



Factors Motivating Adult Learners' Effective Participation in Literacy Programmes in South-South Zone, Nigeria

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ABSTRACT

The study investigated factors motivating adult learners' effective participation in literacy programme in South-South Zone, Nigeria. Three research questions as well as three corresponding hypotheses guided the study. Descriptive survey research design was used for the study. The population of the study consisted of all the two thousand, one hundred and sixty-one (2161) adult learners who enrolled in adult literacy programme in the four hundred and seventy-four (474) adult education centres in the area under study. A simple random sampling technique was used in selecting one thousand and eighty (1080) respondents from fifty-four (54) adult education centres in the area under study. A structured questionnaire with 30 item questions consisting of two parts and four points rating scale was used for data collection. The instrument was subjected to face validated by three experts in Measurement and Evaluation. A reliability co-efficient of 0.75 was obtained using Cronbach alpha reliability test. This showed that the instrument was reliable. Research questions were analyzed using mean and standard deviation while hypotheses were analyzed using chi-square statistics. The findings of the study revealed that education-related factors, family related factors and economic-related factors significantly motivated adult learners to effectively participate in literacy programmes. Based on the findings of the study, it was recommended among others that vocational skills programme be incorporated in the curriculum offered at literacy centres so as to motivate adult learners to effectively participate in literacy programmes.

Keywords: Motivation, Adult learners, Adult literacy programmes

INTRODUCTION

Since the adoption of the Universal Declaration of Human Rights on November 10, 1945 by the United Nations, there has been an increase in the awareness and emphasis on the eradication of illiteracy world over. Article 26 of the Universal Declaration of Human Rights clearly states that everyone has the right to education (Nwafor & Agi, 2013). This therefore means that all humans no matter the sex, age and race, has the right to education. The implication however, is that education is a fundamental right to be enjoyed by all humans. Consequently, since education in all its entirety is the legal right of all humans and all citizens in Nigeria as the case may be, it is therefore important that those who for whatever reason are educationally disadvantaged should not be denied their fundamental right to education. In Nigeria however, there are many who are looking for avenues to acquire literacy skills that would enhance their living conditions as well as their social status. Most of these people who are in need of this literacy programme are mostly the rural dwellers, especially the local farmers and some artisans in the urban areas. However, inspite of the importance of literacy skill to individuals and the society, effective participation has always been an issue of concern to adult education experts (Oreh, 2010)

According to the UNESCO Institute of Statistics (2020), Adult Literacy can be seen as the ability of people aged fifteen years and above who can both read and write with understanding, a short simple statement in his or her everyday life. This therefore means that literacy skill involves being able to read, write and compute with understanding in a language commonly used in a particular society. In fact, literacy skill is the foundation upon which nations can achieve sustainable development. And as relevant as it is in our everyday lives, the United Nations has since declared and celebrated 8th September as World Literacy Day. Sirivastavar (2017) views literacy skills as the ability to read, write and use arithmetic. However, literacy skill goes beyond just the ability to read, write and arithmetic. It involves the acquisition of relevant vocational and life skills that can equip the individual to improve himself intellectually, to empower himself economically and to also become relevant in his or her society. This therefore implies that adult literacy should be seen as an endeavor that requires regular and sustained learning which will bring about functionality. Adult literacy programme can also be referred to as a systematic planned activities intended to equip individual participants to become skillful in the ability to read, write and compute to an appreciable level. Succinctly, it refers to any educational programme designed to equip adult learners with the ability to read, write and compute as well as basic life skills and vocational skills. Adult literacy programme can be categorized into two: basic adult literacy and functional adult literacy programmes. The basic adult literacy programme is designed to equip learners with the basic skills of reading, writing and

arithmetic through the language of the immediate environment. Its purpose is to provide learners with the basic skills of communication and understanding of their environment. On the other hand, functional adult literacy programme involves the teaching of reading, writing, arithmetic with vocational skills. The aim is to provide learners with skills that will make them self-employed as well as employers of labour on completion of the programme. This type of adult literacy programme makes recipients useful to themselves as well as to the society in which they live. In Nigeria however, Okide & Obetta (2011) reports that the political will at the National Commission for Mass Literacy (NMEC) in 1990, under Decree No. 17. To complement the efforts of the Federal Government, State Governments has to establish Mass Literacy agencies as part of the overall national effort to eradicate illiteracy in Nigera. These State agencies for adult and non-formal education were given the role to lead in the literacy project because it was obvious that many Nigerians needed literacy skills for their political, economic, social and moral development. However, it should be noted that over sixty-five million adults, representing over thirty percent of the estimated two hundred million population of Nigeria cannot read and write despite increasing efforts to improve literacy levels in the country National Commission for Mass Literacy, Adult and Non-Formal Education (2021). It is common to observe that in the course of implementing adult literacy programmes, there are certain motivational factors that could generally influence adult learners' participation.

Motivation, according to Omeje (2019), is a process by which the learners' internal energies are directed towards various goals and objectives in his environment. Also Igbo (2017) states that motivation is the cornerstone to the development of permanent interest in learning. One can therefore infer that motivation involves emotional and psychological needs. These needs trigger off action. However, motivation cannot be seen, rather it can be deciphered from the behaviour of an individual. When an individual exerts some energy towards the attainment of a goal, such an individual is said to be motivated (Kene, 2015). From the foregoing, it is pertinent to emphasize that there are some motivational factors that could influence adult learners to effectively participate in literacy programmes, they include the following according to okide and Obetta (2011):

- education-related factors
- family-related factors
- economic-related factors

On education-related factors, adult learners participate in literacy programmes to acquire the skill of reading and writing, so as to be able to keep account of their business and also have a chance of having promotion at their work places. On family-related factors, adult learners participates in literacy programmes so as to acquire knowledge on how to take care of their homes in order to avoid diseases such as malaria, high blood pressure, COVID-19, HIV/AIDS, infant and maternal mortality among others. These adult learners will also be equipped with the knowledge about family planning as well as child care. On economic-related factors, adult learners participates in literacy programmes so as to be acquire to vocational skills that will enable him or her become self-employed as well as an employer of labour a living from the skills acquired among others.

In a research conducted by Aroge and Olaniyi (2020) on motivational factors influencing participation and performance of adult learners in functional literacy programmes in Ondo State Nigeria. A descriptive survey research design was used for the study. The sample size for the study was 150 adult learners. Four research questions were formulated to guide the study. A questionnaire was used for collecting data from the 150 respondents. The data was analyzed using mean and standard deviation to answer the research questions. Result of the study showed that social interaction or relationship, personal factors as well as economic reasons motivate adult learners to participate in functional literacy programmes. In a similar research conducted by Likono (2016) on factors influencing participation of learners in adult literacy programmes in Kamega Central Sub-County, Kenya. Three survey research designs were used for the study. A sample size of two adult educational supervisors, twenty-four adult education instructors and three hundred and fifty-one adult learners was used. A questionnaire as well as interview was used for collecting data from the respondents. The data was analyzed using descriptive statistics of frequency tables, graphs and pie charts. The result showed that economic factors, socio-cultural factors and motivational factors significantly influenced adult learners' participation in literacy programmes. Moreso, Okide and Obetta (2011) conducted a research on influence of motivation on the effective participation of the rural adults in basic education in Enugu State. The design used for the study was descriptive survey research design. Three research questions guided the study. A sample of nine-hundred and twenty-seven adult learners were used for the study. A questionnaire was used to elicit responses from the learners. The data collected was analyzed using mean and standard deviation. The findings reveal that education factors, socio-economic factors and family factors motivated adult learners to participate in adult basic literacy programme.

Problems Statement/Justification

In South-South Nigeria, the adult literacy programme currently going on in the country is with the intention of making the over thirty-six million adult non-literates functional literates. The programme is aimed at achieving social, economic and political emancipation of the adult population. It is therefore a true that adult literacy programme cannot be sustained without the adult learners being adequately motivated. In view of the importance of literacy to an individual, ideally, an illiterate adult would as much as possible want to possess or acquire literacy skill so as to be able to read, write and compute which will help enhance his livelihood and also enable him function as an effective member of the society in which he or she lives. However, the situation sometimes is not so because some adults who enroll in the programme often times do not effectively participate in the programme because acquiring the literacy skill does not automatically translate to making huge financial returns as expected, others seldom participate as a result of family pressure, while others as a result of some factors around the adult education centres like facilitators variable, curriculum content, as well as the availability of instructional materials in the centre among others. It is against this backdrop that the researchers intend to carry out the study on motivational factors and adult learners effective participation in literacy programmes. The problem of this study put in question form; what are those factors motivating adult learners' effective participation in literacy programmes in south-south zone, Nigeria?

Objectives of the Study

The main objectives of this study sought to examine factors motivating adult learners' effective participation in literacy programmes in South-South zone, Nigeria.

Specifically, the study sought to:

1. examine the role of education-related factors on adult learners' effective participation in literacy programmes in South-South Nigeria;
2. determine the role of family-related factors on adult learners' effective participation in literacy programmes in South-South Nigeria;
3. investigate the role of economic-related factors on adult learners' effective participation in literacy programmes in South-South Nigeria;

Research Questions

The following research questions guided the study:

1. what is the role of education-related factors on adult learners' effective participation in literacy programmes in South-South Nigeria?
2. what is the role of family-related factors on adult learners' effective participation in literacy programmes in South-South Nigeria?
3. what is the role of economic-related factors on adult learners' effective participation in literacy programmes in South-South Nigeria?

Hypotheses

The following hypotheses were formulated to guide the study:

- H₀₁** education-related factors do not play a significant on adult learners' effective participation in literacy programmes in South-South Nigeria.
- H₀₂** family-related factors do not play a significant on adult learners' effective participation in literacy programmes in South-South Nigeria.
- H₀₃** economic-related factors do not play a significant on adult learners' effective participation in literacy programmes in South-South Nigeria.

METHODOLOGY

Descriptive survey research design was used for the study. The design aims at collecting data and describing them in a systematic manner, the characteristic features or fact about a given population (Mboho, 2015). The study was conducted in South-South region, Nigeria. South-South region of Nigeria consist of six States which include Akwa Ibom, Bayelsa, Cross River, Delta, Edo and River States. The area is bounded by Ondo State to the west, to the North by Imo, Kogi, Abia and Benue States, to the East, it is bounded by Cameroon and to the south, and it is bounded by the Atlantic Ocean. The region has a relatively lower number of adult non-literates compared to the Northern part of the country. However, there is still need for effective adult education programme in order to bring about literacy for all and for the overall development of the region. The population of the study comprised of all the three thousand two hundred and forty (3240) adult learners who enrolled for the adult literacy programme in the four hundred and seventy four (474) adult education centres in South-South Nigeria. A simple random sampling technique was used in selecting one thousand and eighty (1080) respondents from fifty four (54) adult education centres in each of the eighteen (18) senatorial districts of south-south zone, Nigeria. The instrument for data collection will be a structured questionnaire titled; *Factors Motivating Adult Learners' Effective Participation in Literacy Programme Questionnaire (FMALEPLPQ)*. The questionnaire will comprise of section A and B. Section A will elicit information on respondents' bio-data while section B will elicit information from respondents on motivational factors which influence adult learners' effective participation in literacy programme in South-South Nigeria. Section B part of the questionnaire will have a thirty (30) item question with four point rating scale of to a Very Great Extent (VGE), Moderate Extent (ME), Low Extent, very Low Extent (VLE). The instrument for data collection was validated by three experts in the Departments of Measurement and Evaluation from three Universities, their expert comment, corrections and modification were incorporated into the final copy of the instrument. In order to ensure the reliability of the instrument, twenty copies of the instrument were administered on twenty adult learners in an adult education centre in Umuahia, Abia State in South-East Nigeria. The instrument was subjected to test retest method using Cronbach alpha reliability test, a reliability coefficient of 0.75 was obtained which showed that the instrument was reliable. The researchers administered the instrument directly to the respondents in the adult education centres that were selected for the study with the help of two research assistants who were trained on what is required. Research questions were analyzed using mean and standard deviation. Consequently, a mean score of 2.50> showed that the respondent agreed to the item, while a mean score of <2.49 showed that the respondent disagreed with the item. Chi-square statistics was used for testing the hypotheses at 0.05 level of significance.

RESULT

Research Question 1

What is the role of education- related factors on adult learners' effective participation in literacy programmes in South-South Nigeria?

Table 1 Mean and standard deviation on the role of education-related factors on adult learners' effective participation in literacy programmes in South-South Nigeria.

Item	\bar{X}	SD	Decision
1. I participate in the programme so as to be able to read and write	2.78	1.12	Agreed
2. I participate in the programme so as to be able to express myself in public	2.93	1.44	Agreed
3. I participate in the programme so as to be able to keep my own record of account	2.73	1.34	Agreed
4. I participate in the programme so as to be able to participate actively in the societal activities	3.00	1.90	Agreed
Grand Mean	2.86		Agreed

Table 1 above shows that adult learners agreed with Items 1, 2, 3 and 4 with mean scores of 2.78, 2.93, 2.73 and 3.00 respectively. These indicates high perception on how education-related factors motivate adult learners to effectively participate in adult literacy program. Consequently the grand mean of 2.86 shows that the above education-related factors significantly motivates adult learners' effective participation in adult literacy programme in South-South Nigeria.

Research Question 2

What is the role of family-related factors on adult learners' effective participation in literacy programmes in South-South Nigeria?

Table 2 Mean and standard deviation on the role of family related factors on adult learners' effective participation in literacy programmes in South-South Nigeria

Item	\bar{X}	SD	Decision
5. I participate in the programme because I want to improve my family management skill, including caring for children	3.77	1.87	Agreed
6. I participate in the programme because every other person in the family is literate	3.54	1.65	Agreed
7. I participate in the programme because my spouse wants me to learn how to read and write	3.44	1.54	Agreed
8. I participate in the programme because I want to improve in the manner I relate with my spouse and children	3.21	1.48	Agreed
Grand Mean	3.49		Agreed

Table 2 above shows that adult learners agreed with items 5, 6, 7 and 8 with mean scores of 3.77, 3.54, 3.44 and 3.21. Respectively. These indicates high perception on how family –related factors motivate adult learners to participate in adult literacy programme. Consequently, the grand mean of 3.49 shows that the above family-related factors significantly motivates adult learners' effective participation in adult literacy programme in South-South Nigeria.

Research Question 3

What is the role of economic-related factors influence adult learners' effective participation in literacy programmes in South-South Nigeria?

Table 3 Mean and standard deviation on the extent to which economic related factors influence adult learners' effective participation in literacy programmes in South-South Nigeria.

	Item	\bar{X}	SD	Decision
9.	I participate in the programme so as to obtain a certificate to apply for better jobs	2.85	1.34	Agreed
10.	I participate in the programme so as to acquire a skill and become self employed	3.05	1.56	Agreed
11.	I participate in the programme so as to be able to contribute financially to my family well-being	3.11	1.41	Agreed
12.	I participate in the programme so as to gain promotion in my place of work	2.35	1.13	Disagreed
	Grand Mean	2.84		Agreed

Table 3 above shows that adult learners agreed with items 9, 10 and 11 with mean scores of 2.85, 3.05 and 3.11 respectively. These indicate high perception on how economic related factors motivate adult learners to participate in adult literacy programme. In contrast, adult learners disagreed with item 12 with mean score of 2.35 which indicates that the team did not significantly motivate adult learners to participate in literacy programmes. However, the grand mean of 2.84 shows that the above economic related factors apart from Item 12 significantly motivate adult learners' effective participation in adult literacy programme in South-South Nigeria.

Hypotheses

H₀₁ Education-related factors do not play a significant role on adult learners' effective participation in literacy programmes in South-South Nigeria.

Table 4: Chi-square table on the role of education related factors on adult learners' effective participation in literacy programmes in South-South Nigeria.

O	E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$	Level of Sig.	X ² Cal	X ² Crit	Df	Decision
433	466	-33	1089	2.33					
347	360	-13	169	0.51					
					0.05	12.27	3.48	1	Rejected
176	145	31	961	6.62					
95	80	15	225	2.81					
1080	1080			X² = 12.27					

Table 4 above shows that the X² calculated value of 12.27 is greater than the X² critical table of 3.48 at 0.05 level of significance with a degree of freedom of 1. Thus, the null hypothesis is rejected. This shows that education-related factors play a significant role on adult learners' effective participation in adult literacy programme in South-South Nigeria.

H₀₂ Family related factors do not play a significant role on adult learners' effective participation in literacy programmes in South-South.

Table 5: Chi-square table on the role of family related factors on adult learners' effective participation in Nigeria.

O	E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$	Level of Sig.	X ² Cal	X ² Crit	Df	Decision
475	502	-27	729	1.45	0.05	10.27	3.48	1	Rejected
319	335	-16	256	0.76					
124	102	22	484	0.74					
133	112	21	441	3.32					
1080	1080			X² = 10.27					

Table 5 above shows that the X² calculated value of 10.27 is greater than the X² critical table of 3.48 at 0.05 level of significance with a degree of freedom of 1. Thus, the null hypothesis is rejected. This shows that family-related factors plays a significant role on adult learners' effective participation in adult literacy programme in South-South Nigeria.

H₀₃ Economic-related factors do not play a significant role on adult learners' effective participation in literacy programmes in South-South Nigeria.

Table 6: Chi-square table on the role of economic-related factors on adult learners' effective participation in literacy programmes in South-South Nigeria.

O	E	O-E	(O-E) ²	$\frac{(O-E)^2}{E}$	Level of Sig.	X ² Cal	X ² Crit	df	Decision
416	456	-40	1600	3.50	0.05	21.27	3.48	1	Rejected
279	297	-18	324	1.10					
165	155	10	100	0.65					
191	143	2304	16.12	3.32					
1080	1080			X² = 21.27					

Table 6 above shows that the X² calculated value of 21.27 is greater than the X² critical table of 3.48 at 0.05 level of significance with a degree of freedom of 1. Thus, the null hypothesis is rejected. This shows that economic-related factors plays a significant role on adult learners' effective participation in adult literacy programme in South-South Nigeria.

Discussion of Findings

Findings in research question 1 reveals that education-related factors that motivate adult learners to effectively participate in literacy programme in South-South Nigeria include; learning to read and write; learning to express oneself in the public; learning to keep one's own record of account and learning to participate actively in the societal activities. This is agreement with Okide and Obetta (2011) who maintained that adult learners participate in literacy programmes effectively so as to be able to read and write.

Findings in research question 2 reveals that family related factors that motivate adult learners to effectively participate in literacy programme in South-South Nigeria include; improving family management skill, including caring for children; because I want to become literate like others in the family; because my spouse wants me to learn how to read and write and to improve in the manner I relate with my spouse and children.

This is also in agreement with Okide and Obetta (2011) who opined that adult learners participate effectively in literacy programme so as to be able to carry out the functions effectively in the family and to also properly engage other members of the family.

Findings in research question 3 reveals that economic related factors that motivate adult learners to effectively participate in literacy programme in South-South Nigeria include; to obtain certificate to apply for better jobs; to acquire a skill and become self-employed and contribute

financially to family well-being. This is in agreement with Akintolu, Letseka and Nzima (2022) who concluded that participation in adult literacy programme beings about promotion at the workplace. Alluding to this fact is a report by Valerio, Parton and Robb (2014) and a report by the World Bank (2018) which indicated that strong literacy and numeracy programmes are also associated with successful entrepreneurship and lowered risk of poverty.

Findings in hypothesis 1 reveals that education-related factors plays a significant role on adult learners' effective participation in literacy programmes. This is alluded to by Okide and Obetta (2011) who submitted that education-related factors significantly influence adult learners' effective participation in literacy programmes. This is evident in the fact that learners participated in the programme so as to be able to read, write and calculate.

Findings in hypothesis 2 reveals that family-related factors plays a significant role on adult learners' effective participation in literacy programmes. This is in consonance with Okide and Obetta (2011) who also opined that family-related factors significantly influence adult learners' effective participation in literacy programmes. This is true because adult learners participate in literacy because they are motivate by family members and friends.

Findings in hypothesis 3 reveals that economic related factors significantly influence adult learners' effective participation in literacy programme. This is in alluded to by Valerio, Parton and Robb (2014) and the World Bank (2018) which showed that strong literacy and numeracy programmes associated with entrepreneurship lowered the risk of poverty. This is true because learners who acquire literacy skills with vocational skills lived a better life after the programme.

Conclusion

The study concludes that the following factors; education-related factors, economic-related factors, family-related factors significantly influence adult learners effective participation in literacy programme in South South Zone, Nigeria.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Friends and families of non-literate adults should encourage such ones to enroll in adult literacy programmes.
2. Vocational skills programme should form part of the curriculum offered at literacy centres.
3. Government and relevant organizations who have literacy centres should employ adequate and well qualified facilitators.
4. Adequate and relevant instructional materials should be provided at the centres to aid effective teaching and learning.

Acknowledgement

The authors wish to thank the Tertiary Education Trust Fund (TETFund) for supporting the research publication during the 2014-2023 (merged) institution based research project intervention with Ref. No TETF/DR&D/CE/AKWA-IBOM/IBR/2023/VOL.1 and TETFUND/IBR/COE/AFAHA NSIT/PR/064

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