



SUSTAINABILITY ROLES OF SOCIAL PARTNERS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) IN NIGERIA

***¹Akinmoye, O. and ²Aiyewalehinmi, E. O.**

¹Department of Industrial Design, Federal University of Technology, Akure, Nigeria

²Department of Civil Engineering, Federal University of Technology, Akure, Nigeria

*Correspondence email: oluakinmoye2026@gmail.com.

Abstract

Social Partners is a tripartite concept, comprising industries/enterprises, Trade Unions and Government agencies. Higher institutions and Distance Learning Centre are major providers of Vocational Education and Training in Nigeria. They form a network of institutions that support the production of higher- order capacity necessary for sustainable development of our educational system in Nigeria. However, Nigerian vocational education and training is challenged on multiple fronts on its paths to fulfil its mandate to educate and train human capacity for sustainable industrial and administrative works. Regrettably, this mandate is threatened by various factors such as inadequate provision of professional skills, lack of fund, poor relationship between academics and industries etcetera. Therefore, this study addresses the need for social partners' system approach to the development of specific attitudes, system skills and domain knowledge. Some of the challenges or barriers envisaged are recognised and discussed in the body of the study.

Keywords: Social Partners, Government Agencies, Higher Institution, Industries, Trade Unions

Introduction

The educational sector across the world play a significant role in the overall sustainable development of any nation. Technical Education is the aspect of education which leads to the acquisition of practical and applied skills as well as basic scientific knowledge (Okoh, 2000). UNESCO in Ekpenyong (2011) defined Technical Education as “education designed at upper secondary and lower tertiary levels to prepare middle level personnel (technicians, middle management, *etcetera*) and at university level, to prepare engineers and technologists for higher management positions. While the Nigerian Education

Research and Development Council (2008) defined Vocational Education as those aspects of education which involves general education; the study of technologies and related science; and the acquisition of practical knowledge, understanding, attitudes and skills relating to occupations in various sections of economic and social life. Technical and Vocational education and Training therefore “prepares learners for careers that are based on manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation”. The technical and vocational education and training is very pivotal to the national strategies for development across the

world because of its impacts on productivity, social and economic development.

The concept of Technical and Vocational Education and Training is about building requisite human capital, people with the right skills, knowledge, competencies, frame of mind, attitude and motivation to pursue strategy for sustainable development. In accordance with the goals of sustainable development, technical and vocational educational and training in Nigeria are tailored toward achieving environmental, social and economic sustainability. According to Enamiroro (2007), the goal of education is about manpower development, aimed at national growth and development. On the contrary, several of the elementary schools, secondary schools, national technical colleges, technical colleges of education, Polytechnics and Universities in Nigeria are producing graduates that lack the needed skills required in the industry. Muoghalu (2013) posits that Nigeria's education system, while improving, is not fit for the demands of competitive global markets, as the system does not provide Nigerians with the skills they need to get jobs. In the same vein, the World Bank (2018) posits that Technical Colleges in Nigeria have no linkages to the employers, and private sectors experts are not well represented on the management boards of the colleges. This, of course, affect the capacity of the student's creativity and innovativeness to use local resources to proffer solutions to domestic and national problems. There are many challenges bedeviling Nigerian Technical and Vocational Education and Training which has made the actualisation of sustainable education a mirage. Among these challenges are inadequate infrastructure, insufficient fund, gender

inequality, inconsequential academic curriculum *etcetera*. Consequently, this has occasioned unemployment, poverty, social vices and crimes. In order to curtail this challenge and also make the educational institution meet its mandate, several countries of the world which includes Denmark, Austria, Germany, Lithuania, Netherlands, Australia have embraced social partners in their technical and vocational education and training in order to provide needed skills that could make their nation's education sustainable. And this are yielding bountiful results.

Social partners are groups that cooperate in working relationships to achieve a mutually agreed upon goals, typically for the benefits of all groups. Social Partners is a tripartite concept, comprising industries/enterprises, Trade Unions and Government agencies. Nigeria Technical and Vocational educational and Training do not have a well spelt out policy document that accommodate social partners in the acquisition of knowledge and skills of the students and trainees. It is no longer a new phenomenon that social partners contribute immensely to the skill and knowledge acquisition in many nations educational system.

There is a need for a strong partnership between technical and vocational institutions and social partners (businesses, trade unions, industries) to improve the status of TVET especially in Nigeria. Gunbayi (2014) posits that social partners' active participation in TVET can effectively reconcile the worlds of work and education, help to identify present and promising qualification requirements in companies and transfer these into relevant training programs, make labour market needs clear during the design of vocational training policy and enlighten what is expected from graduates entering the labour market, engage workers and

employers of organisations to actively involved in skill systems at the institutional levels to ensure the relevance and quality of training programs to minimize skills mismatch. From the aforementioned, it is crystal clear that social partners are very significant for the actualisation of sustainable education. No doubt, this make this study of utmost importance.

Background of Technical and Vocational Education and Training (TVET) in Nigeria

Before the Industrial Revolution (between 1750 and 1830) the craftsmen compounds and apprenticeship system were the principal sources of skills acquisition. Okoh (2000) mentions the vocation which were available those days which includes farming, animal rearing and care, fishing, weaving, carving, smithing, boat making, priests, witch-doctors, shrine keepers. The raw materials needed for the various crafts are locally and naturally sourced which make them sustainable. It was through these methods that the skills of different crafts were passed on from one generation to another. The essence of this form of training in the Nigerian traditional society was character training and job orientation. This, of course, create wealth, provide employment opportunity and boost the economy of the community. Okoh (2000) posits that in order to ensure job orientation, vocational training was run on the apprenticeship system by the member of traditional society. The missionaries also contributed immensely to the vocational studies, by the introduction of vocation training in farming, bricklaying, and carpentry into the school curriculum of the mission schools. For instance, the Hope Waddel Training Institute in Calabar established by the CMS in 1895 has a technical section which offered courses in carpentry, tailoring and other crafts.

Government concern to produce skilful and knowledgeable manpower led to the establishment of National Board for Technical Education (NBTE) in 1977 to coordinate and supervise all aspects of Technical and Vocational education falling outside University education in Nigeria. This includes all TVET institutions like Polytechnics, Monotechnics, Technical Colleges, and Secondary Schools. NBTE provides standardised minimum guides for the TVET curricula, supervises and regulates, through an accreditation process. According to NBTE (2011), the essence of TVET aimed at assisting government efforts to revitalize, reform and expand the provision of skills, vocations, science and technology to meet the nation's present and future socio-economic needs. There are other government agencies and parastatals such as the Federal Inspectorate Service (FIS), Nigerian Educational Research and Development Council (NERDC) which also work with the NBTE in curricula development for the primary and secondary technical and vocational education. The Ministry of Education, Ministry of Finance and Ministry of Labour and Productivity are responsible for financing the formal and non-formal Technical and Vocational Education and Training. According to NBTE (2011, 2019), resources are mobilized through the Tertiary Education Trust Fund (TETFUND). The TETFUND imposes a 2% education tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Service (FIRS) assesses and collects the education tax, and the TETFUND administers the tax and distributes the resources to tertiary educational institutions at the federal and state levels.

The National Board of Technical Education (NBTE) charged with TVET in Nigeria, has made outstanding reforms in the sector by

establishing more TVET institutions, development of the Nigerian Skills Qualifications Framework (NSQF), and the introduction of ODFL/Flexible Skills in the Institutions. Flexible Skills Development (FSD) is a Commonwealth of Learning (CoL) initiative, incorporated into Nigerian TVET with the aim to improve the quality of teaching and learning using Information and Communication Technology (ICT) tools; and access to formal and non-formal education.

Challenges Associated with Vocational Education and Training in Nigeria

According to the National Board for Technical Education, Technical and Vocational Education and training in Nigeria is facing the following challenges:

Out-dated Educational Curriculum

The existential skills gap between TVET institutions and industry stemmed from the inconsequential school curriculum. According to Doll (1978) in Akinseinde (2004), curriculum is the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciations, and values under the auspices of that school. Wojtczak (2002) in Arowolo (2010) posits that curriculum is an educational plan that spells out which goals and objectives have to be achieved, which topics should be covered and which methods are to be used for learning, teaching and evaluation. Therefore, it expected that the TVET institutions curriculum should be designed in such a way to afford the students with necessary skills and knowledge that will be useful at their future workplace. The NBTE which is responsible for the development, updating and quality of TVET curricula has failed to integrate the social partners into the development of the TVET curriculum. The

curriculum have to be realigned with the labour market demand in order to provide youths with relevant skill-sets necessary to access decent jobs or become employers of labour.

Gender Inequality

Gender inequality in technical and vocational education and training has been a long-term problem in Nigeria. This, no doubt, stemmed from cultural and religious belief of the Nigerian people. The majority of students who enrol in TVET programmes in Technical schools, colleges, polytechnics and Universities are males, with less than 40% of the total enrolment being female. This is against gender inclusiveness and equality. It means that a huge proportion of a particular gender is shut out of acquisition of skills which would have serve as their means of livelihood.

Inadequate infrastructure

The shortage of equipment and facilities has been a serious challenge in elementary schools and higher institutions where technical and vocational education and training are being offered. Most of the infrastructure available are obsolete that they cannot meet the need requirement of the 21st century. Most elementary schools and higher institutions of learning lack relevant equipment for training, inadequate workshops, ill-equipped laboratories and limited number of lecture rooms. The inadequate infrastructure also hinders institutions' ability to catch up with the latest technical developments. Information and Communication Technology (ICT) play significant roles in teaching and learning. Unfortunately, many public schools in Nigeria are ill equipped to meet up with the world standard in the area of ICT and other teaching learning facilities. Thus, there is a need for improvement in the areas of infrastructural facilities in the nation's Technical and

Vocational Education and Training such as modern educational gadgets like computers, modern instructional materials and packages. Education cannot be sustainable without adequate and modern infrastructural facilities to impact the relevant skills and knowledge.

Underfunding of Educational System

Funding has been one of the major banes to educational development in Nigeria. Successive Government has continued to fail in committing adequate resources towards educational development. However, TVET institutions are most affected despite the fact that there are indications that TVET students are better integrated into the labour market. Inadequate funding and improper utilization of provided fund is chief reason among numerous challenges bedeviling Nigerian education system. Government spending in the sector is relatively low when compared with other African countries. In 2014 according to Index Mundi, Ghana spent 21.7% of its budget expenditure on Education which shows its commitment to improving the sector when compared with Nigeria's 10% in the same year despite that fact that Nigeria has a larger population and even more resources (Okeowo, 2018). There is no gainsaying that the yearly budget for education has always fallen short of the United Nations Educational Scientific and Cultural Organization (UNESCO) specification. The UNESCO advise each nation to allocate 26% of its annual budget to education, if any meaningful educational development could be achieved. Regrettably, in the year 2017, 2018, and 2019, the percentage of Education Budget against the Budget size stood at 7.41%, 7.14% and 8.14 respectively in Nigeria (Budget Office, 2019). In the same vein, the actual spending on capital projects is

always lower than the amount budgeted or approved. For instance in 2017 the sector was allocated a total of #56.81 billion in the 2017 budget, out of which #33.42 billion was released and 31.61 billion was utilized as at the end of fiscal year. Since the paltry sum from the budget cannot sustain education sector in Nigeria, one may not but wonder how the nation would pursue Sustainable Development Goals (SDGs).

Low Morale and Lack of Motivation for Teachers

There is the low morale and demotivation of teachers. Tsang and Liu (2016) are of opinion that teacher demoralisation and demotivation occur when teachers are being subjected to negative emotional experiences. These negative experiences, no doubt, do affect teachers' well-being, consequently, affect quality of teaching. Excess workload; low remuneration; unpaid salaries and allowances; lack of prospects for promotion; poor work environment, are among sources of job dissatisfaction and demotivation of teachers in Nigeria. For instance, at all levels of our educational systems in Nigeria, teachers, lecturers, instructors and technologists are subjected to excess workload. This, of course, is due to insufficient manpower in our schools which is caused by paucity of fund to pay the wages of new staffs. The excess workload that the lecturers are supposed to be paid especially in the University are not being paid. This, of course, can demoralise lecturers for optimal performance. In some privately and state owned TVET institution the salaries and allowances are not paid promptly. In addition, unlike other profession with special salary scale, the Teachers' Salary Scale (TSS) that is teachers' enhanced package, for teachers in the primary and secondary schools sector of education have not been implemented in many state of the federation.

The aforementioned could do nothing but, discourage the teachers to give their best to the students and have possibilities to undermine the active participation of Nigeria in the Sustainable Development Goals.

Little or No Capacity Development for Lecturers/Teachers and Trainers

There is inadequate provision for lecturer/teacher's training. Training and retraining of Lecturers, teachers, instructors, and technologists is very significant to their capacity development. Over the years, many things have changed in the ways and manners in which learning is being administered at all levels of our educational systems. Globalisation has made it mandatory for teachers and trainers to keep abreast of latest development in their field of studies. Most of the institutions that offered Technical and Vocational Education and Training has failed to equip teachers/lecturers with corresponding skills, qualifications and knowledge. Equally, these teachers/lecturers and trainers has also failed to teach students and pass on skills and knowledge fit for the present and future labour markets. For instance, in most of our Universities, instead of recruiting more staffs to boost the ratio of teachers to students, the excess work load charges are given to the Lecturers which, no doubt, affect the delivery of knowledge and skills.

In addition, technical and vocational education and training requires skilled and proficient teachers. Therefore, teachers' preparation is very significant. There is need for constant in-training for teachers, lecturers, technologists, instructors to upgrade their skills. Teachers need industrial training periodically in order to ensure that they are abreast with technological changes in industry.

Information and Communication Technology in Technical and Vocational Education and Training

The application of information and communication technology is so versatile in the educational system. It helps in the delivery of lesson instruction irrespective of time and location. Unfortunately, most of technical colleges and the institutions of learning, especially the technical and vocational education and training in Nigeria do not have adequate computers and requisite knowledge in utilization of software that would have assisted in the lesson delivery. Information and communication technology play a profound roles in all aspect of educational systems. Its application cross across all field of human endeavours. However, most of the TVET institutions rarely have adequate ICT facilities to integrate e-learning. This, of course, affects the quality of teaching and learning outcomes.

Overview of Social Partners

The concept of social partnership did not become commonly used in political and academic discourse until the 1990s. Though, Hyman (2001) posits that social partnership could be traced back to late 19th and early 20th century in Europe. In some developed and developing countries across the world the social partners have continued to play a vital roles in the technical and vocational educational training. For instance, in Finland, Sweden and Denmark the involvement of social partners are well rooted in the nation's technical and vocational education training. According European Training Foundation (2013), social partners in Finland, Sweden and Denmark give substantial input in the technical and vocational training of their prospective workers. They are involved in its TVET structure, accreditation of schools and the framework for content and assessment. They

also looked into the content of training programmes, its duration, structure, objectives and examination standards of TVET programmes. Above all, participate in the approval of the training establishments and investigate new job areas and, if appropriate, covered it in their TVET programmes (ETF, 2013).

Social partners represent the world of work which is constantly changing. There continuous input and suggestions to the updating and upgrading of TVET programmes cannot be overemphasized. This implies that their suggestions should be sought when skills are needed to be updated and upgraded. The trade unions, employers of labour and sometimes government are representatives of the labour market. In Europe, because of the knowledge of social partners of the activities in the workplace, they are deeply involved in TVET policy making and active in labour market policies. Definitely, this empowers social partners in making TVET more responsive to the actual labour market needs. This kind of collaboration is indeed what is much needed everywhere. Globally, achieving a better match of skill supply and demand in the labour market serve as a key factor in making companies or nations competitive.

In many of the countries of the world such as France, Netherland, Turkey *etcetera*, involvement of social partners have been set as one of the priorities of educational reform and this has engendered effective development of technical and vocational education and training (TVET) system. The Nigerian technical and vocational education and training have been reformed lately to capture the needed skills and trade for economic growth and sustainable education. However, there is missing link between the social partners

(employer/industry, trade unions, Non-Governmental Organization) and the educational system. The kind of TVET system run in Nigeria could be likened to the supply-driven TVET system. The supply-driven model is characterized by a situation where education institution/establishment alone decide what kind of qualification are needed. Such decision are based not only on an analysis of labour-market needs, but on capacity of the existing TVET system (training classes, teachers, manuals etcetera). The supply driven model has been deeply rooted in Nigerian educational system which has incapacitated the trainees' creativity and innovation to address and resolve the myriads of national challenges. The biggest drawback of the supply driven model is that the school became isolated from the real working world and prepare workers and specialists who did not satisfy the new qualification requirement. The incorporation of social Partners could play a prominent roles in the delivery of training to employees and students and academic staffs of the higher institutions.

Reasons for Social Partners in Technical and Vocational Education and Training Anticipation and Identification of Skills Needs

It is expected that as the skills needs of the labour markets develop and change, Technical and Vocational Education and Training provider should also keep abreast with those developments and changes. By implication, the TVET provider are to device networks through which detailed information about labour market trends could be gathered and utilized for the benefits of the ultimate trainees. Ideally, the employers and employee organisations are supposed to provide this information to TVET. In the case of Nigeria, cooperation between social partners and educational system is little and

this has created skill gaps between the two parties, the workplace and the educational system. There are many Technical and Vocational skills that have emerged over the years which have not been incorporated into curriculum of different levels of our Technical and Vocational training and the demand for this skills are always on the increase. For instance, there are prerequisite skills needed in oil and gas industry, building construction industry, information and communication technology *etcetera* which many of Nigerian TVET curriculum has not captured. The institutional participation of social partners in labour market projections and the identification of training needs contribute significantly to skills shortage and mismatches. The sustainability of training offered in Technical colleges and Polytechnics depends on the incorporation of representatives of industry, trade unions and even government in the set-up of TVET programme. Definitely, the cooperation among these stakeholders is capable of providing relevant information about what kind of skills are needed in the industry and anticipate possible changes in the skill requirements.

Social partners (Industry, trade unions and government) are expected to organise workshops, seminars, and conferences for lecturers, instructors, teachers, technologists in order to learn new skills and techniques in technical and vocational training. Recently, the Nigerian Content Development and Monitoring Board (NCDMB) in partnership with Danvic Nigerian Limited are training 18 University Lecturers on the OpendTect seismic interpretation software as part of support for improving education in the area of geosciences and geology. The skills that the lecturers acquired will ultimately be

transferred to the students. No doubt that the social partners could help to identify skills needed in the Nigerian power sectors and help to develop curriculum and provide logistics for the actualisation of the needed skills. There are number of power plants in Nigeria and there is need for educational system through Technical and Vocational Education and Training institutions and the universities of technology across the country to train manpower that can work at all levels of Nigeria power plants.

Mobilization of Resources

The social partners have capacity to generate fund and other relevant resources that could guarantee quality Technical and Vocational Education and Training in Nigeria. Industry, banks, Non-governmental organisation *etcetera* make up social partners that work closely with educational institutions, and equally monitor how the fund donated by the social partners are adequately utilised. To state the obvious, the state owned technical schools, Technical Colleges of Education, Polytechnics and Universities of technology suffered paucity of fund in their bid to expand access, build infrastructure, trained academic staffs, equip workshops and laboratories. This is because the subvention given by the state/federal government and the internally generated revenue is so minimal to take care of the institutional for it to give quality education to the students. The integration of social partners into the Nigerian education system will create more access for prospective students and boost quality of education. Recently, Danvic Petroleum and her overseas partners, dGB Earth Sciences provided the OpendTect seismic interpretation software worth over \$1.2 million (#368.4m) to six Universities in Nigeria. The ExxonMobil, South Atlantic Petroleum, Sapetro and Chevron also donated geo-science workstation to six Universities for

the training of students and stakeholders in the oil sector. This facilities when put into use will no doubt make the students more employable and to be relevant the needs of Oil and Gas industry after graduation.

Provision of Information, Support and Guidance

This study has stressed the significance of social partners to Technical and Vocational Educational training. It is no longer news that this phenomenon is somewhat unpopular or unknown in Nigerian educational system. Notwithstanding, it is expected that as the skills needs of the labour markets develop and change, TVET providers should also keep abreast with the development and changes. By implication, the TVET providers are to device veritable network through which useful information about labour market trends could be gathered and utilised for the benefits of the ultimate trainees. Ideally, the employers and employee organisation are supposed to provide not only information, but support and guidance to TVET. Social partners are the custodian of information as it relates to updating the TVET institutions about latest trends in the workplace. The increasing change in technology and skills required in the workplace and industry suggest the need for the social partners to always make relevant information, support, and guidance available to the TVET education system. By so doing the TVET institutions will be able to impact relevant skills and knowledge to the students that will ultimately work in the industry or start their own enterprises.

Validation of Qualifications and Recognition

The social partners provide suggestion on training content within the context of the development of national qualifications frameworks. For example, in Turkey and

Ukraine, according to Gunbayi (2014), employers' organisation play an active part in the development of their national qualifications frameworks, which cover occupational standards and curricula. Hence, a strong partnership between social partners and TVET institutions provide the necessary competence and qualification needed for an assignment in the industry or workplace.

This, of course, have made the products and graduates of TVET without requisite skills to be gainfully employed in local and international labour market. The supply-driven model is characterize by a situation where education institution/establishment alone decide what kind of qualification are needed. Such decision are based not only on an analysis of labour-market needs, but on capacity of the existing TVET system (training classes, teachers, manuals etcetera). The supply driven model has been deeply rooted in Nigerian educational system which has incapacitated the trainees' creativity and innovation to address and resolve the myriads of national challenges. The biggest drawback of the supply driven model is that the school became isolated from the real working world and prepare workers and specialists who did not satisfy the new qualification requirement. The incorporation of social Partners could play a prominent roles in the delivery of training to employees and students and academic staffs of the higher institutions.

Conclusion

The overall essence of TVET institutions in Nigeria academic system is to produce skilled and semi-skilled workers who are self-reliant and efficient in their workplaces/industries. It is obvious that the world of school and the TVET education system cannot alone shoulder the responsibility for the provision of TVET. Especially in Nigeria where TVET is bedevilled with myriads of challenges which has resulted into skills gaps and mismatch.

Hence, the provision of sustainable TVET is dependent on the efficient integration of theory, practice and work base learning through the involvement of social partners. It is when this is done that TVET institution could produce graduates with relevant skill and knowledge who are employable, self-reliant and contribute to overall economic growth of the country.

The sustainability roles of social partners are so important in the technical and vocational education and training in Nigeria. The essence of the social partners is to help the educational system raise fund and bridge the skill gaps in the system which has made the TVET institution graduates unemployable for lack of adequate and appropriate skills needed in the workplace. It is therefore recommended that:

Technical and vocational education and training in Nigeria should work with social partners (trade unions, employer/industry, Non-Governmental Organisation) in the formulation and development of academics curriculum so that the knowledge and skills acquired in Nigerian TVET institutions could be relevant in the worlds of workplace.

The National Board of Technical Education with partnership with social partners must ensure quality assurance and standardization of their programmes.

The policy makers in the TVET system have to redirect and refine the curriculum to capture present realities and solving emerging domestic challenges.

References

- Agbionu, E. O., Joseph, C., and Ifeyinwa, N. (Eds.). (2016). *Need-Oriented Curriculum in Our Education System: A Strategy for Capacity Building in Nigeria*. *Arts Social Sciences Journal* 7, Issue 4, pp. 1-4.
- Akinseinde, S. I. (2004). An Appraisal of Undergraduate Curriculum of Technical Education in Nigerian Universities: Implications for Higher Education Management. *Makerere Journal of Higher Education* 4(2).
- Arowolo, A. A. (2010). *Historical Factors that Influence Curriculum Development in Industrial Technical Education*. Retrieved from <http://www.google.com.ng>
- Boyd, S. (2002). *Partnership Working: European Social Partnership Models*. *Scottish Trades Union Congress*. Retrieved from <http://www.scotland.gov.uk/publications/> on June 10th, 2019.
- Budget Office (2019). *Breakdown of 2019 Federal Government of Nigeria Approved Budget*. Retrieved from www.budgetoffice.gov.ng/index.php/breakdown-of-2019-fgn-approved-budget.
- Ekpenyong, L.E. (2011). *Foundation of Technical Education: Evolution and Practice for Nigerian Students in Technical and Vocational Education and Adult Education, Policy Makers and Practitioners*. Benin City: Ambix Press Ltd.
- Enamiroro, P. (2007). Education, Poverty and Development in Nigeria: The Way Forward in the 21st Century". *Journal of Social Sciences* 14(1), 19-24
- European Centre for the Development of Vocational Training. (CEDEFOP). (2008). *Terminology of European Education and Training Policy- A Selection of 100 Key Terms*. CEDEFOP, Luxembourg: Office for Official Publications of the European Communities.
- European Training Foundation. (2013). Social Partnership in Vocational Education and Training. *Social Partnership*. Issue 15

- Gunbayi, I. (2014). *The Importance of Social Partnership in Vocational and Technical Education and Training*. Akdeniz University, Faculty of Education, Educational Administration, Supervision, Planning and Economy Program. Antalya, Turkey
- Muoghalu, K. (2013). *The Human Capital Dimension of Economic Transformation*. Lecture Delivered at the Golden Jubilee Ceremony of the 1st Graduates of the University of Nigeria, Nsukka
- National Board for Technical Education. (2007). *Digest of Statistics of Technical and Vocational Education and Training (TVET) Institutions in Nigeria: 2014/2015*.
- National Board for Technical Education. (2019). *Nigeria: TVET Country Profile*. International Centre for Technical and Vocational Education and Training.
- Nigerian Education Research and Development Council. (2008). *Teachers Handbook for the New Basic Education Curriculum*. Lagos: NERC printing Press
- Okeowo, G. (2018). *Education Financing: Analysis and Recommendations*. MacArthur Foundation.
- Okoh, E. C. (2000). *Fundamental Issues in Vocational and Technical Education*. Kontagora: Amaka Enterprises.
- Tsang, K. K. and Liu, D. (Eds.). (2016). *Teacher Demoralization, Disempowerment and School Administration. Qualitative Research in Education*, 5(2), 200-225.