CHAPTER 9

Global Partnership Building through Adult Education: The African Experiment

Akpovire Oduaran, Gbolagade Adekanmbi, Rashid Aderinoye

Abstract:

Against the background of colonial and missionary interventions, Africa's adult education, influenced by home, work, and religious traditions, soon changed in character and content, frame and forms. Since 1945, global partnerships have shaped its agenda with international organisations, foreign and local universities, and external funding, determining its themes and trajectories. Functional, and ICT-oriented literacies, health, poverty alleviation, community development, youth issues, climate, migration, gender, and school access became areas of intervention. In response, Africa's problems have served as sounding horns to resolving issues of poverty and want globally. Africa's pursuit of partnership is a fitting tribute to Professor Lalage Bown, whose passion for promoting it has been legendary.

Keywords: Adult Education; Fourth Industrial Revolution; Global Partnerships; Ibadan Experiment; International Organisations

Introduction

Africa's adult education was originally home grown, resting on the platform of the people's histories, arts and culture, their vocation, music and dance, and their extensive oral literature, including their prose, poetry, and play. The folklores of its immediate beneficiaries provided dimensions of content and curriculum while the home, work, and religious institutions dictated the nature of its motives, methodology, and morals. Between the intricacies of European expeditions, missionary interventions and colonial imposition, Africa's adult education took a formal turn, and there began a careful balance of new motives and methodologies, and content and character, in the context of a plethora of partnerships. These partnerships, begun as intervening incidents and events, have shaped, and transformed Africa's adult education agenda, purposes, and practices.

Akpovire Oduaran, North-West University, South Africa, Akpovire.Oduaran@nwu.ac.za, 0000-0002-3683-3720
Gbolagade Adekanmbi, Botswana Open University, Botswana, gadekanmbi@staff.bou.ac.bw, 0000-0002-3858-5994
Rashid Aderinoye, University of Ibadan, Nigeria, rashidaderinoye@gmail.com, 0009-0005-2149-493X

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In this chapter, put together, in honour of a doyen, Professor Lalage Bown, appropriately described by Omolewa (2021) as the matriarch of adult education, and whose partnership and interactions with Africa has enhanced the foundations of practice, the authors explore the experimental nature of the global partnerships that have shaped African adult education since 1945. We discuss the origins and nature of partnership building, the role of international organisations and the early challenges of the experiment. We explore the activities of continental and international organisations and include universities and multinational institutions. We highlight some work of the United Nations (UN) and its agencies like UNESCO, and others such as the Commonwealth of Learning (COL), the Commonwealth Association for Education and Training of Adults (CAETA), the International Council for Adult Education (ICAE), the German Adult Education Association (DVV), the International Foundation for Education and Self Help (IFESH), the Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA), the Forum for Access and Continuing Education (FACE), the International Conferences on Adult Education (CONFINTEA) and the African Association for Adult and Literacy Education (AALAE), among others. We also discuss current trends and themes of partnership, in the context of the knowledge and learning society, and the Fourth Industrial Revolution (4IR). Finally, we consider the future of global partnerships. Although the focus of this chapter is Anglophone Africa, examples from other African contexts are occasionally highlighted.

1. Global Partnerships in Adult Education: Concepts, Types, and Role Players

Partnership means collaboration, association, a union aimed at getting things done or accomplished. Hailey (2000) has noted that 'partnership' has been used to cover almost all relationships. Hailey (2000) states that sometimes the relationship could be nothing more than that of a contractor and subcontractor or just a contract between equals. Others define partnership by stating that it is an arrangement existing between two or more organisations for individual or institutions working towards a commonly defined goal (Darlow and Newby 1997). Partnership implies relationships based on equity and mutual benefit, respect, and trust; compatible purposes, strategies, and values; and a two-way exchange of information, ideas, and experience (International Council of Voluntary Agencies [ICVA] 1987). Partners agree on defined goals and a rational division of labour based on mutual advantages (Postma 1994; Hastings 1996; Rundall 2000). This is supported by Witte et al. (2014) who indicate that in partnerships there must be a specific goal to achieve, a clear reason for the relationship, with mutually desirable benefits seen.

Partnerships also take place at regional, sub-regional, continental, and international levels, with some involving multi-stakeholders, across the north and south divides, and through in particular, the United Nations organs and its constituent bodies. The thematic areas of health, education, economy, finance, and environment, among others are mentioned. While governments collabo-

rate, non-governmental organisations, not-for-profit institutions and similar bodies coalesce under various aegis to establish ties that enable the pursuit of global goals. Global bodies such as the United Nations Educational, Scientific and Cultural Organisation (UNESCO), the World Health Organisation, the Organisation for Economic Cooperation and Development (OECD), the Arab League, the African Union, European Union, and others, are helping to fashion mutually benefitting responses to global issues.

Mielke opines that effective partnerships would require a strategic vision, commitment, and investment. In an institution, it would require an assessment of that institution's ongoing programmes, their faculty resources and «an analysis of market demand for adult learning opportunities» (2021). By commitment, she refers to a core dedicated staff to build connections, explore possibilities and ultimately use their authority to create mutually beneficial opportunities. The European Association for the Education of Adults (EAEA) (2018) has noted that when collaboration is successful, the benefits impact learners, organisations, and the adult education sector. It also enhances policy and practice in all issues to do with increased learner participation rates, exchange of best practices, innovation and the building of structures and transformation. Thus, EAEA engages in partnership in policy frameworks, finance of adult learning and networks building. Addressing the development needs of tobacco farmers in Nigeria's Oyo North has required the intervention of officials from UNESCO and the success of that intervention has been replicated in other places.

In adult education, local needs and global problems have led to global partnerships. However, global discourse in adult education emerged as a recognition of the need to promote peace, remove illiteracy, and promote lifelong learning. With literacy came functional literacy, and a careful stringing together of occupational and health related themes into its fabric. UNESCO's early work in global adult education partnership has footprints across many African countries. While a lot of emphasis is on the post 2015 developments of the UN Development Agenda, global partnership in adult education is more of a renewal than a start.

2. The Context, Yesterday and Today

Before the late 1950s, most Anglophone African countries were colonies of Great Britain, and their systems and orientations mirrored those of Great Britain. But that has since changed with these erstwhile colonies gaining their political independence, with renewed hopes, aspirations and needs. Political independence also meant that the people had to be 'educated' to become more effective participants in the new democratic processes that reflected Britain's. Africans also needed to be educated in the exercise of their civil rights as part of the adult education packages that became more visible on the continent; in addition to the adult basic education (especially adult literacy) programmes that had begun to be a noticeable segment of African education systems.

After political independence, it was felt that newly independent countries may not have the know-how to plan and implement the 'new' adult education pro-

grammes, and as such, some form of global partnership was urgently needed, especially in the area of staff and student exchange. Before political independence, Anglophone African countries were generally agrarian and consumer-oriented economies, largely expected to produce the much-needed natural resources for industries in Europe. However, with political independence, new socio-economic middle and upper classes emerged, with new tastes and desires to industrialise the economies in different countries to make them become more competitive.

Anglophone African countries needed to engage with birthing economies capable of creating employment for the newly educated cohorts of the populations. Just about when the economies were struggling to become more relevant, Anglophone African countries were exposed to globalisation, and, not too long afterwards, the uptake in the 4IR. By implication, their need to wholeheartedly promote global partnership in education and adult education became more urgent than they had anticipated.

With independence also came changes in governance structures in adult education. Hitherto adult education in the Anglophone African countries had been driven largely by the universities whose traditions and objectives were rooted in Great Britain. Independence meant that their vision and mission statements had to change. Rather than address mainly the goals and needs of the colonial enterprise, the university in post-independence Anglophone African countries had to reflect the new realities, especially the people's need to become more relevant in the development initiatives. The needed change in governance structures also meant that the yawning gaps between them needed to be bridged effectively. The ivory-tower mentality had to give way to multiple stakeholders' involvement in governance, introducing more elements of global partnership. Under colonial rule, academic advisors across faculties were appointed to facilitate student exchange and staff recruitment.

Before political independence, appropriate financial incentives for the support of academics were in place. Post-independence, the local communities had had to make some form of contribution to the development of education and adult education. The contributions were in cash and kind; and it was reassuring to see some communities voluntarily offering themselves for free labour in the building of physical infrastructures as was the case at the Achimota College, Accra, the University College in Ibadan, and the Chancellor College at Zomba (in present day Malawi). In Botswana, the *One man One Beast* slogan was the rallying cry to inspire the community to contribute to the establishment of the nation's premier University.

3. Origins and Roles of Global Partnerships

If global partnership in education and adult education must be understood as international cooperation in sharing and exchanging resources, with a view to promoting access and quality, one would easily conclude that the phenomenon itself is nothing new. Knight and de Wit (1995) had since proposed that ideas aimed at facilitating the mobility of students and scholars sharing educa-

tional resources actually began in the Middle Ages and had continued until the end of the seventeenth century (Chan 2004).

Our context is adult education, but the concept of global partnership for education remains almost the same for both formal and non-formal education. We argue that this should be the case because its main aim remains that of strengthening or empowering educational systems in developing countries such that the numbers of learners in formal and non-formal frameworks are dramatically increased. However, global partnership in education does not just stop at shoring up learner numbers. It also aims to enhance the efficiency and effectiveness of learning systems, made possible by bringing together the needed cooperation and collaboration desirable in moving education forward. Thus developing countries, donor countries, civil societies, teaching organisations, private sectors, education-focused foundations come together to contribute ideas and resources that should accelerate access into the general education systems. With this, quality teaching and learning in either framework is bound to take place, and the return to investments in education is guaranteed.

Following from this, it becomes imperative for us to properly account for its planning and implementation with regards to adult education mainly in Anglophone African countries in the years preceding political independence and the years thereafter. Our discussion should shed more light on our context, in the years leading to 2002, when the well-known organisation called Global Partnership for Education, previously known as 'Education for All-Fast Track Initiative' was actually launched. Notably, this was launched to speed up progress towards achieving the Millennium Development Goal of Universal Primary Education by 2015. Nevertheless, real global partnership for modern adult education in Anglophone Africa probably began in the early 1940s, and since then the initiatives have gone through several metamorphosis until now.

If global partnership is, however, understood to imply the trends towards the initiation of international cooperation, then we would say that its roots and spread are quite profound as already indicated in the extant literature. For addressing this subject from that perspective, Heribert Hinzen (2000) has written rewardingly on the efforts Governmental Organisations and Non-Governmental Organisations have made to ensure that professionalism was built into the practice and management of adult education in Africa. Taking the lead in this direction is UNESCO, which since 1949, has promoted adult education as a significant sub-system of education through its hosting of many international conferences. These had brought together academics and administrators from all over the world to share knowledge and other significant resources. It has not relented in this task of bringing together these experts approximately every twelve years, since the first conference took place in Elsinore, then Montreal, Tokyo, Paris, Hamburg, and so on (Hinzen 2000).

The year 1960 is a significant threshold in promoting international cooperation for the development of adult education in Africa. It was in 1960 that the needs of developing countries were first thrashed out passionately, and it was the Tokyo Conference that offered that opportunity right at the threshold of

political independence of many African countries. It was also there that the professionalisation of adult education was identified and promoted. And that was re-emphasised by the UNESCO General Conference that took place in Nairobi, Kenya in 1976. It was also in Tokyo that adult educators like Roby Kidd of Canada, Paul Mhaki of Tanzania and Helmuth Dolff of Germany met for the first time to have a friendly chat on how the existing non-governmental organisations (NGOS) and adult education associations from across the globe might work together for the strengthening of adult education through lobbying and the dissemination of relevant information about the field (Hinzen 2000). An example was the Pro-literacy of the US reaching directly to the University Village Association (UNIVA), a Nigeria based NGO. Founders and NGOs have been working to support south-south cooperation and localisation in development and humanitarian aid. This is towards supporting the need for future funding and partnership to build partnering capacity at national and regional levels, while maximising learning and collaboration globally (Jennings 2017).

Tokyo was very critical for the expansion of global partnership in adult education in Africa. It was there that African adult educators began to be more conscious of the need to form continent and nationwide adult education associations. The goal was to replicate developments in Europe, which had the European Association for Adult Education founded in 1953; the Asian-South Pacific Bureau for Adult Education (ASPBAE), founded in 1964, and a much more global association, the International Council for Adult Education (ICAE) founded in 1973, with its headquarters in Canada.

Whilst the developments in Tokyo and Nairobi were significant, countries like Canada, Denmark, Finland, Germany, Sweden, the United States of America, to mention a few, had also established their own nationwide associations. They took particular interest not only in promoting adult education, but invited to their conferences African adult educators who went back home to set up their own national associations. That was why we had, for example, the Nigerian National Council for Adult Education (NNCAE), the Sierra-Leone Adult Education Movement, Kenyan Adult Education Association, and such other bodies in Botswana, South Africa, Tanzania, Uganda, Zambia, Zimbabwe. It should be observed that the Institute for International Cooperation of the German Adult Education Association (DVV International), which started its international work in Africa in the early 1960s, may have paved the way for other European countries to find a niche for cooperating with African countries to promote adult education on the continent.

The awareness brought about by UNESCO and the associations highlighted have yielded unintended results. Thus, the United Nations Development Programme (UNDP), the United Nations International Children Education Fund (UNICEF), the British Council Department of International Development (DID), and the International Foundation for Education and Self-Help (IFESH) began to initiate significant partnership projects on the continent. Aderinoye (1997) has shed light on the work of these Governmental Organisations, Non-Governmental Organisations (NGOS), associations and other funding bodies on the continent, and there is no need to reinvent the wheel in this chapter.

Notably, the British Council through its Department of International Development (DID) had played key roles in promoting global partnership for the development of adult education in Africa. It moved away from its preliminary major push in higher education to make its impact felt in basic education that encompassed primary education and adult literacy. Its approach was community-based; and Aderinoye (1997, 148) has reported on projects in local government areas in Borno, Adamawa, Akwa-Ibom, Abia, Bauchi and Taraba States in Nigeria between 1996 and 1999. During the late 1990s, the British Council launched what it tagged 'British-African Partnership' (BAP) that paved the way for British and African scholars in adult education to engage in relevant collaborative research and research methodologies training. These are significant in enforcing adult education global partnership.

A typical case of how an international private body can promote partnership can be found in IFESH, which supported the University of Ibadan Community Development Literacy and Health Project (UI-CDLHP), which later became the UNIVA. UNIVA was conceptualised and driven by the enigmatic scholar, Michael Omolewa, and worked mainly at the grassroots level in Egbeda and Akinyele Local Government Areas of Oyo State, Nigeria, and in Isokan and Irewole Local Government Areas in Osun State, Nigeria (Aderinoye 1997, 145-58). This initiative showed that international cooperation cannot and should not be taken as the 'hidden' process of 'westernising' African countries. Far from that, global partnership was understood and implemented to give the people an opportunity to find and project their own historical and cultural identity as they strive to portray their own alternative ways of life. On their part, global partners were afforded the opportunity to appreciate the African scale of values.

Through the Commonwealth of Learning (COL), established in 1988, access to tertiary education has been promoted in Africa and other Commonwealth States. Additionally, open educational resources (OER) have been taught and shared, technology enhanced teaching and learning has been promoted in schools and universities, and a level playing ground for expertise sharing has been seen between the North and the South. Africans have served as COL consultants, obtained fellowships, participated in research and publishing, while the OASIS repository has been a major avenue for sharing of documentation.

Since its establishment in 1971, the Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA) has promoted research in adult education, but lately across other disciplinary spectrums, and, with its landmark conferences, continues to serve as a sounding post for discourse between Europe, Africa and the rest of the world. Similarly, FACE, since its establishment in 1993, has also promoted research and scholarship in continuing education and been used by Africans to share their thoughts on the field.

We will now highlight some developments at the University of Ibadan's Department of Adult Education, a premier department of adult education in Nigeria, which has pioneered major firsts in the field and benefitted from the efforts of Professor Emeritus Lalage Bown.

4. The Ibadan Experiment: A Case Study in Global Partnership

A discourse on global partnership in adult education is incomplete without noting Professor Emeritus Lalage Bown's role in the development of the University of Ibadan's Department of Adult education. After planting the seed of adult education in Ghana, Uganda, and Zambia, she came to Nigeria, where she, among others, worked at the Ahmadu Bello University. In Lagos, she linked Nigerian intellectuals in adult education with colleagues in different continents through her contributions to the book she co-edited with the late Professor Okedara, *An Introduction to the Study of Adult Education* (Bown and Okedara 1981). Other contributors had included J. R. Kidd, E.K. Townsend Coles, D. Thomas, R.G. Armstrong, P. J. Mhaik, R. Scarford, B.L. Hall, E.J. Blakely, and S. Tate, who had also served as role models to many Nigerian adult education intellectuals. Professor Bown became a foundation staff in the then Institute of Extra-Mural studies in Ibadan and, by 1962, had led to the Department's linkage with the Faculty of Education. She later prepared a position paper, making a case for a Conference Centre where students would receive lectures and be accommodated. Now called the Subomi Balogun Conference Centre, the former University Conference Centre is the baby of the Department of Adult Education.

Professor Lalage Bown influenced the formation of professional adult education associations. She helped in the formation of the International Council for Adult Education, the African Association for Literacy and Adult Education (AALAE) and the Nigerian National Council for Adult Education (NNCAE), where her services as foundation secretary are acknowledged.

The Department was also involved in promoting the UNDP-UNESCO Mass Literacy Project of 1995-96. This was a UNDP/UNESCO national Mass Literacy intervention in which it provided experts. The active participation of the Department helped it to win the UNESCO Literacy Prize in 1989. Equally of importance was the award of UNESCO Chair in the application of ICT to Literacy delivery. Through this, the Department developed different instructional materials and capacitated staff, including those from other Institutions. The Department provided experts in the implementation of the five-year Mass Literacy programme funded by the UNDP, serving as a cooperating agency in providing technical 'back-stopping', recruitment of international experts, provision of equipment and materials and the monitoring and evaluation of the project. It further played active roles in literacy promotion both at local and international levels. Similarly, it worked with the German Adult Education (DVV), the British Council, the Pro-Literacy, the International Foundation for Self-Help (IFESH) and the UNESCO International Conferences on Adult Education (CONFINTEA) to mention a few.

The exposure created by Professor Lalage Bown continued to impact on the activities of the Department in its improved status with UNESCO. It facilitated staff and student participation in UNESCO Summer Literacy Training Programmes of the International Literacy Institute (ILI) at the University of Pennsylvania, USA. It led to the establishment of the Unit of Social Work in partnership with UPENN-School of Social Work with Professor Louise Shoemaker coming as

a visiting Professor from UPENN. The unit has since been upgraded to a full-fledged Department of Social Work.

Notably the DVV- German Adult Education Association has played major roles too. The partnership resulted in the Department's participation in global adult education bodies like the International Council for Adult Education, UNESCO and CONFINTEA. The association was for many years responsible for the funding of the Department's Diploma programmes which assisted in the training of middle level non-degree personnel.

Also, the British Council, in alliance with the University of Nottingham, collaborated with the Department. The programme impacted on many education-focussed organisations. Seven academic staff travelled to the UK for further exposure, learning more about the UK education system and practice of adult and continuing education. Five academic staff of the University of Nottingham also visited Ibadan. In one visit, Professor Alan Rogers conducted a joint interactive seminar with staff and students on the delivery of literacy using Real Literacy Material (RLM) and Learner Generated Material (LGM). The conduct of research on the Literacy Shop as an effective delivery strategy of literacy among market women was the result of that global interaction.

A departmental linkage with Reverend Sullivan of the International Foundation for Education and Self-Help is also significant. It helped the rural communities in the provision of education, health services as well as community transformation. Through this partnership, the Department took functional literacy to over thirty-three communities in Oyo and Osun States of Nigeria. Community centres were established for literacy classes as well as health services through environmental programmes. Adult learners suffering from river blindness received medical assistance through IFESH and the Federal Ministry of Health-ONCHOCERCHIASIS Department. A "Train them to train their peers" project for clerical staff and customary courts judges was initiated, thus bridging the rural community-university gap. The University Village Association was subsequently established to strengthen the Department of Health services to more than thirty-six villages across Oyo and Osun States and was a vehicle for rural transformation.

The Pro-Literacy of Syracuse group, another partnership, strengthened the bond between the university and communities. Special literacy programme on Traffic literacy for the National Union of Road Transport Workers in Oyo State of Nigeria was a major product of such. Similarly, the National Research Fund (NRF) of the Tertiary Education Trust Fund (TETFUND) led to a proposal titled "Preventive Education Strategies As A Vaccine for COVID-19". The research has served as a means of partnership between universities, academic staff from Bayero University Kano and the University of Port Harcourt.

Other agencies and institutions that the Department extended its manpower include the Federal Ministry Education, the Agencies of Governments, the Adult Education Associations like the Pan African Literacy and Adult Education (PALAE), and the American Association of Adult and Continuing Education (AAACE).

5. Current Themes and Trends in Adult Education Partnership in Africa

Although the core areas and disciplines involved in adult education are obvious, the themes are more expensive, more solution-oriented, more global in outlook and more descriptive of global responses to observed inequities and challenges. Based on the extant literature, the thematic list includes, but is not limited to, the following:

- Literacy, especially work related and ICT oriented literacy;
- New focus on older adults, their educational and social needs;
- Promotion of public early childhood education, and the expansion of basic education as a way of enhancing overall reduction of illiteracy;
- Health issues, with reference to addressing various forms of disease affecting adults;
- Poverty alleviation strategies through work and vocation related activities, with the incorporation of learning into educational programmes and plans;
- Gender issues, a prominent theme in the pursuit of sustainable development goals;
- The environment, with a growing recognition of indigenous peoples and their beliefs and indigenous knowledge as a basis for authentic development;
- Climate change and implications and the embedding of such in the school and university curricular either as direct programmes or embedded themes;
- Peace as a major area of discourse in global education initiatives;
- Community development and community education initiatives;
- Learning society promotion through Massive Open Online Courses (MOOCS), championed by the Commonwealth of Learning;
- Provision of access to tertiary education and a related expansion and gradual growth of tertiary enrolment ratios in many African countries;
- Technology uptake and the related growth of open educational resources;
- Open and distance learning and the related growth of e-learning;
- Discourse on labour conceptualization, including what constitutes labour for women;
- Youth issues such as unemployment, drugs, poverty, and others;
- Migration, and its socioeconomic and educational implications.

In the themes identified, Africa has been a major theatre of discourse and practice and has been collaborating in the global arena on the issues.

6. The Learning Society and the 4IR Movement

A discourse on global partnership is incomplete without the 4IR. Ally and Wark (2020) have noted the use of the 4IR in development-oriented issues. They observe an increase in 4IR technologies which can aid sustainable development goals. Reference is made to UNESCO's two international conferences in 2019 on Artificial Intelligence for Sustainable Development and the International Conference on Artificial Intelligence and Education, Planning Education in

the AI Era: *Lead the Leap*. While artificial intelligence will provide its benefits, the authors suggest the use of a multidisciplinary team to help «develop an informed, collective understanding of the benefits, challenges and other issues arising from the adoption of 4IR technologies for achieving the SDGs» (Ally and Wark 2020, 1). They define sustainable development in the context of 4IR as «the use of technologies to combine the physical, digital and biological worlds to improve the lives of citizens while existing in harmony with the environment» (Ally and Wark 2020, 5). Developing countries cannot continue to use the first three industrial revolutions to push their development agenda. A resort to the 4IR would aid the leap into the use of smart technologies, especially in sub-Saharan Africa whose lack of relevant technical expertise hinders its development.

While the first, second and third industrial revolutions are characterised by mechanical and mass production, growth of electricity and the growth of information and telecommunication technologies, respectively, the fourth has been characterised by an exponential interaction between machines and humans, robotics, cloud computing and the performance of complex activities by robots (Elayyan 2021). Reaves (2019) emphasises the possibility of the disruption of job-related activities. The World Economic Forum (2018) has actually identified a list of redundant jobs, stable jobs, and the jobs of the future. The implication is that the content of adult education and lifelong learning must reflect societal needs and 4IR considerations. The wide gaps that exist between the North and the South in gross domestic product, tertiary enrolment, standard of living and other social indices, can be bridged by partnership in global adult education enabled by the 4IR. National policies need to consider 4IR developments, while expectations in multi-stakeholder arrangements must reflect new developments. Sub-Saharan Africa requires partnership building to address its inadequacies.

7. A Glimpse into the Future

Given the present state of global partnership in adult education, one can assume that the future should be bright. The use of technology and social media in national development should not exclude an equal application in adult education. We must propose and use virtual platforms for the exchange of knowledge and skills in the field. If the 4IR has been intended to include adult education, scholars in Africa, in the first place, and those outside that continent should soon start dialoguing, engaging in joint studies, and sharing relevant resources on it.

Globalisation has also meant that knowledge and skills transfer in fiscal and physical terms should become possible on a much wider scale. Globalisation is not just about the movement of financial capital but also about social capital exchange among staff and students. Thus, with modern technology, ideas sharing, and advocacy should occur on a much wider scale, although there are limitations as well. The upsurge in the acclamation for nationality and dwindling of resources previously made available for international cooperation are major threats to global partnership in adult education. But the challenges are not insurmountable and must be addressed.

Conclusion

Undoubtedly, the African experiment in global partnership in adult education has been beneficial through the years. Dialogues have taken place, resources have been availed, an exchange of policies and programmes is seen, and concepts and practices and programmes have been replicated in various climes. While Africa may have brought more problems than solutions to the table, it has nevertheless served as a sounding horn for issues ranging from illiteracy, poverty, disease, low enrolment ratios, and levels of technology, all requiring international attention. However, lessons learnt, and policies enacted have also benefited the developed world, a reminder that African issues are also global issues for which global partnerships can help make a difference everywhere.

For documentations shared and technology promotion, many of the partnerships have been useful and developments have been embraced for literacy promotion, new agricultural practices, schooling access, poverty reduction, gender balancing, and tertiary and distance education promotion. Perhaps the future of partnership may become clearer with time, following post COVID-19 developments, where the North may have suffered more than the South, but where the financial challenges arising from such are obvious for all. The 4IR will determine the future of partnership and Africa cannot lag in its development, utilisation, application, and the societal response and education needed for its maximum application. But in all this, partnership in global adult education must continue, and serve as a glowing tribute to a doyen who came from Britain, served in Africa, and loved it for all it could offer, and where a passion for collaboration will last beyond the present book that honours her name.

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