

LIFELONG AND LIFEWIDE EDUCATION IN TWENTY FIRST CENTURY NIGERIA: CONTRIBUTIONS OF ELF PETROLEUM NIGERIA LIMITED FROM 2005-2016

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ABSTRACT

More awareness is being created for lifelong and life-wide learning and education particularly in this twenty-first century that is driven by new, complex and challenging innovations and inventions in science and technology. This discourse examined the concepts of lifelong and life-wide learning and how they can be incorporated into the school curricula across all levels of education. The various contributions of ELF Petroleum Nigeria Limited towards the promotion of lifelong and life-wide learning in educational institutions and in non-formal and informal situations were also examined. It was observed that through the provision of scholarships to students in secondary and tertiary schools, provision of school infrastructure (building) and equipment particularly for science and technology, revival of reading culture, internship placing and field trips to the company's industrial sites, skills development programmes and the improvement of teachers knowledge and skills for personal and professional development through workshops and seminars some degree of impact has been made on the operational areas in particular. This discourse heavily depended on secondary sources from publications on the internet and those produced by the company which they refer to as newspapers, magazines, and journals. It was recommended that all other companies should emulate ELF Petroleum Nigeria Limited (EPNL) now known as Total E&P Nigeria (TEPNG) so that there would be more awareness and opportunities for lifelong and life-wide learning in this twenty-first century Nigeria.

KEYWORDS: *Lifelong Learning, Life-Wide Learning, Twenty-First Century and ELF Petroleum Nigeria Limited*

Article History

Received: 15 Mar 2019 | Revised: 21 Mar 2019 | Accepted: 09 Apr 2019

INTRODUCTION

Lifelong and life-wide learning is the core of education in every human society. They involve all groups in society because they are deeply ingrained into societal life. All through the sequential stages of our life beginning as a baby and progressing through childhood, teenage to adulthood, middle and old age, human beings learn until they die. Consequently, there is a need for individuals to be equipped with tools that enhance their self-awareness as well as cultivate attitudes that enable them to view life experiences as opportunities for learning something new. These life phases which are the thrust of lifelong learning are very important as the experience in one phase can positively or negatively affect other phases. Life-wide learning occurs as individuals occupy different statuses simultaneously. A person can be a teacher, a father, a club secretary, a deacon in the church, etc. In each of these statuses he or she plays a role through which

experience is gained and something new is learned.

Lifelong and life-wide learning affect a person's development. They intermingle to make us who we are and who we shall become. They are practiced in a variety of spaces and places. This discourse examines how lifelong and life-wide learning can be integrated into the mainstream of education in Nigeria and the contributions of ELF Petroleum Nigeria Limited to some forms of lifelong and life-wide learning in Nigeria.

Education in Nigeria

Education in pre-colonial Nigeria incorporated lifelong and life-wide learning but with the introduction of western education in the nineteenth-century schooling in formal institutions became the widely accepted means of education to the relegation of the informal and non-formal means. However, there is so much awareness in this twenty-first century that formal education is limited in providing the varied learning experiences that informal and non-formal means of education provided through lifelong and life-wide learning.

Education in Nigeria is conducted in schools, colleges, universities, polytechnics and so on, at the pre-primary, primary, secondary and tertiary levels. The curricula content in these various institutions is based on different subjects, courses, and disciplines that are compartmentalized. Individuals also learn or are educated outside formal classroom settings not bound by time. Such knowledge gained during these informal and non-formal situations warrants the concept analysis of lifelong and life-wide learning (education) for an understanding of this discourse.

Lifelong Learning and Education

Lifelong learning has been severally defined by many scholars such as Glabicka (2015) who defined it as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e. post-compulsory education). The European Commission (2001) defines lifelong learning as "a continuously supportive process which stimulate and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment, in all roles circumstances, and environments". Similarly, lifelong learning is a continuous process in which individuals retain and develop their life-based conduct, knowledge, and skills. The main aim is to reinforce and improve the life quality of individuals by enabling them to bring their own potential to the utmost level (Demirel, 2009).

From the foregoing lifelong learning comprises all that an individual learns throughout life and so it is vertical from birth to death



Figure 1

All that is learned in schools (formal places), non-formal and informal are included in lifelong learning. Again, each phase of life has its challenges, expectations, and outcome which imply the need for continuous acquisition of

knowledge, skills and competencies needed to cope with living and for personal development. Consequently, for the utmost benefit of every society, lifelong learning should be encouraged.

Lifewide Learning

Jost Reischmann according to Jackson (2012) is the first person to be credited with the use of the term ‘life-wide learning’ in the context of his all-embracing concept of adult learning in 1986.

Jackson (2012) notes that after a decade more views on life-wide learning were posited and Governments, educators all over the world gave attention to this idea which also influenced their educational reforms. Banks et al., (2007) cited in Jackson (2012) explain that life-wide learning involves a breadth of experiences, guides, and locations and includes core issues such as adversity, comfort, and support in our lives. It takes in everything from knowing as a seven-year-old how to say no to chocolate cake at a friend's birthday party without explaining your allergy to learning how to predict traffic patterns on a busy freeway. It tells an individual where an open parking space might be in a crowded town center and helps her figure out how to regroup if her wallet is stolen during a vacation in an unfamiliar city.

Learning of adults happens not only lifelong but also life-wide in a multitude of traditional and non-traditional formal and informal settings (workplaces, leisure-time, families, churches, market places, television, “the life”...). It helps adults develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society (Reischmann, 2014).

The life-wide dimension refers to the fact that learning takes place in a variety of different environments and situations, and is not only confined to the formal educational system. Life-wide learning covers formal, non-formal and informal learning (Skolverket, 2000)

Life-wide learning, therefore, can be seen to occur in real contexts and is experiential. These experiences comprise intellectual development which classroom activities provide, moral and civic education that facilitate character formation, community service, physical and aesthetic development, and career-related experiences. These essential features typically show that life-wide learning is horizontal:

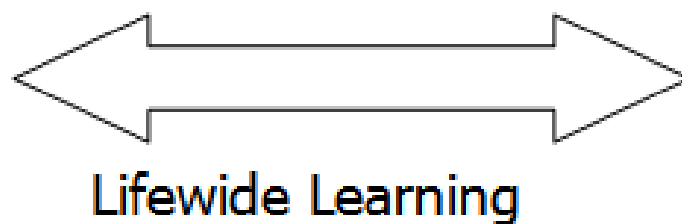


Figure 2

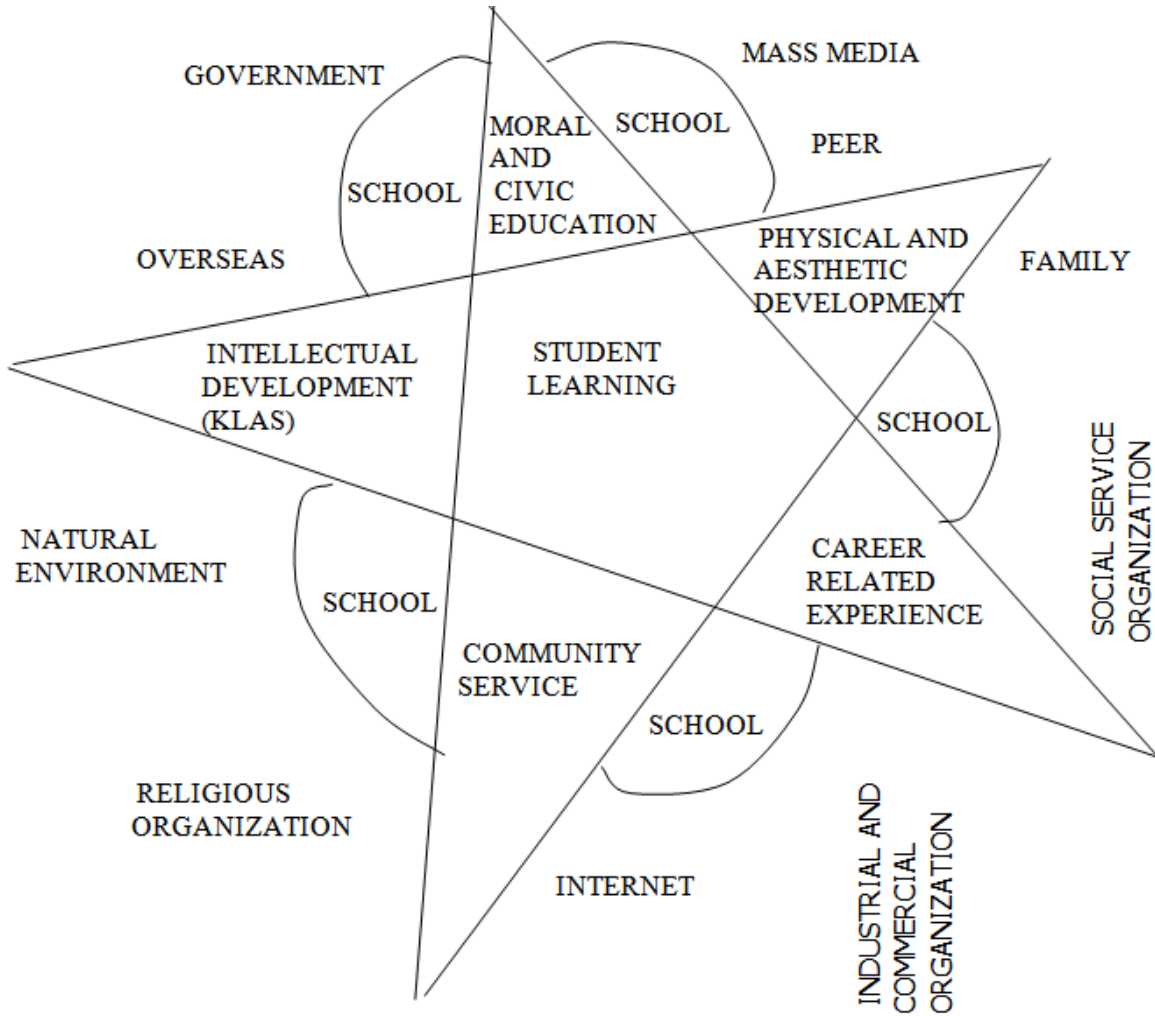


Figure 3: Life-Wide Learning

Lifelong and Lifewide Learning

The journey through the various stages of a person life from childhood, teens to adulthood, middle and old age requires both lifelong and life-wide learning which cannot be compartmentalized. Both forms of learning enhance personal development. A part of the issue is for self-awareness of the individual so that he or she benefits from both forms of learning which will also enable the individual contribute to the development of his or her community, albeit the society or nation. In this regard also, imbibing attitudes that make the individual view and appreciate life experiences (these vary all through the phases of human development) as opportunities for learning and development throughout a person’s life-time.

Life-wide learning therefore adds value to lifelong learning because irrespective of a person’s age or circumstances, the person simultaneously learns from different positions or life experiences he or she is exposed to such as being a father or mother, caring for other people, being a member of a social club or association, and so on. These positions or statuses or spaces run parallel to the phases of an individual’s lifelong journey, intermingling. The accumulated lifelong and life-wide learning influence who we are and eventually become in life. Given the critical importance of both forms of learning, the challenge is how to include them in the curriculum of formal education which many individuals go through.

From Figure 1 on life-wide learning this inclusive and comprehensive concept gives meaning to lifelong learning by reflecting that as an individual learns from birth till death knowledge, skills, attitudes and so on that are acquired weave

together to create multiple narratives that are our life. Thus, informal educational settings, the academics curriculum should integrate real-world work and community-based experiences. For example, from senior primary (four to six) level up to the tertiary level, the students can be made to engage in practical agricultural activities (not limited to the time for classroom teaching) such as planting garden crops. In this way students do not only memorize how these plants are to be spaced, when and how fertilizer (compost or chemical) is to be applied, when and how to harvest, process and preserve them but gain real/practical knowledge and skill, as well as see the beauty and excitement intrinsic in every subject that they study. Similarly, live laboratories, primarily sites, and places where events are ongoing should be integrated into the process of teaching school subjects. In this regard, visit museums, cattle ranches, watching various festivals and ceremonies and participation in activities at tourist centers, amusement parks and industrial parks among others are relevant. In this way flexibility, connectedness and wholistic education are provided and learning achieved.

Contact and interaction with the community especially when involved in practical strategies in the process of learning increases social capital and social trust which can generate higher economic performance as Fukuyama, cited in Yip (2002) posits. This assertion gained prominence in educational circles because studies in Western countries revealed that most young people have a very low degree of social trust and they are not as trustful of people as those of older age, a worrying trend (Yip, 2002). Consequently, academics as Brently cited in Yip (2002) suggested that more opportunities should be provided for young people to be in touch with the society so that they will have better knowledge of and more cooperation with various sectors and establish mutual trust with the community. This is true and necessary given some responses of our students who reside in capital cities in Nigeria. Many of them do not know the names, values, and many aspects of their communities. They seem to be and are obviously disarticulated with their communities. They are born and bred in the cities and have never visited their communities even as young children and at adulthood. Integration of community activities and other forms of cooperation become relevant in achieving this mutual trust.

Lifelong and Lifewide Learning in the Twenty-First Century Nigeria

The twenty-first century has witnessed rapid changes driven by Information technologies that have influenced (changed and reshaped) structures in the society, in virtually all facets of human endeavor. Demirel (2009) notes that an information society has therefore been established as a result of these new changes. The information society he reiterated is one in which information is the basic power and the primary source of capital. Information, therefore, becomes the critical instrument/tool and primary force that enlightens and directs every aspect of social life. For this reason every individual should be able to learn, process and understand information, interpreted information and use it to generate new ones, solve problems and cope with new challenges. Skills for lifelong and life-wide learning such as developing positive attitudes toward learning, reading, writing, speaking and listening, critical thinking, reflective learning, research and independent learning, problem working, solution finding, achievement, creativity, adaptability, imaginative, initiative and responsiveness, among others are also necessary for living in the twenty-first century.

These skills are acquired in the pursuit of knowledge for either personal or professional development as the individual is exposed to different learning spaces and places. That is, they are acquired from the person's daily interactions with others and with the wide world around people. They therefore, enhance social inclusion, active citizenship, employability, competitiveness, adaptability, self-sustainability and personal development as the individual walks through life. Many progressions are structured in a way that their members become lifelong learners as formal training in such disciplines is regarded as only a beginning. For example, Medical doctors, dentists, medical laboratory technologists,

Accountants, and so on mandate their members to continue learning in order to maintain a license. A staff of tertiary institutions are mandated to attend conferences, seminars, workshops, write books, monographs, journal articles, and others.

The European Union (EU) report on “The Future of Learning: Preparing for Change” according to Jackson (2017) recognizes and states that the central learning paradigm for future learning would be characterized by lifelong and life-wide learning and shaped by the ubiquity of Information and Communication Technologies. Indeed there are many and varied equipments and instruments of modern technology used in all disciplines and in non-formal and informal settings to cope with the challenges of twenty-first-century lifestyle and living. In Nigeria, only a few tertiary education institutions have and use interactive smart boards for teaching. This story is the same for all other lower levels of the educational system. There is a need for mobile laboratories, libraries, and workshops on motor vehicles and houseboats (riverine communities) to cater to these needs particularly in the rural areas. How do we provide quality and inclusive education based on lifelong and life-wide learning to equip succeeding generations to live and sustainably develop Nigeria in the future decades of the twenty-first century?

This then leads to a discussion of the skills needed for the twenty-first-century learning society (information or knowledge-rich society). Zook (2019) categorized twenty-first-century skills into three, namely:

Learning skills, which are universal needs for any career. They include the following:

- Critical thinking that enables an individual to find solutions to problems
- Creativity enables the individual to improve on what had existed before so that there are innovation and aesthetical presentation of the product.
- Collaboration requires that people work together, achieve compromises, and get the best possible results from solving a problem. However, the willingness of all participants to sacrifice their own ideas and adopt those of others in order to achieve results is critical for collaboration.
- Communication enables an individual to effectively convey ideas among different people and thereby eliminate confusion in the workplace during teamwork, and so on.

Literacy skills also known as Information Management Technology (IMT) skills focus on digital comprehension. They include:

- Information literacy involves understanding facts, figures, statistics, and data
- Media literacy refers to understanding the methods and outlets in which information is published.
- Technology literacy refers to understanding machines that make the Information Age possible. This makes it possible for people to know the tasks performed by various gadgets such as computers and other mobile devices. Knowing and acquiring skills needed to use them enables the individual to adapt to the world more effectively.

Life Skills also called FLIPS to refer to skills that are personal to the individual and also affects professional settings. They include:

- Flexibility which is the ability to adapt to changing circumstances such that you realize that your way or ideas are not always the best as such you have to accommodate other people’s ways and or ideas. It is also necessary to know and admit when you are wrong, show humility and give room for others to learn. In work related situations/career, it is necessary to know when to change, how to change and how to react to change, so that there are harmony and progress.
- Leadership is a person’s penchant for setting goals, walking a team through steps required, and achieving those goals collaboratively. Then, from entry level to middle management, the person now applies previous skills acquired as the person leads others in their departments and divisions. Leaders motivate a team to accomplish a goal.
- The initiative involves starting projects, developing and using strategies and plans to accomplish something on one’s own.
- Productivity is maintaining efficiency in an age of distractions as well as the ability to complete work in an appropriate time.
- Social Skills are very important for human interaction in different spaces and places. In business it is frequently done through the connections one person makes with others around them, proper social skills are excellent tools for forging long-lasting relationships particularly the ongoing success of professionals. Given the rise of social media and instant communications, the nature of human interaction has changed too. It is not surprising that some people possess a wide range of social skills and others have to work hard to acquire them. Some social skills such as etiquette, manners, politeness, and cordial disposition can be in both social and educational settings. These skills play major roles in today’s world.

Table 1: Lifelong Skills and 21st Century Skills

Lifelong Learning Skills	Twenty-First Century Skills
Creativity	Creativity
Problem solving	Initiative
Critical thinking	Critical thinking
Leadership	Leadership
Communication	Communication
Collaboration	Collaboration
Information Management	Information Literacy
Adaptability	Productivity
Curiosity	Flexibility
Reflection	Media Literacy
	Technology Literacy
	Social Skills
Source: Watanabe-Crockett (2018) The 10 Most Beneficial Lifelong Learning Skills to Have and Why	Source: Zook, (2019). What are 21 st Century Skills?

There are ten most beneficial Lifelong Learning Skills that are also critical for living in the twenty-first century that Watanabe-Crockett (2018) has identified. Five of them also feature exactly like those of twenty-first -century in Table 1. The following would be explained even though they are subsumed in the twenty-first-century skills. They are:

- Problem Solving – refers to the situation whereby solutions to real-world problems are developed or proffered. This is the process of generating/providing solution fluency to myriads of challenges in this every changing world. It is crucial to surviving and thriving in the present and the future. This skill is relevant in designing and realizing a person's dreams
- Information Management is the process whereby an individual acquires the skill that enables him/her to decipher useful information from the flux of ideas and quantum of information from the modern technologies that drive the information society of this twenty-first century. There is also the need for proper use of the information for solving problems and/or producing products.
- Adaptability skills make an individual be flexible and deal with changing trends in business, technology, entertainment, communication, and so on. For this reason, it is essential to stay informed and know when to take advantage of opportunities for adapting to situations and challenges.
- Curiosity, the desire to find out, search out sustains the zeal to learn. This skill is very relevant in learning when one is not in the classroom where there is no teacher or peers to motivate a person to learn. Thus, curiosity helps a person to expand knowledge because without curiosity there is no learning (Watanebe-Crockett, 2018).
- Reflection is a skill that enables us to assess whether the new skills and knowledge we have acquired have helped us or others or have been of any good. If a person is to focus his/her attention on learning something then the merits of that thing have to be considered during and after the learning takes place. Otherwise, the person has engaged in empty learning for no reason.

Change is the only consistent phenomenon all through the year as such lifelong, life-wide and the twenty-first-century skills will facilitate and enhance adaptive qualities individuals need in this knowledge society, particularly with a business environment that constantly evolves. How then can these be achieved through Nigeria's educational system?

Responsive Education Curriculum for the Twenty-First Century

Another dimension of living in the twenty-first century is the Knowledge Economy which education at all levels and in all forms has to address so that citizens are equipped to function and contribute to sustainable development of the society. Some critical features of the knowledge economy are personal attributes, behaviors, and potentials; how well a person has learned to learn, acquisition of skills that are not restricted to physical and technical competences but seen as a constellation of personal traits (Obanya, n.d.). These skills and ideas have been well expressed and explained in the lifelong and twenty-first-century skills already discussed. However, Obanya (n.d.) still elaborately espoused these skills as shown in Appendix 1 (see Appendix 1).

A responsive education and curriculum in this regard should cater for inclusiveness, for social justice and be a social good that is also, value-laden. Education should be accessible to members of society, enabling them to gain upward mobility. Other institutions in the society apart from formal and non-formal institutions, particularly business organizations should provide opportunities for learning and serve as teachers. Therefore, there should be cooperation between formal schools and business enterprises. There should be a continuous improvement plan for academic and personal skills in relation to the school development plan. Students, teachers, parents and guardians, and the community should be part of the plan. Schools should provide students with social skills, learning skills and life skills, and the skill of how to seize

opportunities. For these reasons, the curriculum and supportive educational programmes should be prepared as well (Demirel, 2009). The school should also provide an opportunity for people to be trained on particular tasks or function that enables them to become experts in those areas. Entrepreneurial skills, therefore should dominate the information society. Several reasons support this assertion. For example, it helps an individual to be self-reliant and independent, develop a positive attitude towards work and labor, reduces poverty, builds individual self-esteem (Anyaeibu, 2019).

Entrepreneurship focused education is at the core of Trinity University, Yaba, Lagos State in Nigeria (Lawal, 2019a) programmes. This is to equip their students with employability skills for winning in the workplace, trade skills for successful entrepreneurship and life skills to cope and adapt to real life, be successful and happy. Similarly, Bowen University, Osun State in Nigeria, has prioritized entrepreneurial and market-driven programmes in the institution. The institution, in addition, promotes creative thinking and entrepreneurship drive for all students irrespective of their discipline (Lawal, 2019b). Indeed entrepreneurial study is a compulsory course in all Nigerian Universities. This development is a sequel to the insistence of the National Universities Commission (NUC) and the widely acknowledged need for students to acquire practical and twenty-first-century skills for the twenty-first-century world.

ELF Petroleum Nigeria Limited and Equipping Nigerian Citizens for the Twenty-First Century

ELF Petroleum Nigeria Limited (EPNL) operates a joint venture with Nigerian National Petroleum Company (NNPC) in the exploration and exploitation of crude oil particularly in the Niger Delta where EPNL is engaged in upstream oil sector development.

EPNL being aware that the challenge for individuals is to achieve and maintain their own employability through skills acquisition has since 2002 financially invested in these programmes for the benefit of Nigerian citizens particularly in their operational communities, OML 56 (Akwa Ibom State), OML 57 (Delta State) and OML 58 (Rivers State). Investing in people is a catalyst for enduring development. Consequently, individuals are trained in various trades/vocations (ordinary and specialized). Individuals who desire to acquire ordinary skills are trained for six months after which they are given equipment (starter packs) to set up their businesses. Again, initial workshop/shop rent for a duration of one year is paid directly to the shop owner to enable graduands to have initial takeoff. Training duration for specialized skills lasts for twelve months. Graduands do not get starter packs because they are trained for employment in the oil and gas industry. However, individuals can work in other business sectors, industries or establish their personal business outfits.

Trainees are paid a monthly stipend to sustain them during the training period. Trainers are also paid and this depends on the type of trade and the duration. Beneficiaries of the EPNL skills development programme have in turn employed and trained other youths from within and outside their communities. Many of them too serve as consultants, training other youths for skills development programmes undertaken by the Niger Delta Development Commission (NDDC). There is indeed a multiplier effect.

Training by EPNL for skills development is in the following areas, ordinary and specialized skills programmes such as:

Table 2: EPNL Skills Programmes

Ordinary Skills Programmes	Specialized Skills Programmes
Catering and Hotel Management	Computer Operations
Hair dressing	Welding and Fabrication
Mobile Handset repairs	Carpentry and Joinery
Photograph/videography	Electrical/Electronic installation and maintenance
Hat and Bead making	
Confectionaries/Bread making	Building and masonry
Soap making (solid)	Plumbing and pipefitting
Pedicure/Manicure	Automobile mechanic
Liquid soap making	GMP Aluminium fabrication
Shoemaking	Air conditioner/Refrigeration repair
Fashion and Designing	Panel beating works
Tiling	Electricity generator repairs
Interior Decoration	Out board engine repairs
Hat and bead making	Deep sea diving
Raffia technology	Scaffolding
Leather works	Crane operation Barge/Boat building Printing Technology

Table 3: Some Skills Development Programmes by EPNL

OML 58 Rivers State	OML 57 Delta State	OML 56 Akwa Ibom State
293 youths, 4 th batch trainees graduated on May 18, 2007 at Obite Civic Centre (EPNL 2007, Apr-Jun)	*1,200 youths graduated from skills development programmes between 2007 and 2005 from host States (Akwa Ibom, Delta, and Rivers) (EPNL No.1 Oct-Dec. 2005)	200 youths for skills on Wednesday, February 28, 2007 (EPNL 2007 April-June)
313 youths of 5 th batch inducted for skills acquisition on March 9, 2007 * Egi community got 200 slots out of the 313 EPNL 2007, Apr-Jun)	Other data mentioning Delta State were not available	200 youths for NNPC/TEPNG Joint Venture (TEPNG, 2008, Oct-Dec)
117 youths graduated only in Egi Land (EPNL 2007)		10 th batch of trainees task off on Tuesday, December 15, 2015
1,203 youths from Akwa Ibom and Rivers States for 7 th and 8 th batches of the skills programme by Total E&P (TEPNG). (Total Upstream No.17. 2011)		171 graduated in ordinary skills and * 74 in Specialized Skills (Total Upstream No. 26. July 2016)
375 youths from Ekpeye and Egi communities were trained. * 90 youths were from Ekpeye and graduated on Wednesday August 28, 2013 * 285 were from Egi and graduated on Friday August 30, 2013 * 18 youths from Ekeye Specialized skills 72 were for ordinary skills *87 from Egi – specialized skills * 198 – were for ordinary skills		
Source: (Total Upstream No 21, Nov. 2013)		

Specifically, efforts were made to spread training to all the operational areas as reflected in Table 3. The 9th batch of 701 youths trained in 2012 was made of 543 who acquired ordinary skills and 158 who acquired specialized skills. Their communities and operational areas were not listed. However, over 4,669 youths benefited from this scheme since its

inception in 2002 (Total Upstream Special Edition, 2012). Beneficiaries in 2005 and 2006 were mainly from various communities in Akwa Ibom and Rivers State. Their numbers were not indicated.

Communities in some other parts of Nigeria benefited from this skills development programme and they include:

- 30 entrepreneurs (given starter packs) from Abaji in the Federal Capital Territory Abuja (FCT) in 2015
- Karu District (FCT) had 100 people who were trained for a period of six weeks.
- From 2012 to 2015 over 500 people were trained in all the area councils around Abuja. “

Totalpreneur” was another programme designed by Total E&P to foster the entrepreneurial development of the trainers. For the first time, 60 youths at Oluponna, Iwo, Osun State graduated on December 15, 2016 (TEPNG, DEC 2016).

Other foci of EPNL/TEPNG through which human skills and capacity are improved include the provision of scholarships, development assistance to educational institutions through infrastructural development and other resources well as staff development for lifelong and life-wide learning.

Scholarship Schemes

EPNL Scholarship Schemes are for post-primary and post-secondary education. At the post-secondary level, there is provision for studies in universities or tertiary institutions within and outside Nigeria.

Table 4: EPNL Scholarship Beneficiaries from 1999/2000 to 2005/2006 Sessions

Community	Post Primary							Post Secondary						
	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Egi	45	558	605	710	1000	1000	1000	189	215	302	310	450	450	450
Olo	72	72	72	85	107	107	107	8	18	27	34	57	57	57
Amah	31	28	35	57	65	65	65	12	13	14	19	35	35	35
Idu	22	23	27	26	35	35	35	5	7	14	11	35	35	35
Ekpeye	0	0	0	0	60	60	60	0	8	16	15	40	40	40
Rumuekpe	6	7	26	28	35	35	35	6	4	4	9	35	35	35
Mgbuesilaru	0	0	0	0	30	30	30	5	5	5	5	25	25	25
Rebisi	0	0	0	10	15	15	15	0	0	6	6	30	30	30
Andoni	0	0	0	2	20	20	20	0	0	0	2	20	20	20
Okorobile	3	5	4	4	15	15	15	2	3	3	2	10	10	10
Opobo/Nkoro	0	0	0	0	20	20	20	0	0	0	0	20	20	20
Akwa Ibom	0	117	183	443	500	1000	1000	0	67	250	350	450	620	620
OML 56	0	NA	37	42	44	50	50	0	0	35	38	50	50	35
OML 57	88	88	88	88	83	100	100	72	72	72	100	100	100	100
National Merit (JV)	0	0	0	0	0	0	0	75	150	333	628	836	1000	960
Total	667	898	1077	1495	2029	2552	2552	375	562	1081	1529	2193	2527	2472
Rate (KN) Per Beneficiary	15	15	20	20	20	30	30	50	50	60	60	60	75	75

Source: Partnership: A Quarterly Magazine on Sustainable Development by ELF Petroleum Nigeria Ltd No. 3 July-Sept, 2006

Table 5: EPNL Scholarship Beneficiaries from 1999/2000 to 2005/2006 Sessions

Community	Post Graduate (Local)						Post Graduate (Foreign)			
	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2003/2004	2004/2005	2005/2006
Egi	20	32	32	32	40	40	40	8	8	8
Olo	0	2	3	2	5	5	5	2	2	2
Amah	1	1	0	0	5	5	5	2	2	2
Idu	1	1	1	3	3	3	3	1	1	1
Ekpeye	0	5	0	0	5	5	5	2	2	2
Rumuekpe	0	0	0	0	2	2	2	0	0	0
Mgbuesilaru	0	0	0	0	5	5	5	2	2	2
Rebisi	0	0	0	0	2	2	2	2	2	2
Andoni	0	0	0	0	5	5	5	0	0	0
Okorobile	0	0	0	0	5	5	5	0	0	0
Opobo/Nkoro	0	0	0	0	2	2	2	0	0	0
Akwa Ibom	0	0	0	0	1	1	1	16	16	16
OML 56	0	0	0	0	0	0	0	0	4	1
OML 57	0	0	0	10	10	10	10	3	3	3
National Merit (JV)	0	0	0	0	0	0	0	0	0	0
Total	22	41	36	69	115	147	147	38	42	39
Rate (KN) Per Beneficiary	100	100	120	120	129	150	\$29,000	\$20,000	\$20,000	\$20,000

Table 6: EPNL Scholarship Beneficiaries from 1999/2000 to 2005/2006 Sessions

Community	Petroleum Training Institute (PTI)						
	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Egi	15	13	39	61	37	60	76
Olo	1	1	1	2	0	9	6
Amah	0	1	1	0	0	3	2
Idu	2	4	6	8	6	4	10
Ekpeye	0	0	2	12	5	30	30
Rumuekpe	0	0	0	0	0	0	0
Mgbuesilaru	0	0	0	0	0	10	10
Rebisi	0	0	0	1	1	4	7
Andoni	0	0	0	0	0	0	0
Okorobile	0	0	0	0	0	0	0
Opobo/Nkoro	0	0	0	0	0	0	0
Akwa Ibom	0	0	0	2	1	35	35
OML 56	0	0	1	0	0	0	0
OML 57	0	0	0	0	0	1	0
National Merit (JV)	0	0	0	0	0	0	0
Total	18	19	50	86	50	156	176
Rate (KN) Per Beneficiary	50	50	60	60	75	75	75

Table 4,5 & 6 shows the communities and number of beneficiaries from 1999/2000 to 2005/2006 sessions. From 2007, EPNL commenced the electronic management system of their scholarship awards. Out of 14,000 candidates who applied for the scholarship in 2007 only 1,200 were shortlisted for the award. However, 2,800 other candidates were considered based on the national merit scholarship scheme. The 2007 awards were for candidates who gained admission into tertiary institutions.

Other Educational Resources

Several blocks of six classrooms were built at Amah, Akabuka, Ogbogu, Erema, Ibewa, Obiozimini and Itu Ogba in 2005 and 2006 in Rivers State. Similarly, at Holy Child Convent School, Oron, Mbiatok primary school and St. Mark's school, Oron, all in the Akwa Ibom States each had a block of six classrooms in 2006. Other communities that also benefited from the construction of a block of six classrooms in Akwa Ibom were Ikot Idem Udo, Ikot Obio Offong, Okoroette and Itu Hill (EPNL, 2006a).

An Administrative block for the secondary school at Amah, Rivers State was constructed at ₦15.199 (Fifteen million, one hundred and ninety-nine thousand nairas) only, while a technical workshop built at Erema Rivers State cost ₦27,000,000 (Twenty-seven million nairas) only in 2006 (EPNL, 2006a and EPNL 2006b).

At Akwa Ibom State also in 2006, an Engineering workshop was constructed for Akwa Ibom State Polytechnic while an ₦64,000,000 (Sixty -four million nairas) 500 seat lecture theatre was built at the University of Uyo.

In 2006, 20 public secondary schools in each of Rivers and the Akwa Ibom States and 15 from Delta State were provided books, computers, science laboratory equipment. The following tertiary institutions also benefited:

- Science laboratory equipment worth ₦5million to Akwa Ibom State College of Arts and Science, Nung Ukim
- Library materials worth ₦5million to Delta State Polytechnic Otete-Oghara
- Educational materials worth ₦5million to Delta State University, Abraka
- Computers to Federal College of Education, Omoku, Rivers State
- V-Sat and Internet facility worth ₦5million to Rivers State University of Science and Technology Port Harcourt (EPNL, 2006a)

Capacity Building for Teachers

Lifelong learning opportunity is provided particularly for teachers by EPNL. Teachers need continuous acquisition of knowledge, skills, and competences needed to cope with personal development and the challenges of the twenty-first century. EPNL science intervention workshop for teachers is partly informed by the need to have and sustain good quality and committed science subjects teachers in this technologically driven twenty-first century. It is not surprising that several non-formal workshops were organized for teachers. These annual workshops for secondary school teachers also have an impact on their student's performance in science subjects as well as make them develop more interest in science and technology. Typical examples were those organized for over 600 teachers each year in Rivers State in 2006 and 2007 (EPNL 2006b and EPNL, 2007). At Akwa Ibom State, 315 science subjects teachers benefited from a similar teachers capacity development programme in 2007 (EPNL, 2008). By 2013, the National Youth Service Corps (NYSC) members who taught ce subjects were incorporated in this annual capacity building workshop for teachers. Over 2000 teachers and 70 NYSC teachers benefited from the 2013 edition in Rivers State (EPNL, 2013).

In 2014, eighty-eight students from 24 universities and polytechnics across Nigeria participated in a Quiz competition organized by EPNL during the conference of the Society of Petroleum Engineers (SPE) at Lagos. The first Quiz competition was organized in 2013. The significance of this activity is that these students had the opportunity to learn outside the classroom in a life-wide situation. Here and in relation to diagram 1 on life-wide learning industrial organization, EPNL (ETPNG) provided the opportunity for life-wide learning for these students. This is similar to the participation of 17 postgraduate students (Masters and Doctorate) of the African University of Science and Technology (AUST) in a field trip to the Obite Gas Plant (OGP) at Obagi and Ibewa gas installations of the Onshore Crude Oil Mining Lease (OML) 58 located in Rivers State in August 14, 2014.

The students had a real learning experience outside the classroom at the Obite Gas Plant control room, gas field and other production facilities. The Ibewa production center consists of a cluster of oil wells which the opportunity of the field tour gave them some real experience.

Total E&P Nigeria Limited in 2012 signed a Memorandum of Understanding (MoU) with three universities namely: African University of Science and Technology (AUST), the Pan African University, Lagos and the University of Port Harcourt. The MoU provides for long term collaboration between Total and these tertiary institutions in educational research and internship placement for their students, provision of e-learning and language studies facilities and provision of support through high level retired staff of Total to teach relevant courses in the Universities as well as serve on their advisory boards (EPNL, 2014).

Book Reading Programme (BRP) was initiated by TEPNG (EPNL) in 2011 to revive and revitalize the reading culture among Nigerian students. Reading should not only be for examinations but for a wide variety of activities and situations that occur in life. Reading is a lifelong skill and should be insisted upon as human beings are nurtured into maturity. Consequently, TEPNG embarked on a two-pronged strategy of donating books to schools and organizing reading sessions in secondary schools by role models, persons who have substantially achieved success in their careers and exhibited integrity in the society. Reversing the deterioration in the ability of young students to read coherently and comprehend texts and encouraging them to become avid readers was a burden to TEPNG which made the organization to undertake a proactive approach to improving book reading culture. The table below (table 5) shows the book reading donation trend.

Table 7: Book Reading Donation Trend 2011 to 2016

Year	2011	2012	2013	2014	PHC 2015	DW 2015	PHC 2016	DW 2016
Number of books donated	2000	1500	600	200	NA	450	NA	300
Number of schools invited	20	15	6	20	15	15	10	10
Number of students	200	180	60	200	150	150	150	100
Focus Book of the year	‘The Great Ponds’	NA	‘A Few Little Lies’	‘The Innocent Person’	‘Success in Examination’	‘Purple Hibiscus’	‘Animal Farm’	‘Everything Good will Come’

**Source: TEPNG July 2016 PHC – Port Harcourt, D.W. – Deep Water
NA – Not Available**

Both public and private secondary schools participated in this programme and each student received a book as a gift to help them develop as informed and knowledgeable leaders. At the book reading forum, students were privileged to meet the chosen role models in the society, listened to and asked them questions. It was exciting to meet and interact with the role models. This indeed would make the students develop the interest in reading the focus book of the year.

Again, in 2016 TEPNG donated 225 books to Army Day Secondary School Oyo State and 205 books to Oluaso High School (senior) at Imasayi, Ogun State (TEPNG July 2016).

CONCLUSIONS

Lifelong and life-wide learning and education cannot be solely provided by any national, State and local government or even all the three segments put together. Consequently, other organizations should contribute as Total E&P

Nigeria Limited did. Learning lasts for the whole life span of an individual, therefore, human life is a process of learning and education as shown in the various ways, strategies, and approaches that Total E&P Nigeria Limited adopted to provide opportunities for individuals to improve on their personal and professional development. In turn, these individuals have acquired knowledge and skills from different disciplines and situations adapt and contribute to the social development of their society. Learning is a continuous process that is also influenced by the unique place the person lives. Consequently, there should be a visible attitudinal change in peopleslifestyle as a result of the awareness of lifelong and life-wide learning all through the twenty-first century and beyond. All governmental and non-governmental agencies should contribute to this lifetime task for the benefit of humankind.

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APPENDIX 1

A Tripartite Skills Set For 21st Century Needs

Hard Skills	Soft Skills	Go-Getting Skills
Cognitive Intelligence What you know	Emotional Intelligence Who you are	Imaginative Intelligence What you can do
Self-Expression Skills	Character formation skills	Creative thinking skills
Logical Reasoning Skills	Intra-personal skills	Ideational fluency skills
ICT/Computational skills	Inter-personal skills	Opportunity seizing skills
Design/manipulative skills	Lifelong learning skills	Experiential learning skills
Conceptual skills	Perseverance skills	Idea-to-product (or ideas conversion) skills

Source: Obanya (n.d) Regaining the Education that Africa lost p25.

