational or training programmes for adults, utilizing andragogical principles and methodologies unique to adult education. The department has transitioned from a service unit within the Faculty of Education to one that awards degrees: B.Ed., M.Ed., M.A.Ed., M.Phil., and Ph.D. in Adult Education. These degrees and programmes are crafted to produce highly qualified personnel capable of effectively planning, implementing, and managing adult and non-formal education, literacy, mass education, and continuing education programmes, all aimed at eradicating illiteracy and promoting lifelong learning among the nation's citizens. Key components of adult education and lifelong learning offered by the department include basic literacy, media literacy, computer/digital literacy, population education, peace education, correctional education, political/civic education, women/gender education, vocational education, industrial education, entrepreneurship education, community development, health education, remedial/extra-mural education, military education, nomadic education, and open and distance learning.

Knowledge is an endless pursuit, unbounded by traditional limits. Lifelong learning is thus essential in helping individuals overcome barriers to accessing the education and professional development opportunities they desire (Adebisi, 2017a; Adebisi & Alabi, 2022). The advent of new technologies has expanded access to education. The limitations of face-to-face systems in providing adequate access to education for prospective learners and the working class are being addressed by online learning platforms (Adebisi & Olatunji, 2017; Adebisi & Oyeleke, 2018). The online teaching and learning environment open up access to all forms of education previously

restricted by factors such as age limits, time, work schedules, and other cultural and socio-economic barriers. Consequently, teaching and learning opportunities are now available in both physical and online settings for various categories of learners. Therefore, it is incumbent upon individuals to leverage these technological offerings for continuous learning.

Knowledge and Skills Empowerment

It is often said that “knowledge is power,” but I propose an even stronger truth: “knowledge is empowerment.” By embracing continuous learning, we unlock a wellspring of personal and collective strength. Each new skill or insight gained is a step toward true self-reliance and resilience. Knowledge empowerment means opening doors—breaking down barriers so that everyone, regardless of background, can access the education, information, and skills needed to excel (Oxford Review, 2025). When we champion knowledge, we equip ourselves and others to shape our destinies and drive meaningful change. Education is not just a method but the engine of transformation, fueling lifelong growth.

Thus, knowledge becomes an important tool for empowerment. Knowledge is primarily disseminated through education, which serves as a well-established vehicle for learning. Mejiuni (2012) emphasized that individuals and organizations interested in developing human capabilities view knowledge, skills, and attitudes as valuable assets. Empowering individuals through the acquisition of knowledge and skills is not a one-time event but a continuous process—a lifelong journey. The goal should be to create systems where knowledge is continuously shared, adapted, and applied to address pressing personal, communal, national, and global challenges (Adebisi, et al. 2022; Saraswati, 2024). Knowledge encompasses an understanding of facts, principles, or concepts, including the cognitive processes necessary to process information (Neitzel, 2007). It is key to unlocking potential, making well-informed decisions, and navigating the complexities of

the modern world. It is often considered a currency of empowerment. Thus, the more you know, the better you can adapt, innovate, and thrive. To change is to improve, and to improve is to change often—education is a dynamic instrument of change (Fajana, 1982).

Knowledge empowerment enables individuals or groups to gain control over their lives, make informed decisions, and access the tools necessary to improve their circumstances. In this context, knowledge is both the catalyst and the means by which empowerment occurs. The concept of "knowledge empowerment" is rooted in the idea that access to information and the ability to understand, analyze, and apply that information are fundamental drivers of personal and social change. Thus, Mejiuni (2012) stated that education is an important engine for the development of human potential. However, she questioned whether formal education, which should ordinarily guarantee access to power resources, has truly empowered those who have acquired it (Mejiuni, 2012). Skills empowerment involves providing individuals, especially youth, with the necessary training, resources, and opportunities to develop valuable skills, leading to increased employability, confidence, and self-reliance. Knowledge and skills empowerment is needed across all areas of life, including personal advancement, socioeconomic participation, and community development. Thus, everyone requires a blend of technical, interpersonal, critical thinking, and lifelong learning skills to foster adaptability, resilience, and growth. Developing a mindset to continuously acquire new knowledge and skills is crucial for staying relevant in an advancing and dynamic world (ILO, 2018; Adebisi & Babalola, 2020; Adebisi & Santosa, 2022).



Figure 1: Empowerment of Knowledge

Source: https://www.shutterstock.com/search/knowledge-empowers?image_type=illustration

Vocational and Technical Skills Empowerment

Through vocational and technical training, people are empowered with practical and hands-on technical skills to enhance their lifelong employability, foster self-reliance, and drive economic growth. This type of empowerment provides skills for labour market-demanded jobs, enabling people to become job creators, acquire self-reliance, and improve their overall quality of life. Training is imperative to acquire vocational and technical skills (Adebisi & Akinsoto, 2016; Adebisi, 2023b).

Training is the transmission of mechanical/technical skills to prepare people for productive activities or to change their working behaviour. It is also a process of being given a course of instruction to acquire specific skill regarding a particular job or profession (Singh, 1992; Adebisi, 2014). Training engenders skills acquisition. Skills are special abilities or expertise to do something well, which are gained by learning and undergoing a particular training exercise (Fakomogbon & Aderogba, 2011; Adebisi, 2014). A skill is the learned capacity or talent to carry

out predetermined results, often with minimum outlay of time, energy, or both. This ability is acquired through training.



Figure 2: Skills Empowerment

Source: https://www.istockphoto.com/search/2/image-film?phrase=skill&tracked_gsrp_landing=https...

Mere accumulation of theoretical knowledge without the ability to apply it to real-life situations renders such knowledge and its holder irrelevant, particularly in today's world of advanced information and communication technology (ICT), digital literacy, and artificial intelligence (AI). The knowledge and skills acquired during childhood and youth are insufficient for an entire working life (Adebisi, 2013b; Roche, 2016). Therefore, it is essential for young people to continually upgrade and update their knowledge and skills to remain employable and productive throughout their careers.

Vocational/Technical Training Targets

Training should have clear objectives. Babalola (2007) identified the head, heart, and hands as the essential focus areas of any training programme. Accordingly, the acronym ASK represents the primary targets of training: Attitude (A), Skills (S), and Knowledge (K).

A – Attitude to survive – Heart – Emotional Intelligence

Attitude involves the work ethics, values, and professional behaviours necessary for success. It includes having the right approach to work, such as maintaining a positive outlook, exhibiting self-discipline, taking initiative, and demonstrating professionalism.

S – Skills for self-reliance – Hands – Practical Implementation

Skills refer to the practical ability to apply knowledge in performing tasks. There are two main types of skills. First are hard skills, which are technical or physical abilities like operating a machine or conducting a repair. The second are soft skills, which are interpersonal abilities, such as communication, problem-solving, and teamwork.

K – Knowledge to subdue – Head – Intellectual Engagement

Knowledge encompasses the theoretical information, facts, and concepts related to a specific trade or profession. It involves understanding the principles of specific equipment, learning safety rules, or grasping the theory behind a commercial process.

These three elements (ASK) are inseparable because true competence requires all three. For instance, having the knowledge and skills to fix a car engine is insufficient. One must also possess the attitude of being careful and diligent while performing the repair. Proper combination and coordination of ASK is required for productivity at work.

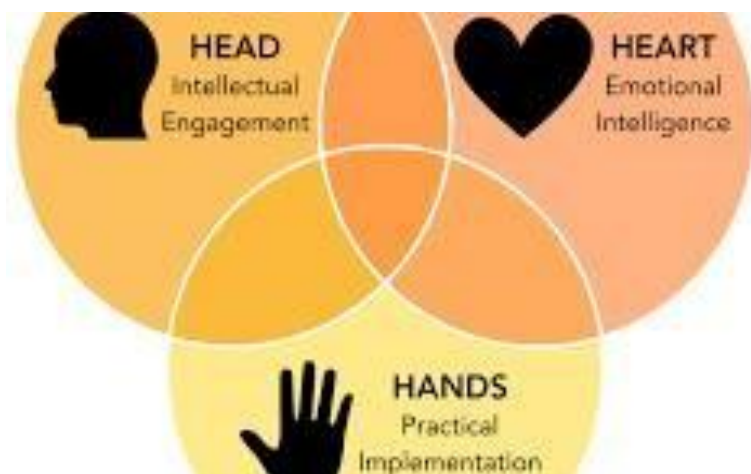


Figure 3: 3Hs of Knowledge and Skills Empowerment

Source: https://www.linkedin.com/checkpoint/challenge/AgHsKNnIXJCinAAAZr_gvvXLi...

All forms of education are ultimately aimed at enabling individuals to perform work. Adebisi, Akinsooto, & Akpomuje (2015) asserted that in African indigenous society, no work is considered degrading as long as it does not involve theft, robbery, prostitution, or any other immoral or criminal activities. Fasokun (2001) highlighted the importance of fostering a lifelong learning culture rooted in African traditions. Thus, any legitimate means of earning a living is regarded as work. In traditional settings, the only jobs deemed shameful are those associated with crime (Adebisi, 2015). This perspective is reinforced by the following oral poem by the late Pa Adebayo Faleti:

Yoruba Language Version	English Language Version (<i>Transliteration is mine</i>)
Iṣẹ ẹni ni iṣẹ ẹni	Your Work is Work!
Iṣẹ ẹni ni iṣẹ ẹni	Your job is your work
Má tíjú iṣẹ rẹ	Do not be ashamed of your work
Ikán kì í tíjú à n mọlé	Termites are never ashamed of molding moth-hill
Èèrà kì í tíjú à n yèrà	Ants are never ashamed of making their paths
Alápàndèdè kì í tíjú à n fò kiri ní gbangba	Birds are never ashamed of flying in the open sky
Iṣẹ ẹni ni iṣẹ ẹni	Your job is your work
Ò báà ṣ'àgbè	Whether you are a farmer
Ò báà ṣ'akòwé	Whether you are a clerk
Bóo jẹ inájà	If you are buying and selling goods
Bóo jóní wóróbo	If you are a petty trader
Má tíjú iṣẹ rẹ	Do not be ashamed of your work
Ṣisẹ	Work
Iṣẹ kì í pani	Work doesn't kill
Àiṣe rẹ gan an nijàngbòn	Not working brings misery
B'ígi lo bá n gé ṣ'owó	If you hew wood to earn money
Bí wòn sì pè ọ pé k'ó o gbálè ọjà	If you are employed to sweep the market place
Bí ìránṣẹ lo sì jẹ lábé ijọba	If you are a civil servant
Iṣẹ ẹni ni iṣẹ ẹni	Your job is work
Ṣisẹ!	Work!
Iṣẹ kì í pa'ni	Work doesn't kill
Àiṣe rẹ gan an làbùkù	Not working brings dishonouring

Source: <https://steemit.com › life › the-legendary-author-adebay...>

To enhance lifelong employability and productivity, it is essential to continuously acquire relevant knowledge and vocational or technical skills. Possessing these skills enables individuals to access available jobs or create their own (National Institute of Literacy, 1999; Adebisi, 2013a). For training to be effective, it must align directly with the needs of the people (Rosener, 2009; Adebisi & Oni, 2012a). The importance of continuous, purposeful, and productive vocational and technical training for young adults cannot be overstated. Each year, Nigeria's educational systems produce graduates who enter labour market with scarce job opportunities. Many of these graduates spend years wandering the streets of towns and cities in search of employment, often to no avail.

Adebisi & Oni (2012a) observed that a significant factor contributing to unemployment is the lack of technical or vocational skills among many Nigerian graduates and school leavers. The continuous increase in the population of school children and the subsequent mass production of school leavers at both secondary and tertiary levels, without corresponding job creation, has led to a severe shortage of employment opportunities in the country (Adebisi et al., 2022). Globally, unemployment rates continue to rise. For instance, according to Trading Economics (2025), as of October 2025, Nigeria's unemployment rate stands at 5.3%. Other data from around the world indicate that Zimbabwe has an unemployment rate of 8.8%, Liberia 2.9%, Lesotho 16.5%, Gambia 6.5%, Cameroon 3.6%, South Africa 32.9%, Georgia 14.7%, Turkey 8.1%, Greece 8.3%, Canada 7.1%, and France 7.5%. As evidenced by these figures, both the public and organized private sectors are unable to meet the employment demands of the ever-growing number of job seekers. Many of the few available jobs require technical or vocational skills, leaving many applicants unemployable due to a lack of these essential skills. Therefore, it is crucial for this group of unemployed youths to undergo vocational or technical training to acquire the necessary skills that

will make them employable, enable them to become job creators, and foster self-reliance (Adebisi, 2010a; Adebisi & Oni, 2012b; Adebisi, 2013b).

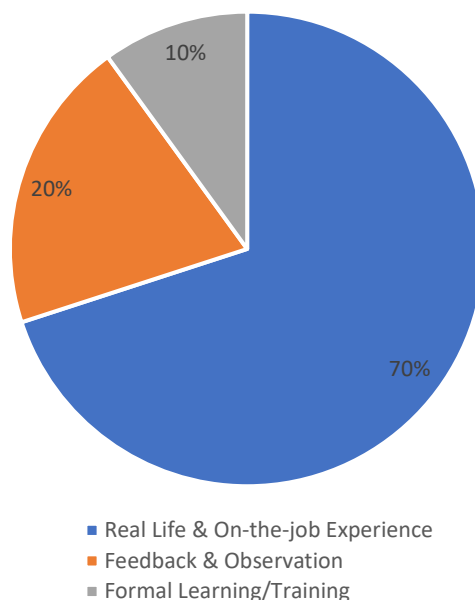
The purpose of vocational or technical training extends beyond qualifying trainees for public or private sector employment; it also prepares them for self-employment. Being self-employed means having one's own trade or business (Adebisi, 2013b). Unemployment arises for two primary reasons: first, due to a lack of jobs for the qualified and skilled, and second, due to job seekers lacking the relevant knowledge or skills for the available positions (Adebisi, 2010b). Addressing the latter is essential if the burgeoning population of Nigerian youths is to be gainfully employed. Ibikunle et al. (2019) noted that one of the common factors exacerbating unemployment in developing countries, particularly Nigeria, is the lack of employable skills among young adults. While some jobs will always be available, individuals will remain unemployed or unemployable if they lack the necessary skills (Rosner, 2009; Adebisi & Oni, 2012b; Adebisi et al., 2022).

Workplace Learning, Employability and Productivity

Whatever is learned is reinforced when it is put into use and practice (Adebisi, 2018). Jay (2011), in his learning model, emphasized that informal learning carries from four to ten times the weight of formal learning. Jay (2011), therefore, classified the acquisition of knowledge and skills into:

1. 10% acquired from formal learning/training;
2. 20% acquired from feedback and from observing and working with role models;
3. 70% acquired from real-life and on-the-job experiences, tasks, and problem-solving.

Acquisition of Knowledge & Skills



In today's knowledge- and skill-driven economy, it is essential for adults to engage in continuous learning and training (Bennet, 2012). The rapid pace of life, fueled by technology's unprecedented access to new information and knowledge networks, necessitates continuous education. Lifelong learning is an everyday endeavour. Traditional formal education falls short of meeting adults' learning needs in the digital age, where web-based and digital learning options abound (Bojang & Adebisi, 2025). Lifelong learning provides adults with greater freedom and flexibility to explore new knowledge and skills through their own paths of thought and action (Adebisi, 2018).

Workplace Learning

Unemployment affects individuals across genders and age groups. The knowledge and skills required to secure a job often differ from those needed to retain it. Therefore, there is a pressing need for upskilling, reskilling, and updating one's knowledge. Lifelong learning offers the necessary platform for this. Since time immemorial, the concepts of human existence and work

have been closely intertwined. People have always engaged in activities to provide sustenance, contribute to societal growth and development, and secure a livelihood. Regardless of the work undertaken, the outcomes are significant for both the individuals and the organizations they serve. Consequently, a worker's productivity is largely assessed by the quality and quantity of the gains, results, or profits they generate for the organization. However, such productivity is intrinsically linked to the worker's skillfulness and knowledge in fulfilling their duties and responsibilities (Adebisi, 2010a).

Moreover, the world is evolving, and the occupational demands of society are expanding. Rapid technological advancements and innovations have rendered initial education insufficient to meet the needs of society and organizations. This necessitates the continuous training and retraining of individuals to prevent their knowledge and skills from becoming obsolete in an ever-changing world. The terms continuing professional education/development (CPE/D) and workplace learning, components of lifelong learning, are now used to describe the training and retraining of employees. It has become evident that initial education, without continuous training and skill updates, cannot equip an employee with all the necessary skills to thrive in this technologically driven world (Adebisi & Oyelami, 2017; Adebisi, 2023a). To be productive in the workplace, a worker must be technologically empowered and consistently updated with technological and technical skills to remain current. Keeping abreast of new technologies underscores the necessity of lifelong learning (Adebisi & Oyelami, 2017).

Skills, Work and Productivity

The notion of work has several definitions, but they all share the idea of a purposeful activity. This notion generally refers to expending energy through a set of coordinated activities aimed at producing something useful. Whatever definitions of work one talks about, it has the connotation

of engaging in activities with a view to getting things done to achieve organizational goals and with the purpose of earning a living (Adebisi & Oyelami, 2017).

Apart from the occupational skills needed for every job, there are certain skills that are peculiar to all jobs, irrespective of the organization or the goals the organization is set to achieve. These skills are the work skills required for empowerment or to remain on the job. Some organizations lay off some of their employees on the basis that their services are no longer needed. This is, no doubt, a mild way of telling such employees that they are no longer relevant. Their irrelevancy might not be far-fetched from a lack of updated and required work skills, especially the ever-needed ICT/digital literacy. The traditional 3Rs: reading, writing, and arithmetic, are very important skills for the workplace. This means that basic literacy skills are very vital in getting and keeping a job. However, much more vital are the soft skills, such as professionalism or work ethics, oral and written communication, teamwork and collaborative skills, and critical thinking or problem-solving skills, in the workplace than the basic literacy skills. There are quite a few other skills needed to succeed in any given profession. These skills include people skills – teamwork, leadership, interpersonal skills, oral and written communication, self-reliance skills – self-awareness, networking and time management; generalist skills – problem solving, ICT literacy, flexibility, adaptability, numeracy, commitment, motivation and commercial awareness (Adebisi & Oyelami 2017; Adebisi and Babalola, 2020). Not all these skills are acquired through initial education but through continuous learning they can be acquired with a view to enhancing individual's productivity.

NCREL and Metriri Group (2003) identified the four skill clusters needed by a worker in the 21st century. First, digital-age literacy, which includes basic literacy, scientific literacy, economic literacy, technological literacy, visual literacy, information literacy, cultural literacy, and global

awareness. Second is inventive thinking, which includes: the ability to think outside the box, adaptability and managing complexity, self-direction, curiosity, creativity, and risk taking. Third is effective communication, which includes the ability to clearly communicate with a wide range of audiences, teamwork and collaboration, interpersonal skills, personal responsibility, social and civic responsibility, and interactive communication. The fourth is high productivity skills, which include: planning, prioritizing and managing challenges for results, effective use of real-world tools, and the ability to produce relevant high-quality products. These are requirements for success in the 21st-century workplace.

From the foregoing, the skills needed in the workplace have changed over time, and workers need to keep on learning so as not to become outdated and irrelevant in the workplace. This makes lifelong learning very vital. There is no doubt that very few workers, if there are any, possess all the above-mentioned skills upon entering a job. If this is the case, then the workers have no better option to acquire these essential skills than making use of the opportunities offered to them by lifelong learning through which they have opportunities to learn on the job and in the workplace.

Over the past few decades, there have been a lot of changes in the workplace due to advancements in technology, global competition, and a whole lot of other variables. These changes are apparent and tasking, especially in the workplace. In some past decades, the best place to gain a glimpse of the future of work was job advertisements in newspapers (Herman 1999). A few decades ago, employers were in search of typists, switchboard operators, mimeograph operators, repair technicians, keypunchers, secretaries who write shorthand, and elevator operators, among others. Newspapers even had separate job listings for men and women. Nowadays, job openings are seeking webmasters, LAN operators, Desktop publishers, and secretaries who are proficient in

the usage of various computer applications and soft wares, among others (Adebisi & Oyelami, 2017).

Many job seekers no longer turn to advertisements for vacancies in newspapers but to the web pages. They find their jobs on the internet. Entrepreneurs, businessmen and women alike do not only rely on physical shops and business centres to market their products and goods. Now, there are virtual markets, where buying and selling always go on. Thus, entrepreneurs who want to cut edge in business should not rely only on the physical/open market but also on the virtual market. Continuous learning is required for people of various categories to adapt to these changes for continuous productivity in their jobs.

The workplace and employer expectations have changed over time; workers need to build on the skills of the 20th century by mastering new and different set of skills in the 21st century. In the workplace, the whole operating system has been overhauled, leading to a new multi-functional and multi-faceted operating system. The US Department of Commerce (1999) highlighted the changes that can be found in the old and new workplace, as shown in the Table 2 below. Understanding and adapting to these evolving expectations is essential for continued professional success in the modern workforce.

Table 2: Changes in the workplace: old system versus new system

Work Element	Old System	New System
Workplace organization	Hierarchical	Flat
	Function specialised	Network multi-functional teams
	Rigid	Flexible
Job design	Narrow	Broad
	Do one job	Do many jobs
	Repetitive	Multiple responsibilities
Employee skills	Specialized	Multi-skilled
Workforce management	Command/control systems	Self-mangement
Communication	Top down	Widely diffused

	Need to know	Big picture
Decision making	Chain of command	Decentralised
Direction	Standard operating procedures	Procedures under constant change
Workers' autonomy	Low	High
Employee knowledge of organization	Narrow	Broad

Source: Adebisi & Oyelami (2017, p.79)

From Table 2, it is indicated that the needs of the workplace have changed and are still changing from what they used to be in the 20th century. In the 21st century, workers must adapt to these inevitable changes. Continuous and lifelong learning is the sure way to adapt.

My Contribution to Research and Practice

Mr. Vice-Chancellor, Sir, alongside some of my previously mentioned works in this presentation, I have explored issues related to training and vocational skills acquisition. For instance, Adebisi and Oni (2012b) examined the availability of vocational training facilities utilized by the National Directorate of Employment (NDE) in Nigeria to fulfill its mandates. Our investigation revealed a lack of adequate training facilities. For training to be effective and meaningful, there must be necessary equipment or facilities to train with. Training facilities are the life wires of any meaningful training. As expressed in a traditional Yoruba oral poem: *ìwé kíkò, láìsí òkò àti àdà, kòì pé* (meaning, schooling without farm implements such as hoes and cutlasses is incomplete). Just as farm implements are crucial to farming, training facilities are essential to ensure effective vocational/technical training.

In a related study, Adebisi, Akinsooto, and Ajayi (2022) evaluated the vocational training programme of the National Open Apprenticeship Scheme (NOAS), a vocational skill development (VSD) programme of the NDE aimed at equipping unemployed youths and adults with the necessary skills for employability or self-reliance. Unfortunately, the study found that the number

of trainees in the NDE's NOAS was small compared to the vast youth population in Nigeria. It was recommended that there should be increased awareness of the importance of VSD as an alternative means of socio-economic sustenance.

In another study on achieving sustainable livelihood and democracy through vocational training and livelihood diversification, Adebisi (2013b) identified unemployment as a major cause of poverty in Nigeria. When able-bodied men and women are unemployed, they inevitably lack the means to meet life's necessities. Poverty poses a barrier to true democracy, as economic depression can undermine democratic systems. No democratic system can thrive amidst poverty, cheating, inequity, corruption, insecurity, banditry, kidnapping, and now abduction of adults – *adulthoodnapping!* (a term I coined). The study recommended that one way to combat poverty and its threat to democracy is by ensuring sustainable livelihoods through the provision of vocational/technical training for youths.

Adebisi and Oyelami (2017) investigated the advent of information and communication technology (ICT) and its benefits to workers. The study found that ICT and digital literacy are essential in the workplace for workers to reach their full potential and enhance productivity. It was recommended that employers, rather than laying off workers due to a lack of required knowledge or skills, should develop an organizational lifelong learning policy to guide workplace learning opportunities, enabling workers to acquire and upgrade the necessary work skills to keep pace with the evolving demands of the workplace.

Adebisi and Babalola (2020) highlighted the indispensable role of women in nation-building, societal development, and continental discourse. Empowering women equates to empowering humanity as a whole, as such empowerment significantly impacts families, particularly children. Given the ever-evolving nature of the world, adapting to ongoing changes in the economy, politics,

and information and communication technology necessitates continuous learning. Acquiring relevant functional literacy is crucial for women's empowerment, enabling their active participation in modern society and its developments. Education serves as a vital tool for empowerment in any society or nation.

Olafisan and Adebisi (2022) explored the extent of students' awareness of entrepreneurship opportunities within their university courses and the strategies to enhance entrepreneurial awareness among undergraduates. The study revealed a notable level of entrepreneurial awareness among university students and emphasized the need for strategies like mandatory entrepreneurial courses to foster entrepreneurial skills acquisition among them.

Adebisi (2022) assessed indigenous vocations as hereditary identity sites in Southwestern Nigeria, where vocational trades or crafts are traditionally passed down through families and clans, for examples, we have (*Ilé Alágbèdè, Ilé Aláró, Ilé Akọmọnilà, Ilé Gbégilére*, etc.). Even in the Holy Bible, Jesus Christ is referred to as the Son of the carpenter, and He Himself, the carpenter! (Matthew, 13:55, and Mark, 6:3). Unfortunately, this tradition is waning today, as the pursuit of civil employment and "white-collar" jobs has negatively impacted the transmission of indigenous vocational trades along family lines. The study observed that these trades are no longer flourishing as they once did, with learners primarily being the children or relatives of trade masters, while outsiders rarely train in these trades. This limitation is evident in the high rates of joblessness, unemployment, and poverty, especially among the youth. The study concluded that making indigenous trades attractive and lucrative could significantly revive young people's interest in acquiring these skills. This involves ensuring the availability of necessary amenities to support the thriving of indigenous vocational trades, ultimately aiming to recreate a highly industrialized indigenous society, which would eventually lead to an industrialized Nigeria. The study

recommended that higher education institutions collaborate with craft masters to integrate these vocational trades into their curricula, allowing youths to learn them effectively.

Adebisi & Bojang (2025) explored how adult education contributes to fostering a culture of rights and equitable resource distribution in Nigeria. Our findings indicated that while adult education supports social justice, inclusion, and democratic engagement, its effectiveness is hindered by institutional inefficiencies, poor policy implementation, and insufficient funding. Consequently, the study advocated for a comprehensive strategy that integrates responsive policies, inclusive content, and strong community engagement to fully harness adult education's transformative potential in promoting a rights culture and equitable development in the country.

My Contribution to Service

Upon joining the Department of Continuing Education (DCE), now the Department of Adult Education and Lifelong Learning (ALL) in 2014, I collaborated with a colleague, Dr. A. M. Femi-Aderinto to address backlogs of student results, ensuring a smooth transition to the new Department of ALL and the new B.Ed. Adult Education programme. I served as Part Adviser at various levels and as the examination officer for the Department from 2014 to July 31, 2022. I have taught and continue to teach adult education courses at both undergraduate and postgraduate levels. I was appointed as the substantive Acting Head of Department from August 1, 2022, to July 31, 2024. During my tenure, I ensured that all courses were effectively taught and that students' results were processed promptly. Staff confirmation and promotion cases were efficiently handled and submitted to both the Faculty Review Panel and the Appointment and Promotion Committee (A & PC) of the University.

In terms of research, I have published 47 articles and book chapters in reputable national and international outlets. I have attended conferences both within and outside Nigeria, where I

presented my research papers. I have also collaborated with colleagues domestically and internationally on research activities. At home, I have had the privilege of mentoring many students, both Nigerian and international, through quality teaching and thorough, productive supervision. Mr. Vice-Chancellor, Sir, I have successfully supervised well over 60 undergraduate research projects and eight postgraduate theses, with three graduate students currently under my supervision.

In addition, I have assisted and continue to assist in evaluating colleagues for the professorial cadre. I have served and continue to serve as an external examiner for several universities and as an editorial board member for reputable national and international journals. I am a member of several professional bodies, including the Teachers Registration Council of Nigeria (TRCN), the Nigerian National Council for Adult Education (NNCAE), the Academic Staff Union of Universities (ASUU), the International Society for Comparative Education (ISCAE), and the European Research Network on Vocational Education and Training (VETNET), among others.

In the realm of administration, I have held various roles across different committees within the Department, Faculty, and University. At the departmental level, I served as the Students Practicum Programme Coordinator and was a member of the Department Outreach Programme Committee. At the faculty level, I participated as a member of the Faculty Management Committee on Distance Education for 2014/2015, the Committee on Faculty of Education Building Extension in 2016, and the University Examination Coordinating and Vetting Committee/Faculty of Education Board of Examiners for 2015/2016. Additionally, I was involved in the Faculty of Education Town/Gown Relationship Committee in 2018, the Babatunde Fafunwa Education Conference Committee in 2019, and the Faculty of Education Roll of Honour Committee from 2019 to the present. I also contributed to the Academic Accreditation Committee during the National University Commission

(NUC) Accreditation Team's visit to the Faculty in 2019. I am a member, Books and Journal Accreditation Committee, and served as Chairman of the Faculty of Education Newsletter Bulletins.

Mr. Vice Chancellor, Sir, I also chaired the Faculty of Education Special Project Committee (EDU Special Project Committee) from 2024 to 2025. Under my leadership, the committee successfully enhanced the lighting of the Faculty building, ensuring that lecture rooms, corridors, and lawns were well-lit. The EDU Special Project Committee also installed a 7.5kva Solar Power Inverter to provide a continuous power supply to key administrative offices, committee, and board rooms within the Faculty. Furthermore, the committee managed and supervised the repainting of the Education Faculty Building, giving it a fresh appearance. I extend my gratitude to the former Dean, Professor T. O. Bello, for the privilege to serve in this capacity. I also coordinated the Languages group within the Faculty of Education Teaching Practice Committee, ensuring smooth supervision and timely processing of students' teaching practice results. I continue to serve as a Representative of the Dean of the Faculty of Education on the Promotion Review Panel of a cognate Faculty.

At the university level, I was a member of the Panel of Interviewers for the Appointment of an English Language Teacher at Obafemi Awolowo University International School, Ile-Ife, on September 25th, 2019. I represented the Faculty of Education at the Central Office of Research (COR) from 2022 to 2024 and served as a Faculty Representative at the Senate from 2018 to 2023. I am currently a member of the Governing Board of the Central Office of Research at Obafemi Awolowo University, Ile-Ife, from 2024 to the present. I also mentor in the Obafemi Awolowo University (OAU) Stars Mentorship Programme for 2023/2024 and am a member of the Gifts and Donations Committee from 2023 to the present.

At the community level, I served as a Collation Officer at the Registration Area (Ward) Level during the 2019 Presidential Election for the Independent National Electoral Commission on February 23rd, 2019, and again during the 2023 General Elections on February 25th, 2023. I am the Zonal Coordinator for community security matters with the Ola Oloyede Residents Association in the Omole Estate Area, Modakeke, Ife. Moreover, I facilitate learning *pro bono* at the Word of Faith Bible Institute (WOFBI), Living Faith Church Int. Ile-Ife. I am also a member of the Board of Trustees for the Funmilayo Bamidele-Oke Memorial Foundation, a charitable organization dedicated to empowering women and transforming the future of the girl-child, particularly in grassroots and rural communities.

Conclusion

In a dynamic world where technology and globalization are constantly reshaping the job market, the traditional model of a fixed career path is obsolete. The journey from "cradle to grave" is not simply about accumulating credentials, but about cultivating a mindset of continuous learning, curiosity, and resilience. By consistently seeking to acquire and update their knowledge and skills, individuals cannot only enhance their employability and productivity but also unlock greater personal fulfillment and career longevity. This commitment to lifelong learning is the connective tissue that links individual growth with economic success, making it the most vital investment for a resilient and adaptive workforce.

As this inaugural lecture has explored, the pursuit of knowledge is a lifelong endeavour that offers multifaceted benefits far beyond financial gain. By embracing continuous education, individuals become more than just productive employees; they become innovators, leaders, and more engaged citizens. Lifelong learning boosts confidence, sharpens critical thinking, and fosters a growth mindset that transforms challenges into opportunities. Ultimately, the journey of perpetual

learning is one of discovery and self-improvement, enriching both personal and professional life and equipping individuals to thrive in a world of endless possibilities.

Ultimately, the future of work and the sustainability of our modern economy depend on a collective embrace of lifelong learning. It is a shared responsibility of individuals to cultivate their skills, of employers to provide learning opportunities, and of society to foster an environment that values curiosity and growth. Placing limitations on continuous learning is placing limitations on the lifelong employability and productivity of people. To neglect the education of adults therefore, is to kill the hen that lays the eggs (Fajana, 1982). From early education to post-retirement, the empowerment of knowledge and skills must be a continuous thread, ensuring that individuals remain relevant and adaptable. Only by committing to learning from "cradle to grave" can we build a workforce and a society that is resilient, innovative, and prepared for the challenges of tomorrow.

Acknowledgements and Appreciation

First and foremost, I express my gratitude to Almighty God, the giver of life. I am profoundly indebted to Him for shaping who I am today and for granting me the privilege to be here to deliver this Inaugural Lecture. All glory and adoration be to Him now and forever.

I extend my thanks to *Oba Awon* University, Obafemi Awolowo University, Ile-Ife, where I received both my academic and professional training, earning all my degrees. I am grateful for the privilege to serve and contribute to educating the next generation of scholars. Mr. Vice-Chancellor, Sir, I appreciate you and all the Vice-Chancellors who have guided this University from my days as a student to my current role as a Professor. Thank you very much. I owe a debt of gratitude to all my teachers, from my earliest days to the present, though they are too numerous to mention individually.

I acknowledge the Dean of Education, Prof. A. A. Adediwura, and Vice-Dean, Dr. S. O. Olajide. I also wish to thank the immediate past Dean of Education, Prof. T. O. Bello, who inspired this presentation. My thanks go to the Chairman of the Ola-Oloyede Residents Association and former Dean of Education, Prof. O. J. Ehindero. I acknowledge Prof. T. O. Fasokun, who despite old age read through the manuscript of this inaugural lecture and made useful input. I thank Prof. K. A. Alao, Prof. O. O. Obilade, Prof. C. S. Oni (my PhD supervisor), the late Prof. J. A. Aderinto, the late Prof. J. O. Akande, Prof. O. Mejuini, the late Dr. C. N. Osuji, the late Prof. P. O. Jegede, Prof. B. I. Popoola, Prof. M. A. Adeleke, Prof. B. A. Omoteso, former Vice-Dean of Education, Prof. O. F. Adebowale, and all professors and colleagues in the Faculty of Education. I acknowledge the Faculty Secretary, Mrs. S. O. Makanju, and all administrative staff in the Faculty of Education. I appreciate my colleagues who proofread the manuscript of this Inaugural Lecture: Prof. J. O. Okewole, Dr. A. B. Adebakin, Dr. T. A. Akinsooto, and Dr. (Mrs.) I. O. Akande for her input.

I wish to thank the Acting Head of my Department, Dr. A. C. Babalola, whose birthday, coincidentally, is today. Happy birthday to you, my HOD. I appreciate Prof. B. C. Simeon-Fayomi, Prof. A. B. Ogunrin, Dr. A. M. Femi-Aderinto, Dr. T. A. Akinsooto, Dr. A. R. Olawale-Jimoh, Dr. F. O. Ajayi, Dr. O. O. Ogunfolabi, Miss W. R. Sarafa, Mr. O. R. Abayomi, Mr. Musibau Adefajo, and Mrs. Titi Ibigbami.

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My Papa is here, Baba Chief! Chief Shittu Adebisi Babalola (Baba Chief is 105 years!). I am very glad that you are alive to witness this day. I also want to appreciate my late mother. May her memory continue to be a blessing. Special appreciation to the Covenant Children, my siblings, who shared the same womb with me. Pastor Dominion Adebayo, Mrs. Nike Ukattah, Honourable Taiwo Oluga, Mr. Kehinde Adebayo, Mrs. Taiwo Jideonwo, Pastor (Mrs.) Kehinde Egbemode, Pastor (Mrs.) Janet Kayode. Blessed was the womb that gave us birth.

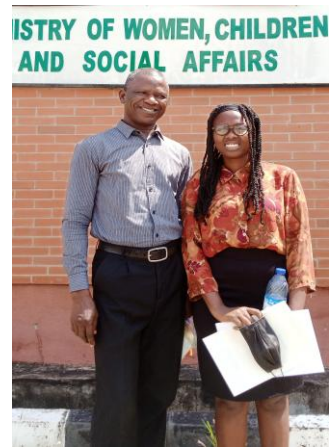
Special thanks to my sister-like-mother, Honourable Taiwo Olukemi Oluga, FNIM, FIPM, former Representative, Ayedaade, Isokan and Irewole Federal Constituency, National House of Assembly, and now Southwest Representative, National Assembly Service Commission (NASC). Taiwo, I thank you for all that you do for us. May the God of our mother continue to bless and protect you.

I extend my heartfelt gratitude to my wonderful children, Miss Ikeoluwa Adebisi and Mr. Adeyewa Adebisi, for their unwavering support and care. And now, the moment has arrived—the grand finale of the festival! When I married her, I never realized I had found my mother in her. I am deeply thankful to you, my wife, my mother, my nurse, my prophetess, my beloved, my girlfriend, and my life companion, Deaconess Folasade Adebisi. Thank you for being a true helpmeet and a steadfast pillar of support. I have yet to encounter a woman as industrious and resourceful as you. Indeed, your discretion and wisdom are unparalleled. I love you dearly! May you live long to enjoy the fruits of your labour in Jesus Christ’s name.

Mr. Vice-Chancellor, Sir, Distinguished Audience, my situation is akin to someone deemed incapable of building a hut, yet ends up constructing a magnificent mansion. I, therefore, wish to end this inaugural lecture with these scriptures, Roman 9:16 “*So then it is not of him that willeth, nor of him that runneth, but of God that sheweth mercy*”; and Philippians 4:13 “*I can do all things through Christ which strengtheneth me*”. To God, do I return all the glory.



Prof Adewumi Adebisi with some students at Practicum Site: Correctional Facility, Kosere, Ile-Ife.



Prof Adewumi Adebisi with a student at Practicum Site: Ministry of Women, Children and Social Affairs, Osogbo.



Prof Adewumi Adebisi with some students at Practicum Site: Wood World Furniture and Interior Decoration Centre, Ibadan Road, Ile-Ife.

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