ACHIEVING LIFELONG LEARNING IN NIGERIA THROUGH BUSINESS PRACTICES: A LITERATURE REVIEW

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ABSTRACT
Lifelong learning and sustainable development are doubtless the key to empowerment, innovation and social change. The Sustainable Development Goals (SDGs) were formulated in the year 2015 by the United Nations (UN) General Assembly, so that UN member states will have a guiding framework for their national agenda. It behooves us in Nigeria to examine global best business practices that can foster the achievement of lifelong learning in Nigeria. A systematic literature review was conducted and various scientific articles have been examined for this purpose. It was discovered that there are eight (8) Business Practices adopted internationally between the year 2010 and 2020 that are capable of promoting lifelong learning in Nigeria. The implication of this study is that corporate organizations, Technical and Vocational Education and Training (TVET) centres and teachers and policy makers in Nigeria are enjoined to adopt these eight (8) global best business practices in fulfilment of SDGs4: Lifelong learning.

Keywords: Business Practices, Lifelong Learning, TVET, SDGs, Sustainable Development
JEL Code: M19, I24, I2, O19, O15.

1.   Introduction
Miguel & Guerreiro (2015) defined "Business Practice as implementation of new methods for organizing routines and procedures, such as establishing databases of best practice, improving employee retention, or introducing management systems". Yvette & Marianne (2016) sees "Business Practice as the human experience and skills required for delivering a service repeatedly".

It has been accepted by many scholars that lifelong learning is germane to the achievement of sustainable development and quality education in the 2030 Agenda for Sustainable Development. Policy makers now have a new line of thought because of the incorporation of lifelong learning opportunities for all in the sustainable development goals that education

should go beyond the formal institutional arrangements of primary, secondary and tertiary education (Webb, Holford, Hodge, Milana & Waller, 2019).

In article 49 of UNESCO and ILO recommendations for TVET for the 21st century (2002), it was recommended that policy makers in the field of continuing technical and vocational education should consider the following flexible forms of delivery: (a) courses and training offered during working hours at the workplace; (b) part-time courses utilizing existing secondary and tertiary technical and vocational education institutions; (c) evening and weekend courses; (d) correspondence/distance learning courses; (e) courses on educational radio and television and the Internet; and (f) short professional "refresher" courses.

The following forms of study/training leave from work should be considered:
(a) day release;
(b) block release of varying lengths;
(c) release for one or more hours during the working day.
(d) specific seminars on field of specialization

These will surely contribute to the achievement of lifelong learning (SDG 4) and will in turn expose workers to global best Business Practices in their area of specialization. Considering the current economic reality in Nigeria. Everyone irrespective of their prior qualifications should be given opportunity to continue their professional education and this can only be made possible when government gives due recognition to those vocational and professional training centres through proper accreditation by relevant accrediting bodies.

Technical and vocational education should develop close interface with all other educational sectors to facilitate seamless pathways for learners with an emphasis on articulation, accreditation and recognition of prior learning. Within this spectrum, technical and vocational education has a duty of ensuring a sound initial education and training aimed at learning to learn, the most relevant skill for all citizens, both young and adult (UNESCO and ILO Recommendation, 2002). The most contentious challenge facing the implementation of SDGs in the developing countries is how they will be financed. The current projection for the implementation of SDGs totally stand at $17 Trillion. Hence, if the eight (8) Business Practices identified in this research can be implemented by both public and private sector of the Nigerian economy, they can be sure of been able to generate enough financial resources to fund the SDGs.

UNESCO Institute for Lifelong Learning (2019) defined the concept of lifelong learning as "the need for people to continue learning throughout their lives, from cradle to grave, and focuses attention on all of the diverse settings and modes in which people learn, including informal and non-formal – in other words, as well as being lifelong, learning is also recognized as being life-wide". UNESCO describes lifelong learning as "being rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and elderly, girls and boys, women and men) in all life-wide contexts (family, school, community, workplace and so on) and through a variety of modalities

(formal, non-formal and informal) which together meet a wide range of learning needs and demands".

Richardson (2014) is of the opinion that the indispensability of VTE is becoming more obvious. He suggested that innovative and creatives ways are needed for the economies of Africa in general to experience significant growth and development filled with a workforce that is continuously empowered with upgraded relevant skills and knowledge, to achieve their development goals. This includes innovative ways of disseminating/teaching lifelong learning in TVET, and also the place of appropriate technology in TVET programme delivery can never be overemphasized. The UNESCO definition is also relevant in this discourse as it spells out the factors which might be seen as components of sustainable development:

> *"Sustainable development seeks to meet the needs of the present without compromising those of future generations. Sustainable development is a vision of development that encompasses respect for all life - human and non-human - and natural resources, as well as integrating concerns such as poverty reduction, gender equality, human rights, education for all, health, human security and intercultural dialogue".*

Furthermore**,** the routes to economic empowerment and prosperity of any nation are lifelong learning and sustainable development. They can be organized, promoted and facilitated by government and institutions, but both require support, participation and proactiveness of individuals and communities. The key component of innovation and social change is simply lifelong learning. In a bid to enhance economic competitiveness by some nations and organizations. Lifelong learning has been legislated has policy instrument (Scott & Gough, 2003). It should be noted that neither can be maintained by government alone. Surely it requires the contribution and participation of citizens. And of course, because of the limited resources in many countries. Policy on sustainable development and lifelong learning must compete for resources with other policy areas. TVET is in greater demand by both youth and adults. The population of the youth is so large causing an increase in the number of secondary school leavers in most countries. The kind and mode of delivery of TVET cannot meet the current needs of young secondary school leavers seeking skill training. Local community and religious leaders should be influenced by the ideologies of sustainable development so that they can help in mobilizing their people for effective participation in TVET programs. New challenges require new approaches in tackling them. The growing number of people seeking TVET training demands a new approach of flexibility which will enable people to "work as they learn". There are many people seeking for a kind of educational program that will afford them the opportunity of studying at the same time working. One of the advantages of making sustainable development an integral part of TVET is that more people will be opportune to learn new skills and be exposed to new knowledge and attitude which might result into sustainable positive changes in the behaviour of individual and community.

Considering the enormous number of literatures written in the area of Business Practices, the focus of this paper is to identify those that will help us in achieving lifelong learning in Nigeria. The objective of this study is guided by the research questions as stated thus., "What are those Business Practices that have been adopted internationally between the year 2010-2020 that are capable of promoting Lifelong Learning in Nigeria?" The paper is organized as follows: section i) methodology and section ii) results and discussion of findings, followed by section iii) conclusion and policy recommendations.

2.   Methodology

To study those business practices that have been adopted internationally. A systematic literature review was conducted. A systematic literature review (SLR) is a literature review that systematically point out, selects, and critically analyzes research in order to answer a clearly formulated question (Dewey & Drahota, 2016, as cited in Charles, 2020). A systematic review was selected instead of traditional descriptive review because of its clarity and bias can be restricted by systematic method and chance effects are reduced. The quality of study can be evaluated and the studies having sound logical methodology can lead to concluding remarks. Systematic review methodology is used to recognize, evaluate and assemble evidences from different studies to identify business practices that have been adopted internationally between the year 2010-2020 that are capable of promoting lifelong learning in Nigeria. Therefore, this study tried to grasp maximum information in order to identify the business practices adopted globally and to make a conclusion that all the business practices identified in this research are worthy of adoption by corporate organizations in Nigeria.

2.1   Identification of data sources

The search was limited to Business Practices by using web-based search engines. Google and Google scholar has been searched out for this purpose. Different key words "Lifelong learning and Sustainable Development Goals", "Business Practices in TVET" "Sustainable Development Goals and TVET" and further search was restrained to only those articles in which "Business Practices" was used in the abstract, title and author's keywords. The search included the journal articles which have been published from (2010-2020). Major online data bases that are used in this study are as follows: Science direct, Willey online library, Research gate, journals indexed by Scopus and Thompson Reuters and to have a holistic view of the research., snowball process has been used in which reference list was examined to find all the articles which are substantially related to objective of this study.

2.2   Selection of studies

The title and abstracts of all the studies have been evaluated, then the studies have been selected to be included in this review by using inclusion and exclusion criteria. The inclusion criteria were the articles which clearly state: 1) Impact of lifelong learning on Business Practices 2) Business Practices and SDGs 3) Business Practices and TVET. A quality check

list was developed to check whether the studies selected clearly met the criteria and justifying the purpose stated and method used in the study and if studies were unable to meet one of the criteria developed by check list, that study was excluded from the review. By considering the purpose of this article in order to obtain in-depth understanding of numerous Business Practices that are already recognized by the different researchers, an extensive literature review was conducted and many studies which did not meet the above stated criteria were excluded and twenty articles were finally chosen according to criteria.

3. Results and Discussion of Findings

The factors identified by the researcher in this article are shown in the form of a Pie Chart with equal magnitude. Figure 1 depict Business Practices that have been adopted internationally between the year 2010-2020 that is capable of promoting Lifelong Learning in Nigeria.
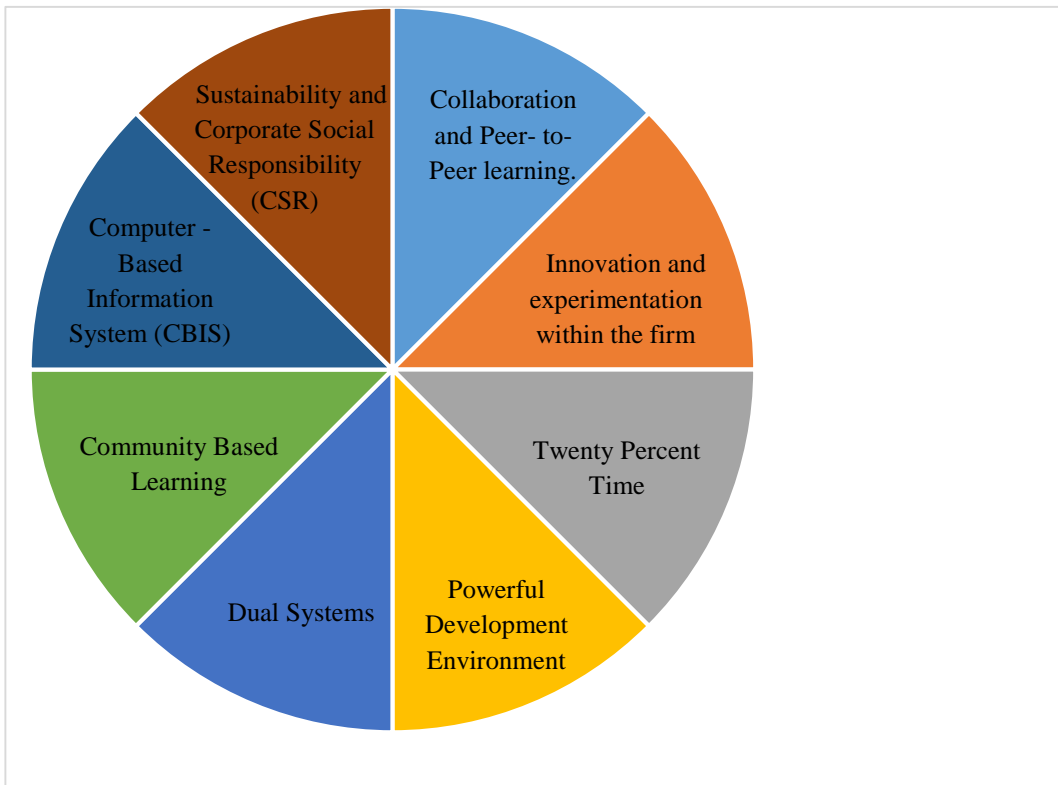
The reviewed articles indicated that there are eight (8) distinguished Business Practices that have been adopted world over between the year 2010-2020 that are capable of promoting

Lifelong Learning in fostering the achievement of SDGs by 2030 in Nigeria. They are as follows:

3.1 Computer Based Information System (CBIS)

CBIS is a combination of hardware, software and people ware arranged to facilitate the accurate collection and manipulation, storage and processing of data and which aid the business ethics of confidentiality of information, quick access to information and the privilege of up to date information for effective and efficient decision making. Effective and efficient CBIS will result in high productivity and achievement of organizational targets. But the organizational goal can be attained through the following means: reduction in operational cost, good administrative network, proper communication and coordination, accurate and timely information for decision making, planning and control (Ikechukwu, 2013). Hence, factors such has value that a particular CBIS brings to an organization, the level of organizational commitment to the system and the latest advancement of the system influences managerial upgrade. A cross sectional survey of information system managers revealed a preference for upgrading systems with after sales customer care services and high functionalities with fewer deficiencies (Brent, Sophia & Lars, 2020).

Another name for computer-based information system is business technology infrastructure. This is because information system has it foundation in the information system resources derivable from CBIS. More so, people, equipment, procedures, and data are component of information system and as such part of CBIS. And all these components must be available in an organization for effective production and services. But adequate provision of the lifelong learning needs of the most important of all of these components i.e. people, must be of highest priority to the organization for effective and efficient CBIS delivery.

3.2 Sustainability and Corporate Social Responsibility (CSR)

In this age of survival of the fittest, where maintaining competitive advantage is not optional by any organization who desire success in times like this. Determining approaches on sustaining employees wellbeing is increasingly vital to stakeholders, either in the public or private service. Poor wellbeing at work results in low performance and productivity. Therefore, the issue of wellbeing is not just about employees' personal good health. Managers must know that high wellness of their employees will automatically result in high performance and productivity (Tina & Wendy, 2017). In the last decade, Sustainability and CSR have been one of the most significant topics to emerge at the international level. Sustainability and CSR are seen as closely related concepts, since they both take into consideration, the economy, environment and social life of people and both have a long-term vision of meeting the present need as a responsibility, without putting the future generations need in jeopardy (Jones, 2003, as cited in Maira and Marlei, 2010).

CSR is a set of ideologies, policies and practices put forth as a policy document in a business operation, supply chain business dealings and decision-making processes in a company, with the aim of instilling responsibility for current and past actions as well as future impacts (Business for Social Responsibility [BSR], 2008, as cited in Maira & Marlie, 2010).

Therefore, since a sustainable enterprise genuinely contributes to sustainability by delivering economic, social and environmental benefits simultaneously. Business organization can contribute to the achievement of Sustainable Development Goals (SDGs) by fostering the achievement of SDGs goal 4: through the awards of scholarships to the indigents of the host community and by also making available, ICT facilities for facilitation of lifelong learning.

3.3   Collaboration and Peer-to-peer learning

The reviewed literatures are of the opinion that the best way that multinational companies learn how to transform business practices into responsible, sustainable and inclusive business practices are through collaboration and peer to peer learning. A research conducted by World Economic Forum, where more than 30 companies were interviewed. In their report, they concluded that "almost all of the corporate high ranking executive interviewed… reiterated the power of collaboration (George, Milligan, Brown, & Blanke, 2016, as cited in Lucas, 2020). Since most of the knowledge needed to transform companies and organizations are difficult to transfer. Collaboration and peer to peer learning simplifies these and make them easy to transfer through interaction and experiences (Mirvis *et al.*, 2016). Any business with the hope of replicating inclusive business models definitely need first-hand information from leaders and colleagues with track records of breakthrough and mastery in the industry (Krämer *et al*., 2014, as cited in Lucas, 2020). This kind of lifelong learning is germane to organizational growth and development. As a result of the above evidences from the reviewed literature. It is glaring that this is a great proven business practice that is yet to be exploited by business organizations in Nigeria and this is undoubtedly a lifelong learning process that should be adopted for optimum productivity by Nigerian organizations.

3.4   Innovation and experimentation within the firm

Innovation is an indispensable factor influencing economic globalization (Cano-Kollmann, Hannigan, Mudambi 2017 in Xuejun, Bingqian, Jiaxu & Xiangyue, 2018). Innovation has been one of the pivotal strategies helping companies to transform business practices into becoming more responsible and inclusive. This is often achieved through experimentation (innovation) within the organization in order to compare and contrast their existing business models with the new ideas. The UNDP multi- stake holder initiative business call to Action suggested that businesses should direct part of their investment budget towards Research and Development (R & D) practices to generate new ideas and innovative products and services (Pelaez, Vali, & Honkonen, 2019, as cited in Lucas, 2020). In the Nigerian context, this will mean creating innovation committee within the organization that will pilot this idea. It is also pertinent for the Chief Executive Officer (CEO) to know that this will not be achieved overnight, it will require creating a space for casting the vision and also creating an enabling environment where staff can have access to state of the earth ICT equipment for research and development and it should be noted that innovation and experimentation should not be limited to a particular department but all departments should be encouraged to participate.

3.5 Twenty Percent Time

One of the most popular aspects of Google's culture is its 20 percent time principle, which means employees in Google are given 20 percent of their total working hours to be used on an innovative side project other than their primary area of responsibility. It's a free time of roughly a day in a week for Googlers to pursue projects outside their primary area of responsibility. The most astonishing part of this idea is that it is not just about the twenty percent time off but that Googlers are encouraged to think and be entrepreneurial. Another notable aspect of this principle is its flexibility. Some Googlers may accumulate their 20 percent time over a period of time and spend for example one week of accumulated time on their side project.

The 20 percent project is synonymous to a small business start-up under Google, but as in the real world of start -ups, most of the 20 percent projects do not make it to the next level of becoming official Google project. But the few successful ones eventually lose their 20 percent status and become official Google project and the incentive is getting venture capital funding from Google.

When business organization adopt a strategy, turnover can be increased and goals can be reached (Kevin, 2020). It's surprising to know that about half of Google's product, for example, News and Gmail, originated from 20 percent projects (Alberto and Copeland, 2011). Hence, what is the implication of this to corporate organizations in Nigeria? Businesses in Nigeria should also give their employees liberty to spend not less than 20% of their working hour on a side project. These side projects (projects outside their official area of responsibility) will in turn foster lifelong learning which will bring about creativity and innovation as in the case of Google.

3.6 Powerful Development Environments

The non-existence of "code silos" has been a great contribution to Google's success as a corporation. The lack of code silos enables engineers in Google to have access to codes developed by other colleagues. Googlers working on Ads or Gmail can see, use and modify the code developed by colleagues working on maps. This has been a major source of innovative inspiration at Google (Alberto and Copeland, 2011). Because of the limited resources in terms of technology and other lifelong learning equipment available at the disposal of Small and Medium Scale Enterprises in Nigeria. Powerful Development Environment would entail creating an open access lifelong learning environment in a particular industry., where staff of company A can freely have access to the pool of talents, knowledge and technology available in company B.

3.7 Dual Systems

The concept "Dual Systems" emanated from Germany and Canada TVET apprenticeship program. This program allows learners to concurrently learn the theoretical content of their

curriculum of training and put whatever they learn into practice in the workplace. In other to promote lifelong transformative learning, TVET institutions should have a well-defined mode of operation that gives room to an expansive apprenticeship models by giving appropriate emphasis to learning, reflection and personal development.   Work-based learning can be practiced in Nigeria by allowing workers to update their knowledge by attending evening classes or part time courses that are directly related to their current designation at work. This help worker to immediately put into practice, the knowledge acquired in the class in a real-world situation.

The e-Apprenticeship model started in the Canadian TVET system and is explored in a 2017 study by a researcher called Little. Canadian Apprenticeship is a combination of workplace training (80–85 per cent of the time) with college, TVET training center, private provider or online courses (15–20 per cent of the time) and normally involve four years of employment and supervision. The classroom portion is six to eight weeks each year, during which apprentices leave their workplaces to attend classes (Little, 2017, as cited in Asha et. al, 2019).

3.8   Community-based learning
In community-based learning, transformative process can only occur if learners and their community are involved in content development. This gives them a sense of ownership over the training program. To facilitate continuous lifelong learning, peer to peer social learning and collaboration must be introduced to the members of the community. Since most communities now have access to mobile phone network. This can be a tool to facilitate informal learning through the use of social media such as Facebook and WhatsApp. When this kind of model is adopted for a community, they should be oriented that learning is holistic and that other things such as strengthening of social capital and increased access to financial capital are also vital part of the learning process (Asha, Balasubramanian & Carr., 2019).

Community based organizations in Nigeria such as vocational training centres working in remote communities without ICT networks can develop for example MP3/MP4 customized training devices or better still 'messenger' audio devices in local languages to achieve the goal of SDGs.

4.   Conclusion and Policy Recommendations
From this research, it has been realized that certain business practices are capable of bringing the realization of SDGs. The literature reviewed has shown eight (8) global best business practices that will help both private and public sector to make lifelong learning a lifestyle that will bring great economic benefits. The business practices identified are: 1. Computer - Based Information System (CBIS). 2. Sustainability and Corporate Social Responsibility (CSR). 3. Collaboration and Peer- to- Peer learning. 4. Innovation and experimentation within the firm. 5. Twenty Percent Time. 6. Powerful Development Environment. 7. Dual Systems. 8. Community Based Learning. It should be noted that the purpose of this research is not to identify which business practice is better than the other in the context of lifelong

learning. As argued by Kessel (2020), now is not the time for a single "best practice". However, the purpose is to identify major business practices that have been adopted internationally between 2010 and 2020 that are capable of promoting lifelong learning in Nigeria. In view of this, the study therefore recommends that policy makers should take as highest priority, the welfare and further training of their employees by providing ICT facilities for their employees for effective online studies and they must not in any way evade their corporate social responsibility to the host community through award of scholarship in TVET to the indigent youths.

Therefore, all the above mentioned eight (8) business practices have been found worthy of promoting lifelong learning. This research will serve as a base for the researcher who want to know the business practices that have been adopted internationally that are capable of promoting lifelong learning in Nigeria. Policy makers in the private and public sector and administrators of vocational/Technical institute are advised to implement all the business practices identified in this paper for the achievement of lifelong learning and greater productivity in their various organizations.

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