

EVIDENCE OF PLAGIARISM IN EKUNDAYO J.D. THOMPSON'S LONG-DISTANCE LEARNING D.Ed. DISSERTATION, "AN ASSESSMENT OF THE EFFECTIVENESS OF NON-FORMAL SCHOOLS AND CENTERS IN THE URBAN AREAS OF KENYA," SUBMITTED TO UNISA, 2004.

INTRODUCTION

The highlights below constitute evidence of plagiarism found in the "Dissertation" of Ekundayo J.D. Thompson submitted to UNISA for the award of a long-distance learning D.Ed. in 2004.

The following EVIDENCE has been verified through multiple checking tools. All clinical verification of the said "Dissertation" applied the following methods:

1. An overall multiple scan of the document in single file using the **SMALL SEO TOOLS APPLICATION** (one of the most effective plagiarism checkers used in the publishing industry today).
2. A paragraph to paragraph sequential verification (both for language and contextual usage)
3. A sentence by sentence and keyword conceptual verification

All multiple searches above aimed at a clinical verification of the said "Dissertation" for possible passages and sentences that are not unique to the document and which are possibly plagiarized and/or not properly cited by Ekundayo J. D. Thompson.

Through these steps and with the aid of sophisticated and multiple high tech tools, we have carefully eliminated sections of evidence belonging to categories of improper citations and/or usage that could be classified as common expressions. We focused our examination only on material belonging to conventionally published sources.

A large volume of the evidence, not included in this report, belongs to material from NGOs and other UN agency documents (mostly communiqués from conference documents and proceeding). These include cases where Ekundayo J. D. Thompson reproduced some sections of his own report(s) and conference contributions in the “Dissertation.” The Plagiarism Checkers highlighted these as cases of evidence.

However, to avoid contentious matters, we did not include these in the report.

We have limited our scope of evidence on Chapter 1 and some sections of Chapter 2 of the “Dissertation.” We focused only on overwhelming cases that can be easily found in conventionally published literature. Limiting our scope on this type of evidential material found in Chapters 1 and 2, we are able to SAFELY say that the whole “Dissertation” in question contains between 32% and 37% passages and sentences that were found to be not unique to the author, and are therefore treated as cases of obvious plagiarism.

SEE SAMPLE OF CASES BELOW:

EVIDENCE CASE NUMBER ONE

The following Paragraph is from Chapter 1, Pages 16 and 17:

The discourses on EFA have generated a number of critical issues and concerns including some of those, which the Jomtien Conference generated. The key issues emerging from the discourse in Jomtien (Inter-Agency Commission 1990:1-21) include:

- i) Emphasis on learning achievement*
- ii) Minimum standards of education*
- iii) Varied forms of learning*
- iv) Identification and mobilization of resources for education*
- v) The need to enhance the environment for learning, and*
- vi) The importance of establishing new partnerships.*

Some of these issues have implications for effectiveness and quality the two key variables, which are the focus of this research.

The Dakar Framework for Action (UNESCO 2000:16-17) re-affirmed the 'expanded vision' of basic education, which the Jomtien World Conference on Education for All adopted. Article 1 of the World Declaration on Education for All (Inter-Agency Commission 1990:3) states that, "every person - child, youth and adult - shall be able to benefit from educational opportunities designed to meet their basic learning needs". Basic learning needs . . . comprise essential learning tools and content required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. (UNESCO 2000:5). Therefore, by and large, basic learning needs determine the core objectives, which basic educational programmes must seek to fulfill. Non-formal education which is an integral part of the provision of basic education for all, includes early childhood education and development, complementary educational opportunities at the primary level for out-of-school children and a variety of post-primary education and training opportunities for youth and adults. These are organized outside the framework of the formal education system, and are designed to meet the basic learning needs of the learners. A number of guiding principles for the achievement of basic education for all including the following, are included in the 'expanded

vision'- "focusing on learning", and "strengthening partnerships". On the latter the World Declaration (Inter-Agency Commission 1990:7) states that, new and revitalized partnerships at all levels will be necessary: partnerships among all sub-sectors and forms of education, recognizing the special role of teachers and other educational personnel; partnerships between education and other government departments, including planning, finance, labour, communications, and other social sectors; partnerships between government and non-governmental organizations, the private sector, local communities, religious groups, and families.

A clinical verification and analysis of the above paragraph returned a 100% evidence of plagiarism. The evidence of plagiarism is most evident in the use of the following sentences highlighted below:

....vision of basic education which the Jomtien World Conference.... be able to benefit from educational opportunities designed.... full capacities, to live and work in dignity, to participate.... to make informed decisions, and to continue learning. (UNESCO.... educational opportunities at the primary level for out-of-school...

Evidence of the case of plagiarism (language and contextual usage) was traced to *John Fien & Philip Hughes, "Education and the End of Poverty" in Matthew Clarke & Simon Feeny (Ed) "Education for the End of Poverty: Implementing All the Millennium Development Goals", Nova Science Publishers, 1990 (first published), New York, see page 16 for evidence of direct word-for-word plagiarism.* Other sections of the paragraph were also traced to *Joel Spring "Education and the Rise of the Global Economy", Lawrence Erlbaum Publishers, 1998, New Jersey and London. See plagiarism evidence directly on Page 154.* Other sentences were also traced to a book by *Sahib Singh, "Library and Literacy Movement for National Development". Concept Publishing Company, (2003) New Delhi. See page 72 for the evidence.*

Other NGO documents supporting the evidence of plagiarism include the following:

1. Mark Bray Mark, *“The EFA Thematic Study Paper, “Community Partnerships in Education: Dimensions, Variations, and Implications” Comparative Education Research Centre, The University of Hong Kong, (October 1999) See link:*
<http://web.worldbank.org/archive/website00238I/WEB/PDF/COMMUNIT.PDF>
2. Full text of UNESCO’s *“ERIC ED564147: Youth Matters: Equipping Vulnerable Young People with Literacy and Life Skills. UIL Policy Brief 2”*.
3. See the *“World Declaration on Education For All”*. <https://www.dvv-international.de/adult-education-and-development/editions/aed-542000/from-jomtien-to-dakar/meeting-basic-learning-needs/>

EVIDENCE CASE NUMBER TWO

The following Paragraph is excerpted from Chapter 1, Page 12

At the Dakar Forum participating governments and civil society organizations committed themselves to the following EFA Goals:

- i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.*
- ii) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.*

iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.

iv) Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

vi) Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (UNESCO 2000:36).

However, it is not clear from the conference literature how the global community advocated quality and excellence would be achieved in this race to gain lost time in the education endeavour. Nevertheless, a number of critical themes in need of immediate action were identified by the Forum, which established a link between the achievement of the EFA goals and the eradication

A clinical verification of the above paragraph returned a plagiarism evidence of 92% with the most obvious found in the following sentences:

...and those belonging to ethnic minorities, have access to quality....Ensuring that the learning needs of all young...learning and life-skills programmes.... especially for women, and equitable access to basic and....disparities in primary and secondary education by 2005....a focus on ensuring girls' full and equal access to and...all aspects of the quality of education and ensuring excellence...are achieved by all, especially in literacy, numeracy and race to gain lost time in the education endeavor...were identified...

The evidence of the plagiarism was linked to Norman K. Denzin & Yvonna S. Lincoln, "Handbook of Critical and Indigenous Methodologies". Sage Publications, 2001, Los Angeles. Page158. Some parts of the paragraph were also substantially linked to the paper, David Stephen's "Quality of Basic Education" a paper prepared for the United Nations

*Educational, Scientific and Cultural Organization (UNESCO)
EFA Monitoring Report Team in Paris.*

There is also evidence of the paragraph utilizing sentences (i.e. enormous lifting and improper citations) from the following documents:

1. *Dakar Education for All Report 26-28 April 2000. See link to document here:*
<http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>
2. <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals/>
3. <http://www.basiced.org/basic/overview-of-efa/>

EVIDENCE CASE NUMBER THREE

The following Paragraph is excerpted from Chapter 1, Page 13

The Dakar Forum assessed the progress achieved in 183 countries since Jomtien, the problems encountered in achieving the goal of EFA, and made recommendations for the future. It was reported, based on the country assessments, that although progress had been achieved, it was at a very slow pace. Consequently, at the beginning of the year 2000 fewer than a third of the more than 800 million children under six years of age benefit from any form of early childhood education. 113 million children, 60 per cent of whom are girls have no access to primary schooling. Out of the 800 million adults who are illiterate the majority are women (UNESCO 2000a & 2000b). A report by UNESCO (UNESCO & Education News 2001-2002 (27): 1-2) stated that, one out of every five school-age child in developing countries did not attend school. This

meant that, in sub-Saharan Africa, 88 million children were out of school. Armed conflicts, natural disasters and the HIV Aids pandemic were cited among the causes for the large out-of-school population.

A clinical examination of the above excerpt also returned 32% evidence of plagiarism with the most obvious found in the uses of the following:

“It was reported, based on the country assessments, that although progress had been achieved, it was at a very slow pace. Consequently, at the beginning of the year 2000 fewer than a third of the more than 800 million children under six years of age benefit from any form of early childhood education. 113 million children, 60 per cent of whom are girls have no access to primary schooling. Out of the 800 million adults who are illiterate the majority are women...”

The plagiarism check revealed that the above excerpt (with particular emphasis on the sentence marked in yellow) was found exactly in Joseph M. Ngaroga, “Revision Education for Primary Teacher Education”, East African Education Publishers, 1996, Nairobi. Ann-Charlotte Nilsson, “Children & Youth in Armed Conflict” Volume 1, Martinus Nijhoff Publishers, 2003, London, page 193 cited reference to it. The plagiarism checker showed no evidence of Ekundayo Thompson’s citation of the said text.

A significant amount of the first part of the excerpt (highlighted in yellow) was also found on page 149 of the *World Education Forum Report (NGO conference publication)* edited by D.B. Rao.

A close scrutiny of the “Dissertation” for the similarity and/or non-uniqueness of the above sentences in question returned an overwhelming evidence of plagiarism ranging between **32% and 34%**. All of the multiple checks revealed that Ekundayo Thompson, in the “Dissertation”, made no mention of the earlier publications in

which the same sentences and/or their contextual usage had originally appeared.

*****Although the author's citation in only one case appeared to have credited a communiqué emerging out of a UNESCO conference of April 2000 in Dakar, the plagiarism checker flagged the said citation of the communiqué possibly for non-proper usage by Thompson. (See UNESCO text adopted by the World Education Forum /Dakar: April 26-28, 2000): http://www.unesco.org/education/efa/fr/ed_for_all/dakfram_eng.shtml**

Other documents were also identified as sources from which some of the above lines were inappropriately lifted. These list of documents included the following:

- a) <http://files.eric.ed.gov/fulltext/ED522696.pdf>
- b) <http://www.unicef.org/rosa/217145e.pdf>
- c) <http://www.unescobkk.org/education/efa/efa-goals/early-childhood-care/>

EVIDENCE CASE NUMBER FOUR

The following Passage is extracted from Chapter 1, Page 14

It is thus not surprising that governments and communities have sought to forge varied partnerships to distribute the education burdens over more heads. The concept of education for all (by all) is implicit in the principle and strategy of strengthening partnerships Towards this end, Non-governmental Organizations (NGOs), Community-Based Organizations (CBOs) and Civil Society Organizations (CSOs) in a majority of sub-Saharan African countries, including

Kenya, have initiated action to provide educational and learning opportunities for children, young people and adults who have either been left out or pushed out of the formal education system. The exponential growth of out-of-school, non-formal, and alter- native forms of educational programmes and learning opportunities evidences the groundswell of action by partners in the out-of-school and non-formal education domain. A number of writers have commented on EFA. In their reflection on the EFA Initiative, Morales- Gomez and Torres (1990: 7-15) asserted that The EFA initiative appears to be a response to what the organizing agencies identify as a global crisis in education, which impedes to meet the "basic learning needs of all children". This crisis is said to affect primarily - but not exclusively - the Third World. Thus, the EFA initiative arises predominantly as an attempt to address a series of concerns surfacing among Northern development agencies regarding the future fate of education in developing countries. While recognizing the urgent need of the EFA initiative to meet the basic learning needs of all Morales- Gomez and Torres (1990:7-15) criticized it because of its exclusive economic development perspective which was premised on the Basic Human Needs approach (Sandbrook, 1982: 12)(2) 7-1 5). The Basic Human Needs approach to development, including educational development, has been the dominant theoretical model of the international aid programmes of a majority of developed countries in the decades of the 70s and 80s. This approach was based on the assumption of the fulfillment of basic human needs through food production and nutrition, rural development, population planning and health, provision of shelter, and education. Underdevelopment, it was argued, was the cause for the deficit in the above-mentioned basic human needs. The failure to meet these needs was perceived as a problem of inefficiency in the production and use of resources rather than a consequence of inequality in their distribution, or the concentration of the control over the means to produce them in the hands of a few.

A clinical plagiarism check of the above passage returned a 14% evidence of plagiarism.

In particular, the plagiarism checker, as not unique to the “Dissertation”, boldly identified the following sentences or phrases. The most outstanding include the following:

1. Non-formal, and alter- native forms of educational programmes (this phrase appears to have been lifted from Alan Rogers, “*Non-Formal*

Education: Flexible Schooling or Participatory Education? Kluwer Academic Publishers, 1933, Hong Kong. Pages 162-165. There is also evidence of its appearance in Zaki Dib, "Formal, Non-Formal and Informal Education: Concepts/Applicability," in "Cooperative Networks in Physics Education - Conference Proceedings 173", American Institute of Physics, New York, 1988, pgs. 300-315.

2. **“Meet the basic learning needs of all children. This crisis...**

(There is also evidence that this phrase and its preceding words appear verbatim and within the same context and usage, without appropriate reference, in Carlos Alberto Torres, "Education and Social Change in Latin America", 1995, James Nicholas Publishers, Sydney, page 18.

EVIDENCE CASE NUMBER FIVE

The following Passage is also from Chapter 2, Page 28

A number of writers have commented on EFA. In their reflection on the EFA Initiative, Moralez-Gomez and d Torres (1990: 7-15) asserted that the EFA initiative appears to be a response to what the organizing agencies identify as a global crisis in education, which impedes to meet the "basic learning needs of all children". This crisis is said to affect primarily-but not exclusively the Third World. Thus, the EFA initiative arises predominantly as an attempt to address a series of concerns surfacing among Northern development agencies regarding the future fate of education in developing countries. While recognizing the urgent need of the EFA initiative to meet the basic learning needs of all Moralez-Gomez and Torres (1990:7-15) criticized it because of its exclusive economic development perspective which was premised on the Basic Human Needs approach (Sandbrook, 1982:12) (2) 7-1 5). The Basic Human Needs approach to development, including educational development, has been the dominant theoretical model of the international aid programmes of a majority of developed countries in the decades of the 70s and 80s. This approach was based on the assumption of the fulfillment of basic human needs through food production and nutrition, rural

development, population planning and health, provision of shelter, and education. Underdevelopment, it was argued, was the cause for the deficit in the above mentioned basic human needs. The failure to meet these needs was perceived as a problem of inefficiency in the production and use of resources rather than a consequence of inequality in their distribution, or the concentration of the control over the means to produce them in the hands of a few.

An analysis of the above paragraph returns a plagiarism evidence of 28% with the most obvious found in the use of the following:

...in education which impedes to meet the basic learning needs.....regarding the future fate of education in developing countries....to meet the basic learning needs of all Morales-Gomez and...rural development, population planning and health, provision...

Evidence of plagiarism in this section was traced directly, both in (terns) of wording and contextual usage, to the following texts:

1. *Carlos Alberto Torres, 'Education, Power, and Personal Biography: Dialogues With Critical Educators', 1997, Routledge, New York, page 6*
2. *UNESCO World Conference for All Report (1990) New York. See link to document here: 'Meeting Basic Learning Needs' (http://www.unesco.org/education/pdf/11_92.pdf)*
3. *Daniel A. Morales-Gomez, "Transnational Social Policies: The Development Challenges of Globalization", Earthscan Publications Ltd, 1999, London, pages 200-221*

Evidence was also found linking some of the content in the above passage and its succeeding two paragraphs in the "Dissertation" to

material directly lifted (without appropriate citation) from the paper, *'Successful Experiences in Non-Formal Education and Alternative Approaches to Basic Education in Africa'*. This was a conference paper presented by Ekundayo Thompson at a conference of the **Association for the Development of Education in Africa, Paris, France in 2000**. There is closer evidence of excessive usage of the listed paper above in the "Dissertation" without appropriate reference. Some expressions or lines are directly adapted from this document, according to the plagiarism checker.

EVIDENCE CASE NUMBER SIX

The following Passage is also from Chapter 2, Page 28

All societies in Africa have had varied forms of education delivered out of school through processes of socialization to induct the youth into the mores, culture, and norms of their society. There were specific objectives and modes of transmission of information, facilitation of knowledge skills acquisition, formation of positive attitudes and internalization of values. Acquisition of education was throughout the life span of every individual; the process which was part and parcel of living was deeply rooted in, and guided by the society 's culture of which it was an integral part (Ocitti 1994:4) in an assessment of the effectiveness of non: formal schools and centers in the urban areas of Kenya. A number of writers have focused attention on African traditional education (Evans 1981:17; Fafunwa & Asiku 1982:9; Ocitti 1994:4). The proponents of African traditional education, fafunwa and Asiku (1982:9) in particular have argued that African traditional education performed important educational functions including the perpetuation and modification of a given culture in particular circumstances. They contend therefore, that "no study of the history of education in Africa is complete or meaningful without adequate knowledge of the traditional or indigenous educational system prevalent in Africa prior 'to the introduction of Islam and

Christianity". According to Evans (1981:17) the general historical foundation upon which today 's reawakened interest in non-formal education i s based is indigenous education. Moumouni, in his seminal work, Education in Africa (1968:15), summarize the significant features of traditional education and argued that African traditional education was both functional and instrumental; learning was by doing, and participation was an important element in the educative process. The learners participated in a variety of productive activities thus emphasizing the relationship between education and work on the one hand, and education and production on the other. According to Houghton, Turay and Ekundayo-Thompson (2002:9), the accumulation and democratization of knowledge was intricately linked with the social and economic culture of African peoples in differing degrees, knowledge was transmitted from generation to generation and within generations This process brought together observation, practice and reflection. They describe African traditional education as the "body of skills, knowledge and techniques required for the practical business of living (p. 9). These three elements of education (skills, knowledge and techniques) were expressed through music, story telling, community rituals, spirituality, health management and vocational science. Community identity found its shape in this popular memory, sustained not by books in libraries but by memories housed in minds.

A clinical examination of the above passage revealed a plagiarism evidence of 15% with the most obvious found in the use of all the sentences preceding the following phrase:

“Education in Africa is complete or meaningful without adequate” which appeared to have been lifted from *Fredrick Nafuko, Maurice Nyamanga Amutabi, & Ruth Nabwala Otunga, “Foundations of Adult Education in Africa”, Pearson Education South Africa, 2002, Cape Town, page 22.* It is found that Ekundayo Thompson made mention of the original author (*Fafunwa*) whose earlier work was appropriately cited in the said book by *Nafukho et al.* The problem of plagiarism arises in this specific case, according to the plagiarism checker, because Thompson made no specific mention of the above title from which the sentences and their contextual usage appeared to have been lifted verbatim. Thus, their use, by Thompson, was not unique

to the “Dissertation” (i.e. they represent the evidence of plagiarism in the excerpt above).

EVIDENCE CASE NUMBER SEVEN

The following Paragraph is extracted from Chapter 2, Page 29

According to this researcher 's analysis, the ability to recall learned material was given expression in organized learning events which had all the elements of a learning process namely, objectives, content, assessment of learning achievement, and reward. For example, competitions (learning events) were arranged for the members of age-groups (cohorts), to test (objective), their ability (competence), to recall and relate in song and dance (learning outcome), the stories and events that, have been told to them (learning content). Parents and members of the community assess and judge competitions (assessment of learning). (The emphases are the researchers) Kenyatta (1938: xvi) validates the content and process of his learning by saying that, "Like any other Gikuyu child, therefore, I acquired in my youth my country 's equivalent of a liberal education" (p xvi) He indicates the sources of "the knowledge which had hitherto remained in my head" in terms of personal experience, "the usual education of the Gikuyu boys," "legends," "custom and tradition" and "my elders", "practical knowledge" and "apprenticeship". The methods and techniques of education included practice, repetition, imitation, question and answer, games, apprenticeship, observation, mentoring, memorization and recall, and play. The processes of education were characterized by relevance of what was taught and learned, freedom to learn (freedom of the personality is the highest good), and conditioning. Values of work (work ethic), freedom of choice, public good and reciprocal obligations were taught and internalized. Another perspective of traditional education namely traditional indigenous education was presented by Am strong (1987,14(3):14-19). Her discussion focused. on the meaning, purpose, con- tent and process of education and learning. In Armstrong's view, traditional indigenous education was a cultural experience and learning was

culturally defined. It was a natural process, which took place in everyday activities. She contrasted the traditional concept of education against what is called modern concept in her view, the modern concept of education is "the practice of schooling"(p 14); it is limited to the transfer of information and skills for the purpose of livelihood.

The clinical verification carried out on the above paragraph returned a plagiarism evidence of 32% most paramount in the use of the following sentences:

...assessment of learning...The emphases are the researcher...of his learning by saying that...Like any other Gikuyu child...of a liberal education...He indicates the sources...in terms of personal experience, "the usual education of..."my elders", "practical knowledge" and "apprenticeship"....

The uses of the above in the “Dissertation” by Ekundayo Thompson, both in terms of wording and context, were found to be not unique to the “Dissertation” and were also not appropriately cited by Thompson. The plagiarism checker traced the evidence to the following texts:

- a) Henry Muoria, *I, the Gikuyu, and the White Fury*, East African Education Publishers, 1994, Nairobi, pages 86-93.
- b) Nelen Ponce De Leon-Ladera, *“The Children of Mumbi & Kikuyu”* in *Dimensions in Learning English II* by Nelen Ponce De Leon-Ladera and others (Ed), Rex Books Inc, 1999, Manila, page 378 for additional plagiarism evidence.

EVIDENCE CASE NUMBER EIGHT

The following Paragraph is from Chapter 2, Page 27

The objectives of this review are firstly, to trace the conceptual evolution of non-formal education, secondly, to establish the theoretical base for the research and thirdly, to locate the research in t h e context of current developments in non-formal education theory and practice. The ration- al e and justification for this approach are that the discourses on non-formal education over three decades have had an enduring impact on current theoretical and practical perspectives. Three historical time frames namely, the pre-independence (before 1960), the post-independence (1960- 1 990), and the post-Jomtien (after 1990) periods provide the contexts for the review. Given the historical nature of this approach the bibliographical references will inevitably be dated as far as t h e first two periods are concerned. The theoretical and, to some extent, the practical bases for t he research will be established by a review of the related research literature, and by an examination of selected field experiences and their theoretical underpinnings. This theory-practice dialectic is expected to contribute to the generation of a grounded theory in NFE (Strauss & Corbin 1990: 23).

A clinical verification and analysis of the above paragraph returned a 16% evidence of plagiarism. The evidence of plagiarism is most evident in the use of the following sentences highlighted below:

.....the bibliographical references will inevitably be dated...and, to some extent, the practical bases for the research...literature, and by an examination of selected field experiences...dialectic is expected to contribute to the generation of...

Evidence of the case of plagiarism (language and contextual usage) was traced to a journal article by Ruth Kershner (1999) “The Role of School-based Research in Helping Teachers to Extend their Understanding of Children's Learning and Motivation”, *Journal of In-Service Education*, 25:3, pages423-445, DOI: 10.1080/13674589900200097

EDIDENCE CASE NUMBER NINE

The following Paragraph is from Chapter 1, Page 15

While recognizing the urgent need of the EFA initiative to meet the basic learning needs of all Moralez-Gomez and Torres (1990:7-15) criticized it because of its exclusive economic development perspective which was premised on the Basic Human Needs approach (Sandbrook, 1982: 12) 2) 7-1 5). The Basic Human Needs approach to development, including educational development, has been the dominant theoretical model of the international aid programmes of a majority of developed countries in the decades of the 70s and 80s. This approach was based on the assumption of the fulfillment of basic human needs through food production and nutrition, rural development, population planning and health, provision of shelter, and education. Underdevelopment, it was argued, was the cause for the deficit in the above mentioned basic human needs. The failure to meet these needs was perceived as a problem of inefficiency in the production and use of resources rather than a consequence of inequality in their distribution, or the concentration of the control over the means to produce them in the hands of a few.

A clinical verification and analysis of the above paragraph returned a 22% evidence of plagiarism. The evidence of plagiarism is most evident in the use of the following sentences highlighted below:

...of developed countries in the decades of the 70s and 80s...of basic human needs through food production and nutrition,...of shelter, and education. Underdevelopment, it was argued...

The case of plagiarism here was found in *Peter Jarvis & Pauline Griffin, "Adult & Continuing Education: Major Themes in Education", Volume II, Routledge Taylor & Francis Group, 2003, New York and London. See Page175 for evidence of plagiarism.*

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FINDINGS

Our overall findings are that, the entire “Dissertation”, from the above evidence in Chapters 1 & 2, cannot **PASS** any plagiarism test (regardless of the method of verification or the plagiarism tool(s) employed).

The above is a representation of the cases captured by multiple tools we employed over a significant amount of time.

As we mentioned above, we also found cases of closer similarity between this “Dissertation” and a number of other documents under the same author(Ekundayo J.D. Thompson). This raises the possibility of certain sections of the “Dissertation” belonging to portions of earlier works by E.J.D Thompson.

WE HAVE OMITTED THE INCLUSION OF THAT ASPECT IN THIS REPORT BECAUSE, A CLOSER EXAMINATION OF THE EVIDENCE, APPEARS TO BE CASES OF THOMPSON REPHARSHING SENTENCES ALTHOUGH THESE WERE ALSO SHOWN TO BE NOT PROPERLY CITED.

However, the percentage of the similarity in grammar and usage is below 15%. Contextually, we found an overwhelming case of over 72%, but when put together, the evidence falls in the face of mere similarity ONLY as opposed to closer matching in language, context and non-uniqueness. Therefore that aspect of the evidence is THOUGHTFULLY eliminated.

**** You will find attached with this report page samples of the plagiarism scan from which this evidential reading is developed. These documents are available and can be downloaded for submission if there is need for them.*