

Managing Vocational Education through Emerging Technologies and Innovations in Secondary Schools in Calabar Municipality of Cross River State, Nigeria

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Abstract

The study examined the relationship between managing vocational education and emerging technologies and innovations in public secondary schools in Calabar Municipality in Cross River State. Correlational research design was adopted for the study. The population was 788 including 773 teachers and 15 principals. Simple random sampling technique was used in selecting 300 teachers and a Principal from each of the ten selected schools. A questionnaire titled Managing Vocational Education through Emerging Technologies and Innovations Questionnaire (MVEETIQ) was used to collect data. The reliability of the instrument was determined using a test re-test method which involved 30 teachers outside the study sample. Pearson Product Moment Correlation Coefficient was used to analyze the data. The reliability estimates ranged between 'r'= 0.60 and 'r'= 0.75. The hypotheses were tested at .05 level of significance using Pearson Product Moment Correlation. The findings revealed that there is a positive significant relationship between managing, home economics studies enterprise, school farm production enterprise, arts & crafts enterprise and emerging technologies and innovations in public secondary schools. It was therefore recommended, amongst others, that school administrators should encourage students to offer available vocational courses towards inculcating dignity of labour and acquisition of necessary skills in the emerging technologies.

Keywords: vocational, education, emerging, technologies, innovations

Introduction

The emergence of technologies and innovations had become a concept, but without broadened definitions because it is relatively new in the developing world with no far-reaching definitions as desirable in the developed world with up to date and advanced as found in modern societies. According to Litvinski (2018), Emerging Technology (ET) is a widely popular concept among scholars and business-minded people; however, ET lacks a rich and multidimensional definition. From this assertion, emerging technologies require

a multidimensional definition to incorporate almost all facets of educational programmes and management of schools, and the process of interaction and integration among people, school organizations and educational institutions, which are based on exchange of ideas, transfer of knowledge and aided by information technology. Igbineweka (2017) posited that the management of schools, the school managers at all levels are working in consonant with the injunction to imbibe the best global practices in education. Hence, the concept of emerging technologies and innovations is in tandem with updating programmes in the education sector as the bedrock for national development.

The success of the school principals is the achievement of the goals and objectives of that institution. A good administrator must always be innovative in nature and practices, and in the aspect of policy implementation process and not to be static. Change management process is the process of planning, directing, organizing, and controlling the daily routine, weekly routine and yearly routine of the school activities in order to achieve a pre-determined goal of the schools through innovative means (Creasey, 2012).

The application of the emerging technologies during the COVID-19 and post COVID-19 era would introduce change and innovation in many ways of doing things. Innovation is about thinking outside the box, infusing new ideas and processes. It requires thinking and acting beyond existing, predefined parameters (Malhotra et al., 2009). According to Imakpokpomwan et al. (2018), the main essence of innovation is to change from a former way to a new pattern of product or service delivery which could make the former process easier, faster, better or more enjoyable in some ways. Innovations in this study is the designed improvements infused in the managing of vocational education programmes in order to enhance better process of service delivery. Hence, the managing of vocational course enterprises towards emerging technologies requires updated changes from a former way of doing things to a new pattern of product or service delivery which could make the former process easier, faster, better or more enjoyable in the new normal of COVID-19 era and beyond.

Aneke (2015) noted that skill acquisition precedes habit formation. That is to say, continuous practice of a task soon becomes habit and thus leading to perfection. The teacher is required to involve the students actively in vocational education activities, and further affirms the importance of involvement of the students in practical and technical exercises by stating that the training of would-be farmers today in technical knowledge is the duty of the teacher and that the teacher would make sure that the trainees (students) are fully involved in their training package and more importantly is being supervised effectively by the trainer (teacher).

In acquiring new skills, the teacher should be on hand to give close supervision to the students to ascertain their weak points and assist them out of areas they found difficulties. While the school administrator as the executive head of secondary schools should make necessary decisions that is capable in implementing the policies and programmes towards

promoting the practical skills in relevant practical subjects for the emerging technologies in the era of the pandemic and new normal (Igbineweka et al., 2017).

Secondary education is the type of education children receive after basic education. The Federal Republic of Nigeria (FRN, 2014) specifically expressed the importance of secondary education in broad aims to include preparation of students for useful living in the society and preparation for higher education. In order to achieve this goal, there is tendency to consider the aspect of managing vocational education programmes as part of education for empowerment and job creation in the era of COVID-19 pandemic and beyond. However, most of the core courses taught in secondary schools hardly covered the areas of vocational subjects, thereby relegating vocational courses to elective. This has left much to be desired by students in secondary schools for a thorough skill acquisition and promotion of technical and vocational education as education for empowerment and job creation in the era of COVID-19 pandemic. Nwadiani (2010) saw the growing aversion to manual work which had resulted to lack of sellable skills or narrow school curriculum or over-bloated with irrelevant courses against societal needs as a negative effect on technical and vocational education programmes in secondary schools.

There is no gainsaying the fact that education levels have risen sharply in developing world over the last decade. Suffice it to say that education systems face current and growing challenges on other fronts: learning outcomes are generally below expected standards; training does not sufficiently match the labour market demand or reflect the skills needed for economic growth; and sector management, efficiency and accountability are largely improvable (UNESCO, UNICEF, the World Bank & the Global Partnership for Education, 2014). Such improvable tendency is normally based on the best practices already sustained in the society. Hence, the UNESCO (2012) Principles of Sustainable Development is very important in the emergence of new technologies; that all sustainable development programmes must consider the three spheres of sustainability – environment, society and economy – as well as an underlying dimension of culture. Therefore, working through emerging technologies and innovations may bring about proper managing of vocational education in areas of managing school farm products enterprise, home economics studies, arts and crafts educational programmes for present realities in managing education for empowerment and job creation in the era of COVID-19 pandemic. It is from such observations that managing education for empowerment and job creation in the era of COVID-19 pandemic is of necessity and relevant to this study with a view to capturing the emerging technologies and accommodating the new changes propping up in a changing world of uncertainty in the face of an unpredictable and a lingering pandemic or a reoccurrence of such in the future.

The very concept of vocational enterprise as encapsulated in the 6th edition of the National Policy on Education (FRN, 2014) is classified under the vocational curriculum that stipulates the establishment of Vocational Enterprise Institutions (VEIs) is to educate students to think creatively and transform knowledge through technological process into wealth and a broader economic base. VEIs will be offered to a variety of end users as

graduates of junior secondary schools and graduates of senior secondary schools. From this observation, the number of existing VEIs, if there are any, are in short of vocational education training to cope with the demand for critical skills in the wider society. Hence, the present secondary education should manage the teaching and learning of vocational education programmes for wealth creation and alternative sources of income to finance certain aspects of school budget by school administrators, and for school graduates at that level to become self-reliant (Igbineweka et al., 2016).

Considering the National Policy on Education (FRN, 2014) on secondary education as stated on page 12-13 of the 6th edition, it succinctly revealed that the Junior Secondary School is provided for students to study skills of entrepreneurship and educational advancement in the listed number of ten (10) key area subjects where compulsory subjects are given priority far above pre-vocational studies. However, core subjects did not contain any vocational electives, but restricted to pre-vocational studies even when emphasis on subjects is on skills of entrepreneurship and educational advancement practice. On the other hand, the Senior Secondary School shall be for students who have completed the basic Junior Secondary School with Compulsory Cross-Cutting Subjects: English Language, General Mathematics, Trade/Entrepreneurship Subject and Civic Education. For the Trade/Entrepreneurship Subject, each student is expected to select one (1) Trade/Entrepreneurship Subject from the list of 34 Trade/Entrepreneurship Subjects. In view of the above classifications and guidelines, it is evident that an equal or considerable opportunity of studying both core subjects and more vocational subjects is not guaranteed (Igbineweka et al., 2016). Managing vocational education programmes to raise the levels of skills acquisition will address the missing link between the school and the society in the world of work and self-reliance rather than preparing children for uncertain future of unemployment (Omigbodun, 2013).

Nevertheless, the latest 6th edition of the National Policy on Education (FRN, 2014:17-23) released in 2008 somehow expanded the scope at the Junior Secondary School level to accommodate the vocational elective subjects with a view to having Cultural and Creative Arts as a combined core subject in addition to other twelve core subjects. The same expanded scope relegated Agriculture, Home Economics and Business Studies to electives, but the Senior Secondary School now referred to as one of Post-Basic Education, which is otherwise classified as senior secondary education, higher school; while in another perspective is referred to as continuing education given in Vocational Enterprise Institutions to either cater for the basic education graduates who are not proceeding directly to senior secondary schools, or Senior Secondary graduates who are not proceeding to the tertiary education level.

The senior secondary education shall consist of four fields of studies namely: Science, Technology, Humanities and Business. The compulsory subjects are English language, General Mathematics, Trade Subject with Entrepreneurial studies, Computer studies and Civic education/Christian Religious Studies/Islamic Studies. This new policy had thirty-seven (37) Trade/Entrepreneurship Subjects with a view that students shall offer one as

compulsory subject with entrepreneurial studies in line with aforementioned compulsory subjects; and in addition, each student is expected to offer three (3) or four (4) within each field of studies and one elective only from any other field of study. This was intended to have teaching instructors in relevant vocational courses as outlined, whereas, only few of the studies have instructors in a few schools. It was however instructive that each student must study 10 or 11 subjects in SS1, 9 or 10 in SS2 and SS3 respectively (Igbineweka et al., 2016).

The 5th edition of the National Policy on Education (NPE) (FRN, 2007) was informed by the National Economic Empowerment and Development Strategy (NEEDS) to reflect amongst others, the need to improve and refocus education quality and service delivery for the accelerated attainment of the NEEDS goals of social and economic transformation, wealth creation, poverty reduction, employment generation and value reorientation. Therefore, in exploring changes in the strategies for financing education for sustainable national development in Nigeria, it is very important to consider the changes that had occurred overtime in the education sector as it affects secondary education with special reference to the National Policy on Education (NPE). These changes in secondary education are to reposition the Nigerian education sector to effectively meet the challenges of Education For All (EFA) initiative, Millennium Development Goals (now upgraded to Sustainable Development Goals), and to improve and refocus education quality and service delivery for the accelerated attainment of the NEEDS goals of social and economic transformation, wealth creation, poverty reduction, employment generation and value reorientation (Igbineweka et al., 2016).

The concept of emerging technologies becomes a model of approach towards managing education for empowerment and job creation in the era of COVID-19 pandemic. The model approach to emerging technologies as investigated by Litvinski (2018) is a relevant model for multidimensional and multilevel concept that can be used to guide studies under emerging technologies for proper definition of the concept. The Emerging Technology's (ET) definition as it is practiced in management and organizational studies is in the context of digital transformation. This investigation applied a four step multi-method qualitative design which incorporates elements of literature review and content analysis techniques for development of the ET definition. As a result, the ET becomes a multidimensional and multilevel concept composed of social characteristics (leverage, ascendancy, ambivalence, and materiality) as well as artificial (radical novelty, fast growth, prominent impact, ambiguity), and temporal ones (ex-post and ex-ante) while applied to individual- and unit-level social structures (group, firm, cluster, and industrial sector). Consequently, ET may be used in the investigation of technologically-related social processes and mechanisms (a strategic decision support, innovation cluster positioning). Further efforts will investigate these characteristics' attributes and borderline cases in order to formulate ready-to-use framework (Litvinski, 2018).

Statement of the problem

Secondary education should be organized towards managing technical and vocational education programmes for economic transformation, wealth creation, poverty reduction,

employment generation, empowerment and job creation in the era of COVID-19 and post-pandemic. From the emerging technologies towards managing vocational education by the incorporation of technical skills, creating alternative sources of income to assist in financing secondary education, graduating students with enabling skills for self-reliance can adequately play vital role in social security as skillful graduates of secondary education can become useful members of the society. The vocational education programmes considered for the study were home economics studies, school farm products enterprise, arts and crafts. These programmes of vocational education were considered based on the negligence and relegation of these courses in secondary schools to the elective course cadre. However, with proper managing of vocational education (including the above-mentioned courses), there is hope in managing education for empowerment and job creation in this era of COVID-19 Pandemic and beyond.

Although managing vocational education programmes in secondary schools as exploring alternative sources of income, empowerment and job creation for self-reliance is conceptualized in the new policy, less or no priority is being accorded vocational courses and practices. From observations, there is apathy towards the study and management of vocational education programmes in secondary schools. In another perspective, it was observed that the growing aversion to manual or technical work had resulted to lack of sellable skills, narrow school curriculum or over bloated with irrelevant courses. The lack of proper managing of vocational education programmes through emerging technologies overtime may have hindered the used of investigation of technologically-related social processes and mechanisms, which are examples of not taken into consideration a strategic decision support, innovation cluster positioning in the policy statement for secondary schools. Hence, it was pertinent to carry out this study to examine the relationship between managing vocational education and emerging technologies and innovations in public secondary schools in Calabar Municipality in Cross River State. To this end, what relationship exists between managing vocational education enterprises and emerging technologies innovations in secondary school education?

Purpose of the study

The purpose of this study is to examine the relationship between managing vocational education programmes and emerging technologies and innovations in public secondary schools in Calabar Municipality in Cross River State. Specifically, the study is to examine:

1. The relationship that exists between managing home economics studies enterprise and emerging technologies and innovations in public secondary schools.
2. The relationship that exists between managing school farm production enterprise and emerging technologies and innovations in public secondary schools.
3. The relationship that exists between managing arts and crafts enterprise and emerging technologies and innovations in public secondary schools.

Research questions

The following research questions were raised to guide the study:

1. In what way does managing home economics studies enterprise relate to emerging technologies and innovations in public secondary schools?
2. How does managing school farm production enterprise relate to emerging technologies and innovations in public secondary schools?
3. Which way does managing arts and crafts enterprise relate to emerging technologies and innovations in public secondary schools?

Hypotheses

Ho1: There is no significant relationship between managing home economics studies enterprise and emerging technologies and innovations in public secondary schools.

Ho2: There is no significant relationship between managing school farm production enterprise and emerging technologies and innovations in public secondary schools.

Ho3: There is no significant relationship between managing arts and crafts enterprise and emerging technologies and innovations in public secondary schools.

Methodology

The research design adopted for this study was correlational design. Correlational studies are essential in predicting future trends of variables and also useful in exploratory studies. It attempts to find the nature of relationship between a set of variables where such relationship is not determined by the researcher, and cannot be manipulated. The relationship between variables can be positive, negative or no correlation at all. The study population comprised 773 teachers and 15 principals of fifteen schools; thus, a total population of 788. A simple random sampling technique was used in selecting 300 teachers, representing 38% of 773 teachers (30 teachers were randomly selected from ten schools) and a Principal from each of the ten (10) selected schools, giving a total of 310 respondents. The instrument used for the collection of data was a questionnaire titled: Managing Vocational Education through Emerging Technologies and Innovations Questionnaire (MVEETIQ), which was validated by experts in Measurement and Evaluation and Educational Management before it was administered. The questionnaire had two sections (A and B). Section 'A' on personal information: (age, sex, qualification, position and years of experience) while section 'B' had 30 items with responses on a rating scale of Strongly Agree (SA=4), Agree (A=3), Disagree (D=2), Strongly Disagree (SD=1) on positively worded items, while negatively worded items were scored on reversed rating: Strongly Agree (SA=1), Agree (A=2), Disagree (D=3), Strongly Disagree (SD=4). The sub-variable of managing home economics studies enterprise was measured by items 1-8, school farm production enterprise was measured by items 9-16, arts and crafts enterprise was measured by items 17-24, while the emerging technologies and innovations variable was measured by items 25-30. The reliability of the instrument was determined using a split-half method which involved 30 teachers of the total population outside the sample size. A reliability index of 0.60 and 0.75 was obtained using Pearson product moment correlation. Pearson product moment correlation coefficient was used to test the hypotheses on relationship between managing vocational education enterprises and emerging technologies and innovations in public secondary schools in Calabar Municipality.

Presentation of results

Ho1: There is no significant relationship between managing home economics studies enterprise and emerging technologies and innovations.

Table 1: Pearson product moment correlation analysis on the relationship between managing home economics studies enterprise and emerging technologies and innovations

Variables	N	\bar{x}	SD	df	Crit-r	r-val.
Managing home economics studies enterprise	310	12.18	2.19	308	0.198	0.70
Emerging technologies and innovations		13.14	3.04			

The result on table 1 revealed that there is a significant relationship between managing home economics studies enterprise and emerging technologies and innovations. The result on table 1 revealed that the calculated r-value of 0.70 is higher than the critical r-value of 0.198 at 0.05 level of significance with 308 degrees of freedom. Therefore, the null hypothesis was rejected.

Ho2: There is no significant relationship between managing school farm production enterprise and emerging technologies and innovations.

Table 2: Pearson product moment correlation analysis on the relationship between managing school farm production enterprise and emerging technologies and innovations

Variables	N	\bar{x}	SD	df	Crit-r	r-val.
Managing school farm production enterprise	310	12.14	3.10	308	0.198	0.64
Emerging technologies and innovations		3.22	4.12			

The result on table 2 revealed that there is significant relationship between managing school farm production enterprise and emerging technologies and innovations. The result on table 2 revealed that the calculated r-value of 0.64 is higher than the critical r-value of 0.198 at 0.05 level of significance with 308 degrees of freedom. With this result the null hypothesis was rejected.

Ho3: There is no significant relationship between managing arts and crafts enterprise and emerging technologies and innovations.

Table 3: Pearson product moment correlation analysis on the relationship between managing arts and crafts enterprise and emerging technologies and innovations

Variables	N	\bar{x}	SD	df	Crit-r	r-val.
Managing arts & crafts enterprise	310	12.12	3.11	308	0.198	0.65
Emerging technologies and innovations		13.12	3.04			

The result on table 3 revealed that the calculated r-value of 0.65 is higher than the critical r-value of 0.198 at 0.05 level of significance with 308 degrees of freedom. With this result the null hypothesis was rejected. This implies that there is a significant relationship between managing arts and crafts enterprise and emerging technologies and innovations.

Discussion of findings

The findings of this study revealed that there is a positive significant relationship between managing home economics studies enterprise, school farm production enterprise, arts and crafts educational programmes and emerging technologies and innovations in public secondary schools in Calabar Municipality in Cross River State. The findings agree with what informed the new edition (6th ed.) of National Policy on Education (FRN, 2014) which is based on the National Economic Empowerment and Development Strategy (NEEDS) to reflect amongst others, the view to improve and refocus education quality and service delivery for accelerated attainment of the NEEDS goals of social and economic transformation, wealth creation, poverty reduction, employment generation and value reorientation. The findings further underscore the UNESCO (2012) Principles of Sustainable Development; that all sustainable development programmes must consider the three spheres of sustainability – environment, society and economy – as well as an underlying dimension of culture. The findings also highlighted the views by UNESCO, UNICEF, the World Bank and the Global Partnership for Education (2014) that education levels have risen sharply in developing world over the last decade which can be traceable to growing population and expansion of education system, and Nigeria as a developing nation faces current and growing education coupled with challenges of insufficient funding.

Therefore, it is in the researchers’ opinion that managing home economics studies enterprise, school farm production enterprise, arts and crafts educational programmes through emerging technologies and innovations in public secondary schools in Calabar Municipality is in line with exploring alternative sources of income in financing education for empowerment and job creation in this era of COVID-19 pandemic and beyond. This support of internally generated revenue has a combined benefits or spillover effects on students acquiring skills and as well as helping the school in generating wealth for sustaining maintenance culture; repair of school time piece, purchase of waste baskets, refund of staff expenses for items purchased for instructional purposes, cost of taking any sick student on emergency to the hospital, purchase of fuel and oil for school vehicle or generator, among others. The positive relationship from the findings between managing home economics studies enterprise, school farm production enterprise, arts and crafts educational programmes and emerging technologies and innovations in public secondary

schools for empowerment and job creation in this era of COVID-19 pandemic and beyond in this study further amplified the aspects, wealth creation, poverty reduction, employment generation and value reorientation. This study laid credence to the assertion that with proper managing of education for empowerment and job creation, the school objectives and education policy framework are achievable with emerging technologies and innovations.

Conclusion

Managing vocational education programmes through emerging technologies and innovations in public secondary schools for empowerment and job creation in this era of COVID-19 pandemic, and beyond is the new norm and the way to go in achieving educational goals. From observations received from respondents, it further confirmed the needs for the education system to properly manage home economics studies enterprise, school farm production enterprise, arts and crafts educational programmes through emerging technologies and innovations, especially in the areas of income and expenditure of school administration. With the growing challenges facing education system at all levels, it is very important to consider other sources of income than relying on insufficient funding from the government. This creates an avenue for managing vocational education enterprise programmes for wealth creation, poverty reduction, employment generation and value reorientation. The internal generation of revenue would have multiplier effects and combined benefits on students acquiring skills and as well as helping the school in generating wealth for sustaining and maintaining facilities. This study further emphasized the need for entrepreneurial studies in schools, which is readily available to be harnessed in the areas of vocational subjects and technological courses. However, these courses had been relegated to elective and not made compulsory for students to offer, but it is the responsibility of school administrators to encourage students to at least offer available vocational courses where special teachers for those courses are available. This would reduce the growing aversion to manual work by students and inculcate the attitude of dignity of labour and acquisition of necessary skills.

Recommendations

From this study the following recommendations were made, that:

1. Proper managing of vocational education programmes through emerging technologies and innovations in public secondary schools for empowerment and job creation should be encouraged and sustained.
2. School administrators should in collaboration with the Ministry of Education include more vocational education programmes in the school curriculum and employ instructors in relevant vocational studies in the National Policy on Education.
3. School administrators should emphasize the need for entrepreneurial studies and vocational enterprise in schools, which is readily available to be harnessed in the areas of vocational subjects and technological courses outlined in the National Policy on Education.
4. That school administrators should encourage students to offer available vocational courses towards reducing the growing aversion to manual and technical work, and to

inculcate the attitude of dignity of labour and acquisition of necessary skills in the emerging technologies.

5. It was recommended that managing vocational education programmes properly would encourage the emerging technologies and innovations in public secondary schools to excel and catch up with present day realities of global practice in technologies and innovations.

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