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FROM THE DESK OF THE EDITOR-IN-CHIEF

It is my pleasure to present to you the fourth edition of Journal of Early Childhood and Primary Education (JECPE), KWASU. This Journal provides qualitative and quantitative research in early childhood and primary education, bridging cross-disciplinary areas, and applying theory and research within the professional community. This reflects the world-wide growth in theoretical and empirical research on learning and development in early childhood and primary education. The journal publishes peer-reviewed articles covering curriculum, child care programmes, administration, staff development, family-school relationships, equity issues, child development, advocacy and more. The journal has particular relevance to policymakers and practitioners working in fields related to early childhood.

I hereby present to you all the articles in this our fourth edition in affirming our claim for professionalization of early childhood education in KWASU, Nigeria. I hope you enjoy reading them and that they challenge you to think about the issues raised. I also hope that many of you will work to share your research over the coming months and years ahead. It is so important that your experience and voice are heard in this academic arena as we work together to increase the profile of early childhood education. I wish you all the best and I look forward to another challenging year in 2016. "Onward Early Childhood Educators/Practitioners

Dr Temitayo Ogunsanwo
Editor-in Chief

INSTRUCTION TO CONTRIBUTORS

Journal of Early Childhood and Primary Education publishes articles in the areas of Early Childhood and Primary Education and other relevant fields. It is a professional publication for early childhood practitioners such as classroom teachers, child care providers, and teacher educators.

1. Journal of Early Childhood and Primary Education receives all manuscript submissions electronically as an email attachment to journal.earlychildhood@kwasu.edu.ng with a claim that your content is original free from copyright infringement in part or entirely.
2. Note that you cannot submit your article to multiple journals at the same time.
3. Manuscripts should be formatted as a MS Word document using 12 point New Times Roman font, double-spaced with 1.5 inch margins all around and should not exceed 15 pages in length including the reference list.
4. The author's name, contact information, and institutional affiliation should appear on the title page only.
5. An abstract of 250 words or less should follow the title page. Reference should conform to the Publication Manual (latest edition) of the American Psychological Association.
6. All manuscripts will be acknowledged promptly. All articles will undergo rigorous peer review, based on initial editor screening and refereeing by anonymous reviewers. The review process takes three months.
7. Articles judged to be of substantial importance to those concerned with the education of children and of the highest quality and ethical standards will be accepted.
8. Submit your final article (if required) before the deadline mentioned in the acceptance letter.
9. A non-refundable assessment fee of N5,000.00 should be paid to the designated account.
10. A subscription fee of N20,000.00 (subject to review as market dictates) would also be paid upon acceptance of the paper.
11. The author (s) would also collect two copies of the publication

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VOCATIONAL AND TECHNICAL EDUCATION FOR YOUTH EMPOWERMENT AND SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract

Unemployment has become a major problem affecting the lives of Nigerian youth. The increasing militancy, violent crimes, kidnapping, restiveness and delinquent behaviour are all upshots of unemployment. Youth unemployment is devastating to both the individual and the society as a whole both psychologically and economically. The paper discusses the role the vocational and technical education in youth and empowerment to combat unemployment and achieve a sustainable development in Nigeria. It also recommends that government and other stakeholders should not only make job opportunities available but also put in place some mechanism and intervention that can be useful in training youths to possess skills which are congruent with real the labour market demand.

Introduction

In recent times, there have been notable adverse social, economic and political developments in Nigeria, a consequence of youth unemployment and underemployment, particularly exemplified by increasing militancy, violent crimes, kidnapping, restiveness, Boko Haram and political instability. Unemployment is worldwide economic problem, causing poverty and lack. The extent of this could have been made evident if accurate statistics could be obtained from the Federal Bureau of Statistics on the number of unemployed youths roaming the streets of Nigerian cities. Awogbenle and Iwuamadi (2010) reported from the excerpts of statistics from National Manpower Board and Federal Bureau of Statistics that Nigeria has a youth population of eighty 80 million representing 60 percent of the total population of the country as at 2010. Sixty four (64) million of them are unemployed while one million six hundred thousand (1.6 million) are underemployed.

However, youth's unemployment in Nigeria is a product of several factors. The first major factor is the increase in the population growth. Nigeria has continued to experience high rate of population growth which has produced an overwhelming increase in the youth population thereby resulting in an increase in the size of the working age population. Related to the rapid population growth is the massive rural-urban migration by the youth. According to the United Nations (UN) Report (1999), the high degree of geographical mobility of youth in Nigeria is in form of rural to urban which has been influencing youth unemployment. In Nigeria, youth migrate to the cities more than other migrants and in the cities, job opportunities are very limited. Thus, the rate of urbanization of the youth has continued to create unemployment problem. The Nigerian situation is further compounded by the recent global financial crisis that has crippled businesses and the prospect of securing jobs for young people (Fanimio and Olayinka, 2009).

Many authors have identified the risks youth unemployment poses to the survival of Nigerian as a nation. For example, Okonkwo (2005) noted youth unemployment can lead to desperation which and has driven many youths to abuse the laws of the land in order to make ends meet and as a means of expressing dissatisfaction at the apparent neglect of their very existence. Similarly, Alanana (2003) identified consequences of unemployment to include poverty, psychological problems of frustration, depression, hostility, abduction, murder, armed robbery and all manner of criminal behaviours causing general insecurity of life and property of the people (Egbuna, 2001).

The high rate of unemployment among the youths in Nigeria has contributed to the high rate of poverty and insecurity in the country. Adejumola and Tayo-Olajubulu (2009) noted that unemployment has been identified as one of the major causes of social vices, including armed robbery, destitution, prostitution, political thuggery, kidnapping and many more. Musari (2009) corroborated this statement by saying that about 4.5 million enter the labour market every year without any hope of getting employment for life sustenance. The effect of this problem, if no major measures are taken, could be dangerous to the development of the nation.

Abubakar (2010) explained that vocational and technology education encompasses every aspect of education and employment, this makes it unique form other forms of education. The neglect of technical and vocational education in Nigeria is socially and economically injurious because it is robbing the nation the contribution the graduates would make on national development (since empowerment programmes are geared towards skills acquisition, human development, self-reliance, self-employment and poverty reduction then it implies that youth empowerment trainings cannot be completely functional if technical vocational education and training is not integrated. This paper therefore, discusses Vocational and Technical Education (VTE) as a reliable measure to produce youth empowerment to combat unemployment in Nigeria.

Vocational education is also ensured in the national policy on education (2004) include the followings:

1. Provide trained manpower in the applied sciences, technology and business particularly at craft, and advanced craft and technical levels
2. Provide the technical knowledge and vocational skills for agricultural, commercial and economic development
3. Give trained and impart the necessary skills to individual who shall be self-reliant economically
4. In consonance to the above assertions and visions, vocational education will achieve the following:
 1. Full employment for the youths
 2. Technological advancement and economic development
 3. International economic and political independent
 4. Reduction of crime and social vices
5. Effective supervision and administration of vocational programmes and institutions by vocational experts

Youth Empowerment through Vocational and Technical Education (VTE)

According to Dawodu (2006), technical and vocational educations are the most reliable vehicles for self- sustenance, economic prosperity and political supremacy of a nation over years. (UNESCO, 2010) sees Vocational education as the education designed to prepare skilled personnel at lower levels

qualification for one or group of occupations, trades or jobs. Okoh (2000) also describes Vocational Education as part of the total experience of the individual whereby he/she learns successfully how to carry on a gainful occupation which involves the development of skills, knowledge, and attitudes required for success in the occupation. Sufficient attention should be given to skill development among youths.

Vocational and Technical Education acquisition is closely related to youth empowerment. This programme as well as the curriculum could be designed to take care of the needs of the learners in order to acquire skills necessary for employment, self-reliance and economic development. The acquisition of these vocational skills will greatly help to empower and transform man into a self-reliant person and make him economically viable.

According to the Federal Government of Nigeria FGN (2004), vocational and technical education is a comprehensive term referring to those aspects of the educational process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understandings, and knowledge relating to occupations in various sectors of economic life. Enyakit and Enyenili (2007) explained that vocational education includes preparation for employment in any occupation for which specialized education is required, for which there is a societal need, which can be most appropriately done in schools. It is concerned with the whole hierarchy of occupations from those requiring relatively short periods of specialized preparations such as clerks, typists to occupations requiring two or more of specialized such as inhalation therapist: thus it includes the whole spectrum of labour force from semi-skilled to technicians and paraprofessionals.

Youth empowerment by VTE education can be a sure means to aid sustainable development if adequate consideration is given to the sector. One of the six Education For All (EFA) goals established at the World Education Forum in Dakar 2000 is ensuring that all learning needs of young people and adults are met through equitable access to appropriate learning and life skills. In overseas countries, graduates of vocational and technical institutions are the empowered youths. They are rated higher in many part of the world, yet Nigeria is not taking this sector seriously. They are highly skilled entrepreneurs, and many of them are invited one time or the other as 'expatriate engineers' to build roads and bridges in Nigeria and well remunerated with huge sum of money in dollars. Vocational and technical education can also be a decisive tool for youth to participate in the work force and to improve their living conditions and social status. Integrating VTE in youth empowerment programmes will greatly equip the beneficiaries of the programme with practical skills; self-reliance and this will in turn reduce underemployment and unemployment to the barest minimum and increase the economical growth of the Nation.

Also, a mismatch has been evident between the skills imparted by the national education system and those demanded by the workplace. According to Hansen (2006), effective career guidance can help to bridge the gap between education and the world of work, as well as between school and society. would assist the nation. International Association for Educational and Vocational Guidance, IAEVG, (1992) referred to career guidance as assistance given to individuals or groups of individuals in addressing problems related to occupational and life choices, offering full opportunities for personal development and work satisfaction. young people to make appropriate and judicious educational choice that will enable them to develop their potential and to have access to employment opportunities that are compatible with their interest and abilities. It can also help to instill confidence, positive, attitude and drive fulfillment from their chosen areas of learning and work. Most importantly, it inculcates desire for lifelong learning. The outcome of the above will improve the standard of living by empowering youth thereby eradicating poverty and all forms of social vices.

Vocational and Technical Education for Sustainable Development in Nigeria

Education in whatever form, is aimed at modeling a child or the individual into a better person relevant to his immediate environment. Sustainable development cannot be achieved without education. Development is a process where an economy undergoes social and economic transformation leading to a rise in the standard of living, access to basic amenities for all through knowledge (Sachs, 2004). It is in recognition of the above concept of development that Vocational and Technical Education in empowering youth for poverty alleviation should be given utmost priority by government at all levels, having in mind the future consequence and task ahead for sustainable development.

The development of industry depends greatly on the private sector, with entrepreneurship playing a major role. Entrepreneurship is the capacity and attitude of a person to undertake venture, with a risk or failure. It demands that the individual be prepared to assume a reasonable degree of risk and a good leader in addition to being highly innovative. Hence, the entrepreneurship could become a major avenue to accelerate economic growth, create job opportunities. The future prospect and success of VTE would depend on the continuation and expansion of the existing training programmes and strengthening the existing cooperation at both national and international levels. Also, by starting non-formal training programmes for the unemployed youths and the community at large as part of government poverty alleviation efforts toward sustained welfare of the youth and development. Many youths aspire to become a successful entrepreneur, but their ability to make use of their skills remain constrained if they are not empowered. Youth empowerment should constitute an important component in national strategies if the (EFA) goal is to be achieved.

According to Usman & Tyabo (2013), the need to secure a society with adequate job opportunities, job security and a balanced economy is necessary for the youths of this nation. Vocational and technical education is practical skills oriented therefore, it helps in the maximum creation of jobs. Skills development can therefore contribute to strengthening the social links of a community by promoting employment creativity and sustainable means of subsistence. Vocational education and job training programme has been an integral part of national developments strategies in many societies because of the impact on human resources development, productivity, and economic growth. Dokubo (2010) also noted that VTE curricula would enable acquire skills and knowledge necessary for economic development, employment, and self-reliance. . Also, Amaehule and Enyekit (2010) went further to explain that vocational and technical education equips youth with technological skills and managerial skills to manage human and material resources. Vocational and technical education as an instrument for change and development and a provider of service oriented skills, which play a significant role in economic revival for sustainable human capital development.

Therefore, expanding VTE is integral for youth in crisis or post conflict situations, tackling poverty, and promulgating cultural inclusion for tolerant peaceful society. Alwasi (2002) submitted that the youths through vocational and technical education are encouraged to assume entrepreneurial position, as there is nothing that can surpass the effectiveness of hands on training. Through VTE the youths who are full of fresh ideas ingenuity can build up confidence resourcefulness and experience early in life, so that these youths can begin to change the society into a bloomy economy thereby eradicating poverty.

Conclusion and Recommendations

The role of vocational and technical education in empowering youths cannot be underestimated as it will go a long way to produce quality entrepreneurs in our society and reduce the rate of unemployment, hunger, and poverty in the society. Introducing vocational education at all levels of education throughout the nation will, no doubt, play a significant role in the quest for economic and social transformation of the nation.

1. Education career and guidance should be encouraged in schools to enable the student choose the career of their choice.
2. The Federal Ministry of Education should ensure that the curriculum to be used in both secondary and tertiary institutions be practical oriented.
3. Government should endeavour to develop a culture of entrepreneurial thinking by integrating entrepreneurship into nation's education system to give room for youth's empowerment.
4. There is the need for government to urgently consider redesigning the curricula with emphasis on skill acquisition, especially on youth empowerment.
5. Government at all levels should ensure that vocational and technical schools resuscitated and are adequately funded
6. Workshops, seminars, and conferences should be organized for training and retraining of vocational and technical resource personnel and the youths so that they can be adaptive to innovation and changes through technical invitations

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