

## REVAMPING TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET) THROUGH PUBLIC/PRIVATE SECTOR PARTNERSHIP FOR NATIONAL DEVELOPMENT

BY

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### *Abstract*

*The present day reality of Nigeria economy in which crude oil price plunges on daily basis resulting in government inability to finance training and development of manpower in TVET institutions demands the need for partnership to complement government's efforts. This study sought to determine how to revamp technical, vocational education and training (TVET) through public/private sector partnership for national development in Nigeria. To achieve this, the study adopted a descriptive survey research design. Three research questions were formulated to guide the study. The population of the study was 139 made up of 53 Technical and Vocational Education and Training (TVET) administrators and 86 public/private sector administrators in the south-west, south-east and north-central geo-political zones of Nigeria. The instrument for data collection was a researcher developed questionnaire based on five-point Likert scale. The instrument was face-validated by three experts and Cronbach Alpha which yielded a coefficient of 0.83 was used to establish the internal consistency. The data collected were analysed using mean and standard deviation. A mean of 3.5 and above were accepted while any mean less than 3.5 was rejected. The findings of the study revealed that there is need for revamping TVET through public/private sector partnership, this will foster economic growth by developing new investment opportunities and increasing provision of public goods and services also it will improve quality of TVET education. It was recommended that there is an urgent need to formulate a coherent and explicit policy that will interface TVET and public/private sector partnership, and that a fragment of tax generated annually from industries should be utilized for the provision of workshop facilities for TVET institutions.*

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**Keywords:** Technical, Vocational Education and Training (TVET), Public- Private Sector, Partnership, National Development, Revamping.

### **Introduction**

Economic exigencies, pressures from globalization and the knowledge-based economy are transforming the role of Technical Vocational Education and Training (TVET) to the state of requiring partnership from public/private to effectively meet the demand of the nation in terms of training and meeting up with global speed. Technical, Vocational Education and Training (TVET) is the type of education which provides individuals with skills, knowledge and attitudes for effective employment in a specific occupation. Vocational and technical

education is a programme of study designed for the training of individual in the formal environment for the acquisition of occupational skill (trade) under the supervision of a technical supervisor or expert (Akpan, 2004). Akpan opined that this type of education is meant to prepare individuals to enter a chosen occupation both professional and non-professional for livelihood. According to Osuala (2004), vocational education is that skill-based programme designed for sub-professional level education and based on a specific vocation. Vocational education programmes are offered at the

technical colleges to produce craftsmen. Vocational Education is geared towards the production of the educated man who can effectively work with his head, heart and hands (Oseni, Elikioya and Ali, 2011).

The FGN (2004) stated the following objectives for TVET:

- a. To provide trained manpower in applied science, technology and commerce particularly at sub-professional level.
- b. To provide the technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.
- c. To provide people who can apply scientific knowledge to the improvement and solution of environmental problems for the use and convenience of man.
- d. To give an introduction to professional studies in engineering and other technologies.
- e. To give training and impart the necessary skills leading to the production of craftsmen, technicians and other skilled personnel who will be enterprising and self-reliant.
- f. To enable our young men and women to have an intelligent understanding of the increasing complexity of technology.

This implies that TVET is a type of education given to individuals to develop their creative and manipulative potentials for the benefit of humanity. The goal of education and TVET is therefore to fight ignorance and illiteracy so as to produce competent human resources for economic and social development. Government alone cannot shoulder this enormous responsibility hence the need for TVET and public/private sector partnership.

The private sector is the part of a country's economic system that is run by individuals and companies, rather than the government. Most private sector organizations are run with the intention of making profit. An easier way to think of the private sector is by thinking of

organizations that are not owned or operated by the government. The public sector is that portion of an economic system that is controlled by national, state and local governments. Some examples of public organization or institutions in Nigeria are educational institutions, health care, police and prison services, and local and central government and their departments. differencebetween.net (2016) describing the differences between public and private sectors enumerated the following:

- The public sector is made up of agencies and institutions owned and operated by the government, while the private sector is made up of small businesses, corporations, as well as profit and non-profit organizations.
- The public sector is not profit-driven, while this is the case with the private sector.
- The end beneficiary of the services offered by the public sector is the general public, while it is the general consuming public who take advantage of the goods and services offered for profit by the private sector businesses.

The alliance between TVET and public/private sector is known as partnership. A partnership is an arrangement where parties known as partners agree to cooperate to advance their mutual interests. This agreement could be between government, schools, employers, professional associations, employees and their representatives, the local community and combinations of organizations. TVET institutions can partner with public/private sector to extend their frontiers in form of Public-Private Partnership (PPP).

The PPP Policy (2012) defines a Public-Private Partnership (PPP) as a long-term procurement contract between the public and private sectors, in which the proficiency of each party is focused in the designing,

financing, building and operating an infrastructure, project or providing a service through the appropriate sharing of resources, risks and rewards. South African law, according to Public Private Partnership (2015), defines a PPP as a contract between a public sector institution/municipality and a private party, in which the private party assumes substantial financial, technical and operational risk in the design, financing, building and operation of a project. The PPP Policy (2012) itemised the following as the essential characteristics of a PPP:

- i. Involve an arrangement with a private sector entity by delegating one or more project functions to them (that is, delegating to a private party the responsibility to design, build, (or expand/develop), operate, maintain, rehabilitate, or finance an asset or service).
- ii. Require a private party to take significant risk in performance of the functions delegated - that is, the private party's revenue is dependent on its performance (the availability of an asset, or the quantity and quality of outputs supplied)
- iii. Involve public infrastructure/asset or service provided for public benefit where the output has the element of facilities/services being provided by the government as a sovereign to its people.
- iv. Operations or management of the asset or service is within specified period. The agreement with the private sector entity has the element of a time period after which the arrangement comes to a closure. Hence, the arrangement is not in perpetuity. This agreement is usually made organizational, state or national development.

National is used to describe something that belongs to or is typical of a particular country or nation. National development, therefore, can be defined as the overall development or a

collective socio-economic, political as well as religious advancement of a country or nation. The third national plan of 1980 as cited in Adekoya and Ajilore (2012) asserted that true development means the development of man, the unfolding and realization of his creative potentials, enabling him to improve his material conditions of living through the use of resources available to him. It is a process by which man's personality is enhanced, and it is that enhanced personality-creative, organized and disciplined which is the moving force behind the socio-economic transformation of any society. To Elugbe (1994), National Development refers among other things, to the growth of the nation in terms of unity, education, economic well-being and mass participation in government. Development entails the provision of all the necessary materials and equipment that will guarantee that man in every society make a living and essence out of life. The economic outlook of Nigeria is so perverse that it needs to be revamped.

The price of crude oil, which is the mainstay of Nigeria economy, is plummeting at an alarming rate. According to Teriba (2015), which is in line with National Bureau of Statistics (2015), 2014 turned out to be a year of contrasts for the Nigerian economy, a remarkably favourable first half-year in which oil price reached a peak of US\$115 per barrel and equity market capitalization touched an historic peak of N14 trillion by midyear 2015. This was followed by a very challenging second half of the year in which the economy was buffeted by the twin shocks of global commodity price slump and global liquidity volatility that dwindled both exports income and capital inflows for the county. By year end, oil price had dipped below US\$50 dollars per barrel, just as market capitalization shrank below N10 trillion, external reserves dropped to US\$34 billion, and the Naira exchange rate had lost a tenth of its value. There is also mass unemployment. According to the National Bureau of Statistics, cited in Solanke (2014),

the unemployment rate in 2010 was 21.1 per cent; it increased to 23.9 per cent in 2011 and skyrocketed to an alarming 54 per cent in 2012. The number of unemployed graduates in the labour market is alarming but more alarming and disturbing is the quality of these graduates. The economic situation which affected many states of federation that they could not pay their workers' salaries and could not pay attention to the development of technical and vocational education and training programmes which is considered expensive. There is need to revamp technical, vocational education and training (TVET) and public/private sector partnership for national development.

To revamp is to renovate, restructure or to give new and improved form, structure, or appearance. Collins (2009) defined revamp as to make changes on something in order to try and improve it. Ukuma, Ochedikwu and Deke (2013) described revamping vocational and technical education as a process of applying scientific knowledge into vocational and technical education sub-sector in Nigeria with a view to identifying, studying, analyzing, evaluating and continuing or terminating vocational and technical education programme. They stated further that, revamping vocational and technical education involves among other things, the development of policy alternatives, experimenting, implementing and feedback. Revamping vocational and technical education must meet the needs and aspirations of the citizens of Nigeria. To address perennial unemployment, the critical shortage of qualified technical and vocational manpower in Nigeria, there is a need to revamp Technical, Vocational Education and Training through Public/Private Sector Partnership for National Development.

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### **Problem Statement**

Technical, vocational education and training programmes are expensive to run compared to

general education. Nigeria government still substantially shoulders the cost for public TVET programmes. There is sharp decline in oil prices since the third quarter of 2014 which has posed major challenges to the country's external balance and public finances (The World Bank Group, 2015). The government cannot shoulder alone the financing of education and most importantly, technical and vocational education and training programmes due to dwindling revenue. To worsen the situation the nation is faced with supply driven graduates rather than demand driven. This is a situation where graduates of institutions are turned into the market without possessing adequate skills to perform in the industries. This results in production of army of unemployed youth roaming the street and seeking for paid jobs that are not there. To curb this worrisome trend, it is imperative for government to form alliance otherwise known as partnership with private or other public sectors to finance its Technical and vocational education and training programmes. Hence, this study sought to determine how to revamp technical, vocational education and training (TVET) through public/private sector partnership for national development in Nigeria

### **Purpose of the Study**

The general purpose of the study is to determine how to revamp technical, vocational education and training (TVET) through public/private sector partnership for national development in Nigeria, specifically, the study identified:

1. Areas for revamping TVET through public/private sector partnership,
2. Benefits of TVET and public/private sector partnership.
3. Constraints to TVET and public/private sector partnership.

### **Research Questions**

The following research questions guided the study;

1. What are the areas for revamping TVET through public/private sector partnership?
2. What are the benefits of TVET and public/private sector partnership?
3. What are the constraints to TVET and public/private sector partnership?

**Methodology**

The study adopted a descriptive survey research design. According to Osuala (2001), descriptive survey research involves the accurate assessment of the characteristics of the population using questionnaire. This implies that survey research focuses on people, the vital facts of people, their beliefs, opinions, attitudes, motivations and behaviours. The study was carried out in south-west, south-east and north-central geo-political zones of Nigeria. The population for the study was 139 made up of 53 Technical and Vocational Education and Training (TVET) administrators and 86 public/private sector administrators in the geo-political zones were the study. No sampling was carried out since the population is of manageable size. This instrument used to collect data for the study was a structured questionnaire. It was developed by the researchers after review of available literature on Technical Vocational Education and Training and public/private sector partnership. The instrument is divided

into three sections A, B and C. Section A sought information on areas for revamping TVET through public/private sector partnership, B dwelt on benefits of TVET and public/private sector partnership and C was on Constraints to TVET and public/private sector partnership. The instrument is based on five-point Likert scale of Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD) with nominal values of 5, 4, 3, 2 and 1 respectively. The instrument was face-validated by five experts in TVET and tested for reliability using Cronbach Alpha which yielded reliability coefficient of 0.83. The data were collected by the researchers and research assistants in the zones covered by the study. The researchers and the research assistants administered the instrument on the respondents. All the instruments administered were correctly completed and used for data analysis.

**Method of Data Analysis**

Mean and standard deviation were used for answering the research questions. Based on the five-point Likert scale, any item with mean 3.50 and above is regarded as agree while any item with mean less than 3.50 is regarded as disagree. All computations were done using the Statistical Package for Social Sciences (SPSS) version 20.0.

**Table 1:** Mean Responses of Respondents on Areas for Revamping TVET through Public/Private Sector Partnership. N=139

S/N	Item Statement	X	SD	Remark
1.	Identify causes of poor performance of graduates in industries	4.85	0.79	Agree
2.	Devise strategies to remediate those causes of poor performance	4.88	0.78	Agree
3.	Help TVET institutions align curriculum and programs to industry demand, particularly for higher skill occupations	4.59	0.63	Agree
4.	Assist in infrastructural development	4.76	0.73	Agree
5.	Organize seminars for TVET trainers and students	4.76	0.73	Agree
6.	Connect TVET programme to the global world	4.76	0.73	Agree
7.	Connect NGOs towards contributing to the training.	4.76	0.73	Agree
8.	Solicit voluntary donors towards assistance	4.59	0.62	Agree

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9	Connect international partnership for training and funding	4.57	0.58	Agree
10	Seek assistance from private and public companies around TVET	3.98	0.77	Agree
11	Ensure partnership of TVET and alumni association	4.77	0.69	Agree
12	Collaborate with trade unions and age grades	4.34	0.59	Agree
13	Identify the training needs of businesses, including skill gaps critical to competitiveness and innovation	4.38	0.86	Agree
14	Ensure regular interaction of partnership members, trade associations, and industry experts	4.68	0.81	Agree
15	Partner with social, youth and elite club to contribute their quotas and act as advocacy group	3.87	0.60	Agree
16	Partner with women association to donate and encouraging their wards to undertake in TVET programmes	3.88	0.87	Agree
17	Joint undertaking of research and development projects ;	4.79	0.74	Agree
18	Exchange of knowledge and know-how ;	4.81	0.58	Agree
19	Renewal and adaptation of teaching and training programmes to suit production work.	4.62	0.82	Agree

Data presented in Table 1 show that the respondents agreed on all the areas for revamping TVET through public/private sector partnership based on the means which

range from 3.87 to 4.93. The standard deviation values range from 0.58 to 0.95 showing that the respondents are not far from each other on their responses on the items.

**Table 2:** Mean Responses of Respondents on benefits of TVET and Public/Private SectorPartnership. N=139

S/N	Item Statement	X	SD	Remark
1.	Accessing technical and managerial skills and expertise	4.66	0.82	Agree
2.	Fostering economic growth by developing new investment opportunities and increasing provision of public goods and services	4.87	0.92	Agree
3.	Enhancing government's capacity to develop integrated solutions that effectively addresses public needs	4..85	0.84	Agree
4.	Ensures synergies and mutual relations between TVET and public/private sector	4.54	0.58	Agree
5.	Value for money for the tax payer through optimal risk transfer and risk management	3.89	0.80	Agree
6.	Speedy, efficient and cost effective delivery of projects	4.31	0.73	Agree
7	Cross fertilization of skills, knowledge and expertise	4.74	0.88	Agree
8.	Improves quality of TVET education	4.95	0.91	Agree
9.	Allows for exchange of technological innovations	<i>Anaele, E.O., Shobowale,I.O &amp; Adalakun O. A</i>		
10.	Improves operational efficiency			
11.	Increases investment in public infrastructure	4.87	0.75	Agree
12.	Increases access to resources	4.91	0.84	Agree
13.	Increases better management	4.11	0.70	Agree

14.	Reduces risks on both partners	4.35	0.84	Agree
15	Utilizing public/private sector as a way of developing TVET capabilities	4.01	0.85	Agree
16	Ensures proper uses of machines and equipment	4.34	0.85	Agree
17	Ensures proper maintenance of machines and equipment	4.25	0.89	Agree
18	Facilitating creative and innovative approaches	4.75	0.87	Agree
19	Improves service delivery	4.63	0.76	Agree
20	Enhances diversification in the economy	4.52	0.87	Agree
21	Improves budget certainty	3.75	0.85	Agree
22	Ensures better use of assets	4.44	0.89	Agree
23	Improves efficiency in TVET operations	4.70	0.93	Agree
24	Improves cost-effectiveness	4.67	0.62	Agree
25	Improves service delivery	4.47	0.55	Agree
26	The partnership develops skills and expertise	4.72	0.84	Agree
27	The partnership create jobs	4.11	0.96	Agree
28	Good accountabilities for outcomes	4.24	0.98	Agree
29	Effective utilisation of state assets to the benefit of all users of public services	4.65	0.88	Agree
30	Better responsiveness to consumer needs and satisfaction of those needs	4.58	0.84	Agree
31	Reduced costs of implementation and realization of quality products and services attributable to economies of scale and operating efficiency	4.00	0.66	Agree

Data presented in Table 2 show that the respondents agreed on benefits of TVET and public/private sector partnership based on the means which range from 3.89 to 4.97. The

standard deviation shows that the respondents are close in their responses with SD values range from 0.55 to 0.93.

**Table 3:** Mean Responses of Respondents on the Constraints to TVET and Public/Private Sector Partnership. N = 139

S/N	Item Statement	X	SD	Remark
1.	Working with government may take a long time and decisions and actions can be slowed down unnecessarily by bureaucracy.	4.43	0.73	Agree
2.	Inadequate investment in training infrastructure, facilities	4.51	0.72	Agree
3.	Inadequate staff development	4.37	0.67	Agree
4	There are no coherent and articulated policies governing operations	4.45	0.85	Agree
5	Industries are not consulted during the accreditation process of a course curriculum in formal and informal TVET institutions.	3.98	0.86	Agree
6	Non-involvement of private sector in development and endorsement of national quality standards in many nations of the world	3.76	0.90	Agree
7	Mismatch between the labor market and TVET programs	4.11	0.96	Agree
8	Training needs are not always identified and prioritized according to industry skills and workforce development.	4.56	0.61	Agree

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9	Public sector providers do not have the capacity to deliver the training that industry requires	4.47	0.74	Agree
10	Lack of public awareness about public/private sector partnership	4.13	0.58	Agree
11	Political consideration in making partnership with the private organization can make the initiative failed.	4.67	0.81	Agree
12	Limited provision of participation in the policy formulation/review process by the representatives from private sector.	4.27	0.73	Agree
13	Lack of information on the benefits of partnership	4.17	0.83	Agree
14	Intervention favours of supervisory and managerial training at the expense of lower cadre	4.39	0.67	Agree
15	Inappropriate methods of assessment	4.33	0.72	Agree
16	Inadequate Incentives for students	4.45	0.76	Agree

Data presented in Table 3 show that the respondents agreed on all the items as constraints to TVET and public/private sector partnership. The mean values ranged from 3.76 - 4.51 and standard deviation 0.48 – 0.86.

### **Discussion of results**

The findings presented in Table 1 show that the respondents agreed on all the items as means of revamping TVET through public/private sector partnership. This is in agreement with United Nations' Millennium Development Goals expected to be reached by 2015 in which "Develop a global partnership for development" forms a part of the goals (United Nations, 2015). This is also in line with UNESCO (1996) that exchange of knowledge and know-how; joint undertaking of research and development projects and renewal and adaptation of teaching and training programmes to suit production work are needed to strengthen TVET and Public/Private Sector Partnership

The findings in Table 2 indicated that the respondents agreed on all items as benefits of TVET and Public/Private Sector Partnership. This is in accordance with PPP Policy (2009) that partnership will enhance accessing technical and managerial skills and expertise; fostering economic growth by developing new investment opportunities and increasing provision of public goods and services; and also enhance government's capacity to

develop integrated solutions that effectively addresses public needs. It also in line with Railway Procurement Agency (2008) that partnership will ensure synergies and mutual relations between Public/Private Sector; Value for money for the tax payer through optimal risk transfer and risk management; and speedy, efficient and cost effective delivery of projects

Table 3 revealed that the respondent agreed with the items on the constraints of TVET and public/private sector partnership. This is in agreement Maigida (2014) who asserted that Non-involvement private sector in development and endorsement of national quality standards in many nations of the world; mismatch between the labor market and TVET program; and training needs are not always identified and prioritized according to industry skills and workforce development are among the constraints to effective partnership. This is also in relation to UNESCO (1996) that lack of information on the benefits of co-operation; intervention in most cases favour of supervisory and managerial training at the expense of lower cadre; and Inadequacy of Incentives for Students are constraints

### **Conclusion**

In the face of current economic reality, no nation can singlehandedly finance technical, vocational education and training programme without the support from other sectors. As a

result of this, Nigeria must as matter of urgency provide a conducive environment for public/private sector partnership to flourish in TVET.

### **Recommendations**

1. There is an urgent need to formulate a coherent and explicit policy that will interface TVET through public/private sector partnership.
2. A national committee should be set up to constantly review and monitor TVET, partnership and training programmes at universities, colleges and industry. It is proposed that membership of such committees should comprise of training institutions, industry, government and relevant professional bodies.
3. An in-depth study of successful models of public/private sector partnership in developing economies should be undertaken and adopted in the TVET programmes
4. Training Institutions should be more flexible in their training programmes and open their gates to input from public/private sector
5. The private sector should be encouraged to initiate and participate in the provision of TVET facilities for effective skill acquisition.
6. A fragment of tax should be generated annually from industries to be utilized for the provision of workshop facilities to TVET institutions.

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