# DESINING LIFE LONG LEARNING FRAMEWORKS FOR GRADUATES EMPLOYABILITY IN NIGERIA

Professor Moshood Ayinde Hassan
Department of Adult Education
Adekunle Ajasin University, Akungba Akoko
Ondo State, Nigeria
moshood.hassan@aaaua.edu.ng

Sub theme:    Fostering lifelong learning

**Abstract**

Economic downturn in Nigeria is worsened by the arrival of COVID-19 in the early 2020. All educational institutions were closed down. Going for daily jobs became difficult, especially for those in the informal sector of the economy. By the time economic activities resumed, inflation had skyrocketed. Life became difficult for the generality of the people. Many people including tertiary institutions students are developing shortcuts in the name of spiritual activities. Continuing in this direction portends danger in the future. Therefore, necessary steps needed to be taken in order to put right the mindsets of graduates towards the correct jobs that can enhance economic sustainability of the nation. Therefore, this study entitled: Designing lifelong frameworks for graduates' employability in Nigeria is embarked upon. The purpose of the study is to emplace lifelong learning frameworks that would encourage graduates in embarking on sustainable and legal jobs after leaving the school. The population of the study comprised final year students from some selected Universities in Nigeria. The study employed research design of survey type, using appropriate statistics for analysis. Focus group discussion also be used to elicit information from the respondents. Findings revealed that respondents disagreed with the view that obtaining degree programme could serve as foundation for building future career. Some students from public university reported that whenever they were given research to conduct, they hardly receive guidance on how to go about it. Many of the respondents do not subscribe to job training for employee as one of lifelong learning frame works. It is recommended that employers of labour and training brokers should  make appropriate use of lifelong learning frame works that will be beneficial when training programme is organised.

**Keywords**: Economic downturn, lifelong learning, employability, and framework.

## Introduction

Economic downturn in Nigeria is worsened by the arrival of COVID-19 in the early 2020. All educational institutions were closed down. Going for daily jobs became difficult, especially for those in the informal sector of the economy. Pupils and students at all levels of education could not attend schools because the country has not fully keyed into virtual learning at that time. There is a need to ensure that schooling was continuing. That underscores the need to imbibe the

ideal of lifelong leaning in order to ensure continuity in schooling and learning regardless of pandemic in the country.

UNESCO (1997) stresses the need for inclusive education which provides educational needs of all the segments in the society. Furthermore, UNESCO( 1997) states:

**opening schools, colleges and universities to adult learners**

- by requiring institution of formal education from primary level onwards to be prepared to open their doors to adult learners, both women and men, adapting their programmes and learning conditions to meet their needs.

This has far reaching implications for lifelong learning. For it is the concept of adult education that takes care of all people in the society. Aroge &Hassan (2006) identify three stages of human life, namely: youth and adolescent; working group; retired and old people. All these categories enjoy lifelong learning one way or the other.

Rogers and Horrocks (2010) describe lifelong learning as life world learning because of its emphasis on learning rather than teaching; the individual learner is at the centre rather than providing institution; and control of one's own learning programme lies with the learner. The scholars also opine that lifelong learning dominates discourse today because the operators of former system of education are sensing that adult education components are growing in strength and social purposiveness. Besides, Tight (2002) submits that lifelong education is the development of coherent strategies employed in providing education and training opportunities for all individual during their entire life..

Employability presupposes that a school leaver, regardless of the level of education, is able to fit into industrial organisation with little or no training. For Cork Institute of Technology, Careers service, (n.d), employability refers to ability to gain initial employment, maintaining it, and obtaining new employment when the need arises. In order words, employability is the capacity possessed in getting and keeping fulfilling work. Employability can mean a situation whereby one is working for oneself or for others. Maintaining employability status demands that the individual must continue to learn through lifelong learning process. According to Nugraha, Vesitara Kencanasari, Komari & Kasda (2020) rationale behind employability skills acquisition is to ensure that someone get the opportunity to obtain and maintain job and work efficiency living in an industrial environment. According to them, if someone is unable to get a job, due to lack of employability skills, it may lead to economic decline for the country. Consequently, those who are not gainfully employed in one job or the other may be doing some other things that are detrimental to the progress of the society. That perhaps explains what is happening among the youths of Nigeria today who are trying to cut corners in order to get rich. That is why this study entitled: designing lifelong learning frameworks for graduates' employability in Nigeria is embarked upon. The purpose of the study is to emplace lifelong learning frameworks that will

encourage graduates in embarking on sustainable and legal jobs after leaving the school. Specifically, the study sets out to:

    i.      find out the motives behind University graduates enrolling for degree programme;
    ii.      identify the modes of learning by the undergraduates;
    iii.      establish lifelong learning frameworks that would ensure continuity in learning by graduates;
    iv.      finding out factors leading to employability among graduates; and
    v.      determining legal jobs that are sustainable for graduates.

In carrying out the study, effort is made to review relevant literature such as lifelong learning, employability, motive for acquisition of education, relevant theory and conceptual framework.

**Literature review**

**Transformative learning theory**

Many theories are advanced by adult educationists. Part of it includes University of Pretoria (n.d): which explains how adult learners perceive and engage in learning. However, transformative learning theory which appears to be relevant is being reviewed. Brookfield (2010) ,citing Mezirow and associates (1991 &2000) on transformative learning, states that when adult becomes matured, their life experience would motivate them to develop sets of assumptions which will form their worldviews on event and life phenomena. This also includes learning and other world life activities. .

It is the belief of the proponents of this theory that it would develop critical thinking in learners, and thereby makes easier the work of adult educators.

**Lifelong learning**

Adult education has been seen as a key to the 21$^{st}$ century (UNESCO, 1997). The society keeps changing as a result of information and communication technology, change in the taste and demands of people, occurrence of un-planned events and natural disasters such as covid19 pandemic, and the wars in-between countries such as Russia and Ukraine war. All this and other factors influence the cause and direction of education. Attendance of people at formal school system is not enough to cope with the changes that human beings are experiencing in everyday life. That perhaps explains the importance of lifelong learning in the overall development of the human beings. Family Ark Mission Nigeria (2020) observes that the knowledge and skills acquired in primary, secondary and university may not be enough for one's career. Therefore, lifelong learning is for social inclusion, active citizenships, employability and personal fulfillment. Family Ark Mission Nigeria (2020) states:

> Lifelong learning enables individuals to update and complement their knowledge, competences and skills throughout life engagement.

According to Adzongo & Aloga (2015), lifelong learning encompasses all forms of processes and strategies of education such as formal, non-formal and informal. Similarly, Cough, Walker & Scott(2001) are of the view that lifelong learning can solve various environmental problems.

Furthermore, Avis, Fisher &Thompson (2018) conceive lifelong learning as a process through which individuals continue to engage in education and training throughout the life course. They believe that individuals can take responsibility for their learning which can be obtained in variety of contents. Essentially, lifelong learning can take place outside the four wall of classroom situation.

The Belem Framework for Action according to UNESCO(2010) states:

> The role of lifelong learning is critical in addressing global education issues and challenges. Lifelong learning from cradle to grave is a philosophy, a conceptual framework and an organizing principle of education, based on inclusive, emancipatory, humanistic and democratic values; it is all-encompassing and integral to the vision of a knowledge-based society.

Bjursell (2021) lists five reasons why people participate in lifelong learning. These are coping needs; influence needs; and transcendence needs. She believes that using these separately or in combination with each other will enable lifelong learners make positive contribution to an individual's life.

Besides, World Bank (2003) differentiates between formal and traditional lifelong learning. The presentation contained in Table 1 can be likened to lifelong learning frameworks.

**Table 1**

**Scope, Content, and Delivery of Education and Training in Traditional and Lifelong Models**

| Dimension | Traditional model | Lifelong learning model |
|---|---|---|
| Scope | -Formal schooling from primary to higher education | -Learning throughout the lifecycle-in schools, on the job, after retirement |
| Content | -Acquisition and repetition of knowledge<br>-Curriculum driven | -Creation, acquisition, and application of knowledge<br>-Diverse sources of knowledge<br>-Empowerment of learners<br>-Competency driven |
| Delivery | -Limited learning options and modalities<br>-Formal institutions<br>-Uniform centralized control<br>-Supply driven | -Multitude of learning options, settings, and modalities<br>-New pedagogical approaches<br>-Technology-supported delivery<br>-Pluralistic, flexible decentralized system<br>-Learner driven |

**Employability**

This underscores the strength in lifelong learning. Besides, those who are to work for themselves need to get training in their area of choosing. Nugraha, Kencanasari, Komari & Kasda (2020) describe employability as skills acquired generally on non- technical competencies including achievement, understanding and personal attributes that make an individual to get a job and become successful in his/her chosen job. Therefore, employability skills referred to skills that can be transferred and to improve efficiency in carrying out activities in a workplace. Through internships, people can be trained to become employable in a work situation they find themselves.

Enzeamaju & Owolabi (2021)) opine that the 21st century jobs require more than academic qualification.  For a person to become employable there is the need to acquire knowledge and skills within or outside the fore wall of classrooms to get fitted into the job place. Such knowledge and skills could be obtained through assistance institution (organists established to provide training programmes or helping the industries to get financial assistance ) or non-formal education centres owned by public institutions or private establishments. This is the view of employability held by the author.
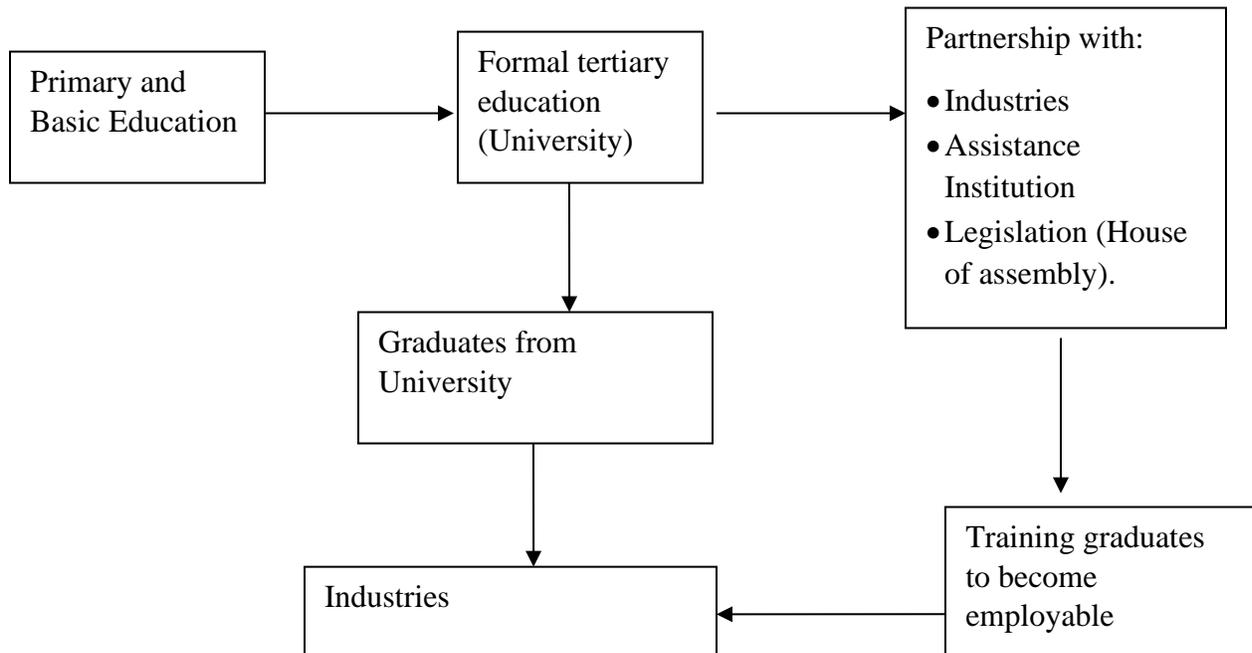
**Conceptual Framework**

Figure 1: Life cycle of graduates becoming employable

Before a person could become employable (figure 1), one needs to attend Pre-Primary, Primary and Basic education. Thereafter, he or she will move further to either polytechnic or university. Learners at a tertiary level of education are exposed to various academic and non-academic courses with a view to preparing them for various careers in future. In the course of preparing a prospective graduate, the university can partner with industries in order to provide required knowledge and skills needed by such industries so that in the end graduates from such university would become employable.

**Methodology**

The research design of survey type, where the phenomena already present in the respondents ,was used in this study.

**Population and Sample**

The population for this study consisted of final year students from six public and private universities from south-west of Nigeria. The universities include: Adekunle Ajasin University, Akungba-Akoko; Federal University of Technology, Akure; Afe Babalola University, Ado-Ekiti; Osun State University,Osogbo; Redeemer University, Ede;and Lead City University, Ibadan.

**Sample**

Random sampling technique where all subjects have equal probability of being selected was employed in the study. Table 2 contains the universities, population, sample, and percentage for the study

**Table 2: List of respondents based on University**

| S/N | University | Type | Population of selected students across Faculties | Sample | Percentage (%) |
|-----|------------|------|--------------------------------------------------|--------|----------------|
| 1 | Adekunle Ajasin University, Akungba-Akoko | Public | 1500 | 170 | 11.3 |
| 2 | Federal University of Technology, Akure | Public | 1411 | 143 | 10.1 |
| 3 | Afe Babalola University, Ado-Ekiti | Private | 700 | 115 | 10.4 |
| 4 | Osun State University, Osogbo | Public | 1298 | 139 | 10.7 |
| 5 | Redeemer University Ede | Private | 700 | 95 | 13.6 |
| 6 | Lead City University, Ibadan | Private | 630 | 96 | 15.2 |
| | **Total** | | **6648** | **758** | **11.4** |

**Source: Field trip, March 2022**

In table 2, one observes that 1500 constitute population randomly selected from Adekunle Ajasin University. Out of this number, 170 was sampled which represented 11.3% of the respondents. Federal University of Technology, Akure consist of 1411 of population where 143 was selected from the population which represented 10.1%. Afe Babalola University had 700 of population where 115 was sampled which represented 10.4%. Also, Osun State University composed of 1298 of the population where 139 was sampled; that equaled to 10.7%. Redeemer University Ede, had 700 populations with 95 that represented 13.6%. Lead City University consisted of 630 of the population which represents 15.2%. The justification of the sample was based on Kothari (2004) that 10% of a population could be a minimum of sample before the study could have a generalizable outcome on the population.

**Instrument**

Structured questionnaire was constructed to provide answers to research questions, validated, and with reliability of r = .6. Besides, focus group discussion (FGD) was utilised.

The data were analysed by using rating scale and especially Likert type as follows:

Strongly Agreed (SA)    (4points)

Agreed (A)              (3points)

Disagreed (D)           (2points)

Strongly Disagreed (SD)  (1point)

The score obtained by the respondents on questionnaire items were weighted in order to get their mean. Weighted scores refer to the respondents' scores against each questionnaire item multiplied by the scores under each Likert Scale point. The products were added together on each column in order to find out the average (mean) using the number of respondents involved. The mean (average) obtained is interpreted as follows:

    1.0-1.44   =SD
    1.50-2.49 =D
    2.50-3.49 =A
    3.50-4.00 =SA

**Research Question**

Question 1: What are the motives of university students for enrolling for the degree programme? Table 4 contains answers to this research question.

**Table 3:**

**Analysis of respondents' view on motivation on having degree programme**

| S/N | Items | SA 4 | A 3 | D 2 | SD 1 | N | Total | Mean | Interpretation |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Enrolment for degree programme is for the acquisition of knowledge and skills | 1200 | 888 | 192 | 66 | 758 | 2346 | 3.09 | A |
| 2 | Gaining self-confidence and boosting self-esteem motivate learners for degree programme | 1168 | 789 | 266 | 70 | 758 | 2293 | 3.03 | A |
| 3 | Students enroll for the degree programme in order to gain employment after graduation | 1000 | 780 | 208 | 144 | 758 | 2204 | 2.91 | A |
| 4 | Undergoing degree programme widens the horizon of the students | 840 | 780 | 320 | 128 | 758 | 2068 | 2.73 | A |
| 5 | Obtaining degree programme serves as foundation for building the future career | 600 | 525 | 466 | 200 | 758 | 1791 | 2.36 | D |
| 6 | Having degree certificate develops in one capacity to proffer solution to problems in the society | 1092 | 612 | 300 | 131 | 758 | 2135 | 2.82 | A |
| 7 | Degree programme affords learner the opportunity of achieving permanence in reading, writing, numeracy and familiarization with current affairs in the world | 1040 | 705 | 320 | 103 | 758 | 2168 | 2.86 | A |

**Source: Field trip, March 2022**

Table 3 present the respondents' views on motivation for having degree certificate. One observes that respondents held that acquisition of knowledge and skills, gaining self-confidence, seeking employment, building future career and achieving reading, writing and numeracy skills serve as motivation for pursing degree programme. However, respondents disagreed with the view that obtaining degree programme could serve as foundation for building future career. This implies that someone without degree certificate can still build future career if he/she possess other formal educational qualification. This one underscores the need to encourage everyone to imbibe the culture of patronage lifelong education.

Question 2: What mode of learning do the undergraduate students employ in obtaining their learning? Table 4 contain answers to this research question.

:

**Table 4:**

**Analysis of respondents' view on mode of learning**

| S/N | Items | SA 4 | A 3 | D 2 | SD 1 | N | Total | Mean | Interpretation |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Self-directed learning used by the students complements the lecturers 'efforts in the teaching-learning situation in the classroom | 1184 | 900 | 188 | 68 | 758 | 2340 | 3.08 | A |
| 2 | Acquisition of multi-literacy programmes seem to prepare graduates for their future career | 1152 | 801 | 262 | 72 | 758 | 2287 | 3.01 | A |
| 3 | Students' use of problem solving approach strengthen their acquisition of knowledge and skills greatly | 984 | 792 | 204 | 146 | 758 | 2126 | 2.80 | A |
| 4 | Inter Faculty collaboration programme among students widens their horizon on many issues | 824 | 792 | 316 | 130 | 758 | 2062 | 2.72 | A |
| 5 | Lecturers hardly give opportunity to students to embark on research by themselves | 592 | 531 | 462 | 202 | 758 | 1787 | 2.35 | D |
| 6 | On some occasions, students are given difficult tasks that will elicit the use of critical thinking in them | 1076 | 624 | 296 | 133 | 758 | 2129 | 2.80 | A |
| 7 | The use of creativity is not encouraged among students | 1024 | 717 | 316 | 105 | 758 | 2162 | 2.85 | A |

**Source: Field trip, March 2022**

In tables 4, one observes that are self-directed learning, acquisition of multi-literacy programme, solving problem approach, inter faculty collaboration programme, embarking on a difficult task, and use of critical thinking serve as mode of learning for graduate. The respondents also opined that the use of creativity as a mode of learning was not all that encouraged, In the same vein, respondents submitted that students were hardly given opportunity to embark on research. During focus group discussion (FGD), some students from public university reported that whenever they were given research to conduct, they hardly receive guidance on how to go about it. Therefore, they resorted to the use of self-directed learning in carrying out research on their own. This finding has implication for the use of lifelong learning in all educational ventures.

Question 3: What are the lifelong learning frameworks that can ensure continuity in learning by the graduates? Table 5 contains answers to this research question.

**Table 5:**

**Analysis of respondents' view lifelong learning frame works**

| S/N | Items | SA 4 | A 3 | D 2 | SD 1 | N | Total | Mean | Interpretation |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Collaboration between university and industrial organisation | 1180 | 903 | 186 | 69 | 758 | 2338 | 3.08 | A |
| 2 | Synergy between university and assistance institutions etc. ITF, CMD, IDC,SMEDAN,FIIRO,etc | 1160 | 795 | 262 | 72 | 758 | 2289 | 3.01 | A |
| 3 | Legal backing from law enacted by the national & state house of assembly | 980 | 795 | 200 | 148 | 758 | 2123 | 2.80 | A |
| 4 | Learning throughout the life cycle in schools | 820 | 795 | 310 | 133 | 758 | 2058 | 2.71 | A |
| 5 | On the job training for employees | 580 | 540 | 460 | 203 | 758 | 1783 | 2.35 | D |
| 6 | Empowerment of learners beyond working life(retirement education) | 1060 | 636 | 280 | 141 | 758 | 2117 | 2.79 | A |
| 7 | Technology supported delivery of learning contents | 1020 | 720 | 310 | 108 | 758 | 2158 | 2.84 | A |

**Source: Field trip, March 2022**

One observes from table 5 that collaboration between university and industrial organisation; synergy between university and assistance institutions; enlacement of law by the national and the state houses of assembly supporting lifelong learning; empowerment of learners beyond working life; and the use of technology supported delivery of learning contents serves as lifelong learning frame works that could ensure continuity of learning by the graduate. Never the less, many of the respondents do not subscribe to the job training for employee as one of lifelong learning frame works. Besides , during (FGD) with the respondents, many of them were  in support off the job training because of its merit such a giving respites to the trainees and financial gain they would

likely make. The finding here has implication for employers of labour to weigh the benefit derivable from engaging in the usage of lifelong frame works.

Question 4: What are the factors that can encourage employability among graduates? Tables 9 and 10 contain answers to this research question.

**Table 6:**

**Analysis of respondents' view on of employability among graduate**

| S/N | Items | SA 4 | A 3 | D 2 | SD 1 | N | Total | Mean | Interpretation |
|-----|-------|------|-----|-----|------|-----|-------|------|----------------|
| 1 | Passion about job developed through experience about life events and phenomena | 1000 | 1038 | 168 | 78 | 758 | 2284 | 3.01 | A |
| 2 | Acquisition of critical thinking skills obtained through life phenomena | 1120 | 825 | 246 | 80 | 758 | 2271 | 2.99 | A |

| 3 | Continuity in learning, off and on the job | 800 | 930 | 200 | 148 | 758 | 2078 | 2.74 | A |
| 4 | Developing coping and influence needs | 800 | 810 | 260 | 188 | 758 | 2058 | 2.71 | A |
| 5 | Participation in the internships | 480 | 616 | 460 | 203 | 758 | 1759 | 2.32 | D |
| 6 | Acquisition of non-technical competencies such as personal attributes, understanding and achievement | 932 | 732 | 280 | 141 | 758 | 2085 | 2.75 | A |
| 7 | Possession of physical, social, emotional skills and the intellectual capacity | 920 | 795 | 260 | 133 | 758 | 2108 | 2.78 | A |

**Source: Field trip, March 2022**

There are a number of factors of employability among graduates  that were discussed  in table6. For instance for respondent were of the view that passion about job emanating from experience of life; acquisitions of critical thinking skills; continuity in learning; developing coping and influence needs; acquisition of non-technical competencies; and possession of physical, social ,emotional skills, and intellectual capacity were  the factors of employability among graduate,. It implies that graduate should possess these skills before they can work for themselves and for others this view was express during (FGD) interview with some of the respondent. However, majority of the respondents did not support internships as one of the major factors of employability among graduate.

Question 5: What are the legal jobs are neat and sustainable for the graduates? Tables 11 and 12 contain answers to this research question.

**Table 7:**

**Analysis of respondents' view on legal jobs for the graduate**

| S/N | Items | SA 4 | A 3 | D 2 | SD 1 | N | Total | Mean | Interpretation |
|-----|-------|------|-----|-----|------|---|-------|------|----------------|
| 1 | Working in private organisation | 1000 | 1038 | 186 | 69 | 758 | 2293 | 3.02 | A |
| 2 | Working in government establishments | 1160 | 795 | 260 | 73 | 758 | 2371 | 3.12 | A |
| 3 | Working for one self by engaging in production and services | 920 | 840 | 200 | 143 | 758 | 2103 | 2.77 | A |
| 4 | Engaging in vocational trades-agricultural based businesses information and communication technology, water packaging and soap detergent making, juice & cream production furniture etc | 800 | 810 | 280 | 148 | 758 | 2038 | 2.68 | A |
| 5 | Engaging in digital business such as crypto currency | 580 | 540 | 406 | 230 | 758 | 1756 | 2.31 | D |
| 6 | Engaging in rituals and cyber crime(yahoo yahoo | 524 | 450 | 408 | 273 | 758 | 1655 | 2.18 | D |

**Source: Field trip, March 2022**

In table 7 the respondents reported that working in private organisation; legal jobs pointed out by the respondent. On the contrary, not up to 50% of respondent were in support of digital business and engaging in ritual and cyber crime as legal jobs. The implication of this finding is that graduates need to imbibe the culture of lifelong learning and engaged in legal jobs that can bring about economic progress to the society.

**Recommendations**

Thus far, this study tried to explore lifelong learning frame works that could ensure graduate employability in Nigeria. Base on this finding of this study the following recommendations are needs:

1. University graduate are encourages to imbibe the culture of lifelong learning in order to keep abreast of happenings in the world and to have sustainable employability.

2. It behooves university administration to encourage the use of research as a mode of learning for students in order to develop their critical thinking. This would go a long way in encouraging lifelong learning in educational ventures.
3. Employers of labour and training brokers are encouraged to make appropriate use of lifelong learning frame works that will be beneficial when training programme is organised.
4. The use of internships appears to be one of the useful ways of employability. Therefore, it should be encouraged in university graduate production programme.
5. University graduates are encouraged to embark on legal jobs rather than seeking quick way of making money which may have disastrous end.

Conclusion

Lifelong learning is kind of education one receives from cradle to the grave. In order words, it is education obtaining throughout life. Thus, necessary frame work should be followed in order to enjoy benefits of lifelong learning. Therefore, employers of labour and training brokers need to familiarise themselves with dynamics of lifelong learning.

**REFERENCE**

Aroge, S.T. & Hassan, M.A. (2006). Labour education and actualization of millennium development goals: A perspective. Adult Education in Nigeria, 13, 63-76, Nigeria.

Gough, S (2001) lifelong learning: Towards a theory of practice for formal and non-formal environmental education training, Canadian Journal of Environmental Education, 6, spring,https://citesseenrx.ist.psu.edu/viewdoc/download?doi=10.1.1.904.8441&rep=rep1&type=pdf

Avis, J, fisher R & Thompson R ed.(2018) Teaching in lifelong learning: A guide to theory and Practice, 3rd Edition, Publisher: McGrawHill Education, https://www.researchgate.net/publication/329453408_Teaching_in_lifelong_learning_A_guide_to_theory_and_practice

Kaplan, (2016) lifelong learning: Conclusions from A Literature Review

International Online Journal of Primary Education (IOJPE), 5, issue 2,
https://files.eric.ed.gov./fulltext/EJ1243611.pdf

Aspin, D.N. (ed.2007) philosophical perspectives on lifelong learning, springer, The
Netherlands, https://link.springer.com/content/pdf/bfrm%3A978-1-4020-6193-6%2f1.pdf

University of Pretoria (n.d) Theory of lifelong learning introduction:
https//repository.up.ac.za/bitstream/handle/2263/26726/02chapter2.pdf?sequence=3&isAll
owed=y

Bjursell, C. (2021) why do people engage in lifelong learning? Inaugural lecture at the School of
Education and Communication Jonkoping University.
https://www.diva.portal.oig/get/diva2.1596990/FULLTEXT01.pdf

Cronholm, S (2021) lifelong learning: principles for designing University Education, Journal of
Information Technology Education: Research JITEResearch,
https://www.jite.org/documents/vol20/JITE-RV20p035-060cronholm6854.pdf

Zhang, J. (2020) Research on the theoretical framework and practical form of provincial lifelong
education community, Open Access Library Journal, 7(4) April,
https://www.script.org/journal/paperinformation.aspx?paperid=99648

Family Ark Mission-Nigeria (2020) lifelong learning and capacity building,
https:///social.un,org/ageing-working-
group/documents/eleventh/inputs%20NGOs/family%20Ark%20mission20%20mission20
-%20Edu.pdf

Ezeamagu, M.U & Owolabi, O.H (2021) Appraisal of employability skills of University
undergraduates: The 21st Century key to functional education, International Journal of
Innovative Research in Education, Technology & Social Strategies, 8(1) March,
https:///www.internationalpolicybrief.org/images/2021/APRIL/IJIRETSS/ARTICLE1.pdf

Nugraha H.D, Vesitara Kencanasari R.A, Komari R.N & Kasda (2020): Employability Skills in
Technical Vocational Education Training, invotec. xvi:1 1-10,
http://ejournal.upi.edu/index.php/invotec

UNESCO (2010) Confintea V1 Belem framework for action: Harnessing the power and potential
of adult learning and for a viable future: DVV International: Adult Education and
Development: 75, 9-22  http://www.education.unesco.org/confintea

World Bank (2003) Lifelong Learning in the Global Knowledge Economy: Challenges for developing countries, A world Bank Report, Washington, D.C: The International Bank for Reconstruction and Development/The World Bank, page 58.


Brookfield, S.D (2010) Theoretical frameworks for understanding the field. In: Casworm, C.E, Rose A.D & Ross-Gordon J.M (ed.) Handbook of Adult and continuing education, A publication of the American Association for Adult and Continuing Education, Sage publication, Inc.


Tight M. (2002) Key Concepts in Adult Education and Training, Second Edition, London: Routledgefalmer, 39-41


Rogers A, Horrocks N (2010) Teaching Adults, Fourth Edition, England: McGrawHill Open University Press


Cork Institute of Technology, Careers service (n.d) What is Employability
http://www.mycit.ie/contentfiles/careers/what%20is%20employability.pdf


Kothar CR (2004) Education Research Methodology; Methods and Techniques, New Delhi: New Age International (P) Ltd.