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**ECONOMIC REVITALISATION THROUGH TECHNICAL VOCATIONAL (TVET)
EDUCATION AND TRAINING FOR NATIONAL DEVELOPMENT**

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**ECONOMIC REVITALISATION THROUGH TECHNICAL VOCATIONAL (TVET)
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Abstract

Technical vocational education and training (TVET) should be strengthened as an integral school programme especially at the higher education level. Effective implementation of technical vocational education and training as part of the school curriculum should be enhanced as a means of revitalizing the economy for national development. Teachers, on the other hand, must be conversant with relevant techniques and facilities needed for transforming and empowering youths with skills to solve problems and be creative as members of society. An in-depth review of the literature reveals that teachers are faced with the problem of how to teach and prepare students with skills, knowledge, and attitudes to enable them to become productive members of society. This paper is a library-based work, and data were collected from textbooks, journal articles, and internet searches. The paper critically examined existing practices in economic revitalization through TVET for the national economy. Some of the key features mentioned were the use of concepts, inferences, and visualization, among others. Recommendations for practice change were made regarding revitalizing the economy through TVET for national development.

Introduction

Globally, education is regarded as a means of transforming and equipping young adults with skills, information, and attitudes that enable individuals to become productive members of society. Different nations are exploring for how best to engage the teeming population of youth in technical and vocational education and training skills, an effort that Yusuf and Soyemi (2012) agree is a

remedy for many of the ills ailing the nation. Nigeria is currently dealing with numerous societal and economic issues, the most difficult of which are youth unemployment, kidnapping, insecurity, farmer and herder crises, un-industrialization, an incompetent and undedicated workforce, and neglect of technical and vocational education and training. It is worth highlighting that these problems could be dramatically minimized to a very big amount with proper technical and vocational education and training programmes. There are two explanations for the high percentage of unemployment among Nigerian graduates. The first is the clear paucity of employment opportunities for graduates. Second, these graduates lack the skills and abilities needed to function effectively in Nigerian businesses and the global globe, rendering them unemployable.

TVET becomes one component of the educational system that contributes to the production of global workers and long-term national development. It is the form of education intended to educate skilled labor in applied sciences, engineering technology, and commerce to operate, maintain, and sustain the nation's economic operations in order to achieve rapid socioeconomic growth. It is worth highlighting that these problems could be dramatically minimized to a very big amount with proper technical and vocational education and training programmes. TVET is an important part of the education system with the aim of developing skilled workers for a country. For developing countries, including the member states of UNESCO consider TVET as the panacea for economic development and unemployment reduction. Technical and Vocational Education (TVE) is majorly concerned with the development of employability skills. These employability skills form the base upon which individuals within the sphere of Technical and Vocational Education and Training (TVET) are trained. For graduates within the TVE community to remain relevant, contribute to national development they need to be able to develop capacities to earn a living through problem solving, decision making, interpersonal and entrepreneurial activities (Chinedu, Olabiyi & Kamin, 2015)

Conceptual Definition and Importance of Technical Vocational Education and Training

Education and training are central to the achievement of economic and national development. Development is the ability of man to conquer his environment and utilize it to his advantage. The development of technical and vocational skills is vital to economic development for two important reasons. First, technical, and vocational skills are needed for enterprise productivity and

profitability, as well as for national productivity and wealth creation. Without the necessary skills and enterprise, national growth can be seriously hobbled. (Olabiyi, 2020) Technological innovation and economic growth fuel the demand for skilled workers. The need for technical and vocational skills is increasing because of a convergence of factors: technical change, changes in work organization, growing economic openness and competitiveness, and capital deepening (increasing capital per worker). The second reason is that it is essential for individual prosperity. The acquisition of relevant skills enables the individual to increase productivity and income (Olabiyi, 2020).

TVET is defined as education, training, and skill development in a variety of vocational domains, production, services, and livelihoods (UNESCO, 2015). According to UNESCO (2015), policy attention to technical and vocational education and training (TVET) is growing globally in awareness of the reality that skills are critical for poverty reduction, wealth creation, global security, and long-term economic development. Technical and vocational skill development is critical to economic development for two reasons, to begin, technical and vocational skills are required for business productivity and profitability, as well as national production and wealth generation. Creativity and national prosperity can be severely hampered without the requisite technological skills. The demand for talented personnel is fueled by technological innovation and economic progress. Because of a convergence of factors—technological progress, changes in work organization, increased economic openness and competitiveness, and capital deepening (increasing capital per worker), the demand for technical and vocational skills is expanding. The second reason that developing technical and vocational skills is critical is because it is necessary for individual prosperity. Individuals with skills can boost their production and revenue. This is especially crucial for those looking for work in the informal sector of the economy. (Yusuf & Soyemi, 2012)

Technical and vocational education and training plays an essential role in improving the wellbeing of young adults and communities and increases productivity, empowers individuals to become self-reliant and stimulate entrepreneurship. Therefore, good quality TVET is an essential tool for achieving a more sustainable economic empowerment among the youths since it helps to promote the development of skills, knowledge, values, and economic growth. To achieve a sustainable

empowerment, attention should be paid to strengthening the gap between education and schooling and preparations for the work with attention paid by revitalizing technical vocational education and training in Nigeria. Technical and Vocational Education and training (TVET) have been recognized the world over as tools for empowering people, especially the youth, for sustainable livelihood and social economic development. TVET is particularly relevant in solving the present economic problems in the country due to the advancement in technology, occupational mobility, high rate of unemployment and increasing. (Olabiyi & Chinedu, 2018; Chinedu, Olabiyi & Kamin, 2015)

Technical Vocational Education and Training is a form of education that is planned to impart knowledge, skills (competencies), right attitude, autonomy of identity, perseverance, and character and the work ethic into learners in readiness for work and general employment. This in turn leads to efficiency, social inclusion, and economic development (UNESCO-UNEVOC, 2013; Olabiyi, 2020) TVET has been found to provide central pedagogical strategies for transmitting inexperienced young people from school-life to realities of working-life. TVET is a form of the education that is didactical in nature i.e., teaching, learning and research that is oriented towards work in different trades, occupations, professionals (Olabiyi, Ojo, & Owoso, 2019) A well-structured Technical Vocational Education and Training (TVET) system will enable productivity, enhance competitiveness, and promote entrepreneurial activity. The purpose of TVET is to prepare people for self-employment and to serve as a medium of evolution for people in the world of work; by enabling individuals to develop a sense of belonging in their communities.

TVET is otherwise regarded as workforce education, particularly, in a more traditional role, it facilitates the adjustment of the skills and knowledge of man to the changing demands of the society. Research literature shown that TVET places emphasis on skill development of the individuals in a chosen occupation. TVET, therefore, has an important role to play in raising the quality of work and competency of TVET graduates, increasing job satisfaction and motivating workers as well as enhancing their productivity. Put succinctly, TVET prepares individuals for the ever-changing world of work. Research literature has also shown that there are a number of ways to aid economic revitalization, the paper placed special attention to the importance of TVET for revitalizing economic for national development. It was emphasized that TVET facilitates economic growth because it generates jobs in rural and urban areas and creates a healthier environment. It added that TVET develop in students' skills that are not only critical for work, but

are inevitably necessary to deal with the complexities of the family, community, society and national development.

Economic Revitalization

The term revitalization refers to numerous rehabilitation processes (of spiritual, material, and physical circumstances), as well as changes to technical and vocational education and training programmes. The term revitalization has been used in a variety of contexts, depending on the discipline (for example, education, development, or economics). The causes of this adaptability were new experiences and the growth of a more informed populace that was becoming increasingly interested in engaging in economic progress. Today, revitalization is characterized as a multifaceted effort that includes actions aimed at reviving an issue such as TVET programme, an institution, or a community that has been severely harmed in many ways, both economically and socially (Malgorzata & Magdalena, 2015; Oloidi, & Clementina). Pawowska and Swaryczewska (2002), on the other hand, identify factors that can initiate and shape the development processes of national economic through technical and vocational education and training (Palowska, & Swaryczewska, 2002). Each definition, however, underlines the specific importance of social participation as a vital tool for carrying out the process (which is frequently crucial of its eventual success and not of other forms of conservation or repair activity). Given current agreements and sustainable development goals, revitalization effort has become particularly important for governments. As a result, in the revitalization procedures, focus is concentrated on resuscitating current vocational education and training courses that have lost their relevance over time.

Young people without jobs or hope for a better future face frustration on a daily basis. Frustration, combined with despair and a loss of self-esteem, is driving many young people to seek any means of survival, including the risky trek across the Mediterranean Sea to Europe. Others may be enticed into a criminal life, used as tools of politico-religious violence, or combatants in armed conflicts. As a result, youth unemployment endangers political and national stability, as well as social cohesiveness. The good news is that many African governments have realized the critical role that technical and vocational education and training (TVET) can play in preparing young people for the workforce. TVET institutions are expected to play a vital role in the production of skilled labor to facilitate the revitalization of economic development through generating opportunities for the

local workforce to participate in recovery-related sectors such as construction as well as develop essential skills, digital literacy, and vocational skills training for technical vocational education-related work and other key diversification sectors; providing financial support to impacted communities for economic revitalization and job growth efforts; providing technical assistance to small businesses that sustain income producing jobs for residents of the disaster-impacted communities. In order to determine the status of training programmes in Nigerian TVET institutions.

Economic revitalization refers to different approaches and initiatives aimed at improving the conditions and opportunities of areas that have become undesirable or underdeveloped for a variety of reasons, revitalization refers to various activities that help to meet essential community needs, including the needs of low- and moderate-income people in areas where services are lacking. Sectorial initiatives, workforce development, and other measures can all contribute to economic regeneration. Providing possibilities for the local workforce to participate in recovery-related sectors such as construction, as well as developing essential skills, digital literacy, and vocational skill training for technology-related work and other development areas. Economic revitalization encompasses both short-term actions (such as cash-for-work programmes, which are essential for fostering trust in the peace process) and longer-term initiatives, such as the creation of new jobs, productive investment, risk mitigation, and social inclusion. Economic revitalization is an essential aspect in national economic development.

Economic revitalization is a broad phrase that encompasses a variety of approaches and programmes aimed at improving the conditions and prospects in areas that have become undesirable or underdeveloped for a variety of causes. Lack of development, deterioration, obsolescence, inadequate properties, or brownfields are some of the reasons. Sectorial initiatives, property reuse, worker development, and other measures that combine social justice and sustainability can all contribute to economic regeneration. Economic revitalization can be used to both economic and TVET. Economic revitalization can involve sectoral strategies, property reuse, workforce development, and other measures that incorporate social justice and sustainability. Economic revitalization can apply to both economic development and technical vocational education and training (Fitzgerald & Leigh, 2012) specially to improve national economic.

Economic Development

Economic development is **the practice or process of improving the economic well-being, quality of life, and prosperity of a community or a country.** It refers to the transformation of low-income national economies into modern industrial economies. It involves activities to create, attract, and retain wealth and jobs, and to foster a resilient, inclusive, and modern economy. It can be influenced by various factors, such as monetary policy, tax incentives, regulatory incentives, infrastructure, and education. It can be measured by indicators such as living standards, income, health, and education. It can occur at different levels of government and require partnerships between the public and private sectors (Ike, Okanya, & Odewale, 2020) Economic development is the process by which emerging economies become advanced economies. In other words, the process by which countries with low living standards become nations with high living standards. Economic development also refers to the process by which the overall health, well-being, and academic level the general population improves. It is the process of improving economic welfare in an economy. Economic development can involve a stronger economy enabling a greater range of social services that improve a nation's welfare. For example, an undeveloped economy will be primarily based on agriculture and very limited social services such as health care and education. Economic development involves an increase in real incomes, higher life expectancy, lower poverty and a greater provision of basic amenities.

Economic development looks at how the citizens of a country are affected, apart from their living standards, it also looks at the freedom they have to enjoy those living standards. Economic development is about creating freedom for people and removing obstacles to greater freedom. Greater freedom enables people to choose their own destiny, during the development, there is a population shift from agriculture to industry, and then to services. Economic development considers the following information: Average life expectancy, i.e., how long people's lifespans are; education standards; literacy rates, i.e., what percentage of the population can read and write. Also consider gender discrepancy.; environmental standards; availability of housing, plus the quality of housing; access to healthcare. This considers the number of doctors per thousand people, access to affordable medicine, and income per capita. GDP at purchasing power parity (PPP) considers the local purchasing power of the currency and is a better guide to actual living standards; openness of economy to international trade, also, levels of foreign direct investment; quality of nation's infrastructure – quantity and quality of roads, railways and airports; percentage of

population with access to safe water supply and sanitation; Percentage of population with insufficient food – levels of malnutrition among others. Put simply; economic development is all about improving living standards. Improved living standards refers to higher levels of education and literacy, workers' income, health, and lifespans.

Sustainable economic development is a national initiative built on local economic unique assets to address their individual challenges and provide quantifiable real-world benefits. It is a practical implementable toolkit that tailors' strategies to work for local people, businesses and institutions that is elements of an anti-poverty programme and may be common from place to place, but solutions must be grounded in the political, social, and economic reality of a location if they are to create real change (Bernstein, 2020). It is also underlying economic conditions for a growth that is inclusive, environmentally sustainable, and conducive to employment creation is basic prerequisite for generating income and brings about a permanent reduction in poverty.

Economic Revitalization and Technical and Vocational Education and Training (TVET)

Economic Revitalization is unique in that it discusses leading revitalization strategies in the context of national economic, offering case studies of programme development and implementation, the need for a context that incorporates social justice and sustainability into how we think about and practice economic development. Economic revitalization aimed at national economic and practitioners of economic development planning who seek to foster stronger economies and greater opportunity. It is also meant to assist TVET planners in thriving economic seeking to avoid future economic decline as TVET developed. TVET is a special education programme that is well-positioned to provide much-needed training to provide a population with the information and skills needed to successfully find and keep jobs. Its role in the colony's regeneration is thus critical. Technical and vocational education's goal is to develop application-oriented abilities with linked technical theoretical knowledge and practical aptitude (TVET Act, 2013). TVET learners gain practical skills that are required in economic areas.

One of the most essential aspects of TVET is its emphasis on the acquisition of employable skills and its orientation toward the world of work. TVET delivery systems are so ideally positioned to train workforce Nigeria requires a competent and entrepreneurial workforce to build riches and lift itself out of poverty. Another key feature of TVET is that it may be offered at various levels of sophistication. This means that TVET institutions can meet the diverse training demands of learners from various socioeconomic and academic backgrounds, preparing them for productive

work and long-term livelihoods. TVET can thereby aid the youth, the impoverished, and the vulnerable in society. Unfortunately, it appears that the potentials of TVET sectors are not fully recognized in Nigeria. Therefore, there is need to ascertain revitalization of TVET for sustainable economic development (Ike, Okanya, & Odewale, 2020). TVET systems need sustained transformation and revitalization if TVET is to realize its enormous potential to impact economic development.

Since education is regarded as the key to successful development strategies. Furthermore, when we are educated; we are fully integrated into the society not alienated; easily develop self-confidence in ourselves not rejection; become more capable of accommodating others not hatred; be able to take positive decisions on our own not cowardice; and make choices on our independent judgments not others thinking for us. Economic must be revitalize through technical and vocational education and training (TVET) to reduce poverty, promote peace, protect the environment, improve the quality of life for everybody, and contribute to long-term development by developing the necessary knowledge attitude and skills. According to Hornby (2010), the word revitalize means to make something stronger, more active, or healthier. Revitalization is the act of bringing something back to life or restoring its fitness. Revitalizing is giving vitality or vigor to something or somebody.

Oladele (2011) described revitalizing as giving new life or energy to something or somebody that is weak or inactive to become strong and successful again. The need to revitalize economy in Nigeria is necessitated by creating enabling environment in which the TVET programme operates now. TVET is confronted with a myriad of challenges which hinder it from achieving its desired objectives and hence, in serious need of deliberate actions towards its revitalization so as to increase national economic development (Suriana, 2012). Also, with the passage of time and technological developments demand change, for change needs to be done in the TVET to form a generation that has a variety of skills, not only in technical skills and knowledge, but in producing future leaders of integrity, furthermore, the focus of revitalizing technical and vocational education and training is towards national economic development to improve the economic status of the country and welfare of the people, considering issues pertaining to integrating technical and vocational education and training (TVET) in education curricula, entrepreneurial activities aimed at jobs, solve the problem of widespread poverty and unemployment, priority should be given to

revitalizing technical and vocational education and training with the priority given to empowering the youths on vocational education.

The increased importance that the Nigerian government currently pays to empowering the youth via employment-oriented skills training is reflected in the skills development policies that governments have established and are executing to resuscitate TVET systems. Some state, have established national TVET agencies and workforce development authorities to coordinate, regulate, and generally drive skills development to support their productive sectors. However, in many countries, access to excellent TVET is unequal and inequitable, partially because of the uneven geographical distribution of training institutions. The bulk of better-equipped TVET institutions are concentrated in metropolitan areas, making it difficult for poor rural residents to gain access to excellent and diverse skill training options that their city-dwelling peers do. In practically all the federation's states, the use of information and communications technology (ICT) and other technology-mediated initiatives to enhance access to TVET is still in its infancy. Overall, TVET in Nigeria suffers from insufficient funding, outdated technology, and weak organizational structures.

Also, there is a national and institutional lack of skilled TVET professionals, policy strategists, and employment-sector analysts to drive the overall skills acquisition system. Because of this, training providers and government ministries and organizations in charge of TVET are less able to properly link training to labor market demands or the needs of local entrepreneurs and small companies. TVET programmes, particularly in the formal sector, lack flexibility, relevance, and reactivity. In countries without a central TVET coordinating organization or a National Qualifications Framework (NQF), the national TVET system lacks consistency, and quality standards might differ from one training provider to the next.

Economic Revitalization Through TVET for National Economic Development

The primary goal of TVET is to persuade the Nigerian government to prioritize the preparation of qualified human resources so that Nigeria may make significant development and catch up with other countries. A capable and skilled workforce, born of certified vocational education and training and relevant to the ever-changing demands of business and industry. One of the most important features of TVET is its orientation towards the world of work and the emphasis of the curriculum on the acquisition of employable skills. TVET delivery systems are therefore need to

be well placed to train the skilled and entrepreneurial workforce that Nigerian needs to create wealth and emerge out of poverty. Another important characteristic of TVET is that it can be delivered at different levels of sophistication. This means that TVET institutions can respond to the different training needs of learners from different socio-economic and academic backgrounds and prepare them for gainful employment and sustainable livelihoods. The youth, the poor and the vulnerable of society can therefore benefit from TVET. The need to revitalize TVET in Nigeria is necessitated by the kind of environment in which the programme operates now. The programme is confronted with a myriad of challenges which hinder it from achieving its desired objectives and hence, in serious need of deliberate actions towards its revitalization. Revitalization of TVET programme includes some of the following reasons:

Skills demanded: Skills demanded by the labor market are changing, one of the reasons for the change in the returns pattern is the race between technology and education, as labor markets adjust to automation. In this new world, the ability of workers to compete is handicapped by the poor performance of education systems in most developing countries. Technological change and global competition demand the mastery of competencies and the acquisition of new skills for many. Countries can compete- and succeed, to promote success in today's labor market, one needs to invest early, and then invest in the relevant skills; problem-solving skills, learning skills, communication skills, personal skills for self-management and social skills. Above all, countries need to invest smartly, by promoting attention to autonomy, accountability, assessment. They need to pay attention to technical and vocational education and training.

Standardization. While increasing access to the TVET system, it is important to remember that there is also a need for standardized training. Though seemingly daunting, if a TVET system is adopted at a national or regional level, the cost and time needed to train instructors and trainers will be greatly reduced. By adopting TVET in this manner, training can be coordinated so that all trainees receive the same training, making all trainees more marketable to employers no matter where they are within the country or region. Uniform standards also help countries adapt their systems to match global standards more closely, making the country and its workforce more globally competitive. While the country is proliferated by many private run TVET institutions, the public TVET systems have adopted international standards and curricula to ensure quality and uniformity.

Inclusion of soft skills: The global economy demands much more from people than it has in the past. Competition is no longer just local, and this drives up the demands on employees, focusing employers on developing employees that are more engaged in work, that local customs or norms might have hindered in the past. This demand might be seen in time at work, type of work, or different interactions. These demands may clash with local customs or beliefs. Instead of trying to eliminate these customs TVET students need to be trained in the demands that their industry may require. This will help both industry and employers to adapt their customs and beliefs to what might be a new way of doing business. In many cases this type of training is categorized as soft skills. These are the skills that all employers say they want (i.e. timeliness, productivity, teamwork, etc.). In many countries, some soft skills will take time to be inculcated due to customs or other regional issues and a movement towards global norms.

Linkage between vocational and general education: In general, vocational education and training forms a separate parallel system within the education system with its own institutions, programmes, and teachers. This situation tends to reinforce the perception of inferiority of the vocational track. It is therefore important to create articulation pathways between vocational education and general education. vocational education should only provide basic general education that empowers young people to find access to the world of work and to integrate themselves into society It therefore links the vocational and general tracks. It is intended to prepare young people for studies at universities of applied sciences.

Linkage between formal and non-formal TVET: It should be possible for students who drop out of the school system to learn a trade to re-enter the formal vocational school system to upgrade their skills, either on part-time or full-time basis. Similarly, regular vocational school students should be able to acquire relevant practical skills in the non-formal sector.

Linkage of TVET to the labour market: The ultimate aim of vocational training is employment. TVET programmes therefore have to be linked to the job market. In this way, the socio-economic relevance of TVET can be enhanced. Furthermore, TVET institutions and other stakeholder need develop a roadmap for TVET development; perfecting and aligning the TVET curriculum with competencies according to the users of the graduate. Revitalization of TVET programme for national economic development through alignment of curriculum with business and industry; learning innovations that drive TVET institutions 21st century skills, also, the fulfillment and

improvement of professionalism of teachers and education personnel; standardization of facilities and basic infrastructure; updating of industrial cooperation programmes; management and organizational structuring; as well as increased access to competency certification.

Also, to sustain the system and produce the quality of employees that businesses need, students must have an educational foundation which enables them to take advantage of the offerings of the formal TVET system. TVET success can be found anywhere in the world under many different circumstances. The key to this success is that the TVET system be adapted to a specific country. No one will be able to take what works in one country and transpose to another. There are too many variables involved in that for success. However, different pieces can be used from a variety of TVET systems that when put together, like a puzzle, any country can find success. It is a matter of finding the right pieces and using basic principles for success.

Education as a discipline/systematic body of knowledge should resolve the issue of what and why do we educate? Fundamentally, our educational content curriculum should be overhauled to make it functional, industry/society driven to reflect the educational and societal philosophy of self-reliance, equalitarianism anchored on economic dynamism/sustainability. Wahba (n.d.) pointed out that TVET institutions should strive to build their credibility by effective training of their students and contribute towards career development instead of existing just for rolling out training programmes (how do we train our students for career development. Research recognizes the critical role of TVET in making a unique contribution to sustainable development. Therefore, TVET is an important component of human resource development and is highly valued in the strategic and operational priorities of G20 countries.

Conclusion

Economic revitalization for national economic development through technical and vocational education and training requires collective and serious efforts and strong commitments on the part of parents/guardians, educational institutions/training providers, employers, and government. Parents should support children to choose vocational education track and reject the perception that TVET is for less academically endowed. Government needs to increase funding to support the sector, while educational institutions need to deliver flexible and demand – driven training and employers need to contribute to the development of national skill standards. However, it must be accentuated that acquisition of skills is not sufficient to bring economic development. It is a prerequisite, but a lot more needs to be executed. Poor governance, poor economic policy,

corruption have to be abolished and adequate infrastructural facilities put in place before the much-needed economic development can be achieved.

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