

# An Analysis of Adult Education in Developing and Developed Countries

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**Abstract:** This study found that even though the years 2003 to 2012 were designated as the United Nations Literacy Decade, nearly a billion adults worldwide still lack basic literacy skills as of 2016. At least 600 million of these adults are women, and more than 70% of them live in eight major nations: Bangladesh, Brazil, China, Egypt, India, Indonesia, and Mexico. Not only in impoverished countries like Nigeria, but also in rich countries, illiteracy is an issue. The future lives of individuals are negatively impacted by the rising rate of illiteracy in every nation. Communities without access to literacy may struggle to contribute to and benefit from national development. Literacy skills can assist in sustainable development and aid society in improving and making political and economic progress. The majority of the above-mentioned countries that account for over 70% of the world's illiterates are Asian nations, so even with the rise in the number of educated people in the Arab world and the expansion of community-based programmes in terms of quantity, scope, and quality, particularly in adult learning, illiteracy continues to be a major obstacle to the development and social transformation in these areas. The paper also noted that the Egyptian Constitution guarantees the right to an education. Adult learners in Egypt's educational system influence both their own possibilities and the nation's overall economic development. Even if there has been clear and appreciable development, Egypt's educational system still faces several obstacles. These include persistent illiteracy, especially among women, rising school dropout rates, low pre-school enrollment rates, a high rate of unemployed graduates due to a lack of connections between education and employment, and inadequate state-provided education that has prompted the emergence of private tutoring to fill the educational gaps left by the formal schooling system. Despite the fact that Egyptian adult education is learner-centered, the region still needs to do more, as evidenced by the 2010 UNESCO Education for All Global Monitoring Report. This study compared adult education in Britain, Egypt and Nigeria, focusing on important issues like how each country defines adult education, the purpose of adult education, the social and historical forces that influenced the need for adult education, participation, illiteracy rates, and the problem of low impact adult education in developing countries. The research discovered that learning is the main goal of adult education in various countries, independent of the purpose, participation, and organisations, and that research methodologies vary from country to country.

## Introduction

One of the secrets to the 21st century is adult learning. Both men and women's energies and creativity are released. It is a result of being an engaged citizen as well as a prerequisite for full involvement in society. It is an effective tool for strengthening democratic and just societies, advancing sustainable development, and creating a world free from war and violent conflict. In order to build a better and more complete future for humanity, adult learning is crucial. Adult learning should contribute to the 21st century's difficult concerns, such as addressing poverty, strengthening democratic institutions, defending human rights, fostering a culture of peace, and promoting active citizenship, enhancing the role of civil society, promoting gender equality and female empowerment, valuing cultural variety, including language use, and advancing justice and equality for indigenous and minority groups are just a few of the goals. In order to improve not only political life but also the society's economic production and distribution, which in turn reduces poverty, it is imperative to boost learning environments.

In order to unlock people's potential and creativity and radically alter global realities, more urgent action must be taken to enhance public, private, and community investment in adult learning. It is necessary for social fairness and democracy. It is necessary for social and economic growth. It might be necessary for mankind to survive at all (The Fifth International Conference on Adult Education, 1997). Nigeria's definition is confusing because it includes the word youth, yet the British definition of adult education takes adults who are 18 and older into account. Between 1948 and 1959, adult education was defined in Nigeria as mass literacy, community development, and raising awareness. The teachers were chosen by the British, who also specified the curriculum, audience, and level of awareness. They provided the funding in collaboration with other international organisations including Laubach. The following is the post-independence definition of adult education: Functional literacy, remedial, continuing, vocational, aesthetic, cultural, and civic education for adults and youth outside the traditional school system make up adult and non-formal

education.

### **The Definition of Adult Education in Great Britain, Egypt and Nigeria**

The practise of adult education is defined and modelled proactively in Great Britain. In other words, the nation adopts a liberal perspective and employs adult education as a continuing mechanism, an inventive tool intended at reshaping British social, political, and economic life. In Britain, adult education is described as liberal vocational education (training) and further education taking into account the sorts of subjects, the definition of adult, and the types of activities (avocational). The ambiguity surrounding the definition of adult education did not originate with Cantor and Roberts; rather, it has long been a concern. The British are faced with adult education as a component of further education, which is itself described as a component of adult education, as Ruddock pointed out at the time of the Elsinore Conference.

Nigeria, on the other hand, defines and organises adult education reactively. Nigeria, using a behaviourist perspective, uses adult education as a reactionary tool to combat the chains of cultural imperialism. Except for correspondence material, which is self-directed, adult education resources in Nigeria are more teacher- and content-focused than those in the UK.

Egypt, on the other hand, views adult education as the cornerstone of its national security and believes that education in particular, as well as human development more generally, is the best way to achieve long-term deployment and reap the greatest benefits for the whole Egyptian population.

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Adult education is typically understood to refer to programmes of study that mature adults choose to participate in and that have as their main objectives the development of the individual's skills and aptitudes, without particular consideration for their potential for employment, and the promotion of social, moral, and intellectual responsibility within the context of local, national, and global citizenship. This definition assumes that everyone has a basic level of literacy as a result of receiving compulsory education as a child; it equates literacy with regular schooling; the discussion is instead over how comprehensive adult education (which includes all learning experiences) should be. More specifically, adult education is a process in which people who no longer regularly and full-time attend school (unless full-time programmes are specifically designed for adults) engage in sequential and planned activities with the deliberate goal of bringing about changes in information, knowledge, and understanding or skills, appreciation, and attitudes; or for the purpose of identifying and resolving personal and societal issues.

The following are the broad goals of adult education:

To offer adults who have never had the benefit of formal education functional literacy education. To offer functional and remedial education to children who left the formal education system too early. to offer additional education to various groups of graduates of the formal education system in order to enhance their foundational knowledge and abilities. To offer professionals on-the-job vocational in-service training to help them develop their abilities. To provide the country's adult citizens with the civic, cultural, and aesthetic education they need.

The commonality among the definitions of adult education in Great Britain, Egypt, and Nigeria is that they all centre on people. While Nigeria is concerned with both adults and youth, Egypt views adult education as a matter of national security, which should involve all citizens, and Great Britain focuses on adults (18 years and older). However, adult education does have value in both situations.

### **Purpose of adult education in Great Britain, Egypt and Nigeria**

The aim of adult education in Britain includes the following in addition to the 1919 Report's call for education for law-abiding citizens: To produce a sufficient number of highly educated men and women to sustain a sufficient level of social and economic progress. As a result of the changes brought on by technology, people can pick not only what they can achieve but also what they ought to perform by creating an acceptable ethic and from the growing number of possibilities. To offer a cerebral diversion that fuels interest in the arts and hobbies. To offer insights into the use of logic and the formation of moral principles. For the ascent of the working class. For giving people a second chance and assisting them in catching up, e.g literacy projects.

In order to deal with the new difficulties posed by globalisation solidarity, countries require educated and literate populations that are capable of expressing their opinions and protecting their interests. Making democracy work is necessary for society to improve. And in order for democracy to function, educational institutions must take seriously their responsibility to develop active, knowledgeable, and involved citizens. The goals of adult education in Egypt specifically consist of: to lower the illiteracy rate to under 10% Clearly, the secondary goals comprise the following: closing the literacy gap between male and female populations.

closing the illiteracy gap between north and south Egypt, as well as between rural and urban areas. focusing efforts to eradicate the causes of illiteracy in order to reduce the rate of illiteracy among young people to zero.

In Nigeria, adult education serves the following purposes: Self-worth as it is seen in social and cultural contexts is implicitly applied through empowerment. This is the defining characteristic of traditional education for the explanation of principles, education for nation development, and education for independence. Realizing political, economic, social, or cultural purposes is the aim. To increase the abilities of professionals by offering functional literacy, functional remedial education, further education, and vocational in-service on the job (OJT). For the education of women. For neighbourhood improvement:

- a. Integrated rural development to enhance and boost per capita income and people's overall welfare.
- b. Community development is a method for people to discuss and identify their needs before coming up with a plan and taking action to meet those needs, as well as evaluating the outcomes.
- c. Community development as projects – promoting improved living standards through initiatives backed by the local population.

A detailed examination of the goals of adult education in these two nations reveals that it serves as a tool for political, social, and economic realisation. Politics in Great Britain may be realised in terms of who is qualified for what position in professional appointments. Nigerian political realisation, on the other hand, refers to government initiatives to re-establish educational independence. However, it's interesting to note that the residents of these nations, under the influence of social and historical circumstances, employ adult education to improve their social and economic lives.

### **Social and Historical Forces of Adult Education in Great Britain, Egypt and Nigeria**

In England and Wales, basic education was not mandated by law for all children until around 1870. This indicates that before that time, public schools were designed for the sons of gentry. They provided character development and a Greek and Latin-based curriculum, which was thought to be the best general education for males who would rule the Empire. The working class and labouring poor emerged as a result of this class differentiation, which served as a precursor to later class divisions in British social and economic structures. Heavy industrialization, which rendered many workers' skills obsolete, appeared to have assisted class distinction in perpetuating access to education. Additionally, the loss of colonies and immigration added to the difficulty of educating the underprivileged and illiterate. Between 1957 and 1968, following the Second World War, Britain lost around twelve colonies in Africa alone. Last but not least, the immigration issues brought on by the naturalisation and emancipation of British people from the Caribbean, Asia, Africa, etc. greatly aggravated the country's educational needs. For instance, Idi Amin's expulsion of Ugandan Asians led to numerous issues in British social, political, and economic life. More specifically, Egypt's policies to reduce illiteracy Egypt is committed to eradicating illiteracy and making progress in both formal and informal education as a member of the global community. In order to organise governmental and civil society activities by initiating the National Campaign for Literacy and Adult Education, laws have been passed from the early 1990s. The National Plan for Literacy targets young people who are illiterate between the ages of 15 and 35. Here are some of the initiatives Egypt has taken to further combat illiteracy among the illiterate:

The General Association for Literacy and Adult Education (GALAE) was established in accordance with a law passed in 1992, which gave it control over the nation's planning, carrying out, implementing, and coordinating educational activities. This law represents the highest level of political involvement in addressing Egypt's illiteracy issues. GALAE began a ten-year literacy campaign in 1994. Although GALAE's sole goal was to teach adults how to read, write, and perform written arithmetic, it focused on topics and language that most adults would find helpful in daily life. A novel strategy called a "free and voluntary contractual agreement for literacy" has been created by GALAE. The Association enlists educators, university students, recent graduates from technical colleges, and religious leaders to help eradicate literacy in their respective communities. The Association determines the population's needs and categorises them according to age, career, and learning requirements. It also provides free books, stationery, and teaching aids and administers tests every six months.

GALAE has opened 100 lending libraries in various localities and published 46 books on a range of topics, 16 of which were developed in partnership with UNESCO. GALAE is delivering free taped literacy courses and instruction manuals in an effort to promote lifelong and independent learning. Additionally, literacy programmes have been launched with flexible scheduling and motivating rewards in prisons, community clinics, women's organisations, mosques, churches, and youth and sports facilities. In addition to recruiting nurses and midwives from nearby villages to help with these initiatives, hundreds of young people have been taught to provide literacy services. Additionally, a unique daily publication called "Enlightenment" (Tanweer) has been created and made available for free to the newly literate. The fight against illiteracy also makes use of radio and television. The majority of Egypt's governorates are covered by these literacy sessions that are aired and televised at various times throughout the day. A deal has been negotiated with NileSat, the Egyptian satellite channel, to launch programmes to eradicate illiteracy.

Caritas International established Caritas Egypt in 1967 with the goal of "establishing social justice and serving the poorest of the poor" in Egypt. Through reading, conversation, and problem-solving, Caritas Egypt assists individuals in analysing and resolving issues that arise in daily life. The programme is centred on human rights awareness and was inspired by Paulo Freire's

educational philosophy. The literacy programmes also closely cover environmental and health awareness topics. The health programme was created to systematically address the requirements of the participants and the areas in which they live. Its four main parts are as follows: 4) Health and the environment, 5) Nutrition, 6) General Hygiene, 7) Reproductive Health, and 8) Nutrition. The programme serves 20,000 participants annually, 85% of whom are women, and is operated in underprivileged districts of the Cairo and Giza governorates. UNESCO named Caritas Egypt as one of the top nine adult literacy initiatives in the world in 2006.

A complete and all-encompassing picture of adult education was presented during the Fifth International Conference on Adult Education, which took place in Hamburg in 1997. One of the key outcomes of CONFINTEA has been the creation of the Arab Network for Literacy and Adult Education. In order to assist non-governmental organisations (NGOs) and civil society organisations in their efforts to promote literacy and adult education, the Arab Network for Literacy and Adult Education, or ANLAE, was founded in Egypt in 1999. Despite the Ministry of Education's efforts to guarantee access to all school-age children, some populations continue to be excluded from the educational system. These populations include children who have left mainstream schools (estimated at 0.22% and 2.9% of the age group from the primary and preparatory levels, respectively), as well as those who never enrol due to severe poverty or complete inaccessibility. The Egyptian government has established a variety of educational institutes to combat this significant cause of illiteracy. Since 1992, the Ministry of Education and other collaborators have launched a number of programmes to help girls and boys who are underserved, underprivileged, dropouts, and street children receive a high-quality education. This category includes girls-friendly schools, one-classroom schools, and community schools. Together, all of these activities have produced a style of education known as community-based education (CBE).

Under the slogan "Knowledge is Power," the Vodafone Egypt Foundation launched a countrywide programme to aid in the fight against illiteracy. Due to its scope and ambition, this effort is recognised as being the biggest CSO-led initiative ever in the field of literacy. Its budget, which totaled EGP 50 million in the first two phases of the project, including its pilot, and the fact that it presently covers 18 governorates out of Egypt's 27 governorates make it the largest in terms of geographical coverage. Despite making such significant progress against illiteracy in these areas, substantial rates of illiteracy persist, particularly in Egyptian society and particularly among women. Indeed, the Arab Human Development Report 2014 states that women make up two thirds of the region's illiterates today. This rate is not expected to disappear "until 2040. Nevertheless, while the social and historical forces that propel adult education in Great Britain and Egypt seem to be internal, except for immigration and perhaps loss of colonies, the Nigerian case is external.

In addition, Asiedu noted that the majority of Africans lived in compact ethnic communities prior to colonial authority. Nigerians attended some type of native schooling and attended classrooms under large trees while living in tribal settlements. Bush schools were one such instance of formal instruction during the pre-colonial era. The most popular names for these institutions were poro for boys and sande for girls. While education in the poro took three to seven years, it only took a few months in the sande. The utilisation of imported technology, such as books, chalk, pens, and other items, along with the new skills of reading, writing, and mathematics, came with colonialism's final phase of expansion. Changes in the social, political, and economic lives of Nigerians were brought about by professors who had received their education outside of the system's established traditions. Africa's educational systems are now dependent on colonial education, particularly on religion and business. The French approach was described as assimilationist and aimed at producing black Frenchmen, whereas the British programme placed an emphasis on cultural adaptation. Because it is risky to expose the locals to full-scale education all at once, the British used this dependence as a tool to maintain the administration's objective to support the creation of a limited educated élite in the colonies.

### **Adult Education Participation, Organisation, Teaching and Research in Great Britain, Egypt and Nigeria**

Adults seeking higher education (full or part-time; frequently middle class); skills for leisure and careers in the corporate and public sectors; reading and numeracy; and operational and political understanding to cope with Third World countries; participate in adult education in Great Britain. By using the services of lecturers, tutors, and social workers, learning is organised in formal and informal settings. Great Britain supports the liberal educational philosophy despite the focus on self-directed learning, the openness of Open Universities, the usage of small and T-groups, structured and unstructured class settings, and more. Liberal education does not subscribe to the Aristotelian notion that knowledge is valuable for its own sake. Instead, it is the idea that learning ought to be the root of growth rather than just one of its effects. Due to Great Britain's extensive history and top-notch infrastructure, historical studies have been the main source of research.

Adults without a formal education, young people who dropped out of school, employees, professionals wishing to upgrade their skills, adults and young people who are interested in literacy, as well as women, all participate in adult education in Nigeria. Similar to Great Britain, learning is organised in formal, informal, and non-formal contexts by lecturers, tutors, and, in the case of the Muslim North, Islamic teachers. Nigeria, in contrast to Great Britain, employs the behaviourist method since adult education materials—with the exception of correspondence—can be completed through distant learning and self-directed effort—are content-oriented and teacher-centered. In Nigeria, adult education research tends to focus on pilot projects and programme reviews that support novel ideas and methods, like those used in community improvement initiatives. Some researchers consult publications, newsletters, and bulletins as well as libraries and documentation clearinghouses on adult education with a focus on Africa.

### **Percentage Non-literacy Rate in Great Britain, Egypt and Nigeria**



For those over the age of 15, the overall worldwide literacy rate is 86.3%. The average global literacy rate for men is 90.0%, compared to 82.7% for women. Around the world, the rate varies: wealthy countries have a rate of 99.2% (2013); Oceania has a rate of 71.3%; South and West Asia has a rate of 70.2% (2015); and sub-Saharan Africa has a rate of 64.0%. (2015). Women make up about two-thirds of the 781 million illiterate people in the world, with over 75% of them living in South Asia, West Asia, and sub-Saharan Africa.

According to UNESCO's Global Age-Specific Literacy Projections Model (GALP, 2015), the three countries under consideration have the following percentages of literacy:

Country	Literacy rate	Non-literacy rate
Great Britain	84%	16%
Egypt	75.2%	24.8%
Nigeria	59.6%	40.4%

### Problem of Low Impact of Adult Education in Developing Countries

The following are some of the issues related to adult education's lower impact in developing nations than in wealthy nations: Some basic adult literacy centres don't have a curriculum or course materials that are focused on practicality. It places little emphasis on the functionality, integration, or regular work activities of the participants and instead concentrates on the fundamental literacy abilities of reading, writing, and mathematics (3Rs). Lack of curriculum and instructional resources that should represent students' real-world circumstances. The adult literacy programme is characterised by appalling participation rates and egregious gender disparities. Adult literacy either lacks a clear policy framework or has one that is limited to official discourse. The sector of rural development, community development, health, and nutrition have not been effectively integrated into literacy programmes that result in tangible advantages for learners. Since the literacy programme has not replaced authoritarian techniques and skills-based curriculum with learner-centered approaches like REFLECT, which use bottom-up strategies and incorporate active learner participation from the very beginning, some literacy programmes struggle to attract learners.

More specifically, several of the adult literacy programmes are weak in written materials and literacy. As a result, students cannot remember or recall what they learn in practical life skills programmes. Thus, the knowledge and skills learned in these programmes ought to make literacy usable in activities that generate income, just as it is in industrialised nations.

The quality of education provided is lacking, and the eradication of illiteracy in the future will not be possible unless there is a radical change. This is due to a lack of adequate and pertinent materials as well as a lack of staff who are inadequately trained and disgruntled due to poor terms and conditions of employment. As teachers manage too few students, adult literacy sessions are run inefficiently. The materials and setting of literacy training frequently have little to do with the needs of the local population. The literacy programme is given minimal attention due to competing demands at the individual, family, and community levels that directly affect the lives of adults. The programme should be customised to meet the needs of the various categories of underserved or disadvantaged people with disabilities in order to reach them and achieve observable results.

Additionally, improving participants' livelihoods or the nation's socioeconomic situation through literacy training alone is not possible. It must be accompanied with programmes for post-literacy, income-generating activities, and other forms of fundamental education and skill development. The graduates of literacy programmes will develop the skills required for either self-employment or meaningful work in their particular communities as a result. It is exceedingly challenging to create a literate atmosphere with opportunities to apply what is learned because there aren't enough libraries or books to read at home or at the centre. Literacy classes may not be the most significant of these possibilities, and the skills obtained may not necessarily be traceable to the literacy programme per se, as there are many diverse factors that contribute to the acquisition of functional knowledge, attitudes, and practise. The most significant barrier to the adult literacy program's success continues to be a shortage of funds, and as a result, the instruction provided to the population in need is highly subpar and of a second-class nature.

### Conclusion

The definition of adult education is culturally distinctive, as was before mentioned. A nation's definition varies depending on its social, political, and economic requirements. As highly developed nations and past empires, Egypt and Great Britain actively define and structure adult education practise. In other words, the nation employs adult education as a sustaining mechanism and a type of cutting-edge tool to restructure the social, political, and economic lives of her people. Nigeria, a former colony, reactively defines and models adult education methods. In order to combat the chains of colonialism, neo-colonialism, and cultural imperialism, the nation uses adult education as a reactionary tool. While Great Britain fights to preserve the generation, Nigeria fights to close the generation gap caused by the colonial powers.

Since the definition of adult education varies throughout these three nations, it is likely that the philosophical underpinnings of practise will also vary. A philosophical premise is tracing the who, what, why, where, when, and how of a population and

developing an appropriate strategy. All philosophies aim to alter individuals in some way, whether that change is local, communal, or more global, but radical, liberal, and progressive adult education all emphasise the need to improve society as a whole. The question that has to be answered right now is whether adult educators will ever be able to develop a global policy after taking into account the definition and philosophy of adult education. The researcher noted that participation research frequently has a psychological rather than a sociological perspective and that adult educators lack a central research policy. On the quantitative and qualitative methodological approaches, there is also debate. Each institution extols its own supremacy. It will be quite challenging for the adult educators to do a central policy research under these circumstances.

### **Recommendations**

Post-literacy structures, such as libraries, community learning centres, written media, and the written environment more broadly, must be established. In order to ensure continuity from basic to post-literacy and ongoing education as well as to support students in avoiding a relapse into illiteracy, post-literacy education should also be initiated in Kisumu. The importance of assisting participants in using their newly acquired abilities in daily life should be emphasised more. In order for educators to meet the various demands of students, courses should be presented following a more systematic examination of the needs of the population. Links between the formal education sector and the adult literacy sector should be established to facilitate access and exit, experience exchange, and support. The various types and levels of literacy required by each culture, as well as by particular groups within that society, should receive more attention in adult education and literacy programmes. The curriculum should vary as society does in order to meet the demands of both groups. Teachers' manuals that offer advice on the best teaching techniques to use for various educational goals should be provided together with the curriculum.

Additionally, communities and assistance organisations can be urged to provide facilities that are necessary and to help build straightforward adult literacy centres apart from elementary schools so that adult learners have their own institutions. Blackboards, posters, books, writing materials, and any other necessary supplies for education should be provided by the government or donors under government coordination if EFA goals are to be achieved. It is important to provide adequate and pertinent materials, especially in the native tongue. To prevent the gender-related issues that are common in adult literacy classes, male and female students should take lessons separately. This would eliminate the gender disparities that prevent women from enrolling in adult literacy learning centres. To prevent needless job duplication and the waste of limited resources, the actors involved in the adult literacy effort must operate in appropriate coordination. A stronger teacher preparation programme is required. For full-time teachers, the outdated two-week in-person training programmes and correspondence courses, as well as the half-day training sessions for part-time teachers, only impart the fundamentals and cannot create or generate successful teachers. The development of pedagogical abilities that enable teachers to regard students as active participants rather than as passive trainees requires special attention.

A data base based around client profiles, institutional projections, research, surveys, and networks should also be included, in addition to suitable statistical data. It should be a continuous process to develop the systems and capabilities that allow administrators and instructors to receive professional training. Teachers become passionate about the difficulties they face thanks to in-service training. To make literacy centres a vital part of the greater community, management should also receive training on how to inspire instructors and how to collaborate with partners and communities. To promote professional growth, the percentage of full-time, permanent instructors should be raised. The programme lacks sufficient facilitators, so it has little motivation to spend limited funds on professional development. To improve the morale of the literacy tutors, salaries and other compensation should be raised.

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