

ACHIEVING GOOD GOVERNANCE AND SUSTAINABLE GLOBAL ECONOMY: THE ROLE OF TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET) IN NIGERIA

DR. ISAAC OLUWATOYIN MILLER

Metalwork Technology Education
Federal College of Education (Technical), Akoka.
oluwatoyin.miller@fcet-akoka.edu.ng

ENGR. (MRS.) ADETOLA LYDIA BOLANLE

Metalwork Technology Education
Federal College of Education (Technical), Akoka.
adetolalydia@yahoo.com

AKINPELU SUNDAY OLUWAFEMI

Automobile Technology Education
Federal College of Education (Technical), Akoka.
akfem@yahoo.com

Abstract

Good governance is about a nation or system that operates a public service that is efficient, a judiciary system that is reliable and an administration that is transparent and accountable to the people. Such a nation has the potential to produce demand-driven skilled workforce from Technical, Vocational Education and Training (TVET) programmes. Goods and services from the skilled workforce of a nation is capable of positioning her economy in a competitive advantage, making her a strong player in the global economy. It is against this backdrop that this paper examines the concept of good governance, characteristics of good governance. It also discusses TVET in perspective and the challenges facing its implementation. Sustainable global economy and the roles TVET can play to achieving it was also discussed. Lessons that Nigeria as a TVET nation can learn from other developed TVET nations were enumerated. Suggestions to achieving the core issues in the paper were made.

Keywords: Governance, Good Governance, TVET, Sustainable Global Economy.

Introduction

The role of Technical, Vocational Education and Training (TVET) will play for a nation to achieving good governance and sustainable global economy is vital and cannot be over-emphasized. Technical, Vocational Education and Training (TVET) being a globally acknowledged skills acquisition training platform is expected to facilitate the impartation of globally accepted competencies (knowledge, skills and attitudes) that are prerequisite to performing certain skills in the modern sector of the global economy. The growing awareness globally of the need to adapt TVET to meet the rapid global economic requirement is undoubtedly essential. According to Sylvester (2021) TVET is a mechanism that could help

improve the quality of workforce by humanizing their mobility, adaptability and productivity. In the same vain Abimbade (2008); Ilori (2013) cited in Olaleye (2023) attested to the fact that Technical, Vocational Education and Training (TVET) by its contents have been adjudged as one of the key education spectrums that is capable and can guarantee the production of needed demand-driven skilled manpower whose services, locally and internationally will contribute significantly to the enhancement of the nation's socio-economic development stemmed from active participation in the global economy.

The global economy has changed significantly over the past few decades, in the way that it is organized and governed by

collaborating nations. The globalization and interconnectedness nature of the world economy, countries including Nigeria are expected to operate economic and educational policies that will positively affect the production of goods and services that can be traded between countries. The achievement of this drive is hinge on a good governance that can be facilitated through active participation of technically-skilled citizens in the economic sector of the nation. Good governance is about obtaining democratic value for achieving global targets for the human development, which is at the top priority by providing design systematic facilitation. Good governance that will bring about sustainable economy that is global, must have its operators, govern the system with transparency and accountability; none violence and constancy in political system; effective in government long and short policy; have genuine plan to eradicate corruption; and ensure good quality of governance. Nigeria have not been so lucky to be governed by leaders whose interest is more of people oriented and socio-economic development, rather she has been bewildered with corrupt leaders who does not value the role TVET can play to enhance capacity building and human development in order to achieving good governance and sustainable global economy. This paper sets out to examine the roles Technical and Vocational Education and Training will play to enhance good governance and sustainable global economy if properly harnessed.

Concept of Good Governance

The concept of good governance has played a central role in shaping countries development trajectories over the past decades. Governance means to exercise authority at all levels in order to manage a country's affairs. The word governance comes from the Greek word 'kubernaein' and Latin verb 'gubernare' which means 'to steer'. Francis (2013) defines governance as a government's ability to make and enforce rules, and to deliver services, regardless of whether that government is democratic or not. The term governance and government are

often used interchangeably. Government is broadly defined as a set of institutions established by constitutions and laws. United Nations Office of Drugs and Crime [UNODC], 2016) defines governance as the structures and processes where a social organization from a family to corporate business to international institution steer itself, ranging from centralized control to self-regulation. Governance could simply be referred to as the process of decision-making and the process by which decisions are implemented or not implemented. When decisions are not implemented, it is bad governance and when they are implemented, it is good governance. Good governance refers to a public service that is efficient, a judicial system that is reliable and an administration that is transparent and accountable to the people. There are many competing definitions of good governance, but most donor and a range of international institutions argued that good governance should in some (if not all) of these: increased public accountability and transparency; respect for and strengthening of the rule of law and anti-corruption measures; democratization, decentralization and local government reform; increased civil society participation in development; and respect for human right and environment (Elizabeth et al, 2001). Good governance is perceived by Miller-Adams in Elizabeth et al as the manner in which power is exercised in the management of a country's economic and social resources for development Johnston viewed good governance as legitimate, accountable and effective ways of obtaining and using public power and resources in the pursuit of widely accepted social goals.

Johnston (2002) definition and others have linked good governance to the following major characteristics or principles. These include among others: rule of law; transparency; accountability; respect for human right and absence of corruption among others. Ajayi & Ajibade (2020); Johnston (2002) and other literature reviewed identifies good governance with any political system that have the eight characteristics which include: participation; rule of law;

transparency; responsiveness; consensus orientation; equity and inclusiveness; accountability. It is not possible to discuss all these characteristics within the limitation of this paper. However, if all these elements or characteristics of governance are made evident in the administration of Technical, Vocational Education and Training (TVET) programmes in any nation, Nigeria in particular, the corruption which has bewildered the education system will reduce, if not completely eradicated. The positive effect of this will be mutually beneficial to the government and the citizens in the global space. The implication of this also is that Technical, Vocational Education and Training (TVET) institutions will produce demand-driven skilled personnel whose goods and services will meet the needs of the society, even across national borders because of the global economy that is highly interconnected, thus contributing actively to the sustainability of the global economy.

Technical, Vocational Education and Training (TVET) in Perspective

Technical and Vocational Education and Training (TVET) is designed to provide a population with knowledge and skills that will allow them to successfully secure and retain their jobs. TVET is seen as a mixture of formal, informal, and non-formal learning that provides youths the knowledge and skills they require for employment (UNESCO, 2021). TVET is part of general education that integrates technology, sciences, practical skills, attitudes, understanding, and information relating to employment in different economic and social sectors. Akerele as cited in Sylvester (2021) describes TVET as that aspect of education that exposes the learner to acquisition of demonstrable skills that could be transformed into economic benefits. It is an aspect of education designed to produce educated skilled and motivated individuals capable of engaging in productive activities, socially and economically for an improved livelihood. TVET is the merger of both technical and vocational education with the aim of training students in basic technical and scientific

knowledge with the skill based in vocational programmes (Polit & Duktur, 2022). TVET worldwide is globally recognized for its part in preparing individuals with practical skills to excel in a dynamic work environment. UNESCO and ILO General Conference on TVET also referred to TVET as those aspect of the educational process involving in additional to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge related to occupation in various sector of economic and social life (UNESCO and ILO, 2003; Chukwunwendu, 2015). TVET concept according to the literature reviewed can be described as an aspect of educational process that is result oriented. Result oriented in the sense that, it facilitates the acquisition of demand-driven skills for the world of work and self-reliance. TVET gives an individual the skills to 'live, learn and work as a productive citizen in a global society.

Despite the global acclaimed recognition accorded TVET, being an aspect of education that gives individuals the skills to 'live, learn and work as a productive citizen in a global society, Nigeria is yet to fully accord this type of education the attention it deserves. Therefore, the neglect of TVET at any level of governance will hamper the socio-economic sustainability of any nation, Nigeria inclusive.

Dike (2009) in Aniekan et al (2020) corroborated the assertion that the neglect of TVET by any nation will hamper the sustainable development of that nation, thus deprive such nation from participating productively in the global economy for social and economic sustainability.

Challenges of TVET in Nigeria

Nigeria being a stakeholder in global economy have numerous challenges that have been affecting the proper implementation of TVET programmes. Despite all the uncountable contributions of TVET to global economy, this aspect of education still fraught with a lot of challenges in Nigeria. Oviawe et al (2017) in Polit and Duktur (2022) describe the low attention given to TVET as a

‘disaster’ due to inadequate funding, chronic dearth of qualified teachers, inadequate facilities, inappropriate curriculum and students population explosion. In views of Oganwu (2011); Alfred and Kayoma (2012); Uwaifo and Uwaifo (2012) cited in Sylvester (2021), TVET is bewildered with the following challenges which has affected its proper implementation. These include: inadequate funding; inadequate infrastructures; poor power supply; shortage of qualified TVET teachers/instructors; poor supervision of TVET programmes; inadequate curriculum planning and implementation among others. These challenges will be discussed in no particular order:

Inadequate Funding

One of the main challenges facing TVET implementation in Nigeria is funding. Grace (2017) posited that funding is essential for procurement of up-to-date training facilities, equipment and consumables as well as the training and retraining of technology teachers and instructors for effective delivery of TVET programmes in Nigeria. Many TVET programmes struggle to secure sufficient resources to cover the cost of faculty instructional materials, equipment, salaries and other expenses (Pavlova, 2014). Even though government gives TVET institutions subvention, yet it is still grossly inadequate. As a developing country, it is a reality that achieving a high budget for education is a real challenge for Nigeria and that is one reason why budget for TVET is very low in comparison with other sectors of education. More worrisome is the fact that TVET account for 90 percent of skill training in Nigeria. In view of this challenge, Bugaje (2022) advocated that at least 50% of the annual education budget to be allocated to TVET due to its capital-intensive nature.

Accessibility and Equity

Due to the expensive nature of TVET, due to the majority of those who could benefit from it does not have access to it. Buttressing this assertion, Sylvester (2021) remarked that

those with the greatest needs could not participate nor benefit from available TVET programmes. Most TVET institutions are located far from rural areas; thereby hunting access to rural folks (Sylvester, 2021; Olaleye, 2023). Inequalities also persist in accessibility of TVET programme between the children of the poor who lives in the rural and children of the rich who lives in the urban. The implication of this is that, the rich or elite parents in the urban risk their children into higher education and the children of the poor cannot access TVET located in the urban area because of high cost of training fee.

Poor Perception of TVET

The general perception of TVET by the Nigerian society is a programme designed to produce a labourer. Some individuals perceived TVET as a career path for the less academically endowed, under-achievers, school drop outs and less privileged. In agreement with this view Audu and Balash (2013) cited in Muogbalu (2018) argued that TVET is held in low esteem by both individual and society. In Nigeria, TVET still remains a second-class education. Sylvester (2021) noted that parents and students resisted transition into vocational line after junior secondary, due to erroneous stigmatization of the so-called non-academic course (technical and business). The implication of this attitude towards TVET by the society is the continue discouragement of individuals from opting for TVET programmes.

Apathy of Political Holders/Law Makers

In Nigeria, practitioners of TVET have the greatest challenge of getting the law makers both at Federal and State levels convinced to give priority attention to TVET programme. Reko (2012) noted that technical educators have the greatest challenge of convincing the law makers on the reason they should priorities attention to the programme in resources allocation. Many efforts have been made by technical educators through advocacy, lobbying, politicization, participation of technical educators in

governance, wooing etc at different levels, yet the government is still playing lip service attitude to the development of TVET in Nigeria. The implication of this lopsided attitude of the government to TVET will make Nigeria take the back seat technologically, thus remain a dependent nation.

Lack of TVET and Industrial Partnership

Studies have shown that there is lack of partnership or collaboration between TVET institutions and the industries. Uwaifo (2021) in Muoghalu (2018) stated that one challenge TVET have in Nigeria in this 21st century is the weak institution/industrial partnership. There is no such arrangement between TVET institutions and industries such that opportunity will be given to TVET teachers/educators to work in industries to acquire new skills and innovation. What is on ground in most TVET institution is a situation where students are trained on procedures and equipment that are no longer needed in various industries. The implication of this is that students will graduate and discover that they do not actually possess any employable skills and competences expected of them. For instance, in Germany (one of the world's most successful in vocational education and training TVET). Vocational schools' partner with around 430,000 companies, and more companies lure apprentices resulting to 500,000 apprenticeship positions available across all sectors of German economy (Fela, 2021).

Chronic Dearth of Qualified Teachers

A tour of most of the Nigeria's TVET institution would show that these institutions are not adequate in the quality and quantity of personnel. Despite the significance of qualified and skilled teachers in any educational system, the Nigerian TVET system continues to struggle with shortage of qualified, competent and motivated teachers required to offer quality TVET curricula (Emamorose, 2023). Worse scenario the poor remuneration and unattractive working conditions of teachers. This situation is partly

responsible for the low quantity of graduate, produced in TVET institutions.

Quality Assurance in TVET

The issue of quality assurance in TVET presents a serious challenge to the implementation in Nigeria. The author's years of experience have revealed that most TVET institutions lack tools and equipment necessary for a practical education. Where present, the equipment in workshops and laboratories are often outdated, bearing little resemblance to the technologies currently used by today's industries. In most cases, insufficient training resources lead to students overcrowding during practical classes, with most of them only watch the teacher demonstrate and not having opportunity to get some hand on practice (Miller, 2013). It is not possible to discuss all these challenges exhaustively within the limitation of this paper. Government must address these challenges so that TVET can produce the needed manpower that will enhance good governance and sustainable global economy.

Sustainable Global Economy: An Overview

Global economy can be described as the sum of activities that take place both within a country and between different countries. Each country is a separate unit, with its own industrial production, labour market, financial market, resources and environment. It also referred to the interconnected worldwide economic activities that take place between multiple countries, which can either be a positive or negative impact on the countries involved. Global economy according to Manish (2020) is characterized by the following:

- i. **Interconnectedness:** The global economy is highly interconnected, with the flow of goods, services, capital, and people crossing national borders.
- ii. **Interdependence:** The global economy is interdependent, which means that economic events in one country can have a ripple effect on other countries.

- iii. Technological advancements: The rapid development of technology has made it easier and faster to communicate and conduct business across borders.
- iv. Free trade: The global economy is characterized by free trade agreements that encourage countries to trade with each other without any barriers or restrictions.
- v. Financialization: The global economy has become increasingly financialized, with financial markets and institutions playing a larger role in the allocation of resources and the management of risks.
- vi. Globalization: The global economy is becoming increasingly connected and integrated, with the growth of international trade and investment, and the increasing movement of people, goods, services, and ideas around the world.
- vii. Digitalization: The global economy is becoming increasingly digitized, with the growth of e-commerce, fintech, and other digital technologies and platforms
- viii. Volatility: The global economy is subject to fluctuations and changes, and can be affected by a wide range of factors, including economic growth and recession, changes in interest rates, natural disasters, and political events
- ix. Diversity: The global economy is diverse, with different countries and regions having different levels of economic development and different economic systems.

The characteristics of global economy as stated above if properly harnessed by any TVET nation Nigeria in particular will not only contribute to the economic, social and environmental sustainability but also position her as a strong actor in the global economy.

Sustainable Global Economy: The Role of TVET

A sustainable economy provides a good quality of life for people. An ideal and sustainable economy is one which provides for the greatest amount of resources use and without environmental harm. An ideal sustainable economy has become globalized economy which have significantly impact on everyday life, which affect practically everyone (Jorma, 2020). It therefore suggests that every nation including Nigeria must strive to maintain a stable economy, which can be achieved through active participation and relevance in the global economy. Global economy as earlier stated, provides platforms for countries to interconnect, conduct business across borders, trade with each other without any barrier or restrictions. The question that will arise is, what has Nigeria to offer to effectively participate in the global economy for sustainability. The answer to this question is not farfetched. If Nigeria must be a strong player in the competitive global economy, TVET must be given it pride of place in the aspect of education. A nations progress and prosperity have been closely identified with economic development. The economic competitiveness of a country depends upon its work force (Olaleye, 2023).

A competent and skilled work force can only emerge as products of well implemented TVET. Pavlova (2014) opined that skilled human resources are primary asset of many countries, while inadequately educated workforce become the most problematic factors in doing business in many countries. Since sustainability of global economy among other things is about doing business across borders, Nigeria must ensure that her TVET institutions turn out graduates who are sufficiently skilled to provide the goods and services needed locally, nationally and globally. For example, TVET if well implemented can provide the needed skilled technician; such as carpenters, bricklayers, welders, mechanists, painters, auto mechanics, laboratory and pharmacy technicians, cabinet makers, skill vocational nurses among others. The benefits that Nigeria will derive from having these crops

of skilled manpower produced through TVET are enormous. It will bring to an end importation of skilled manpower from neighboring country and engagement of expatriate technician into the country industrial sector. In return, it will solve the country the huge foreign exchange expended on these services. In addition to this, the products from the goods and services of Nigerian skilled workforce will be exported to other countries through the free trade opportunity between the countries and that will boost the country's foreign reserve.

Nigeria and other Nations Reforms

The roles TVET play to good governance and sustainable global economy is increasingly being recognized by government world over. TVET programmes have contributed to economic development in various counties around the world (Ogur, 2023). Many of these countries are today key players in the global economy. German for instance have over the past half century built successful industries supported by effective TVET programmes. According to Fela (2021) German run a dual system which leads to high quality vocational qualification and enables smooth education-to-work transition. In this dual system one third of all pupils graduating from secondary school enter a vocational training programme. One third go on to pursue a single-trade, school based TVET and two-third apply for dual-track counterpart. By this arrangement, (68%) of the dual-track graduates enter the workforce in the company where they were trained immediately after their TVET programme. The German TVET system experience has been credited with helping to create a highly skilled and productive labour force which has contributed to the country's economic success (Ogur, 2023).

China's TVET reforms have continued to make progress over recent years, with the goal of aligning vocational education with the country's rapidly evolving economic landscape. China structured run its formal TVET from primary vocational education, secondary vocational education, higher vocational education through to the

vocational education degree. Interestingly China Ministry of Education develops and update TVET curriculum in collaboration with National Industrial Committee for Vocational Education and Teaching. No little wonder China TVET system graduate skilled manpower relevant to the technological needs of the industries. Singapore has highly developed and successful TVET system that exposes close collaboration between schools, industry and government. This system has helped to create a skilled and adequate labour force which has contributed to the country's economic growth and competitiveness. Kanwar et al (2019) and Renold et al (2016) cited in Ogur (2023) asserted the successes TVET system in Switzerland and Australia have recorded in producing a highly skilled and productive labour force, which has contributed to these countries economic successes. Nigeria has a lot to learn from TVET systems of these Nations if she must be placed in the global competitive advantage.

Conclusion

This paper concludes that, to achieve good governance and sustainable global economy through TVET, requires that all hands must be on deck. Public officers in government must be committed, accountable and transparent in the discharge of their responsibilities. Government on the other hand must ensure that TVET institutions are allocated enough fund in the education budget. The importance of adequate funding amongst other challenges of TVET cannot be over emphasized. TVET institution will only thrive and produce skilled workforce for the industries, technicians to meet the needs of the society and skilled individuals who opted to be self-reliance when its sufficiently funded. It is imperative to state that an individual that is well equipped with a demand-driven skill from TVET programmes will contribute to good governance of his or her country. In addition, services and goods provided by the skilled individuals can be exported to other nations' economy on a competitive advantage. If TVET must play its role effectively in achieving good governance

and sustainable global economy, all the challenges that will hinder its implementation at all educational levels must be addressed.

Suggestions

Education is considered the key to effective good governance of a nation, TVET therefore must be considered the master key that can unlock the technological potentials of a nation thereby making her potential beneficiary of the sustainable global economy. In order to achieve this, in the context of this paper, the following suggestions were made:

1. Public officers whose responsibilities are to implement TVET programmes at all education levels should embrace all the principles of good governance.
2. Government (at the national level) and all other stakeholders including TVET providers in Nigeria should place serious emphasis on TVET best global practice that have worked in other TVET nations around the world.
3. Nigeria as a TVET nation should embrace every opportunity that TVET graduates can avail her to be a strong participant/player in the global economy.
4. Government (at the national level) should learn what makes the TVET system of nations like China, Germany, Singapore, Australia and Switzerland to mention but few thick.
5. Government (at both national state levels) should do a lot of advocacy to increase the awareness and benefit of TVET to the society. This effort will go a long way to remove the wrong perception of the society have about TVET.
6. Taking a cue from German TVET experience, government should ensure that there is a strong TVET and industrial partnership. The outcome of this partnership will bring about the production of graduates trained in TVET institutions that are well equipped with skills needed in the industries and world of work.

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