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Sustainable Global Economy Through Technical and Vocational Education and Training for Skilled Workforce in Achieving Good Governance

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ABSTRACT

The study determines the importance of TVET programmes in developing a skilled workforce, the impact of good governance on the development of a competent workforce, and government policies to improve skilled workforce development to sustain global economic development. A descriptive survey research design was used, and data were collected from a sample of 150 people in southwest Nigeria using a structured questionnaire. To test hypotheses at the 0.05 level of significance, the collected data were analysed using the mean, standard deviation, and independent sample t-test. Based on the findings, TVET has the potential to provide graduates with practical skills as well as job readiness. In a modern market economy, TVET policy design and delivery should be accomplished through collaborations between the government, employers, professional associations, and industry. There is no statistically significant difference between the mean responses of directors and lecturers when it comes to the importance of TVET programmes in developing a skilled workforce, the effects of good governance on the development of a competent workforce for sustaining global economic development, and government policies for enhancing skilled workforce development to sustain global economic development.

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1. INTRODUCTION

Technical vocational education and training are critical to achieving a sustainable global economy because various government and corporate entities require workers with the appropriate set of knowledge, skills, and attitudes. TVET institutions are specifically designed to produce graduates who are job-ready and capable of creating jobs for themselves and others. However, global economic conditions, such as unemployment and a large untrained workforce blamed on poor governance, suggest that TVET institutions may fail to fulfil their mandates. TVET stakeholders must understand the impact of good governance on the quality of TVET graduates. They must be aware and capable of assisting students in developing the skills needed to work in and contribute to a sustainable global economy while maintaining the proper attitude and understanding for good governance. Good governance is founded on governments' and governing bodies' obligations to address the needs of the general public rather than specific segments of society, particularly in terms of developing a skilled workforce for the economy (Olabiya & Chinedu, 2018).

Good governance entails the proper management of public affairs, public resources, and human rights. Justice, peace, equity, accountability, transparency, and adherence to the rule of law characterise it. It also tries to meet societal demands and interests while making the best and most sustainable use of resources and conserving the environment. The political and institutional processes and outcomes required to achieve development goals are referred to as good governance. Excellent governance is defined by how well it fulfils the promise of human rights, which includes civil, cultural, economic, political, and social rights. The critical question is whether governance institutions are adequately ensuring the right to health, adequate housing, adequate food, adequate education, fair justice, and personal protection. (Thiele, 2002) The World Bank defines governance as "how power is exercised in the management of a country's economic and social resources for development." According to a 1992 World Bank report titled *Governance and Growth*, good governance is a critical complement to smart economic policy and is critical to developing and maintaining an environment that promotes robust and equitable growth.

The actions that a government takes to manage its affairs in a state or country are referred to as governance. It can be positive or negative, good or bad, depending on how citizens or the general public perceive the outcomes of governance. The World Bank defines good governance as "capability and efficiency in public sector management, accountability, a legal framework for development, information, and transparency." Good governance ensures that all of the state's resources are used properly for its citizens, resulting in long-term development. According to the World Bank, good governance is essential for creating and maintaining an environment conducive to strong and equitable development, and it is a necessary complement to sound economic policies. Governance necessitates some parameters to be effective. According to the definitions above, effective governance possesses certain characteristics or indicators for the development of sound economic management and the preservation of the link between the state and civil society. A review of World Bank documents and studies revealed eight major components of good governance. Participation, the rule of law, transparency, responsiveness, consensus-building, equity and inclusivity, effectiveness and efficiency, and accountability are all essential.

TVET is important in good governance because it helps youth and adults develop the skills, they need for employment, fulfilling work, and entrepreneurship, while also promoting equitable, inclusive, and sustainable economic growth and supporting transitions to digital and green economies for environmental sustainability (Olabiya, 2020; Olabiya, 2022a). Education, training, and skill development in a variety of occupational areas, such as manufacturing, services, and livelihoods, are referred to as technical and vocational education and training. TVET can take place at the secondary, post-secondary, and university levels and includes work-based learning, continuing education, and professional development that can lead to certifications. TVET also provides numerous opportunities for skill development that are tailored to national and community needs (Olabiya, 2022a). Learning to learn, developing literacy and numeracy skills, transversal skills, and citizenship skills are all part of TVET. TVET is a component of the education system that offers courses and training programmes related to employment to help young trainees or students transition from secondary school to work (social goal) and to supply the labour market with competent apprentices (economic goal).

A vocational occupation or employment requires hands-on skills in a professional trade. Education refers to formal education, which begins in high school and includes post-secondary education such as colleges, polytechnics, and universities; training refers to informal education, also known as lifelong learning or continuing education, which is frequently used in initiatives to reskill or upskill company staff or a larger workforce. In essence, TVET stands for technical education or training aimed at teaching skills for a person related to a profession for that person to get a job and provide a living (Wahba, 2013). Learning the necessary skills for work is frequently a complex process that necessitates deliberate training. Knowledge for various tasks can be passed down through oral tradition and working under adult supervision to each new generation in traditional civilisations. A more formal education system is usually required for more specialised and technically complex jobs. A thorough curriculum ensures that a trainee is exposed to all critical aspects of their speciality, both theoretically and practically (Olabiya, 2022a).

TVET includes a variety of components, including occupational training, which is directly related to specific occupations ranging from healthcare to construction. Skills Development: Concentrates on improving general job-related skills such as communication and problem-solving. Apprenticeships are examples of on-the-job training in which learners gain practical experience in the workplace. A theory is a logical way of thinking about an event or its consequences. Processes such as observational studies or research are frequently associated with contemplative and rational thinking. Theories can be scientific, non-scientific, or unrelated to any discipline. Statements in a theory may contain generalised explanations of how nature works, depending on the context (McCain, 2015). Although the word has ancient Greek roots, it has taken on a variety of similar meanings in modern usage. Practice is the process of enacting, embodying, realising, applying, or putting into practice a theory, lesson, or skill. The act of engaging, applying, exercising, realising, or practising concepts is sometimes referred to as practice. Adequate training systems are essential tools for all educators and trainers who want to properly train the next generation of technical workers. TVET plays an important role because a country's economic growth is built on its population's education and technical ability (Pavlova, 2014; Olabiya & Uzoka, 2020).

Education and vocational training are necessary for economic and social development. Technical and vocational education and training (TVET) is viewed as a means of increasing output while decreasing poverty. Given the strong correlation between the number of TVET programmes and per capita income. In the twenty-first century knowledge society dominated by information and communication technology and with a constantly changing labour market demands, providing relevant TVET programmes to young adults is viewed as critical to fostering sustainable development and achieving MDG 1: eradicating extreme poverty and hunger. The term "global economy" refers to the world's economies as a single economic system. Simply put, it is one enormous entity. It is also the global trade and industry structure that has resulted from globalisation. In other words, the process by which national economies have evolved to function as a single system. When we say, 'We live in a global economy,' we mean how intertwined the economies of various countries are currently.

According to BusinessDictionary.com, the global economy is widespread economic activity among various countries that is thought to be intertwined and thus can affect other countries negatively or positively. The global economy can be defined as the sum of each country's economies, but that is not the only way to describe how the world economy operates. The economic interdependence that exists between the world's most powerful countries and drives the global economic climate is referred to as the global economy. It also represents the total economic output, migration, and influence of all countries. A global economy is the global economic system, which includes all economic activities carried out both within and between nations, such as production, consumption, economic management, general work, the exchange of financial values, and the trade of goods and services. The global economic environment is driven by the economic interconnectedness formed between the most powerful countries.

Work is a purposeful activity in which people engage to meet the needs and desires of themselves, others, or the larger community. Work is defined in economics as the human activity that contributes to the commodities and services produced in an economy (along with other components of production). Work is essential to all cultures, though it varies greatly within and between them, ranging from hand harvesting natural resources to running complex technology that replaces physical or even mental effort for many people. Except for the most basic operations, all require the use of specific skills, equipment or tools, and other resources (such as raw materials for manufacturing). Throughout history, cultures and individuals have held a variety of attitudes towards employment. Humans have created many organisations for locating work in society that are independent of any particular process or business. Because humans are nocturnal, they work primarily during the day.

Technical and vocational education and training (TVET) is gaining popularity as a long-term development driver. TVET is also regarded as critical in the strategic and operational priorities of the G20, the Organisation for Economic Cooperation and Development (OECD), and multilateral institutions such as the International Labour Organisation (ILO), UNESCO, ASEAN, and SEAMEO (Paryono, 2017). If TVET is to realise its enormous development potential, it must undergo continuous reform and renewal. To contribute to sustainable development, TVET institutions must take steps to respond to the training of a competent workforce, particularly in meeting labour market demands in the twenty-first century (Paryono, 2017; Kanwar, 2019). TVET is expected to play two important roles in the national process of sustainable development (social, economic, and environmental). The primary goal is to provide training and professional development opportunities for the growing number of school leavers, as well as skilled labour at all levels of the economy. In the absence of a wage job, the acquired skills should enable self-sufficiency and contribute to the industrialisation process (Olabiya,

2022a). TVET has been pushed to the margins, and its worth is not fully appreciated. Developing countries, on the other hand, have a disproportionately high proportion of skilled but unemployed workers. As a result of fewer public and private sector jobs, as well as a lack of education. The social and economic trends of good governance necessitate the creation of a new development pattern based on a culture of economically, environmentally, and socially sustainable development, which TVET can help to foster.

The primary task is to provide training and professional growth options for the growing number of school leavers, and to provide skilled labour at all levels of the economy. The skills acquired should enable self-sufficiency in the absence of a wage job and contribute to the industrialisation process (Olabiyi, 2022b). TVET has been pushed to the margins, and its value has not been fully recognised. In contrast, developing countries have a comparatively high proportion of skilled yet unemployed workers. As a result of decreased public and private sector jobs and a lack of education. The social and economic trends of good governance presuppose the need for a new development pattern that has as its primary elements a culture of economically, environmentally, and socially sustainable development, which TVET has in terms of training a skilled workforce for long-term development. Economic changes brought about by the global economy should be supported by human resource development, which has a significant impact on skilled labour. Okolie *et al.* (2020) stated that TVET institutions should strive to build their credibility by providing effective training to their students and contributing to career development rather than simply providing training programmes.

The study's main purpose is to determine a sustainable global economy through technical and vocational education and workforce training to achieve good governance in Lagos State. The study specifically determines the significance of TVET programmes in developing a skilled workforce in the context of sustaining global economic development in the twenty-first century, the impact of good governance on developing a competent workforce for sustaining global economic development, and government policies for enhancing skilled workforce development to sustain global economic development.

The following research questions were answered in this study:

- (i) What are the significances of the TVET programmes in developing a skilled workforce in the context of sustaining the global economy in the 21st century?
- (ii) What are the impacts of good governance on the development of a competent workforce for sustaining global economic development?
- (iii) What are the government policies for enhancing skilled workforce development to sustain global economic development?

The following null hypotheses were tested at a 0.05 level of confidence:

Ho₁: There is no significant difference between the mean responses of directors and lecturers regarding the significance of the TVET programmes in developing a skilled workforce in the context of sustaining the global economy in the 21st century.

Ho₂: There is no significant difference between the mean responses of directors and lecturers vis-à-vis the impacts of good governance on the development of a competent workforce for sustaining global economic development.

Ho₃: There is no significant difference between the mean responses of TVET directors and lecturers concerning the government policies for enhancing skilled workforce development to sustain global economic development.

2. METHODS

The research employed the descriptive survey research design. One hundred and forty (140) TVET directors and lecturers in the southwest, Nigeria, participated in the study. The instrument for data collection was a structured questionnaire. The instrument had four sections, A to D. Section "A" sought information on personal data of the respondents, such as directors and lecturers. Sections B, C& D sought information on the three research questions. The questionnaire was subjected to face and content validation by three experts. The internal consistency of the instruments was determined using Cronbach's Alpha. The reliability coefficient was $\alpha = .82$. The instrument was administered to the respondents through research assistants and personal contact. Out of 140 questionnaires administered, 115 were duly filled out and returned. These represented an 82% rate of return. Data generated from the questionnaire were analysed using mean and t-test statistics at the .05 level of significance.

3. RESULTS AND DISCUSSION

3.1. Research Question and Hypothesis 1: What are the significances of the TVET programmes in developing a skilled workforce in the context of sustaining global economic growth in the 21st century?

Table 1 explains t-test statistics of mean responses of the respondents concerning the significances of the tvet programmes in developing a skilled workforce in the context of sustaining global economic growth in the 21st century.

Table 1 compares the mean responses of TVET directors and lecturers to the significance of TVET programmes in developing a skilled workforce in the context of sustaining global economic growth in the twenty-first century. The data in **Table 1** showed that each item had a calculated 2-tailed p-value greater than 0.05. This means there was no statistically significant difference in the mean responses of TVET directors and lecturers for these items. As a result, at the 0.05 level of significance, the null hypothesis (H_{01}) of no significant difference was upheld for each item.

Table 1. T-test statistics of mean responses of the respondents concerning the significances of the tvet programmes in developing a skilled workforce in the context of sustaining global economic growth in the 21st century.

Significance of the TVET programmes	X ₁	X ₂	t-cal.	Sig-2
TVET delivers education and training to students and other clients to prepare them for work.	3.69	3.71	0.10	0.97
TVET provides specialised skill training for people who are already in the labour force and need to advance their careers.	3.89	3.89	0.15	0.87
TVET aims to overcome the skills gap that often exists between what is taught in schools and what is needed in the job market by matching education with industry demands.	3.82	3.77	0.65	0.51
By providing marketable skills, TVET enhances employment chances, particularly for youth.	3.88	3.89	-0.08	0.93
TVET promotes economic development and innovation by developing a competent workforce.	3.58	3.59	-0.06	0.94
TVET develop new competencies to increase work opportunities and/or productivity.	3.93	3.77	1.67	0.09
TVET produces trained labour that is required at all levels of the economy.	3.50	3.50	0.02	0.98

Table 1 (continue). T-test statistics of mean responses of the respondents concerning the significances of the tvet programmes in developing a skilled workforce in the context of sustaining global economic growth in the 21st century.

Significance of the TVET programmes	X ₁	X ₂	t-cal.	Sig-2
TVET provide training options and job progression avenues for the increasing number of school leavers.	3.67	3.65	0.29	0.76
For the growing number of school dropouts, TVET offers training and career progression options.	3.70	3.72	-0.21	0.82
Wealth can be created by carefully implementing technical and vocational education and training (TVET).	3.69	3.68	0.13	0.89
TVET is widely acknowledged as a tool for empowering communities for sustainable livelihoods and socioeconomic development.	3.93	3.77	1.67	0.09
TVET is vital for skilled labour productivity and mobility, which helps to balance labour markets.	3.82	3.77	0.65	0.51
TVET contributes to bridging the skills gap by providing students with the practical, relevant skills and training required to thrive in various careers.	3.59	3.57	0.16	0.87

3.2. Research Question and Hypothesis 2: What are the impacts of good governance on the development of a competent workforce for sustaining global economic development?

Table 2 explains t-test statistics of mean responses of the respondents concerning the impacts of good governance on the development of a competent workforce for sustaining global economic development.

Table 2 shows the results of a comparison of TVET directors' and lecturers' responses to the impacts of good governance on the development of a competent workforce for sustaining global economic development. According to the data in **Table 2**, each of the items had a calculated sig (2-tailed) value greater than 0.05. This means there was no statistically significant difference in the mean responses of TVET directors and lecturers for these items. As a result, at the 0.05 level of significance, the null hypothesis (Ho₂) of no significant difference was upheld for all items.

Table 2. T-test statistics of mean responses of the respondents concerning the impacts of good governance on the development of a competent workforce for sustaining global economic development.

Impacts of good governance on a competent workforce	X ₁	X ₂	t-cal.	Sig-2
Good governance assures a company's stakeholders that the company is in good hands and operating at peak regulatory efficiency.	4.53	4.32	0.26	0.78
Good governance is capable of not only achieving the most efficient use of resources but also of accommodating the needs of stakeholders.	4.06	4.25	-1.58	0.11
Good corporate governance is required to attract patient equity capital that can contribute to long-term domestic growth.	3.69	3.68	0.13	0.89
The goal of good governance in developing and transition economies is to create effective institutions that will allow for long-term private sector development.	3.59	3.57	0.16	0.87

Table 2. T-test statistics of mean responses of the respondents concerning the impacts of good governance on the development of a competent workforce for sustaining global economic development.

Impacts of good governance on a competent workforce	X ₁	X ₂	t-cal.	Sig-2
Corporate governance is also vital for public institutions' efficacy; better-governed corporations are less prone to bribing regulators and judges.	3.68	3.68	0.01	0.99
Good governance is critical for increasing governmental accountability and progress.	3.78	3.79	-0.10	0.91
Controlling corruption and upholding the rule of law are critical to driving economic progress in developing economies.	3.58	3.59	-0.06	0.94
Transparency, accountability, and shareholder protection measures that are credible are vital in attracting foreign direct investment.	3.90	3.90	0.02	0.97
Good governance is essential in today's national economic development strategy for enhancing TVET and generating a competent workforce.	3.85	3.89	-0.30	0.76
Good governance reduces the threat of safety, legal, performance, and warranty concerns that can severely impact TVET institutions and their stakeholders or interested parties.	3.78	3.79	-0.10	0.91
Good governance builds a positive reputation and a healthy culture of workforce development within TVET institutions.	3.93	3.77	1.67	0.09
With effective governance, TVET institutions with challenges, problems, and nonconformities can isolate them, decreasing their impact on developing a skilled workforce.	3.79	3.78	0.15	0.87

3.3. Research Question and Hypothesis 3: What are the government policies for enhancing skilled workforce development to sustain global economic development?

Table 3 explains t-test statistics of mean responses of the respondents concerning the government policies for enhancing skilled workforce development to sustain global economic development.

Table 3 compares TVET directors' and lecturers' perspectives on government policies aimed at improving skilled workforce development to sustain global economic development. The data revealed that each of the items had a calculated sig (2-tailed) value greater than 0.05, ranging between 0.18 and 0.98. This means there was no statistically significant difference in the mean responses of TVET directors and lecturers for these items. The null hypothesis (H_{03}) of no significant difference in government policies for enhancing skilled workforce development to sustain global economic development was supported by these findings at the 0.05 level of significance for all items.

The first null hypothesis sought to determine whether there is a significant difference in TVET directors' and lecturers' perspectives on the significance of TVET programmes for developing a competent workforce in the context of sustaining global economic growth in the twenty-first century. The estimated sig (2-tailed) values for TVET programmes recognised for their significance in producing a skilled workforce were greater than 0.05. The null hypothesis was thus accepted. As a result, no statistically significant difference was found between the mean responses of TVET directors and lecturers to government policies aimed at enhancing skilled workforce development to sustain global economic development. The hypothesis findings were consistent with the findings of [Paryono \(2017\)](#), who emphasised the potential

of TVET to provide graduates with practical skills and job readiness. TVET can assist students who dropped out due to school closures, as well as those who have become unemployed, in reskilling or upskilling. TVET can also help to develop the skills needed for structural change adaptation.

Table 3. T-test statistics of mean responses of the respondents concerning the government policies for enhancing skilled workforce development to sustain global economic development.

Policies for enhancing skilled workforce development	X ₁	X ₂	t-cal.	Sig-2
The government can prevent unexpected consequences and make better decisions by coordinating economic, social, and environmental policies.	3.69	3.68	0.13	0.89
Resources raised through successful tax policies could then be used to fund new educational investments.	3.59	3.57	0.16	0.87
TVET governance must create an enabling framework for collaborative action, hold the people engaged accountable, and deal with the increasingly complicated trade-offs between the aims.	3.68	3.68	0.01	0.99
All TVET actors must be able to use flexible and alternative techniques When implementing the TVET policy.	3.78	3.79	-0.10	0.91
Institutional structures and processes that promote policy coherence help to reduce trade-offs and improve synergies among policies aimed at achieving sustainable development.	3.58	3.59	-0.06	0.94
Risk assessment and management are critical in the creation of policies that lead to long-term skilled workforce development.	3.90	3.90	0.02	0.97
Sustainable development policies are often the responsibility of several ministries, emphasising the need for improved integration of economic, social, and environmental goals.	3.85	3.89	-0.30	0.76
Ensure that essential economic, environmental, and social issues are integrated into sectoral policy analysis, design, and implementation before choices are made.	3.78	3.79	-0.10	0.91
International collaboration to establish shared ways for making economic, environmental, and social policies mutually supportive.	3.93	3.77	1.67	0.09
Clearly defining sustainable development policy targets and deadlines, as well as performing regular progress reviews.	3.79	3.78	0.15	0.87
Develop government capacity to use information and communication technology to effectively cooperate across government.	3.93	3.77	1.67	0.09
Enabling businesses, workers, consumers, and nongovernmental organisations to successfully participate in policy discussions about skilled workforces, thereby assisting the transition to sustainable development.	3.79	3.78	0.15	0.87
Promoting the implementation of global objectives for development that will shape the twenty-first century	3.69	3.68	0.13	0.89

The findings are also consistent with those of Allais (2022), who asserted that the importance of TVET in the development and industrialisation of emerging economies cannot be overstated. TVET programmes aid in the training of individuals in green economy trades and occupations such as renewable energy and sustainable agriculture, which contribute to long-term development. This has the potential to reduce reliance on fossil fuels while also

encouraging environmentally responsible behaviour (Paryono, 2017; Olabiyi, 2023). The findings recognise TVET's critical role in contributing to long-term development. As a result, TVET is a critical component of human resource development, is highly valued in G20 countries' strategic and operational priorities, and is critical to socioeconomic growth with a focus on the greening agenda. The TVET shows the connection between technology and human abilities, emphasising the importance of education and training in shaping a sustainable future. TVET, as an engine of economic development and global competitiveness, has the potential to eliminate structural unemployment and supply skilled workers to the labour market (Lei & Abidin, 2024; Paryono, 2017; Olabiyi, 2022) A human-centred paradigm also recognises the contribution.

The t-test analysis revealed that the null hypothesis was accepted, as the calculated sig (2-tailed) values for the identified impacts of good governance on the development of a competent workforce were greater than the 0.05 level of difference. As a result, there was no significant difference in the mean responses of TVET directors and lecturers on the impacts of good governance, as observed in the mean responses of the two groups. The findings about the agreed hypothesis are consistent with other authors findings (Edokpolor *et al.*, 2023). Strong governance is essential for TVET's effective and efficient operation and is a critical component of TVET. It is distinguished by characteristics such as transparency, accountability, and inclusion, and it is comprised of features such as participation in the rule of law and decentralisation. Understanding good governance and its significance is critical for TVET institutions because it helps to ensure that the government can adequately serve its citizens' needs. Good governance reduces the risk of safety, legal, performance, and warranty issues, all of which can harm an organisation and its stakeholders or interested parties.

Furthermore, the findings support Olabiyi's assertion that strong governance is a critical component of long-term economic success, particularly in developing countries. In response, TVET systems can implement more transparent governance, increased efficiency, and increased accountability. TVET can assist young people in acquiring the knowledge, beliefs, skills, and attitudes necessary to recognise their rights and to participate in and support a just world of work and a just society. Hollander *et al.* (2009) encourage member states to support skill development programmes that educate young people about their rights and the rule of law, provide them with a strong ethical compass, and empower them to become champions for justice in their workplaces and communities. This includes teaching teachers, trainers, and policymakers how to incorporate such learning into TVET programming, as well as encouraging youth participation in TVET governance and policy and programme co-creation. Through the Worldwide Youth Forum, UNESCO promotes international communication with young people (Kwon, 2019).

The t-test analysis of the mean responses of TVET directors and lecturers to government policies for enhancing skilled workforce development to sustain global economic development did not differ significantly, so the third null hypothesis was accepted because the calculated sig (2-tailed) values for policies for enhancing skilled workforce development were greater than the 0.05 level of significance. As a result, it was determined that there was no statistically significant difference between the mean responses of TVET directors and lecturers to government policies aimed at improving skilled workforce development. The findings about the hypothesis agreed with the UNESCO recommendation, which encourages TVET stakeholders to be committed and assists TVET institutions in designing and implementing interconnected interventions, such as the identification of skill requirements to inform TVET policies, strategies, and programmes, the recognition of qualifications across countries, and the collection and analysis of data on progress towards SDGs. The finding is

also consistent with Olabiyi's explanation that the policy process is an important component of any educational programme, particularly TVET. Olabiyi suggests that the Ministry of Education collaborate with administrators in TVET institutions to develop effective policies that would improve TVET curriculum implementation while also strengthening students' competencies.

The findings are consistent with the findings of the [Mouzakitis \(2010\)](#) which state that TVET policy should be developed and implemented by general educational objectives as well as national and, if possible, regional social and economic needs of the present and future, and that an appropriate legislative and financial framework should be established. UNESCO and ILO also recommend that policy be directed towards both structural and qualitative improvements in TVET, as stipulated in Article 2 of the Convention on TVET and further described in the recommendations of the Convention on TVET.

While governments bear primary responsibility for TVET, the Second International Congress on TVET states that TVET policy design and delivery in a modern market economy should be achieved through partnerships involving the government, employers, professional associations, industry, employees and their representatives, the local community, and non-governmental organisations (NGOs) that should be formed to establish and deliver TVET policies. According to the ILO and UNESCO, to launch a national change strategy, this collaboration must establish a consistent legal framework. By recognising and addressing community service commitments under this plan, the government can provide leadership and vision, facilitate, coordinate, develop quality assurance, and ensure that TVE is for everyone, in addition to delivering TVE ([Olabiyi et al., 2020](#); [Olabiyi, 2020](#)).

To smooth the course of training and provide competent, trained entrepreneurs, policymakers should use environmental resources to build entrepreneurs' abilities through active training from the planning to the implementation stages. Interventions in market policy TVET are an essential component of the social contract, which should ensure the right to an education, decent work, and intergenerational solidarity. Overall, the workplace should strive to reduce poverty and inequality while also promoting corporate social responsibility. While there are calls for more democratic, inclusive, and tolerant behaviour to be reflected in TVET and corporate governance, the world is also changing ([Olabiyi, 2020](#)). In an era of rapid technological change, TVET programmes must equip businesses and economies with the skills needed for inclusive and long-term growth. Collaboration with social partners, businesses, and workers is required, as is timely data collection and application of skill requirements. To provide quality education, Olabiyi, Akinseyi, and Adedayo emphasised the importance of the government developing clear national TVET strategies and policies, as well as being more imaginative and original.

Furthermore, the findings support Olabiyi's assertion that as international and supranational organisations continue to advance policies and programmes to improve TVET access, quality, and relevance, TVET stakeholders must be aware of these policies and develop adequate understanding and capacity to assess, recontextualize, and implement TVET for a sustainable global economy. A conducive and TVET-friendly environment must exist throughout the country for a TVET system to function properly. Implementing a unified national TVET policy, allocating adequate funding, cultivating favourable social attitudes towards training, and improving management can all help to create an enabling environment ([Lei, 2024](#); [Olabiyi, 2022a](#)).

4. CONCLUSION

Based on the findings of this study, the conclusion was reached that TVET plays an important role in contributing to sustainable development. As a result, TVET has become an important component of human resource development. The contributions of technical and vocational education and training highlight the link between technology and human abilities, emphasising the importance of education and training in shaping a sustainable future. TVET, as an engine of economic development and global competitiveness, has the potential to eliminate structural unemployment and supply the labour market with skilled workers. Furthermore, good governance reduces the risk of safety, legal, performance, and warranty issues, all of which can be detrimental to an organisation and its stakeholders or interested parties. TVET can assist young people in acquiring the knowledge, beliefs, skills, and attitudes necessary to recognise their rights and to participate in and support a just world of work and a just society. If TVET systems are to realise their enormous potential to affect development, they require sustained policy and revitalisation. TVET stakeholders must be aware of these policies and gain a sufficient understanding and capacity to assess, recontextualise, and implement TVET for a sustainable global economy. The study also concludes that strong governance is critical for the effective and efficient operation of TVET and is essential for its success. It was recommended that TVET be strengthened to bridge the skills gap that often exists between what is taught in schools and what is required in the labour market by aligning education with industry demands and producing employable and entrepreneurial individuals, thereby reducing unemployment and poverty and increasing productivity in the country. Strong governance is essential for long-term economic success, particularly in developing countries. In response, TVET systems should implement more transparent governance, increased efficiency, and increased accountability. To establish and deliver TVET policies in a modern market economy, partnerships involving the government, employers, professional associations, industry, employees and their representatives, the local community, and non-governmental organisations (NGOS) should be formed.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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