Managing Lifelong Learning Issues for Integration of Resources for Economic Recovery in Nigeria

Dr. Edo, Lucky Barineka
Department of Educational Management Faculty of Education,
Rivers State University, Nkpolu Orowurokwo, Port Harcourt
09030148439

&

Dr. Umesi, Chukwudi Dike
Institute of Education
Rivers State University, Nkpolu Orowurokwo, Port Harcourt
08033400242

Abstract

In Nigeria, lifelong learning is critical for addressing social and economic challenges, fostering civic involvement, and strengthening national integration. Individuals who pursue lifelong education can fruitfully adapt to the changing employment market, improve their quality of life, and contribute to the country's overall development. In other words, the process of lifelong education promotes social inclusion, employability, active citizenship, and personal fulfillment, thus allowing individuals to update and supplement their knowledge, competencies, and abilities throughout their lives. It thus reinforces and improves the quality of an individual's life or helps develop their personal potential to the utmost level. Having access to a relevant knowledge base is fundamental for sustaining permanent skills and confidence. When competency in a domain increases, the learner begins to develop his or her own domain-related goals, chooses and employs more adequate strategies, and shows an increasing ability to operate independently. Hence, the characteristic or desire for lifelong learning is based on the fact that it incorporates permanent, compassionate, stimulating attributes that amalgamate knowledge, values, and skills that span throughout a lifetime. Thus, it reinforces corporate confidence, creativity, and inclusiveness in all functional activities. As a matter of fact, it is asserted that lifelong learning entails a broad range of skills and professional attributes that reflect creativity, divergent and critical thinking, as well as teamwork, especially in heterogeneous groups.

Key Words: Managing, Lifelong Issues, Integration, Resources and Economic Recovering.

Introduction

The speed of change and the explosion of knowledge require individuals to learn. Knowledge has become more broadly defined and flexible, diverse and available at different times and in different places. Thus, for the sustainability of individual development, lifelong learning remains mandatory as it promotes learning beyond traditional schooling and throughout adult life. The basic premise of lifelong learning is that it is not feasible to equip learners at school, college, or university with all the knowledge and skills needed to prosper throughout their

lifetimes. Therefore, individuals need to continually enhance their knowledge and skills, address immediate problems, and participate in a process of continuous vocational and professional development (Edo,Nwisagbo & Kagbaraneh,2022). The issue of lifelong learning skills is imperative to empower individuals to manage their needs and expectations in a variety of contexts throughout their lifetimes as well as to contribute to economy property.

Victor (2019) emphasized that there is much evidence that links people's ability to engage in lifelong learning with their potential for development and growth. Lifelong learning is a process of developing knowledge, skills, and interests that provides opportunities for teaching and learning. It is not restricted or constrained to specific times, periods, years, or certain organizations or institutions. Since it is a natural tendency to improve personal capacities, it becomes a continuous process in which individuals retain and develop their life-based conduct, knowledge, and skills (McGarrah, 2015). This means that the quality of human capital must be improved in order for individuals to be more productive for themselves and in the workplace. This certainly would have a multiplier effect on the nations' ability to compete effectively in the global economy. Thus, lifelong learning policies and programmes are essential to keep abreast of the dynamic of living, adapt to changing circumstances in their environment, and discharge their responsibilities effectively.

Lifelong learning is endowed with specific skills that require commitment and passion for knowledge. Thus, having access to a relevant knowledge base is fundamental for sustaining permanent dexterity and self-confidence. When competency in a domain increases, the learner begins to develop his or her own domain-related goals, chooses and employs more adequate strategies, and shows an increasing ability to operate independently (Hosseini,&Assareh, 2010). An individual does not only possess a vast amount of domain knowledge but is also expected to contribute knowledge to the domain. This is because lifelong motivation comes from strong internal goals such as a desire for personal growth, capitalising on existing knowledge to supplement professional competence, and ensuring accountability for practice renewal. In this sense, the attributes of lifelong education are derivable from experiences, social context, and sometimes from teachers, parents, or peers' modeling. For instance, when someone has to see knowledge as factual or objective truth, the adoption of a critical and constructive attitude towards learning will not be visible. Thus, the application of lifelong learning systematically aims at making learning a more provocative and constructive activity, in which prior knowledge plays an important role in facilitating further learning. A prerequisite for lifelong learning is to activate and make explicit prior

concepts that are relevant to the topic and process of learning. Without this prerequisite, the learning will result in inert knowledge and a lack of transferability to other situations.

In the educational sector, or in whatever situation, lifelong learning has served as a supportive process. This is because it stimulates and empowers individuals to acquire the knowledge, values, skills, and understanding they require throughout their lifetimes. In other words, the characteristic or desire for lifelong learning is based on the fact that it incorporates permanent, compassionate, stimulating attributes that amalgamate knowledge, values, and skills that span throughout a lifetime (Edo,etal,2022). Thus, it reinforces corporate confidence, creativity, and inclusiveness in all functional activities. As a matter of fact, it is asserted that lifelong learning entails a broad range of skills and professional attributes that reflect creativity, divergent and critical thinking, as well as teamwork, especially in heterogeneous groups. This circumstance generates work autonomy that develops cognitive and interpersonal skills among individuals' social and civic competences.

Nature of Lifelong Learning Issues in Education

Lifelong learning have become a foundation for intrinsic learning activities as they foster a mixture of skills necessary in a changing world. It is a crucial necessity to build individuals and societies. It strives for essential learning dimensions such as self-directed learning, collaborative learning, learning on-demand, and organizational learning (Scott, 2015). It is a core dimension of learning that leads to initiative and diagnosis of learning needs. Consequently, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating teaching and learning outcomes are all required

Lifelong learning is a fundamental concept in education that recognizes the natural drive of humans to explore, learn, and grow throughout their lives. It encompasses both formal and informal education, allowing individuals to pursue personal interests, passions, and professional ambitions. It is essential in the rapidly evolving fields, such as education, as it enables educators to incorporate new tools and strategies to adapt to changes and student needs. It is also analyzed as a political and cultural phenomenon, offering further education and individual development for everyone. The idea of lifelong learning is to cultivation habits of mind, such as curiosity, to foster a disposition for continuous learning beyond the traditional school setting (Edo, etal, 2022).

Lifelong learning is a concept that emphasizes the importance of continuous learning and personal development throughout one's life. It is characterized by the pursuit of knowledge, skills, and experiences that contribute to personal growth and fulfillment. Lifelong learning can be divided into three main stages:

Formal education: This stage involves structured learning experiences that take place in educational institutions, such as schools and universities. It provides individuals with the knowledge and skills needed to navigate the world and contribute to society.

Non-formal education: This stage includes learning experiences that occur outside of formal educational settings, such as through self-directed study, online courses, and workshops. Non-formal education allows individuals to pursue personal interests and passions, fostering a love for learning and personal growth (Scott,2015).

Informal education: This stage involves the continuous learning that occurs naturally through experiences, conversations, and interactions with others. Informal education is not explicitly organized or structured, but it contributes to an individual's personal growth and development.

Lifelong learning is the continuous building of skills and knowledge throughout the life of an individual. It occurs through experiences encountered over the course of a lifetime. These experiences could be formal (training, counseling, tutoring, mentorship, apprenticeship, higher education) or informal (experience, situations, etc.). This implies that it is a learning activity undertaken throughout life with the aim of improving knowledge, skills, and competences within a personal, civic, social, and employment-related perspective.

According to Edo, etal (2022) investing in lifelong education can help facilitate a swift economic recovery. Nigeria's economy has been under pressure due to several factors, including the recent COVID-19 pandemic, high tax pressure, and reduced resources available to fund public services. The country's economic recovery has been slow since the 2016 recession, and the federal government has spent just 1.4% of its gross domestic product on education over the past three years, well below the equitable quality of education and lifelong learning for all. However, Nigeria has developed several plans and policies to revive and develop its economy, such as the Economic Recovery and Growth Plan (ERGP) and the Nigerian Economic Sustainability Plan (NESP). The ERGP aims to restore economic growth, invest in Nigerians, and build a globally competitive economy, while the NESP aims to stimulate and retain jobs, extend more protections to the poor, and promote the use of gas and solar home systems.

Lifelong learning is, therefore, about acquiring and updating all kinds of abilities, interests, knowledge, and qualifications from the pre-school years to the post-retirement years. It promotes the development of knowledge and competences that will enable each citizen to adapt to a knowledge-based society and actively participate in all spheres of social and economic life, taking more control of his or her future. Lifelong learning is the voluntary and self-motivated pursuit of knowledge for either personal or professional reasons. As such, it not only enhances social inclusion, active citizenship, and personal development but also competitiveness and employability. However, in Nigeria, individuals feel obliged to be a part of lifelong learning in order to gain new qualifications and so increase their chances of finding jobs when their employment opportunities are limited.

The scale of current economic changes in Nigeria demands the use of non-formal education, which relates to lifelong learning. The reason is that non-formal education addresses the concrete skills of its recipients, and the objective is to enhance and improve performance in the particular skill. The governments around the world are starting to realize that in order to sustain progress and improve a country's economy, the people have to be encouraged and trained in skills so as to be self-reliant to face any economic change.

Longlife Learning Issues for Integration of Resources and Economy Recovery

Promoting lifelong learning is crucial to economic recovery and growth. Lifelong learning is critical for development because it alleviates poverty, improves health, and fosters social cohesiveness. It has become critical for overcoming global challenges and achieving economic objectives. Countries with a highly educated population have faster economic growth. It can encourage equitable growth, create jobs, foster social cohesion, and drive economic development.

The COVID-19 epidemic has underlined the critical need for increased investment in lifelong learning for everybody. This is based on the argument that it is critical for overcoming disruptive economic forces and adapting to a quickly changing environment and economy. The pandemic-induced global education crisis is far more serious than previously believed, and learning recovery investments and activities must establish the groundwork for more efficient, egalitarian, and resilient education systems. Lifelong education has substantial economic value since it helps with job security, professional promotion, and general growth. It is thus critical to preparing individuals for the labour market and providing them with the skills required for ongoing employment and career advancement (Voogt & Roblin, 2010).

According to the World Bank, education has long been acknowledged as a significant tool for decreasing poverty and inequality, and lifelong learning is required for individuals to succeed

in their chosen careers. Moreover, there is an increasing value placed on lifelong learning because it not only provides job stability but also opens up new options and allows individuals to exhibit their dedication to their sector and career. As a result, investing in lifelong education is critical for both individual success and a society's economic development.

Lifelong learning is also an effective instrument for alleviating poverty and inequality while laying the groundwork for economic progress. It is critical to preparing individuals to enter the job market and providing them with the skills required for ongoing employment and career growth. As a result, it provides job security, opens up new opportunities, and equips individuals with the skills needed to prosper in their chosen industries.

Lifelong learners are individuals who never stop honing their skills and expanding their knowledge, and they are increasingly prioritizing lifelong learning. By developing professional abilities, individuals can demonstrate their commitment to their industry and career, which can lead to new opportunities and career advancement. Overall, investing in lifelong education is crucial for both individual success and the overall economic prosperity of a society.

Lifelong education can contribute to economic growth in several ways. Firstly, continuing education can enhance labor productivity growth, meaning that better-prepared individuals can adapt more easily to new requirements imposed by technological advancements and changing market demands. Secondly, investing in education can raise national income growth rates, as more and better schooling investments can stimulate entrepreneurship, technological breakthroughs, and creativity, leading to greater output and economic growth.

Lifelong learners are individuals who never stop honing their skills and expanding their knowledge, and they are increasingly prioritizing lifelong learning. By developing professional abilities, individuals can demonstrate their commitment to their industry and career, which can lead to new opportunities and career advancement. Overall, investing in lifelong education is crucial for both individual success and the overall economic prosperity of a society.

Lifelong education can contribute to economic growth in several ways. Firstly, continuing education can enhance labor productivity growth, meaning that better-prepared individuals can adapt more easily to new requirements imposed by technological advancements and changing market demands. Secondly, investing in education can raise national income growth rates, as more and better schooling investments can stimulate entrepreneurship, technological breakthroughs, and creativity, leading to greater output and economic growth.

Longlife Learning as a Resource TO Economic Recovery Strategies

Development of human capital: Since education is essential to the development of human capital—the knowledge, abilities, and capacities of a people that enable economic expansion—it is necessary for economic progress. People who have received an education are more likely to be creative and hardworking, which fosters economic growth.

Enhanced creativity and productivity: Individuals better lives, make more money, and have better careers increase productivity through the process of longlife learning. It is critical for people to advance and adjust to the shifting demands of the labour market, since this can benefit learners as well as their peers. However, there are other obstacles to social mobility, including differences in educational quality and the cost of schooling. Research indicates that educational interventions can be both affordable and have long-lasting effects, especially for individuals with limited resources. Thus, encouraging lifelong learning and removing obstacles to social mobility are essential for encouraging higher levels of production and innovation in society. Countries can increase their productivity and competitiveness in the global economy by investing in lifelong learning.

Social mobility: Increasing one's status in society through education is essential for both individuals and communities. The term "social mobility" describes how people move within a social hierarchy or stratification system—individuals, families, or groups. It may be intragenerational, upward, downward, or between generations (McGarrah, 2015). A rise in social status is associated with upward mobility, whereas a fall in social status is associated with downward mobility. When a generation's social standing shifts, it's referred to as intergenerational mobility. It is associated with equal opportunities and is frequently gauged by changes in socioeconomic status and career paths between generations. The premise behind the concept is that lifelong learning creates an equal opportunity to achieve in life, regardless of their socioeconomic status.

Promoting equitable chances and accomplishment of sustainable skills. It help individuals to charge of their own work, take care of themselves, and maintain their own well-being. However, a lot of life skills programmes neglect to address ideals like gender equality and a decrease in violence that are necessary to address today's societal issues. Successful everyday functioning depends on having life skills, which also lay a strong basis for successful independent living at home, at school, at work, and in the community. An individual's capacity to learn and earn a living is directly impacted by lifelong learning. As a result, by realising the obstacles and putting up a firm disposition and determination, it significantly contributes to the integration and economic recovery of the nation.

Flexibility in response to evolving labour markets: People who pursue lifelong learning are better equipped to adjust to shifting job markets and advancement in life. It is essential for preserving competitiveness and lowering unemployment since economies change and there is a greater need for trained workers (Scott, 2015).

Post-COVID-19 recovery: Following the COVID-19 epidemic, a significant portion of the unemployed have been redirected to lifelong learning, which has proven to be a highly effective means of skill upgrading and labour market adaptation. Lifelong learning and post-COVID-19 recovery are intimately associated since the epidemic has brought attention to the pressing need to increase funding for lifetime learning for everybody. Global school systems have been severely disrupted by the pandemic, leading to extended school closures and negative effects on the health, wellbeing, and academic performance of adolescents. Countries are concentrating on developing future education systems, either formal or informal, that are more resilient in order to address these issues.

Lifelong Learning Issues as Emerging Paradigm Shift for Economic Recovery

Lifelong education is emerging as a new paradigm for economic recovery, emphasizing the need for ongoing learning and personal growth. This strategy is critical for adapting to a fast-changing world and addressing the requirements of individuals and society. Some characteristics of lifelong learning as an emerging paradigm for economic recovery include the following:

i. Addressing digital literacy: the objective of lifelong learning is to give people from all socioeconomic levels access to resources that support learning, including venues, tools, and materials, so they can participate in the digital economy.

ii. Promoting digital literacy and critical evaluation: People use technology to become digitally literate and develop the critical evaluation abilities required for both lifelong learning and economic recovery.

iii. Fostering lifetime learning and adaptability to changing circumstances is a key component of lifelong learning since it can foster the emergence of creative and innovative cultures that have the potential to strengthen economies (Edo, etal,2022).

iv. Getting ready for the workforce: Lifelong learning ensures that individuals have the skills and knowledge needed to thrive in the workforce, making them more adaptable and valuable to employers.

v. Supporting entrepreneurship: Lifelong education can help people develop the skills and confidence they need to start and run their own businesses, resulting in more jobs and economic growth.

vi. Improving employability: Lifelong education enables individuals to gain new skills and certifications that will increase their employability and make them more appealing to potential employers.

vii. Promoting personal and professional growth: Lifelong education emphasizes the cultivation of mental habits, such as curiosity, to foster a propensity for continual learning outside of the typical classroom context, ultimately contributing to personal and professional progress.

Lifelong learning aims to rebuild learning, teaching, and education for the information age. It is an attempt to shift mindsets, resulting in a paradigm shift from the conventional aspect of knowledge to an information era for sustainable development. In this situation, knowledge and skills are integrated and used from an authentic and problem-based learning viewpoint. Learning occurs through a range of actions, including observing how other people function through discussion, researching knowledge, trying something for oneself and learning from trial and error, and reflecting on all prior activities (Salim, Mahmood, & Ahmad, 2018).

The emergent abilities required for lifelong learning involve a shift away from traditional learning models and towards the development of innovation skills. New technology and business strategies have inspired innovative thinkers and growth-oriented personnel. The development of innovative abilities has become the primary goal of equipping individual with skills fundamental or inevitable for future economic recovery. In knowledge-based societies, the inevitability of lifelong learning indicates that circumstance and environment define distinct objectives and qualities that determine society's and individuals' current expectations. As a result, new ideas, theories, products, and knowledge emerged, all of which must be fully absorbed or internalized with doggedness to realise the basis of economic recovery.

Challenges for the Acquisition Lifelong Learning for Economic Recovery.

As a continuation of the conventional corporate learning and development method, lifelong learning presents the following particular difficulties: After completing their formal education, individuals have an additional obligation to find and seize learning opportunities, which is sometimes difficult to ascertain based on a lack of time and the stress of job conditions (Stefan, 2019). Even active learners with the capacity for self-motivation and self-direction can necessarily decline. The drive and aptitude for activity learning must be activated by the individuals; otherwise, knowledge disparity and the sustainability of development and progress will eventually arise.

The state of the learner will definitely affect the level of lifelong learning skills. Every individual has a unique background with a set of challenges that must be taken into account. Their learning ability, mindset, engagement, and day-to-day emotional states play key roles in determining how effective learning opportunities can be for them (Stefan, 2019). Learning comes in the form of the learner's mindset. Someone with a fixed mindset will typically believe that intelligence cannot be improved, and will lack the motivation to do so. The learner may have anxiety about learning in the academic sense and even see it as stress instead of self-improvement (Edo, etal,2022).

Retention of some experiences in lifelong learning necessitates consistency or reinforcement. Put differently, maintaining consistency is among the most difficult tasks. Naturally, this is the central component of lifelong learning. In contrast to corporate training and structured learning, self-motivation and time management are essential abilities and attributes for consistency because a significant portion of the learning will be optional (Edo, et al., 2022).

People are also giving up their free time for extracurricular study, which is a sacrifice that some people will find difficult to make (Stefan, 2019). Drop-off rates can also result from the possibility that some students will just get disinterested in the material or find it too difficult. These components have an adverse effect on lifelong learning at every stage.

The difficulty of generational differences is evident. It's possible that older students are more receptive to classroom environments during work hours. Due to family obligations, they could be less receptive to learning outside of the workplace and less inclined to attend retreats or conferences (Chris, Serena & Amonoo-Kuofi, 2019). On the other hand, younger employees might be more motivated to grow in their jobs because they have more time on their hands. Additionally, there are variations in the ways that various generations use technology and learn. It's possible that younger workers are more interested in animation and video than in books or lectures. Both adult and young learners will find this circumstance challenging by nature.

In contrast to traditional corporate learning, the curriculum designed for lifelong learning skills could present a different kind of difficulty depending on who is in charge of it. Furthermore, each person may have a more elevated viewpoint when it comes to choosing which abilities to hone in order to improve motivation, autonomy, and internal curiosity. In addition, there can be specific knowledge and skills that educators or students wish to impart but find challenging to do so due to social pressures. It's still quite difficult to strike a balance between what has to be learned and what shouldn't be researched.

In Nigeria, social and economic issues pertaining to poverty, insecurity, political unrest, and limited educational opportunities impede the pursuit of lifelong learning. More public funding for education is required in Nigeria in order to provide high-quality instruction and lifetime learning opportunities for all citizens.

The economic trends in Nigeria have not been favourable to the citizens; hence, most individuals live in abject poverty. For instance, in Nigeria, the number of unemployed youths is soaring, with a geometric progression of about 10 million (World Fact Book, 2010), while the illiterate and unskilled workforce are the worst hit because their incompetence in both skills and knowledge cannot help them secure any meaningful paid employment or earn a decent livelihood **(Hosseini & Assareh,2010).** Lifelong learning therefore opens up a range of new possibilities as it attempts to put forward new ideas on how to overcome poverty and illiteracy. In other words, most jobs in Nigeria require competent individuals who are willing and able to update their skills throughout their lifetimes. On this note, there is a need to prepare workers for lifelong learning in order to keep abreast of the technological changes in the world.

Conclusion

A quick economic rebound is facilitated by investments in lifetime learning. Therefore, gaining and maintaining a wide range of skills, interests, and information is the essence of lifelong learning. It encourages the growth of skills and knowledge that will empower every citizen to actively engage in all aspects of social and economic life, adapt to a knowledge-based society, and take more control of their future. The extent of Nigeria's current economic transformations necessitates the adoption of non-formal education, or lifelong learning. The rationale is that the goal of non-formal education is to increase performance in a specific skill by addressing the recipients' tangible skills. Government policy must be focused on achieving or maintaining progress and boosting the economy. To be self-sufficient and prepared for any economic shift, people need to be inspired and given the necessary skills. When policies are clearly defined and sufficiently streamlined, they create new opportunities and enable people to demonstrate their commitment to the economy. Therefore, funding lifelong learning is essential for both personal achievement and economic growth.

Suggestions

1. To promote stability and economic prosperity, the government should enact laws and policies that will allow people to continue studying throughout their lives.

2. In order for everyone to gain more knowledge and skills, the educational system needs to be egalitarian. and liberalized.
3. Partnerships and government initiatives that support correspondence programmes for distance learning. should exist.
4. University administrations ought to enlist people in certificate programmes covering a range of specializations.
5. The curriculum designers and administrators in educational management and administration should emphasize the actual application of teaching and learning to foster lifelong learning abilities.
6. The administration of the educational system should give students the chance to replicate what they have learned and reinforce exercises that help them apply what they have learned to their own knowledge.

References

Chris, J. Serena, R. &. Amonoo-Kuofi, E. F (2019).21st Century Skills: evidence of issues in definition, demand and delivery for development contexts. *https://assets.publishing.service.gov.uk/media/5d71187ce5274a097c07b985/21st_century.pdf*.

Edo, B; Nwisagbo, E.A. & Kagbaraneh, K. (2022). International Journal of Innovative Development and Policy Studies 10(3):1-7.

Hosseini,M. B.&Assareh, B.(2010). Life-long learners through problem-based and self directed learning. *https://pdf.sciencedirectassets.com/280203/1-s2.0-S1877050911X00029/1-s2.0-S1877050911000299/main.pdf?X-Amz-Security-Token*

McGarrah, M.V. (2015). Lifelong learning skills for college and career readiness: considerations for education policy. The College and Career Readiness and Success Center at American Institutes for Research. Retrieved from: *https://files.eric.ed.gov/fulltext/ED570180.pdf*.

Salim, S. F. M. Y. S., Mahmood, M. F., & Ahmad, A. B. (2018). The Importance of Information Literacy to Support Lifelong Learning in Convergence Era. *International Journal of Academic Research in Progressive Education and Development, 7(3), 352–362.*

Scott, C.L. S. (2015). *The futures of learning 2: What kind of learning for the 21st century? (ERF Working Paper No. 14).* Paris: UNESCO Education Research and Foresight.

Stefan,S.(2019). The Challenges of Corporate Lifelong Learning. retrieved from: https://www.linkedin.com/pulse/challenges-corporate-lifelong-learning-stefan-s%C3%B6llner on 13/3/2022.

Victor, O. (2019). Adult and Lifelong Learning for Sustainable Economic Development in the 21st Century. Journal of Agriculture and Veterinary Sciences ,11 (1) 1-12.

Voogt, J., & Roblin, N. P. (2010). *21st Century Skills (Discussion Paper).* Enschede: University of Twentet.