

Access to Vocational Education Programmes on Youth Employment and Income Generation

¹Ayanwole, Adeyemi Ayanyemi, PhD

*Department of Business and Entrepreneurship Education,
Lagos State University of Education, Nigeria.*

Email: ayanwoleaa@lasued.edu.ng

³Kelani, Modinat Olushola

*Department of Agricultural Science Education,
Lagos State University of Education, Nigeria.*

Email: kelanimodinat@lasued.edu.ng

²Bamgbowu, Samuel Adeniyi

*Department of Agricultural Science Education,
Lagos State University of Education, Nigeria.*

Email: bamgbowusa@lasued.edu.ng

Abstract

This study explored how access to vocational education programs affects youth employment and income generation in Epe and Ikorodu. It was driven by the rising youth unemployment rate and the increasing demand for practical skills that boost employability and economic empowerment among young people. A descriptive survey design was employed, using a quantitative approach. The population included youths living in Epe and Ikorodu, with a sample of 400 respondents selected through proportionate and simple random sampling methods. Data collection was carried out using a structured questionnaire, which had a reliability coefficient of 0.83, determined via Cronbach's Alpha. Descriptive statistics such as means and standard deviations addressed the research questions, while an independent sample t-test tested the hypotheses at a 0.05 significance level. The results indicated that youths' access to vocational education programmes was moderate, with respondents in Ikorodu having a higher mean score (3.42) compared to those in Epe (2.98). The study also found that vocational education programmes positively impacted youth employment, with an overall mean score of 3.41, and contributed to income generation, averaging 3.48. Hypothesis testing revealed a significant difference between respondents in Epe and Ikorodu regarding the programmes' contributions to employment ($t = 2.37, p < 0.05$) and income ($t = 2.64, p < 0.05$). The study concluded that access to these programmes significantly enhances youths' employment prospects and income potential. It recommended that the government increase investment in vocational education, improve training facilities, and ensure equitable access to vocational programmes across communities.

Keywords: Vocational education, youth employment, income generation, youth empowerment.

History:

Received : April 6, 2026

Revised : May 27, 2026

Accepted : June 1, 2026

Published : June 30, 2026

*Corresponding author: bamgbowusa@lasued.edu.ng

Publisher: Network for Educational Advancement and Development

Licensed: This work is licensed under
a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)



INTRODUCTION

Youth employment and income generation are vital markers of economic stability, social progress, and national productivity. When young people actively participate in the labor market, they not only improve their own well-being but also drive broader economic growth and societal development. Employment gives youth financial independence, chances to develop skills, and a meaningful role in economic activities. On the other hand, ongoing youth unemployment can result in poverty, social exclusion, and greater risks of social unrest. (International Labour Organization, 2022; World Bank, 2021)

In numerous developing economies, young people often find it especially hard to move from education into employment. Many graduates leave formal schools with qualifications that do not always align with available job opportunities. Consequently, a large number struggle to find stable jobs or maintain a steady income. This issue has worsened recently because of population increases, economic ups and downs, and swift technological advancements that constantly redefine labour market needs.

Youth income generation is strongly connected to having relevant skills and competencies. Those with practical, market-ready skills tend to find it easier to get jobs or start their own businesses. Vocational education plays a key role here, offering young people the technical and entrepreneurial skills necessary to engage successfully in the economy. Research shows that vocational training programs improve youth employability by aligning with industry needs and labour market conditions (Mujuri & Kathomi, 2025).

Vocational education, often called Technical and Vocational Education and Training (TVET), centres on developing occupational skills via organized training programs. Unlike traditional academic routes, vocational courses prioritize practical knowledge, hands-on experience, and preparing students for the workforce. They usually encompass various skill sectors like electrical work, carpentry, tailoring, welding, mechanical services, IT, and other technical trades vital for economic production and service provision.

The increasing acknowledgment of vocational education as an effective approach to combat youth unemployment has led governments and development agencies to encourage participation in vocational training programs. Bas et al. (2024) argue that engaging in these programs boosts employment chances and improves individuals' capacity to participate in productive economic activities. By offering structured skill development and practical exposure to work environments, vocational education enables young people to develop competencies that are directly relevant to the labor market.

Vocational education is crucial for fostering entrepreneurship and self-employment among young people. In numerous developing nations with scarce formal job options, self-employment serves as a vital livelihood strategy. These vocational training programs typically combine entrepreneurship education, business management, and financial literacy, helping youth start small businesses and earn income independently. Adeoti (2024) highlights that acquiring vocational skills greatly enhances youth empowerment by providing sustainable livelihood opportunities.

Access to vocational education programmes involves the ability of individuals to obtain, participate in, and benefit from vocational and technical training without facing major barriers such as cost, location, poor facilities, or limited course options. It covers the availability, affordability, accessibility, and inclusiveness of training that aims to develop practical and marketable skills (UNESCO, 2021). This access goes beyond mere enrolment, also including learners' capacity to effectively utilize training that aligns with labour market needs.

The United Nations Educational, Scientific and Cultural Organization emphasizes that equitable access to vocational education is crucial for fostering inclusive economic growth and equipping young people for productive roles in modern economies. Similarly, Okoye and Chijioke (2021) highlighted that access to vocational training improves youths' practical skills vital for employment and entrepreneurship. They argued that young individuals with increased exposure to vocational opportunities are more likely to find stable jobs and attain economic independence. Additionally, Tripney and Hombrados (2022) noted that access to vocational programs greatly affects employment prospects, especially when training is affordable, industry-relevant, and aligned with current market needs. Their research underlines that restricted access to vocational education can lead to skills shortages and lower employability among youth.

Access to vocational education programmes is essential for improving youth employment prospects. When young people can participate in high-quality vocational training, they gain relevant skills, boost their employability, and increase their earning potential. On the

other hand, limited access to these programmes hampers skills development and decreases the chances of successful entry into the labour market.

Although there is an increasing amount of research on vocational education, most studies mainly highlight its overall benefits. They pay limited attention to how access itself affects youth employment and income, especially within local communities. Additionally, many previous works focus on national-level analysis without exploring disparities in access among various communities. This study aims to address this gap by specifically analyzing how access to vocational programmes impacts youth employment and income in Epe and Ikorodu, Lagos State.

Although vocational education is acknowledged as important, numerous young people encounter obstacles that hinder their participation in vocational training. These include limited training facilities, scarce funding, lack of awareness about available programs, and societal attitudes favoring academic over vocational education. These issues often diminish the ability of vocational systems to effectively combat youth unemployment and income disparity.

This study examines how access to vocational education programs affects youth employment and income, aiming to contribute to the wider research on skills development, economic involvement, and sustainable livelihood options for young people.

Statement of the Problem

Youth unemployment and low-income earners among young people remain significant socio-economic issues in many societies. Despite the growth of formal education systems and the rising number of graduates entering the workforce annually, many young individuals still find it difficult to obtain meaningful jobs or develop stable income sources. This situation prompts important questions about whether the current education system effectively prepares young people for productive engagement in the labour market.

The World Bank's 2020 report highlighted that many young graduates have strong theoretical knowledge but lack practical skills suitable for employment or entrepreneurship. Consequently, they often face prolonged periods of unemployment or underemployment after finishing their studies. This gap between education and job outcomes indicates that the problem is not just about job availability, but also the mismatch in skills gained during education. This issue is commonly linked to skills mismatch, where the abilities learned through formal education do not match labour market needs.

Vocational education programmes were introduced in many educational systems to bridge this gap by offering practical, marketable skills. However, vocational education is often seen as a secondary choice compared to academic pathways. This perception can deter young people from enrolling in vocational training, despite its valuable employment prospects. Additionally, existing vocational initiatives may struggle with issues like poor facilities, outdated equipment, lack of funding, and limited collaboration with industry stakeholders.

Therefore, ongoing issues like youth unemployment and low-income levels raise questions about whether vocational education programs are adequately accessible and effective in tackling these problems. If access to vocational education genuinely boosts employability and income potential, then broadening access could substantially improve economic prospects for young people, leading to increased income.

It is crucial to evaluate how access to vocational education influences youth employment and income. Gaining this understanding will determine whether vocational training effectively helps reduce youth unemployment and improves young people's economic opportunities.

Research Questions

The following research questions were raised to guide the study.

1. What is the level of youths' access to vocational education programmes in Epe and Ikorodu?
2. To what extent do vocational education programmes contribute to youth employment?
3. To what extent do vocational education programmes contribute to income generation among youths?

Research Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

H₀₁: There is no significant difference in the perception of the contribution of vocational education programmes to youth employment between respondents in Epe and Ikorodu.

H₀₂: There is no significant difference in the perception of the contribution of vocational education programmes to income generation between respondents in Epe and Ikorodu.

Significance of the Study

The following group of people will benefit from this study: the policymakers, youth, researchers and institutions in the following ways:

Initially, the study offers valuable insights for policymakers and government agencies involved in youth development and education planning. It examines how access to vocational education programmes affects youth employment and income, potentially emphasizing the need to improve accessibility, curriculum relevance, and training facilities. These insights can guide institutions in creating programmes that better prepare young people with practical skills for the job market.

Finally, youth development organizations and NGOs involved in skills training can benefit from these findings. Recognizing how vocational education improves employment prospects and income can help create more impactful youth empowerment programs.

Conceptual Framework

Vocational education programmes, commonly referred to as Technical and Vocational Education and Training (TVET), are designed to equip individuals with practical skills and technical competencies required for specific occupations or trades. Unlike traditional academic education, which emphasizes theoretical knowledge, vocational education focuses on hands-on training, workplace readiness, and the acquisition of industry-relevant skills. Delivered through vocational schools, technical colleges, and apprenticeship systems, these programmes play a crucial role in bridging the gap between formal education and labour market demands (Okoye & Chijioke, 2021). Through structured training in areas such as electrical installation, carpentry, tailoring, and information technology, learners acquire competencies that can be directly applied in the workplace, thereby enhancing their productivity and employability. In this sense, vocational education contributes significantly to human capital development and economic participation (Tripney & Hombrados, 2022).

Youth employment, which refers to the engagement of young people in productive economic activities, remains a key indicator of economic development and social stability. However, youth unemployment continues to persist, particularly in developing economies where many young people face challenges such as limited work experience, skills mismatch,

and inadequate access to training opportunities. This situation underscores the importance of vocational education as a mechanism for improving employment outcomes. Closely linked to employment is income generation, which reflects the ability of individuals to earn a livelihood through wage employment or self-employment. For many youths, especially in contexts with limited formal job opportunities, income generation depends largely on the acquisition of practical and marketable skills. Vocational education programmes are therefore widely recognized as effective tools for enhancing income-earning capacity by enabling individuals to engage in productive and entrepreneurial activities (Audu, Kamin, & Balash, 2020).

The relationship between vocational education and youth employment outcomes can be understood through the lens of Human Capital Theory and Skills Acquisition Theory. Human Capital Theory posits that investment in education and training enhances individuals' knowledge, skills, and competencies, thereby increasing their productivity and earning potential. Within the context of this study, the theory is particularly relevant as it explains how access to vocational education programmes serves as an investment that improves the economic value of youths in the labour market. By acquiring vocational skills, young people become more employable and better positioned to generate income through both wage employment and entrepreneurial ventures (Becker, 1993; Okoye & Chijioke, 2021). Complementing this perspective, Skills Acquisition Theory emphasizes the process of learning through practice and experience, highlighting the importance of hands-on training in developing competence. Its relevance to this study lies in its explanation of how exposure to vocational training enables youths to acquire practical skills that are directly applicable to income-generating activities, thereby enhancing their competitiveness in the labour market and their capacity for self-employment.

Empirical review

Empirical evidence further supports the role of vocational education in improving youth employment and income outcomes. Audu, Kamin, and Balash (2020) found that vocational training enhances employability skills and promotes self-employment among participants, emphasizing its role in youth empowerment. Similarly, Okoye and Chijioke (2021) reported that vocational education contributes significantly to job creation, entrepreneurship development, and improved income levels among Nigerian youth. Tripney and Hombrados (2022), in a systematic review, also observed that vocational training programmes positively influence employment rates and earnings, although their effectiveness is influenced by factors such as programme quality and relevance.

Despite these contributions, important gaps remain in the literature. Existing studies largely focus on the general outcomes of vocational training without sufficiently examining the role of access to such programmes as a critical determinant of youth employment and income generation. In addition, there is limited emphasis on how disparities in access to vocational education affect outcomes at the local level, particularly within specific communities. Furthermore, while many studies examine either employment or income generation, few consider both variables simultaneously as interconnected outcomes of vocational education. This study therefore seeks to address these gaps by examining how access to vocational education programmes influences both youth employment and income generation within Epe and Ikorodu, thereby providing more nuanced and specific insights into the effectiveness of vocational training initiatives.

METHODOLOGY

This study adopted a quantitative research approach using a descriptive survey design to examine the influence of access to vocational education programmes on youth employment

and income generation. The population consisted of 200,000 youths residing in Epe and Ikorodu, selected for their large youth populations and active participation in vocational training initiatives. A total of 400 respondents were sampled to ensure reliable representation. To ensure fair representation, a proportionate sampling technique was applied based on population distribution, with 240 respondents (60%) selected from Ikorodu and 160 respondents (40%) from Epe. Within each location, simple random sampling was employed to give all eligible youths an equal chance of selection, minimizing bias and enhancing representativeness. Data were collected using a structured questionnaire containing closed-ended items on access to vocational education, employment status, and income generation, which was developed based on the study objectives and validated by experts for content and face validity. The instrument's reliability was confirmed through a pilot test conducted among selected youths outside the study area. The responses obtained were analyzed using Cronbach's Alpha, which yielded a reliability coefficient of 0.83, indicating a high level of internal consistency and confirming that the instrument was reliable for the study. Questionnaires were administered directly to respondents, with ethical considerations such as informed consent, confidentiality, and voluntary participation strictly observed. Data were analyzed using descriptive statistics, including frequencies, percentages, and mean scores.

RESULTS

A total of 400 structured questionnaires were administered to youths in Epe ($n = 160$) and Ikorodu ($n = 240$). All questionnaires were retrieved and used for analysis. The respondents were aged between 18 and 35 years. The gender distribution showed that 216 (54%) were male, while 184 (46%) were female. In terms of educational qualification, 40% had completed secondary education, 35% had post-secondary vocational training, and 25% had tertiary education.

Research Question One

What is the level of youths' access to vocational education programmes in Epe and Ikorodu?

Table 1: Access to Vocational Education Programmes

Location	N	Mean	Std. Deviation	Interpretation
Epe	160	2.98	0.88	Moderate access
Ikorodu	240	3.42	0.81	High access
Total	400	3.24	0.86	Moderate access

Source: Field Survey, 2026

The findings indicate that youths in Ikorodu have greater access to vocational education programmes compared to those in Epe. Overall, access in both areas is moderate, showing that vocational education opportunities are unevenly distributed. This contradicts UNESCO (2021), which states that expansion policies have greatly improved access in many urban and semi-urban regions, implying that local implementation gaps may still be present.

Research Question Two

To what extent do vocational education programmes contribute to youth employment?

Table 2: Vocational Education and Youth Employment

Location	N	Mean	Std. Deviation	Interpretation
Epe	160	3.18	0.81	Moderate contribution
Ikorodu	240	3.56	0.79	High contribution
Total	400	3.41	0.86	High contribution

Source: Field Survey, 2026

The findings indicated that vocational education programs positively impact youth employment, especially in Ikorodu, where the effects are more pronounced than in Epe. This

supports Okoye and Chijioke (2021), who noted that vocational training greatly boosts employability among Nigerian youths. Additionally, it agrees with Audu, Kamin, and Balash (2020), who stated that vocational training enhances job preparedness and self-employment prospects.

Research Question Three

To what extent do vocational education programmes contribute to income generation among youths?

Table 3: Vocational Education and Income Generation

Location	N	Mean	Std. Deviation	Interpretation
Epe	160	3.21	0.79	Moderate contribution
Ikorodu	240	3.60	0.74	High contribution
Total	400	3.48	0.83	High contribution

Source: Field Survey, 2026

The findings show that vocational education programs significantly contribute to increasing income among youths, particularly in Ikorodu. This agrees with Tripney and Hombrados (2022), who found that vocational training improves earnings and self-employment outcomes. However, McGrath (2021) cautioned that vocational education alone may not guarantee income growth without backing from economic structures such as access to credit and markets.

Hypothesis One

H₀₁: There is no significant difference in the perception of the contribution of vocational education programmes to youth employment between respondents in Epe and Ikorodu.

Table 4: Independent Samples t-test (Youth Employment)

Group	N	Mean	Std. Deviation
Epe	160	3.18	0.81
Ikorodu	240	3.56	0.79

Table 4.1: t-test Output

t	df	Sig. (2-tailed)	Mean Difference
2.37	398	0.018	-0.38

Since $p(0.018) < 0.05$, H_{01} is rejected.

The independent samples t-test showed a notable difference between respondents from Epe and Ikorodu on how vocational education programs contribute to youth employment ($t = 2.37$, $p < 0.05$). This indicates that youths in Ikorodu see vocational education as playing a more significant role in employment outcomes than those in Epe. According to Okoye and Chijioke (2021), vocational education greatly enhances employability, particularly when training facilities are accessible and well-equipped.

Hypothesis Two

H₀₂: There is no significant difference in the perception of the contribution of vocational education programmes to income generation between respondents in Epe and Ikorodu.

Table 5: Independent Samples t-test (Income Generation)

Group	N	Mean	Std. Deviation
Epe	160	3.21	0.79
Ikorodu	240	3.60	0.74

Table 5.1: t-test Output

t	df	Sig. (2-tailed)	Mean Difference
2.64	398	0.009	-0.39

Since $p(0.009) < 0.05$, H_{02} is rejected.

The t-test revealed a significant difference in income generation perceptions between respondents in Epe and Ikorodu ($t = 2.64$, $p < 0.05$). This suggests that youths in Ikorodu view

vocational education programmes as more effective for income generation than those in Epe. The result aligns with Tripney and Hombrados (2022), who found that vocational training programs substantially enhance earnings and self-employment prospects among youths in low- and middle-income countries.

Discussion of Findings

The study found that youths' access to vocational education programmes in Epe and Ikorodu was moderate, with an overall mean score of 3.24. However, respondents in Ikorodu recorded a higher mean score (Mean = 3.42) than those in Epe (Mean = 2.98), indicating better access to vocational training opportunities in Ikorodu. This suggests that access to vocational education programmes may vary across locations due to differences in infrastructure, the availability of training centres, and economic opportunities. The finding aligns with the International Labour Organization's (2022) report, which stated that unequal access to vocational education remains a major factor influencing youth development and employability in developing economies.

The findings further showed that vocational education programmes contribute positively to youth employment. The overall mean score of 3.41 indicates that respondents generally agreed that vocational training enhances employment opportunities among young people. Respondents in Ikorodu recorded a higher mean score (Mean = 3.56) than those in Epe (Mean = 3.18), implying that young people in Ikorodu perceived vocational education programmes as contributing more significantly to employment outcomes. This may be attributed to greater exposure to vocational centres and wider employment opportunities within the area. The result supports the findings of Okoye and Chijioke (2021), who reported that vocational education significantly improves employability and enhances young people's chances of securing jobs and engaging in self-employment activities in Nigeria.

Similarly, the findings revealed that vocational education programmes contribute significantly to income generation among young people. The overall mean score of 3.48 indicates a high contribution of vocational education to income generation. Respondents in Ikorodu recorded a mean score of 3.60, while respondents in Epe recorded a mean score of 3.21. This suggests that young people with greater access to vocational training are more likely to engage in productive economic activities capable of generating income. The finding is in line with Tripney and Hombrados (2022), who found that vocational training interventions positively influence earnings, entrepreneurship, and self-employment outcomes among young people.

The test of hypothesis one revealed a significant difference in respondents' perceptions of the contribution of vocational education programmes to youth employment between Epe and Ikorodu ($t = 2.37$, $p = 0.018$). Since the p -value was below the 0.05 level of significance, the null hypothesis was rejected. This implies that location significantly influences respondents' perceptions of the contribution of vocational education programmes to youth employment. The higher mean score recorded in Ikorodu (Mean = 3.56) compared with Epe (Mean = 3.18) further confirms that respondents in Ikorodu perceived vocational education programmes as contributing more effectively to employment opportunities. This finding supports the study conducted by Audu, Kamin, and Balash (2020), which revealed that access to vocational skills training significantly improves employability and labour market participation among youths.

Hypothesis two also revealed a significant difference in perceptions of the contribution of vocational education programmes to income generation between respondents in Epe and Ikorodu ($t = 2.64$, $p = 0.009$). As the p -value was less than 0.05, the null hypothesis was

rejected. The result indicates that vocational education programmes significantly influence income generation among youths across the two locations. Respondents in Ikorodu recorded a higher mean score (Mean = 3.60) than those in Epe (Mean = 3.21), suggesting that increased access to vocational education programmes enhances youths' capacity to generate income. This finding corroborates the International Labour Organization's (2022) report, which emphasised that vocational education equips young people with practical and entrepreneurial skills necessary for income generation and economic empowerment.

Summary of Findings

The study examined the influence of access to vocational education programmes on youth employment and income generation in Epe and Ikorodu, Lagos State. Based on the analysis of data collected, the following findings were made:

1. Youth access to vocational education programmes in Epe and Ikorodu was moderate. However, respondents in Ikorodu had greater access than those in Epe.
2. Vocational education programmes have a positive impact on youth employment, with respondents supporting the idea that vocational training improves employability and broadens chances for self-employment.
3. Vocational education programmes have played a vital role in helping youths generate income by providing them with practical skills for productive economic pursuits.
4. There was a significant difference between respondents in Epe and Ikorodu regarding the contribution of vocational education programmes to youth employment.
5. There was also a significant difference between respondents in Epe and Ikorodu regarding the contribution of vocational education programmes to income generation.

CONCLUSION

The study concludes that access to vocational education programmes plays a key role in improving youth employment and income generation. Vocational education equips young people with practical, marketable skills that enhance their employability and capacity to engage in income-generating activities. However, disparities in access to vocational education between Epe and Ikorodu suggest that geographical and infrastructural factors may affect the effectiveness of such programmes. The findings therefore underscore the need for increased investment in vocational education and for the equitable distribution of training opportunities to promote youth economic empowerment and reduce unemployment.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Government and relevant stakeholders ought to boost investment in vocational education programmes, especially in underserved areas like Epe, to allow more youths to access skills development opportunities.
2. Vocational training centres need to be properly equipped with up-to-date facilities and skilled instructors to enhance the quality and relevance of their training programs.
3. Enhanced collaboration between vocational training institutions and industries is essential to ensure that the skills students acquire meet labour market demands.
4. Financial support mechanisms, including grants, loans, and entrepreneurship programs, should be offered to youths who complete vocational training to boost income generation and ensure business sustainability.
5. Awareness campaigns should be strengthened to promote youth involvement in vocational education programs as practical routes to employment and economic independence.

REFERENCES

- Adebayo, O., & Yusuf, M. (2026). The role of vocational education in poverty alleviation among rural dwellers in Nigeria. *Global Academy of Business Studies Journal*, 8(1), 45–58.
- Adeoti, A. A. (2024). Functional vocational education for youth empowerment in Nigeria. *International Journal of Research and Innovation in Social Science*, 8(4), 512–521.
- Adelakun, O. J. (2020). Vocational education and youth unemployment in developing economies: Challenges and prospects. *African Journal of Educational Development*, 6(2), 33–47.
- Atchoarena, D. (2021). Technical and vocational education and training in developing countries: Constraints and opportunities. *International Review of Education*, 67(3), 289–310.
- Audu, R., Kamin, Y., & Balash, F. (2020). Technical vocational education and training as a tool for youth empowerment and sustainable development. *Journal of Technical Education and Training*, 12(1), 1–10.
- Bas, M. C., Bolós, V. J., Prieto, A. E., Rodríguez-Echeverría, R., & Sánchez-Figueroa, F. (2024). A multi-criteria decision support system to evaluate the effectiveness of training courses on citizens' employability. *Expert Systems with Applications*, 244, 121018.
- Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis with special reference to education* (3rd ed.). University of Chicago Press.
- International Labour Organization. (2022). *Global employment trends for youth 2022: Investing in transforming futures for young people*. International Labour Office.
- Kareem, W. B., Sanni, T. A., Musa, S., & Ushe, I. I. (2024). Vocational and technical education training: Panacea to youth unemployment and poverty alleviation in Nigeria. *International Journal of Research and Innovation in Social Science*, 8(6), 1034–1043.
- Medun, F., & Bello, S. A. (2024). The influence of vocational skills training on youth employability and job creation in Lagos State. *International Journal of Research and Innovation in Social Science*, 8(7), 2205–2216.
- McGrath, S. (2021). Vocational education and training for development: A policy in need of theory? *International Journal of Educational Development*, 82, 102372.
- Mujuri, B., & Kathomi, I. (2025). The role of technical and vocational education relative to academic schooling in the transition of youth to labour markets in Kenya. *Gates Open Research*, 9(51), 1–17.
- Okoye, K. R. E., & Chijioke, O. P. (2021). Vocational education and youth employment in Nigeria: Issues and prospects. *International Journal of Vocational and Technical Education*, 13(2), 21–30.
- Tripney, J., & Hombrados, J. G. (2022). Technical and vocational education and training (TVET) interventions to improve employability and employment outcomes for young people. *Campbell Systematic Reviews*, 18(3), 1–88.

United Nations Educational, Scientific and Cultural Organization. (2021). *Technical and vocational education and training for the twenty-first century: UNESCO strategy and policy framework*. UNESCO Publishing.

World Bank. (2021). *World development report 2022: Finance for an equitable recovery*. World Bank Publications.