

## **REPOSITIONING ENTREPRENEURSHIP EDUCATION IN TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) FOR POST-OIL BOOM ECONOMY**

**BY**

**AKANINYNE DAVID AKPAN, IDARA NDUAESA NDUAESA, ENO OBOT JACKSON & ANIEBIETABASI IME AKPAN**

Department of Vocational Education, University of Uyo, Nigeria.

---

### **Abstract**

*The rising level of unemployment among graduates of vocational education has left nothing to be desired among stakeholders of education. The current high rate of unemployment among graduates has contributed to the increase rate of social vices in Nigeria. Entrepreneurship is a tool for sustainable manpower development. In the post oil boom, entrepreneurship inculcates in people (learners) admirable skills of organizing other factors of production to make a meaningful living. Repositioning entrepreneurship in Technical Vocational Education and Training (TVET) is a keen force for learners to acquire business skills for self-reliance. TVET is an integral component of lifelong learning that provides functional education for individuals' survival and socio-economic wellbeing of the society. This realization informs the global acceptance of TVET, as an effective tool for Nation building and transformation. In a bid to remedy the situation of social vices and unemployment this paper is proposed to Reposition Entrepreneurship in TVET for post oil boom economy. The paper emphasis challenges facing entrepreneurship in TVET; and also proposed ways of Repositioning Entrepreneurship in TVET for Post- Oil Boom Economy.*

**Keywords:** Entrepreneurship, Post-oil Boom, TVET.

---

### **Introduction**

Entrepreneurship is a driving force in modern society that enhances the living standard of the populace through involvement in meaningful trade (Akarowhe, 2017). Entrepreneurship is a tool that helps to increase the welfare of people by portraying its implication on education. Education must have the effect of making it possible for a country to have a steady supply of highly creative citizens who help to keep improving the living conditions of the general citizenry and to solve the existential problems that are thrown up from time to time. Reiss (2010) viewed an entrepreneur as a person that recognizes and pursues opportunities without giving regard to the resources currently controlling, with confidence to succeed, with the flexibility to change course when necessary, and with the will power to rebound from setbacks. According to Berglund and Holmgern (2006) entrepreneurship education means opening up entrepreneurial training to

the wider school and making the spirit of enterprise a central part of the educational system, and the school. This will attract the interest of students who want the opportunity to operate their own business, make their money and remain successful. The inculcation of entrepreneurship in Technical Vocational Education and Training (TVET) is therefore pertinent.

Collins (2017) defined repositioning as something such as a service (education) means to try to interest more or different people in it. For instance by changing certain things about the concept of entrepreneurship or the technique for which entrepreneurial education should be taught in schools. Therefore, repositioning implies the ability to reposition the concept of entrepreneurship in TVET to take another dimension or change its position to achieve the purpose of creative thinking and innovation in TVET. Nigeria failed to effectively utilize her oil boom era

and as such, it is pertinent that, entrepreneurship as a vehicle of national development to be repositioned in TVET. Developed economies have since switched to alternative ways of doing things. Entrepreneurs call on government to seek more dependent platforms to raise income for national development instead of oil sales revenue. This will ensure that young Nigerians are refined by creativity, ingenuity and innovation for self-reliance. Therefore, repositioning entrepreneurship in TVET will assist Nigeria government to achieve significantly from other segments of the economy.

The oil boom of 1971-1977 in Nigeria made the country to witness meaningful and sustainable development in technical and infrastructural development. In the period of the oil boom, Government was willing to create an enabling entrepreneurial atmosphere for its citizens especially those who were willing to venture into businesses in small, medium and large scale (Akarowhe, 2017). The era after oil boom is referred to as the post oil boom era. Significantly, Nigeria as a country has witnessed setback in the provision of welfare to its citizens in recent times. Post oil boom economy is recognized as a conglomeration of the production, distribution and consumption part of a nation which witnesses financial liquidities. Kingsley (2017) believed that post oil boom economy is concerned with the period of economic set-back in which the populace of the nation tends to experience hardship due to lack of free-flow of money by the various agents of production in the nation. This is a period where poverty and hunger are on the increased. The post oil boom economy emphasises a shift from crude oil to alternative sources of national survival viz-a-viz entrepreneurship.

Entrepreneurship revolution is what Nigeria economy requires to turn things around in the post-oil era. It is no longer news that the country is broke and oil price have been fluctuating downward. Olaleye (2017) reported the Nigeria vice president Professor Yemi Osinbajo as admitting that Nigeria has to refine a post-oil era by planning a Nigeria without crude oil. This implies that Nigerians should imbibe the vision to refine a post-oil boom era through the global dynamics of entrepreneurship education. For Nigeria to be great again, the changes and advancements in technology should be incorporated to support repositioning entrepreneurship education in TVET. It will be significant if the young people roaming the streets today are conscientiously engaged in entrepreneurial programmes. However, it is not the place of government alone to create jobs for the growing population of youths; there should be synergy with the private sector. Nevertheless, government has to own up as well as enforce the responsibility of creating the right environment for entrepreneurship education development.

### **Concept of Entrepreneurship**

Entrepreneurship is an aspect fueled by creativity and innovation for job and wealth creation for economic growth. Sohwab (2009) argued that creating an environment where entrepreneurship can prosper involves entrepreneurs trying out new ideas as well as empowering others. The researcher reiterated that entrepreneurship will be meaningless without education, since education helps individuals in the development of basic skills which are capable of generating entrepreneurial mindset as well as prepare leaders and followers for solving complex interlinked and local or global problems. This reasoning depicts the capacity of repositioning entrepreneurship education in

Technical Vocational Education and Training (TVET) for post-oil boom economy. According to Omolayo (2006) entrepreneurship is regarded as the act of starting and arranging business deals and taking risks in order to make a profit through the education skills required. For the purpose of repositioning entrepreneurship in Technical Vocational Education and Training for post-oil boom economy, entrepreneurship is seen as a process or strategy of bringing creative ideas and coupling those with management and organizational skills in order to combine man, money, machine and material resources to meet an identified needs and wealth generation.

Entrepreneurship education is a deliberate programme designed to provide career information to youths in order to enable them harness interest, needs, potentialities and abilities for vocational opportunities. This view is supported by Okoro and Afunobi (2010) who stated that entrepreneurship education is said to be an aspect of education for human capacity building. This therefore means that, repositioning entrepreneurship in Technical Vocational Education and Training for Post-oil Boom Economy is needed for creative and innovative results in diversifying the economy. This is a situation where young people are groomed with entrepreneurial spirit in consonant with the concept of entrepreneurship education. Nwangwu (2007) opined that this education is a route that leads people to a process of putting together some factors of production such as land, labour and capital. The purpose of this type of education is to provide a needed product or service for public consumption. This is why there is need to reposition entrepreneurship in TVET for post-oil boom economy in Nigeria. However, the total concept of entrepreneurship education is

indeed clear as it involves giving individuals the sort of education with the view to live a meaningful and an independent life. Nigerians should begin to possess the ability for critical and high thinking order skills, gathering ideas, analyze as well as put these ideas together and utilize entrepreneurship educational knowledge and skills, to transform the scarce available resources into consumable and non-consummate products. These products or services ultimately will be useful as well as add value to both the producers and to the entire public. By implication, this will translate into wealth and improve the economy of the nation in the post-oil boom era.

### **Who is an Entrepreneur?**

Entrepreneur is described by different people and authors. An entrepreneur is a person who is identified with different features relating to creativity, innovation and ingenuity. Murphy (2010) conceived an entrepreneur to be a person who is dynamic and continues to seek opportunities and/or different methods of operation and will do whatever it takes to be successful in business. Bolton and Thompson (2000) observed that entrepreneur is an individual who habitually creates and innovates to build something of recognized value around perceived opportunities. Therefore, in a bid to reposition entrepreneurship education in TVET for post-oil boom economy, smart and problem solving youths are consistently nurtured by successful entrepreneurs and entrepreneurship educators. An entrepreneur is expected to be possessed with as well as, display the spirit of creativity, ingenuity and innovation in efforts to actualise the objectives of entrepreneurship education in TVET for post-oil boom economy.

## **Concept of Technical Vocational Education and Training (TVET)**

According to the Federal Government of Nigeria (2004) Technical Vocational Education and Training (TVET) is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life. Technical Vocational Education and Training (TVET) refers to non-academic technical education and practical training that develop the skills and knowledge of apprentices (learners of trades or crafts) working in different sectors of industry and trainees / students trained in different technical vocational institutes, centres and schools. TVET is that part of the education system that provides courses and training programmes related to employment with a view to enable the transition from Educational institution to work for young trainees/students (social objective) and supply the labor market with competent apprentices (economic objective). Technical and Vocational Education Training (TVET) is further understood to be:

1. An integral part of general education.
2. A means of preparing for occupational fields for effective participation in the world of work.
3. An aspect of continuing or lifelong learning, and a preparation for responsible citizenship.
4. An instrument for promoting environmentally sound sustainable development.
5. A method of facilitating poverty alleviation.

United Nations Educational Scientific and Cultural Organization (2006) highlighted the following meanings of Technical, Vocational as well as Technical and Vocational Education as they relate to repositioning entrepreneurship in TVET for post-oil boom economy. Technical Education is designed at upper secondary and lower tertiary levels to prepare middle – level personnel (technicians, middle management) and technologists for higher management positions. Technical Education includes general education, theoretical, scientific and technical studies, and related skill raining. The components of Technical Education may vary considerably depending on the type of personnel to be prepared and the education level. Vocational Education is designed to prepare skilled personnel of lower levels of qualification for one or a group of occupations, trades or jobs. Usually provided at upper secondary level, includes General education, practical training for the development of skills required by the chosen occupation, and related theory. The proportions of these components may vary considerably but the emphasis is usually on practical training. Technical and Vocational Education is a comprehensive term referring to the educational process that involves, in addition, the study of technologies and related sciences and the acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life. The broad educational goals of Technical and Vocational Education distinguish it from ‘Vocational Training’ which is directed to developing the particular skills and related knowledge required by a specific occupation or group of occupations.

When used separately, each element of this composite term takes on a restricted meaning as stated already. Analyzing the different meanings, entrepreneurship is perceived as an

element of TVET. Generally, Technical and Vocational aspects of education curriculum introduce youths to the element of technology, in order to get them acquainted to the role of technology in contemporary life and permit the development of basic practical knowledge and skills in the manipulation of simple tools and materials.

By implication, the potential skills of creativity and innovation are all embedded in entrepreneurship. All forms of Technical Vocational Education and Training are aimed at preparing students for employment in careers, jobs or occupations. Entrepreneurial knowledge and skills in TVET are significant for students' self-reliance. Therefore, the need to reposition entrepreneurship education in TVET for post-oil boom economy is to meet up the global challenges.

### **Post- Oil Boom**

In 1960, Nigeria leaders promised Nigerians better education, healthcare, potable water, housing and other basic needs of life, and those things were available then, but much better condition was promised. Few years after, everything collapsed. 55 years after, Nigeria government is still promising provision of constant electricity supply and other basic needs to the people. So, the basic things of life have eluded almost 85percent of Nigerians. Actually, human capital indicators or social indices have eluded Nigerians despite the growth in Gross Domestic Product (GDP). In fact, the economy is deteriorating; for example, the quality of education has declined such that, many parents now send their wards to study in Ghana. In the 60s/70s, University College Hospital, Ibadan was rated among top 20 in the world, but today Nigeria is experiencing medical tourism (Udeme, 2015). Nigerians are lamenting why abundance crude oil deposit has become a

curse rather than blessing. It was clear that oil boom era that should have been a blessing today has brought the reality of post-oil boom nemesis. Irina (2007) observed that the rapid expansion of the crude oil content found in Nigeria has made the economy one of the fastest growing economy among developing nations. More significantly, this was a necessary condition but not sufficient for economic development. The consequence of over dependence on oil-boom in Nigeria and corruption tends to crumble the economy instead of revitalizing it. Too much dependence on the exportation of natural resources had negatively affected the country's economic, social and political development. The major consequence of over dependence on crude oil revenue for the country survival includes dependence on oil multinationals and infrastructure which has led to infrastructural decay. Therefore, repositioning entrepreneurship education in TVET for post-oil economy requires government collaboration with oil multinational companies and the provision of entrepreneurial laboratories in schools.

### **Post Oil Boom Economy Challenges Facing Entrepreneurship Education in TVET**

Nigeria post oil boom has witnessed numerous challenges in Technical and Vocational Education Training (TVET) which invariably affects the repositioning for entrepreneurship education. The following are some of the challenges that face entrepreneurship education in the post- oil economy:

- 1. Poor macro-economic and monetary policies:** Monetary policies of the central bank of Nigeria concerning the regulation of the free-flow of cash between citizens especially those venturing into businesses (small, medium and large scale) in recent time is hindered. This regulatory action is

- usually done to favour the creditor at the expense of the debtor who is a pivotal/contributor to gross domestic product of the country at the macro-level.
2. **Partisan politics:** According to Kingsley (2017) due to different political ideology of member of a given party after the oil boom, members of a particular party especially the ruling party decisions about the economic affair are taking to benefit them, and as such not considering the implication of such decision relating to employment in view of entrepreneurship through TVET.
  3. **Education:** Education is aggregate of all the dispositions (values, attitudes, skills, and beliefs system) an individual acquire to enable positive contribution to self and to the society at large. Regrettably, adequate attention has not been accorded to TVET in order to produce graduates manned with good entrepreneurship skills and knowledge.
  4. **Misappropriation, embezzlement and insufficient fund:** It is not a new phenomenon that the period of pre and post-oil-boom has witnessed some forms of diversion of funds meant for specific projects in TEVT to another sector, in other time such funds are not sufficient to embark on predetermined projects. This is a serious setback in efforts to achieve entrepreneurship education in TVET for post-oil economy.
  5. **Corruption:** Corruption is a global menace. However, the issue of corruption in Nigeria seems to be worsening by day. Corruption in Nigeria has set the pace for inefficiency budgetary implication on TVET coupled with lack of individual to inculcate the benefit of entrepreneurship skills in students and undergraduates. Therefore, this scenario a detriment to national economy growth and development.
  6. **Low productive capacity:** According to Kingsley (2017) there is low productivity as some TVET institutions wind up owing to poor funding while the existing ones could not produce enough to satisfy the people. Even when credit facilities are provided to support our local TVET institutions and small and medium scale entrepreneurs the politicians will highjack the opportunity leaving the entrepreneurs with meager amount that perpetually designate them debtors.
  7. **Unfavourable government policies:** Government policies in terms of fiscal (revenue and expenditure) in the post oil boom have hindered TVET by implication of inculcating saleable skills of entrepreneur on the students (Akarowhe, 2017). Also, lack of implementation of highly yielding entrepreneurial polices to set the pace for enabling business environment. Bankole (2006), identifies a five-pronged factor called "The MIFIT factor" as the real constraint and restraint that if tackled will aid the repositioning entrepreneurship education in TVET for post-oil boom economy.
    - i. **M – Market:** Majority of Nigerians do not have access to markets. They have to understand the requirements of the market, especially overseas markets where standards, packaging and hygienic processing plays a very important role to the requirements for exports.
    - ii. **I – Infrastructure:** This is basically true in all developing countries, but more so in Nigeria why 30% of our products are not competitive in the world market is based on inadequate or poor infrastructure especially

- power, public supply of portable water and transport. If the bottleneck of power is removed, Nigeria will at least gain 30% competitiveness in production.
- iii. **F – Finance:** Capital is a big constraint in Nigeria. All interventions initiated by government (at different levels) and the banker's committee however will eventually solve this challenge and improve the rate of availability of funds for business.
- iv. **IT – Information Technology:** This has gradually improved with the adoption of e-commerce technology. The implication is that Nigeria has become a hub for master card in Africa.
- v. **T – Telecommunication:** Reforms in telecommunication has increased the tele-density of mobile telephone. It is however expensive but the only way to provide cheaper telecommunication services is to provide landlines. Government, the regulatory authority and the Nigeria Communication Commission (NCC) have to work towards entrenching landlines and its usage.

Nigeria may not lag behind in preparing her citizens for the challenge of the rapidly changing global economy, if steps are taken to reposition entrepreneurship in TVET for post-oil boom era with conscientious entrepreneurship education as well as entrepreneurial culture.

### **Ways of Repositioning Entrepreneurship Education in TVET for Post-Oil Boom Economy**

Globally, a strong, growing and sustainable economy is the goal of every nation. Entrepreneurship education enhances a nation's standard of living by creating wealth

and jobs, encouraging the development of new knowledge and technology. This aspect of education is capable of helping nations in the diversification of the economy. Therefore, repositioning entrepreneurship education in TVET for post-oil economy implies building a strong and healthy economy with implication to graduating quality and self employed youths. Therefore, the following are possible ways of repositioning entrepreneurship education in TVET for post-oil boom economy:

1. **Collaboration between different sectors of the economy:** Dual collaboration between these sectors of the economy will assist teachers/instructors of technical and vocational education to have a conducive environment in terms or provision of necessary inputs that will facilitates acquisition of entrepreneurship skills to be impacted on the students.
2. **Dichotomization of Technology and Vocational Institutions:** According to Ogbuanya and Izeuoba (2015), technology and vocational education institutions could 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 Eke and Egbenu (2011) adequate attention would be paid to technology and vocational schools if they independently exist and are ran vocationally. Major advantage of this approach is that it makes the students focused and also fosters effective supervision and mentoring for quality assurance (Moller, 2006).
3. **Innovation:** Innovation is the driving force behind economic growth and the key to solve future global challenges. This will help to engage the tool of research which tends to search for novel ideas,

ways and best practices for TVET in the 21st century. This will repackage TVET curriculum and programmes alongside the global trends in technological breakthroughs that characterize information era. Such attempt will streamline and integrate entrepreneurship.

**4. Availability of modern time tools and equipment:**

Available statistics revealed that TVET workshops and laboratories not only suffer inadequacy of facilities but fraught with obsolete and dysfunctional equipment. Okonjo-Iweala (2013) opined that it has been well documented that Nigeria's higher institutions lack the tools to give students the skills employers need and as a result the issue of youth unemployment appears to be shooting up the sky because most of the graduates lack "employability" skills that are often acquired from vocational schools. Sometimes, even when fund is committed for the purchase of these facilities, substandard and moribund equipment are purchased with the aim of enriching individuals' pockets at the expense of the future of entire Nigerians. Therefore, the provision and training of students with modern tools would enrich the quality of TVET programmes as well as transform the educational sector technologically (UNESCO, 2009).

**5. Retraining of instructors and optimization of entrepreneurship in TVET:**

Training and retraining of TVET instructors in various institutions of learning is imperative in rebuilding entrepreneurship education in TVET. According to UNESCO (2009) the increasing changes in socio-economic and technological advances demand an urgent response which makes it imperative that TVET teachers be encouraged to undertake some in-service training in the

areas of technologies and entrepreneurship because entrepreneurship is an integral aspect of TVET, (Okoye, 2013).

**6. Provision of adequate funds:** Fund is one of the major requirements for execution of programmes, especially in TVET. Studies have shown that inadequacy and misappropriation of fund has been a serious challenge to Nigerian educational sector (Okonjo-Iweala, 2013). Provision of adequate fund by government and non-governmental bodies will pave way for meaningful entrepreneurship in TVET. In addition effective use of this fund will enhance efficiency in the process.

**Conclusion**

Entrepreneurship education is critical in diversifying the economy. Tertiary institutions should see the dire need of repositioning entrepreneurship education in TVET to inculcate into learners the relevant competency for national development. There must be premium on creativity, production and innovation in repositioning entrepreneurship education in TVET for post-oil boom economy. Practically, government can create the right environment for entrepreneurship to thrive by eliminating multiple taxation of SMEs, encouraging public - private partnership, engaging the entrepreneurs in policy formulation, providing critical infrastructures needed for SMEs, improving power supply as well as providing adequate security. These will add values for both citizen's welfare and gross domestic product (GDP) of the country.

**Recommendations**

1. Government at different levels should through relevant agencies and authorities create the environment and adequate awareness for students

regarding the objectives and significance of entrepreneurship education in TVET. Government is responsible for the provision of the needed technologies and idea workshop in schools. This will enable students realize the skill of creativity and critical thinking for problem solving.

2. There is need to engage entrepreneurs, technical vocational teachers and trainers to motivate the spirit of innovation in colleges and institutions of higher learning.
3. ICT based knowledge should be employed for the teaching and learning of entrepreneurial courses/programmes.
4. Curriculum experts should ensure that adequately loaded entrepreneurial curriculum be regularly reviewed and updated for effective implementation on entrepreneurship education programme by competent teachers and other resource persons through adequate instructional materials, regular evaluation measures and suitable instructional methods/strategies.

### References

- Akarowhe, K. (2017). Post Oil Boom a Gain or Loss in Nigeria: A case study of 1971-1977. *The Economic Review*, 3(1) 4-12.
- Bankole, P. (2006). The entrepreneurship challenge in Nigeria: Knowledge. Wharton (<http://knowledge.wharton.up.edu/article:inarticled,1675>). Retrieved 12<sup>th</sup> June, 2017.
- Berglund, K & Holmgren, C. (2006). *At the intersection of Entrepreneurship Education: Policy and Practice*. A paper presented at the 14th Nordic Conference on Small Business Research. STOCKHOLM. 11 – 13 May.
- Collins, P. (2017). <http://collinsdictionary.com/us/dictionary/English/reposition> Retrieved February 3<sup>rd</sup>, 2017.
- Eke, H. N. & Egbenu, P. U. (2011). *TVET as an agent for promoting Entrepreneurial and Technology Education in realizing vision 2020 for Nigeria*. Library Philosophy Practice, 2011.
- Federal Republic of Nigeria (FRN) (2004). National Policy on Education (4th Ed.) Lagos, Nigeria: Nigeria Educational Research and Development Council Press.
- Irina, R. (2007). Oil boom in Nigeria and its consequences for the country's economic development, Munich, Verlag, <http://www.grin.com/en/e-book/67959/oil-boom-in-nigeria-and-its-consequences-for-the-country-s-economic-development/>. Retrieved 3<sup>rd</sup> June, 2017
- Kingsley A. (2017). Structure and Dichotomy of the Nigerian Economy. An unpublished Thesis Submitted to the Department of Economics UNIJOS.
- Moller, J. P. (2006). *Abridge to the future: European policy for vocational education and training 2002-10*. Luxembourg: Publications Office of the European Union.
- Murphy, Gillian (2010). in Thinking like (2010). "Entrepreneur: What's In a Definition?" <http://www.thinkinglike.com/Essays/entrepreneur-definition.html>. Retrieved, 8th August, 2010.
- Nwangwu, I. O. (2007). *Higher education for self-reliance: An imperative for the*

- Nigerian economy*. Ibadan: Neap Publication.
- Ogbuanya C. T. & Izuoba P. O. (2015). Repositioning Technology and Vocational Education and Training (TVET) for Poverty Reduction in Nigeria. *International Journal of African Society Cultures and Traditions*, 2(3) 1-12.
- Okonjo-Iweala, N. (2013). *Entrepreneurship in higher and further education: Nigerian Model*. Retrieved online on December 15, 2014 from <http://fededusec.gov>.
- Okoro, I. F. & Afunobi, A. O. (2010). The need for entrepreneurship education: A case of home economics. Issues on contemporary education Book of Readings. Department of Educational Foundation and Administration. Owerri, Imo State University, 154 – 160.
- Okoye, P. I. (2013). *Entrepreneurship through Technical and Vocational Education and Training (TVET) for National Transformation*. Unizik Orient Journal of Education (7)1, 53-58.
- Olaleye, A. (2017). We must plan a Nigeria without crude oil. August 5, 2017. Punch newspaper <http://punchng.com/we-must-plan-a-nigeria-without-crude-oil-osinbajo/>
- Omolayo, B. (2006). Entrepreneurship in theory and practice. In: F. Omotosho, T. K. O., Aluko, O. I., Wale, A. & Adaramola, G. (eds.). *Introduction to entrepreneurship development in Nigeria*. Nigeria: Ado-Ekiti, UNAD Press.
- Reiss, B. (2010). “Entrepreneur: What’s In a Definition?” <http://www.thinkinglike.com/Essays/entrepreneur-definition.html>. Retrieved, 8th August, 2010.
- Sohwab, K. (2009). *Foreword to educating the next wave of entrepreneur: Unlocking entrepreneurial capabilities to meet the global challenges of the 21<sup>st</sup> century*. A report of the global education initiative. Switzerland: World Economic Forum.
- Udeme, C. (2015). How economic recession may affect you: A historical perspective. 27<sup>th</sup> September: Vanguard newspaper (business)
- United Nations Educational Scientific and Cultural Organization (2009). *Nigeria Technical and Vocational Education: Revitalization of Project Phase II. National Diploma in Business Administration and Management*.
- United Nations Educational Scientific and Cultural Organization (2006). *A Practical guide to international terminology in the field of technical and vocational education*. Paris: 7 Place de Fontency, p. 17.