

## **THE IMPERATIVE ROLE OF ADULT EDUCATION ON SUSTAINABLE COMMUNITY DEVELOPMENT AND POVERTY ERADICATION IN NIGERIA**

**ZAINAB SHEKWOBAGU BASHIR USMAN**

Bayero University, Kano

E-Mail: [zeebashusman@yahoo.com](mailto:zeebashusman@yahoo.com)

GSM: 08036791011

### **Abstract**

*Educating adult individual in any society is considered as a vital move towards liberating such individual adult. Thus, adult education programmes need to be readdressed to cater for individual adult needs in terms of economic, welfare and social development. This paper gives an x-ray of the concepts of adult education, sustainable and community development, concepts of poverty and poverty eradication and the imperative roles of adult education programme to sustainable community development and poverty eradication among populace in Nigeria. The study recommended adequate funding since adult education is essentially central to both personal and communal development and contributes to national development as well. Thus, the government should therefore, adequately fund education, especially adult education for the promotion of community development in these areas of study.*

**Keywords:** Adult Education, Sustainable, Community development, Poverty and Poverty eradication.

**DOI:** <https://doie.org/10.50390/NCAEJ.2026296448>

### **Introduction**

Education is a lifelong process and it connotes the dynamic investment aimed for both the present and the future generations. It leads to the achievement of richness and completeness within the lives of individuals. It is a major instrument that leads to the socio-economic growth and sustainability of an individual and the country at large. It is a powerful tool for social change and a vehicle for acquiring knowledge and skills. It has the capacity to conscience and empowers the individuals (Radhika, 2019). Individuals possess the right to acquire education and learn throughout their lives.

Adult education is a core component of lifelong learning. It comprises all forms of education and learning that aim to ensure that all adults participate in their societies and the world of work. It denotes the entire body of learning processes: formal, non-formal, and informal, whereby those regarded as adults by the society in which they live, develop and enrich their capabilities for living and working, both in their interests and those of their communities, organisations, and societies (UNESCO & UIL, 2019). Adult education also includes education and learning opportunities for active citizenship, variously known as community, popular or liberal education. It empowers people to actively engage with social issues such as poverty, gender, intergenerational solidarity, social mobility, justice, equity, exclusion, violence, unemployment, environmental protection, and climate change. It also helps people to lead a decent life, in terms of health and well-being, culture, spirituality, and in all other ways that contribute to personal development and dignity (2015 UNESCO Declaration).

The individuals are regarded as adults when they reach 18 years of age. They develop capabilities and enrich their knowledge, improve technical and professional qualifications or

turn themselves in a new direction and bring about changes in their attitudes and behaviors in the personal development and participation in balanced and independent social, economic, and cultural development. Adult education includes all the activities that are put into operation to meet educational goals and objectives. Through adult education, the learners can augment their experiences and develop skills and abilities. Apart from the development of knowledge and skills, individuals can generate awareness in terms of their rights and duties, which are required to turn into effectual citizens of the country (Radhika, 2019).

At a time when social dynamics and workforce demands are constantly evolving, empowering communities is fundamental to sustainable development. In this context, adult education programmes have proven to be effective catalysts for change. The ability to adapt, learn, and grow is not limited to the early school years. It lasts a lifetime. This understanding led to a deep recognition that adult education, with its diverse initiatives, plays an important role in promoting sustainable community development. This article explores the critical importance of adult education programmes in strengthening communities and how these efforts can serve as a foundation for creating lasting positive change at the local level. The rates of underdevelopment in most communities in Nigeria are deeply concerning. The absence of education and skills prevents individuals from earning a sustainable living, making them burdens on their families and communities. This desperation often leads some to engage in criminal activities such as robbery, kidnapping, militancy, and vandalism of vital infrastructure like oil pipelines and some others.

However, in most Nigerian societies, the sluggish pace of community development is primarily attributed to high levels of unemployment, illiteracy, and a lack of employable skills among the residents. Genuine progress is hindered when a significant portion of the population remains unemployed, unskilled, and illiterate, emphasising the critical need for education and skill development in these communities. The goal of adult education programs is to enhance the cognitive, psychomotor, and affective domains of individuals considered as adults in the society. Therefore, to have a robust and working societies where all contributes to make it sustainable adult education must be given a well- deserved recognition.

## **Conceptual Clarifications**

### **Concept and Meaning of Adult Education**

Adult Education has been defined by scholars in many ways but similar conceptualisations are as follow: To Okafor & Arikawei (2016), adult education can be referred to as; “any organised systematic educational activity carried on outside the framework of the formal school system to provide selected type of learning to particular sub-group in the population, adults as well as children”. Olaye & Onajide (2015) explained that “adult education, distinct from child education, is a practice in which adults engage in systematic and sustainable self-educating activities in order to gain new forms of knowledge, skills attitudes or values”. According to Olaye & Onajide (2015) citing Akinpelu (2012) averred that “adult education is the kind of education given to the category of people refers to as adult”. They further stressed that adults on the other hands are the people who are “matured physically, mentally and psychologically... a socially responsible person... has self-respect and dignity....”

Eseneri (2015), cited by Onaye (2018), extended the characteristics of an adult to include “economic responsibility, physiological capability and social responsibility. These

characteristics indicate that an adult to be so referred must be economically buoyant at least to feed himself, provide for his immediate family and fulfil all his financial responsibilities. He must, as a matter of maturity, be able to relate with people effectively and must have attained certain level of physical appearance maturely. Adult education is a broad field of education that covers different areas of human learning. The basic tenet of adult education is the conviction that learning should not be restricted to once-in-a-lifetime opportunity. Adult education has over the years played a key role in changing the lives of different societies.

These word Adult Education and community development are combination of two nouns; which are Adult and Education. To understand this term, one needs understanding their meanings separately. The definition of who qualifies as an adult is a complex matter, influenced by legal, social, physiological, and cultural factors. For example, in some societies, adulthood might be determined by reaching the age of 21, while in Nigeria, official adulthood starts at 18 when an individual gains the right to vote. In certain cultural contexts, physiological maturity, marked by the capacity for marriage, parenthood, and civic responsibilities, is the basis for defining adulthood. Consequently, someone considered an adult might be anywhere between 15 and 51, 18 and 81. In summary, the definition of adulthood varies across cultures and is influenced by multiple factors, including legal, social, physiological, and cultural considerations, resulting in diverse age ranges for what is considered an adult. (CIA World Fact Book, 2018).

The INCHEON Declaration of 2030 asserts that the right to education is a fundamental human right that should be accessible to everyone, regardless of age or location. It advocates for inclusive, equitable, high-quality education that promotes lifelong learning for all. This underscores that education is not only a public good but also a core human right and a foundation for ensuring the realisation of other rights (as envisioned in Goal 3 of Envision 2030). This highlights the crucial notion that in order for any form of development to be both enduring and sustainable, education must be extended to all segments of society, illiteracy must be eradicated, and ignorance dispelled. By providing education to all, individuals are empowered to think creatively and innovate, ultimately reducing poverty and the prevalence of diseases in cities and communities.

### **Scope and Objectives of Adult Education**

As it is often said that the scope of adult education covers the entire activities of mankind. Lawal (2021) in Adetuyi and Ajibade (2016) highlighted the major forms of adult education as Literacy education (literacy skills for adults and out-of-school kids), Continuing education (evening schools, extra-mural classes and likes), Civic education, Community development, Rural development or rural transformation, Agricultural extension education, Health extension education, Mass education, Population education (or family planning education), Workers education, Nomadic and migrant education, Social welfare and social work, Environmental education, Consumer education, Prisoners welfare education and rehabilitation, Women education, Educational gerontology or geriatrics education, Peace education/international education, Distance education (including correspondence education), Political education and political action programmes, Vocational education (full-time and part-time), Continuing professional educational, Cultural, aesthetic and recreational, Industrial and labour education, Public enlightenment or mass mobilisation among others.

However, the following are some of the goals of Adult Education as articulated in the 2015 UNESCO General Conference:

- (a) to equip adults with literacy and basic skills;
- (b) to provide continuing training and professional development, and
- (c) to promote active citizenship through what is variously known as community, popular or liberal education

Also, Aderinoye and Ojokheta (2019) expatiated the goals of adult education as highlighted by UNESCO (2020);

- i. equips people with the necessary capabilities to exercise and realise their rights and take control of their destinies; according Ojokheta (2019).
- ii. promotes personal and professional development, thereby supporting more active engagement by adults with their societies, communities, and environments. It fosters sustainable and inclusive economic growth and decent work prospects for individuals;
- iii. develops the capacity of individuals to think critically and to act with autonomy and a sense of responsibility;
- iv. reinforces the capacity to deal with and shape the developments taking place in the economy and the world of work;
- v. contributes to the creation of a learning society where every individual has an opportunity to learn and fully participate in sustainable development processes and to enhance solidarity among people and communities; and to
- vii. promotes peaceful coexistence and human rights and fosters resilience in young and older adults. Also, it enhances awareness for the protection of the environment.

### **Concept of Sustainable Development**

Literarily, development has been defined as a qualitative increase in the output of a nation from all productive sectors of the economy. It is a state in which the various sectors of the economy are operating at full capacity to provide a better life for the citizens. However, sustainable development goes beyond the qualitative and quantitative increase in output from all sectors of the economy. According to Wikipedia (2016), sustainable development has to do with human development in which resources are used to meet human needs while ensuring the sustainability of natural systems and the environment, so that these needs can be met not only in the present, but also for generations to come. Sustainable development therefore goes beyond meeting the immediate needs of the present generation; it also deals with securing a comfortable future for the future generation.

On their part, the International Institute of Sustainable Development (IISD) (2017) defined Sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Development is sustainable when the level of qualitative and quantitative output from the various sectors of the economy is able to meet the needs of the present and future generation respectively.

In some aspects, sustainable development includes the analysis of condition under which ecosystem may present the regenerating ability, which means making choices in the sense of time and space. Sustainable development encompasses a very important ethical component, a manifested right of every person to the proper and fair share of the planet's resources (Moldan, Dahl, 2017, Giegis, 2018). In wider sense, sustainability is associated with the equity in distribution, i.e distribution of possibilities for development between the present and

the future generation, thus, sustainable development is better quality of life of present and the future generation.

Development is a complex concept with varied interpretations. Agwu (2016) opined that development can be simplified as the enhancement of people's lives and their progression to a more advanced state, signifying growth and progress. In Nigeria, adult education is closely aligned with national development goals, focusing on facilitating learning and transforming attitudes and behaviors among adults or groups. The policy on education in Nigeria outlines the objectives of adult education, which include providing functional literacy education for those without formal education and offering remedial education for young individuals who left the formal school system prematurely. In essence, development has multifaceted meanings, and adult education plays a crucial role in achieving national development objectives, particularly in improving literacy and addressing educational gaps for those who missed formal schooling.

According to Adekola and Nwogu, (2015), the concept of community development lacks a precise definition that caters for its ever expanding field. While no widely accepted definition is available, few important elements or aspects of community development appear again and again in literature. These elements together provide a generally acceptable description of the term community development. Such elements as noted by Osuji (2016) as cited by Adekola and Nwogu (2015) include; Community as the unit of action, community initiative and leadership as resources, use of both internal and external resources, inclusive participation, an organised and comprehensive approach that attempt to involve the entire community, and democratic and rational task accomplishment (Higgms, 2013)

### **Concept of Poverty and Poverty Eradication**

Many concepts in the social and management sciences do not lend themselves to universal definitions. One of such concepts is poverty. Perhaps due to its controversial nature, it has been defined differently by different scholars. One of such views conceives poverty as a deficiency and degraded human material conditions which inhibit the optimal realisation of basic needs like food, health, education, shelter and clothing. From the foregoing conception of poverty, it is safe for us to say that poverty is a deplorable state of being that dehumanises the human person. The World Bank uses income level of a people to determine whether they are poor or not. It sets a bench mark of \$320 dollars per annum as the poverty line. Similarly, people living below \$100 dollars per day are regarded as poor (Bello, 2016).

From the conceptualisation of poverty provided above, two perspectives to come to the fore. These are, the absolute and relative conception of poverty. The World Bank usage of the level of per capital income to determine a society's level of poverty can be regarded as an absolute view of poverty. However, one draw-back to this method of conceptualising poverty is that it cannot account for the non-quantitative aspect of this phenomenon such as: life expectancy, literacy, health care delivery, among others which are issues prevalent in developing areas of the world. Also, poverty can be viewed in its relative terms. Here, poverty is viewed as deprivation relative to societal norms. Every society strives towards certain minimum standard of living.

According to World Bank (2019) "Poverty is pronounced deprivation in well-being, and comprises many dimensions. It includes low incomes and the inability to acquire the basic goods and services necessary for survival with dignity. Poverty also encompasses low levels of health and education, poor access to clean water and sanitation, inadequate physical

security, lack of voice and insufficient capacity and opportunity to better one's life." Poverty can be seen as a state of deprivation of basic human needs including food, safe drinking water, sanitation facilities, health, education and information. It depends not only on income, but also on access to social services.

In recognition of the devastating effects of poverty on the environment, its people and the democratic process, the President Obasanjo administration in Nigeria established the National Poverty Eradication Programme (NAPEP) in 2011 with the objectives of coordinating and monitoring all poverty eradication efforts at all levels. Since its inception, it occasionally embarks on key intervention programmes aimed at integrating the poor particularly at the grassroots into the National Economic Development Process (NAEPEP, 2012). This new scheme on poverty eradication has been structured to have four factor schemes. These are: The Youth Empowerment Scheme (YES) is concerned with availing the unemployment youths with opportunities in areas of skills acquisition employment and wealth generation. The second is the Rural Infrastructure Development Scheme (RIDS). The aim of the scheme is to make sure that there is provision and development of infrastructure needs in the areas of transport, energy, water and communication, especially in the rural areas. The third is the Social Welfare Schemes (SOWESS). This is conceived to provide basic social amenities or services including quality primary and special education, strengthen the economic power of farmers provide, primary health care, among others. The fourth scheme is the National Resources Development and Conservation Scheme (NRDCS). The general aim of this scheme is to bring about both participatory and socio-economic development in agricultural, mineral and water resources each of these areas, have specific programmes to actualise their vision.

The goal of the NAPEP is to eradicate poverty from Nigeria by 2010. NAPEP swung into action by providing varied services and programmes with a view to alleviating poverty from the larger segment of the society. It would seem that the level of poverty is so deep that coordinated and consistent programmes have to be executed for them to make appreciated impact on poverty (Asaolu and Aderati, 2016). The new head of the NAPEP Muktar Tafawa Balewa has given the programme a new lease of life by introducing programmes which if vigorously pursued could make far reaching impact on the level of poverty in the country. One of the most visible programmes of the poverty alleviation exercise is the Keke NAPEP Schemes that has reduced the 'army' of unemployed Nigerians by providing them with tricycles to add to the means of transportation in various parts of the country.

### **Imperative Roles of Adult Education on Sustainable Community Development**

The role of adult education in national development is multi-dimensional. Indeed, as are of the building blocks of human development, and not just a basic right, education, including adult education, is a foundation for progress in areas such as human capital, health, nutrition and the development of institutions and democracy. Therefore, the role of adult education in development can be apprehended through the complex relationships existing between all its forms and the economic, political, social and cultural determinant factors of Nigerian development in particular and Africa as a whole.

The economic role of adult education in development is apparent in its contribution to human capital formation. It is now well established that, alongside health care, sanitation, and nutrition that improve people's standard of living and productivity by reducing sickness and

mortality rates and by increasing life expectancy, adult basic education, by equipping recipients with essential literacy and numeracy skills, yields high rates on investment, thereby enhancing labour productivity. An educated population also provides a more attractive investment climate. Thus, investment in the development of human capital, through adult education, is crucial for developing a labour force and managerial know-how, able to compete in today's global economy (Seya, 2018).

Community needs are on their increase unity little attention been received from the government. Members of any community need to strategise so that development will research them without delay. Many programmes have been initiated for community development but these programmes end up no seeing the light of day. Education too has been the only avenue for community development, but many after obtaining their certificates will opt out to work outside their communities and in some instances never return. Education is the commonest avenue for giving a community better development using the members of the community the adult. Adult education has been in place to reach out to adult members but the need to re-engineer this form of education

Formal education alone is not sufficient for playing this role as even those categories of the population who have had formal education and training might need to be updated and reskilled through adult education, mainly because today's knowledge society tends to render previously acquired knowledge and skills inappropriate and obsolete. Adult education is also instrumental in familiarising the active population of Nigeria with Information Communication Technology (ICT), a decisive tool for the smooth integration of Nigerian economies in the global economy. The importance of this cannot be overemphasised as the world is rapidly moving towards knowledge-based economic structures and information societies that comprise networks of individuals, firms, and countries linked electronically in inter-dependent and interactive relationships.

Adult education also plays a major role in social development. It is now widely admitted that growth will not reduce poverty unless poor people are able to actively participate in it. Such participation can become effective to a large extent through adult education. Indeed, the African, and of course, Nigerian population will need some kind of formal and non-formal education and training to be able to benefit from basic health care, including sexual and reproductive health services, the development of new medicines, and thus be in a position to free itself from diseases that devastate poor people, such as HIV/AIDS, tuberculosis, malaria and other parasites. Adult education will also be needed to enable the Nigerian poor to really take advantage of programmes aimed at protecting orphans and vulnerable children or drastically reducing the number of people without access to safe water and basic sanitation.

The role of adult education in development is not limited only to economic and social spheres. It also has a political dimension. There is a strong link between adult learning and democracy. This is so because, as acknowledged at the UNESCO Fifth International Conference on Adult Education held in Hamburg in 1997, "substantive democracy and a culture of peace are not given; they need to be constructed" (UNESCO, 1997). For democracy to be achieved, adult education is needed as to inform them of their rights and responsibilities as democracy also requires people to actively participate at local, national and global levels. It is today admitted that the lack of recognition of the need to involve civil society, especially grassroots organisations, by giving them a voice in decision-making and the means to participate effectively in society is one of the major causes of development failure in many African countries. Abuse of human rights and social injustice leading to the

exclusion of important segments of society, have also constituted stumbling blocks to economic and social progress on the continent and paved the way to violent conflicts (Seya, 2018).

Adult education may prove to be a powerful tool for favouring inclusive development through democracy, thereby ensuring peace and stability, as a number of studies have shown that prevention (through adult education) is much more effective than intervention. Prevention of political disorders and civil unrest can be made possible through various adult education strategies. A number of adult education policies promote democracy and peace have been proposed during the Fifth International Conference on Adult education (UNESCO, 2017). They tend to attain their objectives through various strategies that promote an active civil society, reinforce gender democracy and help to solve conflicts between different countries and groups to the extent that the world at large is experiencing the effects of multi-faceted globalisation with varying degrees of impact on peoples and cultures. It is apparent from the foregoing that adult education is an indispensable vector for social, economic and political progress in any society.

Over the last few years, political as well as scientific debates have stressed the growing importance of adult education. There prevails a consensus that adult education plays a significant role in promoting personal, social and economic well-being, which has also long been recognised by DVV International. There is a deep rooted belief that adult learning has the potential to create personal, economic and social value (Motschilnig, 2018). This paper argues that adult education affects people's lives in ways that go beyond what can be measured by the labour market earnings and economic growth. Important as they are, the wider benefits of adult learning are neither currently well understood nor systematically measured.

Adult learning can improve employability and income, which is a key pathway to realising a range of other benefits. For example, it enables people to some extent, choose and shape the context in which they live and work and even increase their social status. Also, empirical evidence has found that adult learning can have both transforming and sustaining effect on health. Transforming effects are when adult learning changes health behaviour (for instance from smoking to non-smoking) while sustaining effects are when health behaviour is maintained, for example, the likelihood of remaining a non-smoker. Therefore, people attending Adult education courses are more likely to have healthy lifestyles, and there is a body of literature which describes adult learning and its relation to mental health. Also, inter-generational effects of educated parents on the health of their children are very relevant (Manninen, 2018).

Lawal (2021) was of the view that an individual who participates in adult learning may differ from the one who does not in terms of prior attitude. It was found that adult learning is associated with more "open-minded" perspectives on race and authority, greater understanding of people from different backgrounds, challenging previously held beliefs and with a sustaining effect on non-extremist views. Especially academic oriented courses are most suited for opening minds and generally link adult learning to increased racial tolerance, a reduction in political cynicism and a higher inclination towards democratic attitudes. Thus enhancing the sustainability of the society where he or she belongs.

## Conclusion

Adult education is an agent of economic empowerment. It is therefore, germane to mention here that adult education helps in the reduction of income inequalities, promote universal social, economic and political inclusion, ensure equal opportunities and end discrimination. This paper discussed the contributions of adult education in the promotion of sustainable community development thereby improving the living condition of the people in the Nigeria by increasing their skills, knowledge, awareness so that they can actively participate in the developmental process of their communities Adult education, though taken by the Nigerian society to be a low-cost area of educational system, but from the point of view of return on investment, it is the most productive and profitable area of Nigerian educational system because of its immediate application for the growth of national economy.

It is the adults that can transform the nations, not children. The development of any nation depends on the quality of adults that the nation has. Adult education brings a great sense of dignity and self-esteem, enhanced respect of others, an ability to take control of one's life and a greater desire to participate in society It should be vigorously pursued as through it there would be an all-round development Therefore adult education is necessary to ensure an enlightened government and citizenry, whose insights, activities and decisions are very vital to the cause of education and the achievement of national goals and the overall developmental of our society.

## Recommendations

Based on the findings of this study it is imperative to make the following recommendations:

1. Adult education is central to the individual's survival and contributions to community development in particular and the state and nation in general, therefore it should be adequately funded by the government.
2. Available and reliable data is needed for proper planning and implementation of adult education programme that will help in the promotion of community development in area of the study. Data on the needs of learners, the number of those out of school, the required classrooms and needed instructors, etc are imperative.
3. Government at all levels should consider adult education a vital tool for building human capacity.
4. Community development programmes need to be encouraged by all tiers of governments to educate community members on the importance of education for personal and national development. Awareness need to be created more among people on the need for building human capacity to enable the attainment of the sustainable development goals in Nigeria.

## References

- Adekola, O.& Nwogu, G.A (2015). Challenges of community development in an emerging democracy: implications for adult and non-formal education. *International Journal of Education and Research*, **3** (6): 455-466.
- Aderinoye, R. and Ojokheta, K., (2018). *Introduction to Adult Education, Distance Learning Centre*, University of Ibadan, (pp. 10).
- Adetuyi and Ajibade, C. (2016), Insight into The Forms of Adult Literacy Education Programme as Agents of Transformation in Nigerian Democratic Society in Terms of

- Equity and Poverty Reduction, *International Journal of English Language and Linguistics Research*, **4** (6): 11-22, October 2016.
- Brokensha, D. and Hodge, P., (2020) concept and definition of development, <http://lcwu.edu.pk/ocd/cfiles/Social%20Work/Min/SW201/ConceptanddefinitionofDevelopmentpdf-converted.pdf> (accessed online September, 2021).
- Brown, L., La Fond, A., & Macintyre, K. (2019). *Measuring capacity building*. MEASURE Evaluation. Carolina Population Center, University of North Carolina at Chapel Hill.
- Chaskin, W.I. (2021). *Building Community Capacity: A Definitional Framework and Case Studies from a Comprehensive Community Initiative*. *Urban Affairs Review*, **36** (3): 291-323
- CIA World Fact Book (2012) World demographic Profile 2012. Accessed at <http://www.indexmundi.com/world/demographic-profile:htm>, on 5 September 2023. [3]. Ebonyi: Spring Publisher.
- Envision 2030 Goal 3: (2018). *Good health and wellbeing*. <https://www.un.org/development/desa/disabilities/envision2030-goal3.html>.(8-6-2018).
- Ewusie, R. (2017). *Change in Adult Education in Nigeria*. <http://www.eaarg.org> of Sustainable Cities: A Commentary from the Guest Editors. *Sustainability*, **7** (11): 14677-14
- Hussain, M. S. (2019). Challenges and Emerging Perspective in Adult Education Delivery in Nigeria. *European Science Journal*, **9** (13):140.
- Olaye, M. E. & Onajite, F. O. (2015). Adult and Non-Formal Education: An Imperative for Human Capacity Development and Attainment of Sustainable Livelihoods in Anambra State. *An International Multidisciplinary Journal, Ethiopia*, **9** (3): 38:34-49.
- Onyenemesu, E.C. (2019). Adult Education and the Challenges of 21st Century in Nigeria. *Education and Practice*, **3**: 1-7.
- Osuji, S. N. (2018). Education for Fullness: The Role of Adult Education in Nigeria in the 21st Century. A Lecture in Obafemi Awolowo University, Nigeria.
- Seya P. T. (2014). *Adult Education and African Development in the Context of Studies and Research*. <http://www.dvvinternational.de/index.php?articleid=1321&clang=1>.
- Social work in (2021) community explained with definitions <https://www.socialworkins.com>.retrived September 2023.
- UNESCO (2018). Adult Education and African Development in the Context of Globalisation. DVV, Bonn. Education 2030 (2018). INCHEON Declaration towards inclusive and equitable quality education and lifelong learning for all. [www.right-to-education.org/titles/resources-attachment/education-2030-incheon-declaration-andframework-for-action2015-en](http://www.right-to-education.org/titles/resources-attachment/education-2030-incheon-declaration-andframework-for-action2015-en).
- UNESCO, (2018). *Sustainable development begins with education*: [Unesdoc.unesco.org/images/0023/002305/320508e.pdf](http://unesdoc.unesco.org/images/0023/002305/320508e.pdf) (05-15-2018).
- United Nations (2018): *Mainstreaming the three dimensions of sustainable development throughout the United Nations system*. <https://sustainabledevelopment.un.org/unsystem/mainstreaming> Value Paper 1, London: NIACCE.