

## Re-positioning Vocational Skill Acquisition: Nexus for Youth Development and Sustainable Poverty Alleviation in Nigeria

By

Akintayo, W.L

Department of Home Economics and Hotel Management,  
Tai Solarin University of Education, Ijebu-Ode,  
Ogun State, Nigeria

Dr. W.L. Akintayo is an Associate Professor in the Department of Home Economics and Hotel Management, Tai Solarin University of Education, Ijebu-Ode, Ogun State, Nigeria  
Email Address: akintayo2002@gmail.com. Phone #: +2348033569358

### Abstract

*This paper examines the importance of skill acquisition in vocational and technical education. Focus is on factors that hinder skill acquisition for job creation in vocational/technology education. It also ex-rays how proper positioning of vocational and technical education can serve as a means to eradicating the problems of joblessness, unemployment thereby ensuring sustainable economic development in Nigeria. The paper also advocates amongst others that governments at all levels – federal, state and local – in Nigeria should readdress their energies and interests towards vocational and technical education to empower graduates for self-relevance and for them to develop the needed skills for them to be employable.*

Key words: Vocational/technical education, youth, poverty alleviation, sustainable development

### Introduction

Poverty is a situation of grave deficiency or absence of resources and provisions necessary for a living within the least standard convenient for the human self-esteem and well-being. The dangers that poverty portends are multifaceted and it is the bane against the survival of human race. It pollutes the environment in different ways (Gbenedio, 2013). According to Akhuemonkhan and Raimi (2016), those who are poor and hungry tend to be lawless and will always make efforts, which they don't mind will destroy the environment, in order to survive. These poor and hungry people, who tend to cut down trees and constitute public nuisance, can go to the extent of destroying or vandalizing social amenities (Akhuemonkhan & Raimi, 2016).

Studies have it that the oil boom of the 70s - 80s have turned out to be oil doom as the boom has resulted in the reckless neglect of other sectors of the economy and the consequent economic depression and increasing poverty level in the country (Maigida, 2014). This implies that the rich

mineral and human resources of the country are neglected, under-developed and under-utilized because of the mono-economy of the oil industry. Furthermore, Eke and Egbenu(2011) reported that people are no more encouraged to develop their skills and channel same towards productive activities such that the agricultural and other sectors of the economy virtually disappeared as oil took the front seat and the result has been great want and deprivation in the face of plenty.

According to Dun (2009), for the large scale poverty, which is currently being witnessed around the world, to be reduced, there is the need to tap into the energy, skills, and motivation of the poor people around, who are in their millions around the world. Ogwuma (2008) opined that a poverty reduction or alleviation programme should offer a structure for the empowerment of poor people, which focuses on their freedom of choice, and encourages actions that will shape their lives. The method, Ogwuma (2018) explains, entails the consideration of three changes in the society; these are: a mindset change that no more sees poor people as a problem to the society and rather sees them as important partners in the reduction of poverty; a change in the link between poor people, and the official structures, thereby enabling them to take part in decisions that affect them; and, a change in official and unofficial institutions to make them more receptive to the desires, and actualities of poor people.

For Nigeria to be economically and politically stable, the level of poverty must be reduced drastically or completely eradicated from our society. The World Bank (2010) posited that over one billion people in developing countries wallow in abject poverty. This could be regarded as an adversity, despair, lack of dignity and self-drawback to the necessary things for a good life. To achieve poverty alleviation among the youth in today's world, vocational/technical education in the form of skill acquisition remains the most reliable instrument.

It is well-known that beneficial training in gaining the right skill has massively contributed to technological distinction and economic self-dependence of the developed nations. This is why Ezaji and Okorie (2008) stressed the prominence of skill acquisition in national growth and posited with emphasis that Nigeria's socioeconomic challenges will be severely truncated if people get the right vocational trainings in skills, raw materials, devices and tools. It is only with trained men that resources could be controlled, deployed and converted into products. Countries like America, Britain, Germany and Japan have reformed drug addicts, school dropouts and several homeless citizens with valuable skill acquisition programmes.

As expressed by Alhoun and Atton (2012), when groups of unemployed people acquire sellable skills through vocational programmes, the society gains a lot from them as they become beneficial to the entire society. Obviously, acquiring skills is imperative in the prevention of social ills such as armed robbery, banditry, kidnapping, amongst others and it prevents youths from becoming social misfits. This is because these skilled youths become profitably employed through the vocational training they've acquired.

In Nigeria, the recent development involving the unemployment of a great number of people in the country has caused a lot of concern for all stakeholders. In particular, a situation where 75% of the country's university, polytechnics and other graduates wander around in both urban and rural parts of the country seeking a means of livelihood seems to heighten the necessity for vocational/technical education. Some other class of people in the unemployment cesspool are many civil servants and previously privately employed individuals, who have been declared either redundant or forced out of job because of years of service. As a result, many of these individuals described above have been forced to return to their homes, whereas, according to Sonaïke (2009), Larry and Renald (2011), a small number who have some savings to take out of, still dawdle around in the towns.

One peculiar characteristic that this group of people has is that 95% of them lack the ability to carry out any practiced work of any varied nature. This set of people constitutes a nuisance to the well-being of the society. Many have died out of frustration because they are unable to find a means of livelihood to maintain their families while some others have turned to a life of crime to make ends meet. This development is bad for both the individual and the society at large.

In the recent past, various Nigerian governments have shown some level of concern to this menace called unemployment. They have established a few poverty alleviation programmes such as the Better Life for Rural Women, Family Support Programmes, the creation of the Directorate for Food, Roads and Rural Infrastructure to mention a few. The most recent of such programmes is Poverty Alleviation Programme (PAP). But as laudable and well-planned as these programmes were, they still beg the question that to what extent did they solve the problem of Nigerians? According to Momoh (2014), what agitated the some Nigerians about the current programme (PAP) is its failure to address the life-long sustenance of the beneficiaries' immediate needs. What would guarantee life-long sustenance is skill acquisition which the programme failed to address. Therefore, there is a need for a redirection of the present programme.

The role of Vocational and Technical Education has been identified as a possible vehicle that will lead to some degree in solving some of the nation's social ills. For instance, Oranu (2017) argued that in the progress of the human race, vocational and technical education has been a constant and perceptible element. Vocational education has been a part of the basis of man's inventive and reform-driven development. He further observed that in the United States of America, for example, the development of vocational education paralleled the growth of the economy, hence the absorption of vocational education into the public curriculum. Osisioma (2013) reported that in Switzerland, vocational education is considered to be in the concern of the overall good of the nation while the states were admonished to make occupational instruction available for youths in schools as well as for youths and adults, who have been out of schools.

Vocational education becomes a panacea to our situation in Nigeria now, since the present economic situation does not allow for establishment of new industries. The only solution for the jobless in the society seems to be equipping them with the type of skills that will ensure that they grow into self-employed individuals. Agbebi (2014) in his opinion contended that the central tenet of vocational education is often expressed by the phrase "to fit for useful employment".

Vocational and technical education, if well positioned, would be the apparatus for the growth of the country's economy. Nigerians should devote time and resources to skill training, as no country can compete excellently with other countries in the current global market with poorly-educated and badly-skilled workers. The major influencers of production in the emerging global economy are identified as technology, knowledge, creativity and innovation.

In line with the above, this paper attempts to examine the importance of skill acquisition in vocational technical education for achieving youth empowerment in Nigeria. The paper focuses on factors that hinder skill acquisition for job creation in vocational/technology education. It also examines how the proper positioning of vocational and technical education can serve as a means to eradicating the problems of joblessness, and unemployment thereby ensuring sustainable economic development in Nigeria. The ways forward are equally highlighted.

### **What is Vocational and Technical Education?**

The word "vocation" denotes a high sense of feeling suitable for a specific occupation or profession. Several attempts have been made to define vocational education. Olayide and Essang (2015) stated that vocational education is an aspect of education designed for those who are

interested and can benefit from learning specific type of skills in a specific occupation cluster. Vocational education is an educational aspect which prepares individuals for sellable skills and makes one fit into the society to make effective contributions to its development (Barlow, 2015). This implies that practical skill acquisition in various areas of vocations leads to economic stimulation in a dynamic society where individuals who are vocational knowledgeable embark on production of sellable items.

Osisioma (2013) stressed that vocational education is deliberate so that it offers people the opportunity to refine themselves in their general ability, specifically about their present or future job. When people hear vocational education, they are of the belief that it is for those who cannot afford some levels of quality education. However, this assumption is wrong because the reality is that everyone needs to acquire prized hands-on skills. On the long run, these skills can act as means of livelihood though income generation. The general scope of vocational education is to make people appreciate the world of work and make them functional members of the society by using their skills for gainful employment.

In Nigeria, too much emphasis has been placed on university education and its certificates, which sadly has shrunk the economic opportunities for those who are more work-focused. As observed by Edwards (2010), it is not everyone that will be able to afford the dictates and financial rigours that come with getting a university degree and it is not everyone that will be academically inclined. Edwards (2010) gave examples of successful businesspersons who changed and those that are still changing as well as shaping the business world. He gave the example of Bill Gates and Steve Jobs, amongst others. These people, argued Edwards (2010), learnt skills that impacted and motivated them into creating technologies that provide solutions to the world's challenges. Schools in Nigeria need to add vocational and technical education to their curriculums so that students can develop life-long skills that will be beneficial in the future. Fageyinbo (2013) opined that the contents of vocational and technical education syllabuses in perspective should reflect planned effort to ensure that the adolescent students are able to demonstrate their mastery of certain minimum skills (at Senior Secondary School level) needed to perform tasks they will routinely confront in adult life.

In a similar vein, the National Policy on Education (2014) explained that technical education is the facet of education that leads to the acquisition of applied and practical skills as well as rudimentary scientific understanding. Technical education involves the exchange and mastery of

rules, methods, procedures, skills and usages peculiar to a specific discipline and which results in achievement of goals which are central to education. The term “technical education” is normally applied to those disciplines which involve high component of psychomotor skills. The purpose of which is to provide experts and specialists in rules, methods, procedures, skills and usage peculiar to particular vocation.

Hence, it could obviously be said that a nexus exists between vocational and technical education. According to Olaitan (2016) Vocational and Technical Education (VTE) is the form of education that emphasizes the advancement of occupational skills needed in planning for a profession. Narayan (2012) viewed Vocational and Technical Education (VTE) as the kind of learning that provides the necessary abilities, understanding and outlook essential for effectiveness in specific occupations. While Oranu (2017) regarded Vocational and Technical Education (VTE) as a medium of providing youths with work in various industries, businesses and other enterprises by showing to them to experiences that provide them with the manipulative, cognitive and attitudinal skills that make them to be suitable for the job or career.

### **Poverty as a Concept**

The concept of poverty is not the same for all individuals; hence this has made it to be a complex phenomenon. It has been defined in different ways by different people. According to the Cambridge International Dictionary of English (1995), poverty is a condition of being extremely poor. Osakwe (2013) posited that poverty is a lingering and devastating condition that results from multiple opposing risk factors, which distresses the mind, body, and soul. It is considered as an anomaly, adversity, deficiency and lack of basic amenities of life for human existence. To be poor, according to Alhoun and Atton (2012), means that the individual is deficient of social and economic goods and services based on assumed norms of the society one lives in. Poverty could also be described as lack of or having inadequate resources to cope with life expectations. According to Newcomb and Kenny (2012), six types of poverty can be identified; namely: situational, generational, absolute, relative, urban, and rural.

Absolute poverty implies a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information(UNESCO-UNEVOC (2017). [Relative poverty](#) according to Osakwe, (2014) occurs when a person in a society cannot meet a minimum level of [living standards](#), compared to others in

the same time and place. It is expressed from the social perspective that is living standards compared to the economic standards of population living in surroundings (Akwara, Enwuchola, Adekunle and Udaw, 2013). Situational poverty as viewed by Kehinde and Adewumi (2015) is a temporary type of poverty which occurs based on occurrence of an adverse event like environmental disaster, job loss and severe health problem while generational poverty is said by Ejeka (2016) to be the type of poverty that is handed over to individual and families from one generation to the one. It occurs in families where at least two generations have been born into poverty. Families living in this type of poverty are not equipped with the tools to move out of their situation (Akhueomonkhan and Raimi, 2016). According to Ogbonaya and Ekereobong (2015) rural poverty occurs in rural areas with population below 50,000 where there are less job opportunities, less access to services, less support for people with disabilities and quality education opportunities while Awonuga, (2018) expressed that urban poverty occurs in the metropolitan areas with population over 50,000 where the inhabitants are faced with some major challenges such as limited access to health and education, inadequate housing and services, violent and unhealthy environment because of overcrowding, little or no social protection mechanism.

The rural poverty rate is growing and has exceeded the urban rate every year since data collection began in the 1960s. The difference between the two poverty rates has averaged about 5 percent for the last 30 years, with urban rates near 10-15 percent and rural rates near 15-20 percent (Ejeka, 2016)).

### **Concept of Development and Sustainable Development (SD)**

The term “development” according to Sonaike (2009) involves the accomplishment of self-satisfaction and personal goals by individual beings; it is the ability to participate actively in organizing and reorganizing the individual’s own affairs, their environment and matters that affect their daily lives. Thus, it is a behaviour of the mind and an attitude to life in which a person accepts to a greater degree that he is the controller of his own fortunes and can personally participate and interfere in the social engineering of his community.

Sustainable development is an outline of economic growth in which the use of resources are targeted at meeting human needs while preserving the environment so that these needs can be met both presently and in the future by generations yet unborn (Larry and Renald, 2011). According to Ogwuma (2008), the term “sustainable development” was coined by the Brundtland Commission to



mean “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. The import of this definition as regards the topic of this paper is that as long as the country Nigeria exists, sustainable development should be driven by the youths, who are the hub of every society. On the other hand, Newcomb and Kenny (2012) view sustainable development “as the ability to meet the needs of the present while contributing to the future generations’ needs”. One can therefore conclude that sustainable development concerns itself with the capacity of natural systems and the social challenges faced by humanity and it has three constituent parts; environmental, economic and socio-political sustainability.

### **Importance of Skill Acquisition**

The importance of skill acquisition could be summarized in the aims of technical education as enclosed in the National Policy on Education (2008). Its aim includes among others, the provision of necessary skills in agricultural, industrial, saleable and financial development; the application of scientific knowledge to the advancement and solution of environmental difficulties; and the imparting of necessary skills to men and women resulting to the production of skilled craftsmen, technicians and other personnel, who will be resourceful and self-reliant.

Skill acquisition promotes national stability, security of life and property and balanced economic development by engaging the citizens in meaningful occupational exploration and activities in areas such as production, manufacturing, construction, machine operations, service jobs, etc. By its job creation advantages, it enhances the dignity of human by making him self-sufficient and to live above poverty level. Skill acquisition as manpower development prepares one for a gainful employment and minimizes unnecessary dependence. Furthermore, sellable skills in entrepreneurial activities promote co-operative activities and better resource management through a culture of maintenance which reduces wastes and abandonment of repairable goods and equipment and thus creates a healthy economic system.

Maigida (2014) observed that, for sustainable poverty alleviation, the training of entrepreneurs and artisans should be given serious attention. Training prepares one for a living through self-employment and makes one much more easily employable. Skill acquisition leads to rural and urban industrialization and discourages the craze for urban migration and reduces the high cost of living through production of goods and services in abundance. Idleness and consequent social and health problems as opine by Larry and Renald (2011) would be minimized if people, the



youths and the deprived are mobilized to engage in productive ventures which will help them build up sustainable economic base.

In schools, the joy of labour should be inculcated in the pupils by encouraging them to be hardworking, creative and self-fulfilling through respect for labour (Osisioma, 2013). According to Olaitan (2016) when the culture of hard work is inculcated in youths early in life, certificate racketeering, forgery and production of “illiterate graduates” would be reduced along with their un-dignifying consequences. Besides, the unnecessary scramble for political seats as easy means of accumulating wealth will be minimized. Political skills will be for good governance, transparency, accountability and payment of workers’ salaries as and when due.

### **Problems Militating against Acquiring Skills for Sustainable Economic Development**

A number of problems militate against acquiring skills for sustainable economic venture. According to Ogwuma (2018), these are as summarized below:

#### **1. Lack of Government Commitment**

Usually government is expected to play a leading role in fiscal expansion of her nation. Good number of laudable government programmes and policies collapsed midway because of poor planning, ineffective monitoring and evaluation and lack of political will to enforce/ensure programme implementation (Gberevbie, Duruji & Ogundeji, 2014). The poverty alleviation and eradication programmes of the past two governments in Nigeria are yet to provide necessary skills for sustainable poverty reduction.

#### **2. Dearth of Qualified Trained Teachers**

Many industrialized nations like Japan, China and America have committed their huge resources in training teachers and entrepreneurs to acquire skills in relevant areas of the economy. Uya (2014) opine that in Nigeria, most educational establishments do not have qualified teachers that can teach vocational and technical subjects which has played a significant role in ensuring that their students enjoy applied learning. Uya (2014) stressed that many technical colleges, trade centres, polytechnics and universities are more like glorified secondary schools when it comes to assessing the level of competence of their teachers.

### **3. Inadequate Funding**

Fund is one of the major requirements for execution of programmes, especially in VTE. Studies have shown that inadequacy and misappropriation of fund has been a serious challenge to Nigerian educational sector (Moller, 2016). However, this has resulted in non availability of facilities, dearth cum poor quality of teachers leading to low quality of instruction as well as poor academic performance of the students. Conversely, the US, Britain, China, Singapore and Japan nurtured and sustained their VTE by allocating substantial amount of their national budget to TVET programmes (World Bank, 2010 and Barlow, 2015).

### **4. Inadequate Amenities**

Vocational education departments in schools in Nigeria have been noticed not to have the facilities or working areas to train and instruct students. Art teachers in primary and secondary schools lack the facilities needed to teach these subjects to children. According to Okoro (2013), only 40% of institutions of higher learning in Nigeria have laboratories or workspaces for technical education programmes. Most of what can be found in Nigerian institutions of education is the items that were provided when the department was first set up and most of these equipment are now outdated. The lack of appropriate facilities makes it difficult to offer high-quality vocational education to the students. Private organisations and alumni associations should ensure they create the right atmosphere for vocational education as students will enjoy working in a well-equipped laboratory and workshop. By providing these amenities to students, their innovative abilities will more likely develop.

### **5. Lack of Training and Motivations to Staff Members**

Training and retraining of VTE teachers in various aspects of lifelong learning is quite imperative in rebuilding VTE in order to realize its goals and objectives. According to UNESCO (2012) the increasing changes in socio-economic and technological advances demand an urgent response which makes it imperative that VTE teachers be encouraged to undertake some in-service training in the areas of technologies and entrepreneurship. Educational institutions should consider training and retraining their staff members on the aims and objectives of vocational education to boost their knowledge and encourage them to teach these subjects. Aside training staff members in vocational education, these institutions should look into providing encouraging avenues to employees that perform exceptionally well in their duties.

## 6. Absence of Interest from Political Office Holders

Political office holders in Nigeria show disinterest in introducing vocational education into the country's educational curriculum. Narayan (2012) laments that funds that are meant for VTE projects that can transform lives are diverted to other areas as a result of lack of concern for VTE. This among other anomalies has given rise to other forms of social vices such as favoritism; bribery and corruption as well as terrorism; consequently, most people elicit readiness to devise any means to get what they want at all cost regardless of its consequence(s).

## 7. The Nigerian Value System

Nigerians have this mentality that a university degree is more important than technical or social training. Gbenedio (2013) observed that there is too much emphasis on getting a university qualification, not minding whether the holder possesses the required knowledge and skills. In Nigeria, people go to school with the mindset that education will give them the opportunity to contribute to society. He concluded that, full input in Nigerian society requires vocational and technical training at all levels of our education system, which will identify the different skills and abilities. Teaching students in vocational education is the most effective way to build a secure socio-economic environment for everyone, in spite of race, gender and personal belief.

## VTE as a Means of Alleviating Poverty for Sustainable Economic Development in Nigeria

Olaitan (2016) asserted that the usefulness of Vocational and Technical Education (VTE) cannot be underestimated as it stretches from an individual to the community and the society at large. Olaitan (2016) further stressed that, the nation is usually the fundamental beneficiary of Vocational and Technical Education (VTE). Therefore if Vocational and Technical Education (VTE) is well positioned it would alleviate poverty in so many ways as highlighted below:

1. VTE would develop in the individual the necessary technical skills to become a productive element and very useful to himself. According to Momoh (2014), a well-trained worker will be much more productive as an individual and within the society at large. To Momoh, the individual would have been well-prepared much ahead of a life after the school. Thus, the individual will be able to earn a remuneration that will enable him to be useful to himself and not an additional burden within the society. In short, VTE equips mankind to be producer of something useful to the society rather than becoming mere consumers.

2. VTE would reduce the rate of never-do- wells by providing training opportunities for individuals to acquire necessary skills that can make them self dependent. To Ogwuma (2018), Vocational and Technical Education is the form of schooling in which beneficiaries acquire occupational skills needed in preparation for a work in order to be able to earn a living. Although, it is believed that the society always benefits from VTE, individuals are the major beneficiaries as it earns them some income. Thus, their standard of living will be improved and they become independent citizens that are no longer burdens to the society at large.
3. VTE encourages individuals to make intelligent use of their brains to bring about innovations that will advance their country in terms of development generally. With VTE, technological innovations and discoveries will be made which will assist in the development of their country. In a country like Nigeria however, where individuals are greatly gifted, different technological development can easily be achieved. This was even buttressed further by Agbebi, (2014) arguing that VTE encourages utilization of new technological materials to become more innovative individuals as well as develop better entrepreneurial skills.
4. VTE would reduce the rate of unemployment amongst the youths and the entire citizenry. So many Nigerians who would have been self-dependent are now educated and unemployed. According to Fageyinbo (2013) VTE would bring about poverty reduction which simply entails breaking away from a state of lack and attaining economic freedom where the masses enjoy basic human needs such as availability of food, portable water, good housing, healthcare services, steady electricity, good road and communication network, educational and recreational facilities, economic and social security inter alia. Technological and Industrial developments would have been stimulated through the production of competent or capable workers who would have utilized available raw materials to develop the country.
5. VTE can be used as a medium of acquiring needed knowledge preparatory to a future career. Salabson (2018) stated that VTE would prepare individuals with necessary skills that will make them successful in their desire careers thereby becoming useful to themselves and to the society.
6. VTE stimulates technological and industrial development of a nation. Technology and vocational education would be better managed as well as thrive exponentially if isolated from general education, while its curriculum tailored to meet the employability skill demands of relevant specialties and industries. According to Alhoun and Atton (2012) adequate attention is paid to technology and vocational education should be given adequate attention and allow to exist

independently and run vocationally. Studies have described this approach as one of the key secret of many countries that excelled technologically. For instance, Australia has over 20 vocational (trades) schools specialized in training VTE and 4 technical colleges otherwise known as trade colleges where students after completing a modified years 12 certificate and commence a school-based apprenticeship in trades of their choice. In Ontario, Canada, secondary schools were separated into three: technical, commercial or business and collegiate (the academic school) schools. In Central and Eastern Europe as well as Japan vocational schools are separated from general education with great emphases on acquisition of practical skills and problem-solving techniques.

## Conclusion

Any sustainable poverty alleviation programme should be laid on a firm policy thrust capable of creating enabling environment for germination and growth of skills and enterprises suitable for the promotion of economic initiative and self-help projects. As a process, skill acquisition has gone through various stages of development, from the traditional method to the modern way of doing things. All over the world, emphasis on poverty alleviation is directed to reaching the poorest poor of the populace through access to credits from micro finance institutions and other organizations to enable the poor participate in their economic fortunes.

Because of the destructive effect of poverty on the environment, the importance of sustainable system hardly needs emphasis. By exposing and helping the youth to economic self-help, the dignity of the youth would be enhanced and societal peace and stability will be strengthened. It is generally believed that acquisition of the requisite skills is a way of growing the productive power of a nation. Hence, the Nigerian people should recognize the fact that every citizen should be equipped to add efficiently to the welfare of the country.

## References

- Agbebi, E. A. (2014). *An overview of Technical Education in Nigeria: Issues and problems of technology Education at the Secondary level in Nigeria*. Lagos: Nigerian Educational Research Council.
- Akhuemonkhan, I. A. and Raimi, L. (2016). Impact of quality assurance on Technical and Vocational Education and Training (TVET) in Nigeria. *Journal of Educational and Social Research*. 2 (9), 25-30.
- Akwara, N. F.; Enwuchola, J.; Adekunle, M. & Udaw, J. E. (2013). Unemployment and poverty: Implications for national security and good governance in Nigeria. Retrieved On April, 20 2015 from <http://www.rcmss.com>

- Alhoun, C. C. and Atton, V. F. (2012). *Vocational Education: Concept and Operations*. Second Edition, Belmont, California: Wadworth Publishing Company.
- Awonuga, O. O. (2018). Vocational and Technical Education in Nigeria: An Antidote to unemployment. *International Journal of Education Studies*. 1(1). 41 – 45.
- Barlow, M. (2015). *Vocational Education: The Sixty-fourth Yearbook of the National Society of Education*. Chicago: Wadworth Publishing Company.
- Dun, P. D. (2009). *Appropriate Technology: Technology with a Human Face*. New York: The Macmillan Press Limited.
- Edwards, P. (2010). *Poverty and Poverty Alleviation initiatives in Nigeria*. Nsukka: Nigerian Educational Research Association.
- Ejeka, C. A. (2016). Achieving Sustainable Economic Development in Nigeria through Vocational and Technical Education. (TLEP). *International Journal of Information and Knowledge Management*. 1(7), 1 – 4.
- Eke, H.N and Egbenu, P.U. (2011). *TVET as an agent for promoting Entrepreneurial and Technology Education in realizing vision 2020 for Nigeria*. Library Philosophy Practice, 2011.
- Ekpehyong, L.E. (2010). *Foundations of the Technical and vocational education: Evolution and practice for Nigerian students in the TVE Adult and Continuing education policy makers and practioners*. Benin: Ambik press Ltd.
- Ezeji, S. and Okorie, J.U. (2008). *Elements of Guidance, Vocational and Career Education*. Onitsha, Nigeria: Summer International Educational Publisher.
- Fageyinbo, I.O. (2013). Vocational and technical education in Nigeria: Issues, Problems and Prospects. *Journal of Educational and Social Research*. 3(6), 78-88.
- Federal Republic of Nigeria (2008). *National Policy on Education*. 3<sup>rd</sup> edition. Lagos. NERDC Press.
- Federal Republic of Nigeria (2014). *National Policy on Education*. 4<sup>th</sup> edition. Lagos. NERDC Press.
- Gbenedio, .U.B.(2016). *Education for national transformation: Institutional Innovation challenges and prospects*. Being a keynote address presented at the 2016 National conference organized by the faculty of education Nnamdi Azikiwe University, Awka, From the 1<sup>st</sup> to 4<sup>th</sup> of August, 2016.
- Gberevbie, D.E, Duruji, M.M. & Ogundeji, B. ( 2014). *Poverty Alleviation in Nigeria: which way Nigeria*. Retrieved online on 23 december, 2014 from [www.vanguardng.org](http://www.vanguardng.org).
- Kehinde, T. M. and Adewumi, L. A. (2015). Vocational and Technical Education: a Viable Tool for Transformation of the Nigerian Economy. *International Journal of Vocational and Technical Education Research*. 1(2), 22 – 31.
- Larry, J.B. and Renald, W. S. (2011). *Career Education: New Approaches to Human Development*. First Edition, Bloomington, Illinois: Mcknight Publishing Company.
- Maigida, J. F. (2014). Building and sustaining partnerships through public private partnership foreffective technical vocational education and training programme in Nigeria. Paper presented at the 2014 Annual International Conference of International Vocational Education Association (IVETA) at Tenesse, U.S.A.
- Moller, J.P. ( 2016). *Abridge to the future: European policy for vocational education and training 2002-10*. Luxembourg: Publications Office of the European Union.
- Momoh, G.D. (2014). Poverty Alleviation and Sustainable Livelihood: The Challenge of the Moment for Technological Institutions. A paper presented at the 5<sup>th</sup> Nigerian Association of Agricultural Education Conference held at Federal University of Technology, Akure. 11-14 September, 2014.



- Narayan, D. (2012). Empowerment and Poverty Reduction : A Sourcebook. Washington, DC: World Bank. © World Bank.  
<https://openknowledge.worldbank.org/handle/10986/15239>
- Newcomb, E and Kenny, H. (2012). *Appropriate Technology and Basic Needs*. New York: Washington Square Press.
- Ogbonaya, T. C. and Ekereobong S. U. (2015). Repositioning Technical and Vocational Education and Training (TVET) for Youth Empowerment and National Security in Nigeria. *Journal of Education and Practice*. 6(32), 141 – 147.
- Ogwuma, P. A. (2018). The management of the Nigerian Economy: Achievement and Challenges. A paper delivered at the 30<sup>th</sup> Convocation of the University of Nigeria, Nsukka.
- Okoro, O.M. (2013). *Principles and Methods in Vocational and Technical Education*. Nsukka: Trust Publishers.
- Olaitan, S.O. (2016). *Vocational and Technical Education in Nigeria: Issues and Analysis*. Onitsha: Noble Publishers.
- Olayide, S.O. and Essang, E.M. (2015). Aspect of rural poverty in Nigeria: Implication for policy. Proceedings of the Annual Conference of the Nigeria Economy Society. PP 52-56.
- Oranu, R. N. (2017). Grassroots of manpower development- technology based programmes in Nigeria secondary schools. *African Development Research Association*. 1(20), 57-69.
- Osakwe, C. (2013). Youth, Unemployment and National Security in Nigeria. *International Journal of Humanities and Social Science* 3(21), 258-269
- Osisoma, C. U. (2013). Emerging issues and problem of Vocational Technical Education. *Journal of Nigerian Vocational Association*. 4(1), 54-61.
- Osuala, E.C. (2013). *A Hand-Book of Vocational Technical Education for Nigeria*. Obosi, Anambra State. Nigeria: Pacificpublishers.
- Salabson, A. I. (2018). Repositioning Vocational and Technical Education for Economic Sustainability and National Development. *Mediterranean Journal of Basic and Applied Sciences* (MJBAS) 2 (2), 06-17.
- Sonaike, S. A. (2009). In search of appropriate strategies for third world development. *Nigerian Journal of Technical Education*. 6 (2), 27-33.
- UNESCO (2012). Strengthening TVET Teacher Education: Report of the UNESCO online conference Retrieved on December, 03 2013 from <http://unevoc.unesco.org/>
- UNESCO-UNEVOC (2017). Participation in Formal Technical and Vocational Education and Training (TVET) Worldwide: An initial statistical survey Retrieved on December, 03 2018  
From [http://unevoc.unesco.org/fileadmin/user\\_upload/pubs/UNEVOC UIS\\_report.pdf](http://unevoc.unesco.org/fileadmin/user_upload/pubs/UNEVOC UIS_report.pdf)
- Uya, E.A. (2014). Plans, Programmes and Poverty Alleviation in Nigeria: *Integration of Poverty Alleviation Strategies into Plans and Programmes in Nigeria*. Ibadan: NCEMA.
- World Bank (2010). Prospect for developing countries, 2005-10 development policy. New York: New York University Press.