

Career Counselling, Vocational and Technical Education as Tools for Curtailing Challenges of Youth Unemployment in Nigeria

¹Gabriel Enamudu, ²Solomon Olugbenro, ¹Timothy Ayanda

¹Redeemer's College of Technology and Management (RECTEM)

²Department of Educational Foundations,

School of Technical Education,

Yaba College of Technology in affiliation with University of Nigeria, Nsukka

Corresponding Author: *enamudu@yahoo.com*

Abstract:

The phenomenon of youth unemployment has been established to be a major bane in human society as it is characterised with lots of negatives such as brain drain, increase in social vices and a tool for social and political unrest. The paper examines the issue of youth unemployment and looks at potential interventions such as effective career counselling to curtailing the social menace. As part of measures to reduce the alarming rate of unemployment in Nigeria, the recommendations are put forward as strategies to address the societal menace and these include that the government should create an enabling environment for both public and private businesses to thrive and create job opportunities and adoption of sound macroeconomic policies for the promotion of total growth in employment among others. Unemployment has been identified with various social problems in the society as Career counselling and vocational education is considered an important tool to curtail the menace, hence, utmost priority should be given to it right from primary school to prevent misplacement of priority in choice of career among others. The increasing rate of unemployment is worrisome and as such requires pragmatic and holistic approach to curtailing further implications for a conducive, progressive and ideal society to live.

Key words: Career counselling, Vocational and Technical Education, Youth Unemployment, Ameliorate

Introduction

Nigeria as a sovereign state is one of the most populous countries in Africa and perhaps the most populous black nation globally. The strength and future of any country is measured through the quality of youths who are at productive age wherein they contribute greatly to the overall development of the country. Nigeria is characterised with diverse and abundant human and material resources which are enough to be referred among committee of developed nations. However, it is bedevilled with multiple socio-economic cum political problems. Amongst the observable common problems and as reported in literature are but not limited to poverty, infrastructural deficit, insecurity, unemployment, drug abuse, child labour, human trafficking,

and cyber-crime among others. An important construct critical to emergence of other social vices is high rate of unemployment among the citizens especially the youth. In Nigeria, the current unemployment rate of 33.3% is worrisome, with youth unemployment having a share of 42.5%, and underemployment as 21.0% (Nigeria Bureau of Statistics, 2022). Regrettably, this high rate of unemployment depicts a non-progressive economy with great consequences on the nation. Hence, care must be taken to salvage Nigeria from this menace.

National Bureau of Statistics reports show that Nigeria's population as at 2019 has reached over 200 million, as National Population Commission (NPC, 2013) states that youths take about half of the population of the country as they are defined to be within the age range of 15 to 34 years. Youth are considered to play a pivotal role in national development as this made international organisations and countries of the world factored them into their development plans. According to Osborn, Cutter, and Ullah (2015), the eighth pillar of the Sustainable Development Goals (SDGs) is to "promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all" by the year 2030. In addition, the Youth Employment Network (YEN) was founded in 2001 to provide adequate and worthwhile employment for young people (FMOYD, 2008). Utilising the untapped potential of young people who are unemployed could be a vital component of Nigeria's economic growth. The FMOYD (2009) provided the information below regarding youth.

The energy, skills and aspirations of young people are invaluable assets that no country can afford to squander, and helping them to realise their full potential by gaining access to employment is no doubt a precondition to poverty eradication, sustainable development, and lasting peace. Rather than accepting unemployed young people as a burden to society, the creation of the youth job template offers the government a unique opportunity to focus on employment and job creation for young people in the country. (FMOYD, 2009)

It is saddened that the increase in population of the youths of the country does not yield labour and economic productivity rather than increase in unemployment rate. According to Olorunfemi (2021), between the ages of 15 and 24 account for no less than two-thirds of youth who are unemployed. Additionally, data on gender trends indicates that women make up the majority of young people without jobs. More specifically, between 2008 and 2012, women made up more than 50% of young people without jobs. According to Brooking Institute's (2013), analysis of young unemployment by geographic/settlement location (rural and urban areas), youth unemployment is mostly a problem in rural areas and is rising quickly. The percentage of young people without jobs in rural areas rose from 47.59 percent to 59.95 percent between 2010 and 2011. Young people without jobs increased from 2.9 million in rural areas in 2008 to around 5.9 million in 2012. In relation to the foregoing, from 2008 to 2012,

more than half of young people without jobs had only completed primary school. Over half of all young people without jobs have historically belonged to this group.

However, young people who have graduated from postsecondary institutions also appear to be significantly impacted by unemployment, making up around 20% of youth unemployment and frequently remaining jobless for up to five years after graduation (NISER, 2013). The increasing rate of unemployment is now a major concern to all and sundry globally owing to its multiple effects (Karahman, 2011). This problem of unemployment calls for holistic approach through career counselling and technical education to prevent wide range of implications on socio-economic cum political development of Nigeria.

Career counselling can however be critically looked into as a potent tool to curtailing the effects of unemployment among Nigerian Youths. Thus, the roles of counsellors cannot be undermined in providing lasting solution to the problem of unemployment in Nigeria. Counsellors adopt techniques and approaches that are mind-oriented and skills oriented to open career opportunities for clients. According to Ifeanyieze et al. (2022), the orientation technique is a valuable tool in the hands of counsellors because they use it primarily to broaden the horizons of unemployed youths in the areas of professionalism and the acquisition of pertinent life coping and lifelong skills as this will increase their chances of employability. Lack of access to relevant and adequate information on the potentials of the unemployed youths as well as requisite and opportunities in each career forms the basis for the increasing unemployment rate (Crépon et al., 2005). In order to access a variety of employment opportunities as well as quality employment opportunities such as job offer arrival rates and stability of accepted jobs, information accessibility through counselling is essential.

Vocational and Technical Education can also be considered as an important tool for curtailing the challenges of youth unemployment in Nigeria. Federal Republic of Nigeria (FRN, 2004) states:

Technical and Vocational education is used as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of economic and social life.

Technical and vocational education, regardless of degree, is intended to assist students in developing the information, abilities, and qualities required for successful employment or career advancement in particular occupations, according to Adams (2007) and Nkoyo (2008). Due to the multiple opportunities and possible contributions to national advances that are

imbedded, the duties of VTE cannot be overemphasised. According to Braimah and Godfred (2004), technical and vocational education is responsible for nearly 60% of all educational contributions to the nation's economic growth and is essential for developing the nation's future workforce. Therefore, it is expected that students from the very beginning of their education will be exposed to the acquisition of the skills that will help them become employable and self-sufficient in the future through learning of trade concepts and activities that don't require a lot of reading, like shoemaking and mending, while others should be trained on more complex skills like mechanical work, woodworking, and auto mechanic, training on computers, secretarial studies, and so on.

Conceptual Definition of Youth

There is no clear definition of the term youth. The definition of youth varies over space and as such subject to modification. Thus, there is no consensus on the definition of youth. This will significantly have effects on planning, research, policy and interventions (Moerane, 2016). Youth is conceptualised in the literature as an age group and a social construct, according to Idris (2016). While this has been happening, a number of organisations and nations have expressed their views on how to define youth. In 1992, the United Nations (UN) defined youth as those who were between the ages of 15 and 24. Youth were defined as individuals between the ages of 10 and 24 and 10 to 19 by the World Health Organization (WHO), United Nations International Children's Emergency Fund (UNICEF), and Idris (2016), respectively. As a result, according to the United Nations Youth Fund, young people are individuals who are between the ages of 15 and 32 (UNDESA, 2013).

Youth is the stage of transition from childhood to adulthood characterised with autonomy and responsible for actions and inactions (UNESCO, 2015). More so, African Youth Report of 2009 posited that youths are those within the age range of 15 and 35 years. This aligns with the view of African Union (Pettersen, 2017). Although, the age range definitions of youth in countries are premised on certain factors or considerations. For instance, the use 15-24 years of age by United Nations and others is for mainly statistics purposes. Since there is no consensus on what and who constitute the youth category, it is therefore expedient to explore youth categorisation according to age in Africa which are presented in table below.

Table 1. Showing youth age categorisation across countries in Africa

| Age Range | Countries | Number of Countries |
|------------------|---------------------------------------------------------------------------------------------------------|----------------------------|
| 15-25 | Angola | 1 |
| 15-35 | Ghana, Lesotho, Mali, Mozambique, Rwanda, Sierra Leone, Tanzania, Uganda, Burkina Faso, Eritrea, Ghana, | 11 |

| | | |
|----------------|---------------------------------------------------|-----------|
| | Rwanda, Lesotho | |
| 15-30 | Chad, Kenya | 2 |
| 15-29 | Ethiopia | 1 |
| 14-24 | Cape Verde | 1 |
| 14-35 | Gambia, South Africa | 2 |
| 14-25 | Malawi | 1 |
| 14-30 | Niger | 1 |
| 16-30 | Namibia | 1 |
| 18-35 | Guinea Bissau, Madagascar, Nigeria, Senegal, Togo | 5 |
| 10-29 | Botswana | 1 |
| 15-25 | Zambia | 1 |
| 12-30 | Swaziland | 1 |
| 12-25 | Australia | 1 |
| 15-40 | Malaysia | 1 |
| 15-24 | United Nations | 1 |
| None | Burundi, Comoros, Congo, Guinea | 4 |
| No information | Cameroon, Democratic Republic of Congo, Zimbabwe | 3 |
| TOTA | | 39 |

Source: White and Kenyon (2001) and FMOYD (2008)

Unemployment in Nigeria

Unemployment is the total number of people who are ready to work but unable to find befitting work to do. Udu and Agu (2005) opined that unemployment is viewed as the condition in which persons who are qualified and need to work at a rate applicable are still unable to find work over a specific time period. In this situation, individuals who are competent enough to boost productivity are seen in the category of the unemployed. Shown in the Bureau of Labour Statistic, (2019), unemployment refers to those who have not had a job and have actively sought employment but have not been successful. It comprises person who have been laid off and are looking for a return call or a new job as a result, those who are competent for jobs and

wants to work are unable to obtain work. The International Labour Organisation (ILO) defines unemployment as the state in which individuals who fit under the definition of the labour force and who are ready, willing, and eager to work for a minimum wage are still actively seeking employment.

Only categories of people actively looking for work or who are awaiting a job return will be included in the analysis of the present state of unemployment in Nigeria. As a result, there are four groups of unemployed persons, including job losers—those who have been fired or laid off, either permanently or temporarily; Individuals who have left their jobs voluntarily; the size of this group may be a good gauge of confidence in the state of the economy; new entrants are people seeking employment for the first time and re-entrants that are people who left the labour force for a time and are now returning, such as parents who opted to raise families or those who left to pursue additional education (Eme,2014 and Olorunfemi, 2021).

The increase in the youth unemployment has gained attention of all at international levels (Zinhwe, 2012 and Yarima, 2014). This was also considered as an important global social phenomenon that must be critically looked into to forestall further associated consequences such as jeopardising survival, productivity and livelihood of the unemployed especially the youths (ILO, 2010). Despite the fact that more young people are entering the workforce, there is still a sizable gap that could prevent the process of economic recovery from always resulting in employment creation. Empirical figures through the statistical output of ILO, it was revealed that by 2017, 70.9 million of the youths would be unemployed. Although, this has a comparative improvement when compared to 2009 data when unemployment crisis reached a peak of 76.7 million. As they begin working, the vast majority of young people in developing countries are drawn into and absorbed by the informal economy since 16.7% of them make less than the acute poverty threshold of US\$1.90 per day. Three out of every four employed young people worldwide work in informal jobs, and 19 out of every 20 young people work in informal jobs, which adds to the world's growing poverty. This alarming rate of unemployment among youths is highly inimical to the growth of economy with associated consequences for individuals and the nation at large.

According to figures from the United Nations Population 2030 report, the Western and Central Africa (WCA) region is home to an estimated half a billion people, with more than 40% of that population being under the age of 15. This makes the region's youth one of its greatest assets. The youth population is anticipated to increase even more. For instance, between 2015 and 2030, it is predicted that the youth population in Mali will grow by an astounding 71% and the youth population in Nigeria by over 60%. All WCA countries must, of course, fully utilise this demographic dividend to achieve their economic growth goals in light of these facts alone (Olorunfemi, 2021).

The percentage of the labour force in Nigeria that is actively looking for work can be calculated using the unemployment rate. Nigeria has the highest unemployment rate in its history at 27.1 percent in the second quarter of 2020, according to Olorunfemi (2021). Since 2018, these figures had not been released by Nigeria's national bureau of statistics. It contrasts with the 23.1% recorded in the third quarter of 2018. The corona virus pandemic (COVID-19) and a decline in oil prices have been causing problems for Nigeria. The unemployment rate in Nigeria from 1995 through the end of the second quarter of 2020 is displayed in the table below.

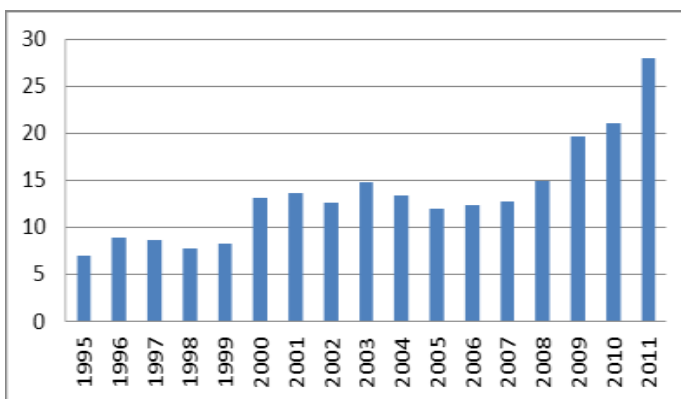
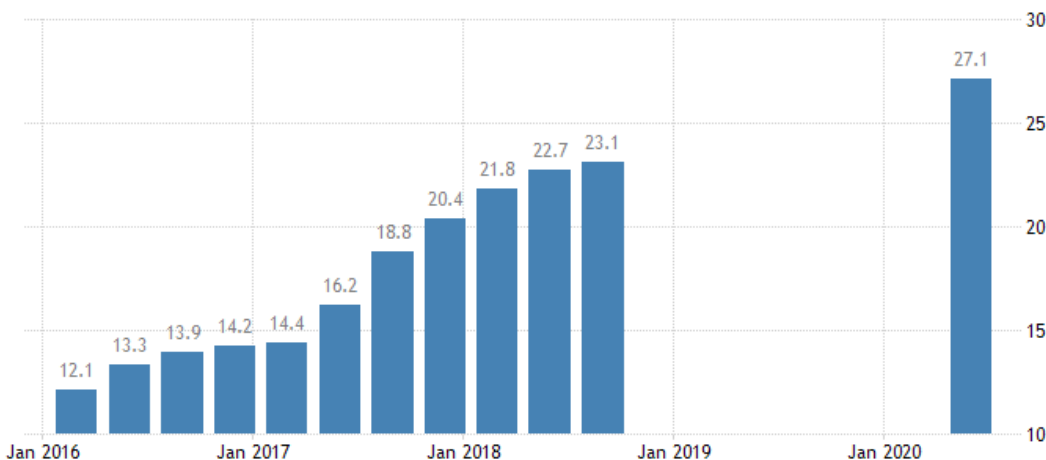


Figure 1: National Unemployment Rates (1995-2011)

Source: National Bureau of Statistics, 2012.



SOURCE: TRADINGECONOMICS.COM | NATIONAL BUREAU OF STATISTICS, NIGERIA

Figure 1: National Unemployment Rates (2016-2020)

Source: National Bureau of Statistics, 2020

Therefore, it can be concluded from the data that Nigeria's unemployment rate has been progressively increasing from 7% in 1995 to 28% in 2011, as well as from 12.1% in 2016 to 27.1 in 2020. However, different governments both under military and democratic rule developed a variety of programmes to lessen the rise and its effects. The situation in Nigeria appears to be concerning, as 7 out of 10 graduates are either unemployed, underemployed, or just unemployable, and as of 2006, more than 200,000 graduates were still without a job five years later (Ayoola, 2008 in Olorunfemi, 2021). With the fact that these young graduates form the largest proportion of the population, the problem of not being able to find a befitting job to do is a bane to society and as such presents a danger to the country. It is evident that educational institutions that are saddled with the responsibilities of empowering young undergraduates with the necessary skills are dysfunctional owing to several factors bedevilling it.

According to Njoroge and Gathungu (2013), another significant issue is the rise in the number of Nigerians graduating from different higher education institutions each year, which poses serious challenges to the labour force because neither the public nor the private sectors have the capacity to take them on. Young people's insecurity in different areas, such as terrorism, violent crime, advance fee fraud, and other types of unpatriotic behaviour, is a result of youth unemployment. This insecurity is constant and seems to never end.

Causes of Youth Unemployment

The Chartered Institute of Personnel Management of Nigeria (CIPMN, 2016), cited by Olorunfemi (2021), listed a number of variables that contribute to Nigeria's rising youth unemployment rate. These factors—which have made it difficult for educational institutions to give their pupils the necessary skills to make them employable—include a lack of a national employment policy, a failing or failing educational system, improper educational curricula, and inadequate teacher preparation. According to Akande (2013), the high percentage of youth unemployment can be attributed to a lack of political will, inconsistent government policies, and an unfavourable economic environment. The intricacy of the graduate unemployment problem in Nigeria is further highlighted by the absence of synergy between the generation of graduates and employment prospects (Ogege, 2011).

According to Asaju et al. (2014), policymakers struggle with a lack of information and data, which compromises their ability to plan effectively for economic growth and development, which could help to lower the high unemployment rate. Asaju et al. (2014) and Iwayemi (2014) confirmed that it is highly challenging to obtain employment statistics, even from statutory organisations and agencies set up to collect socioeconomic data. Even if the data exists, they are confined to urban areas. This could lead policymakers to opt for available cross-sectional household surveys and these cannot be considered to be reliable. Given the significance of this

sector for young people's employment, the lack of accurate statistics on informal employment in general and entrepreneurship, in particular, is a significant limitation.

Consequences of Youth Unemployment Crisis in Nigeria

Several studies, like those by Anyawu and Duru (2020), Nwogwugwu and Irechukwu (2015), Emeh (2012), and Olukayode (2017), have revealed the effects of youth unemployment in Nigeria. According to Anyanwu and Oaikhenan (1995), some of the repercussions include participation in and an increase in social vices and crimes such as terrorism, kidnapping, cybercrime, rape, armed robbery, smuggling, prostitution, and drug trafficking. Another effect is increased Rural-Urban Migration as urban centres will be overpopulated wherein there will be heavy competition for job opportunities. Improved social life and higher wages more often than not spur youth to migrate. According to forecasts from the UN, more than half of Africans will live in cities by the year 2020, causing a significant demographic shift on the continent. Harvey (2009) observed that this demographic shift will be brought on by rural-to-urban migration. Smith (2003) did note, however, that on the bright side, the vast flight of the majority of young people from the continent's rural areas is what is driving urbanisation in Africa. Another significant consequence of youth unemployment is that it is being used as an element of social and political stability, as was evident in the ENDSARS protest that resulted in civil unrest in major cities like Lagos, Ibadan among others. Brain Drain is another effect of youth employment as detailed in the literature.

Over the years, young people, especially those with education, have migrated to the affluent economies of America and Europe in quest of greener pastures due to the alarming levels of poverty and unemployment in Nigeria. According to the FMOYD (2008), there are an estimated 20,000 doctors and other medical professionals from Nigeria who work in the US. The primary destinations for the remaining emigrants are also nations in Northern America, the Gulf States, and Europe. Others, on the other hand, fled to places like South Africa and Libya, with all of the associated beneficial and negative effects that followed (AFP, 2019).

The Place of Career Counselling in Curtailing Youth Unemployment

According to Balasuriya and Hughes (2003), career guidance and counselling are crucial tools for bridging the gap between the needs of the labour market and the outputs of the educational and training system. This will help to reduce unemployment and increase labour mobility. The topic under consideration has, nevertheless, been given many definitions. The Organisation for Economic Cooperation and Development (OECD, 2004) conceptualised career guidance and counselling as services meant to help people of society make decisions regarding things like education, training, job choices, and management, among other things. Additionally, it involves helping people reflect on their goals, passions, skills, and other traits in order to match them with the training and job opportunities that are out there. In order for the labour market

and educational systems to succeed and reach their goals, career counselling plays an essential role that cannot be undervalued.

According to Ajufo (2013), career counselling ought to be made mandatory for all students at all educational levels. She added that advising students on their course of study and career options will help close the gap between the needs of the labour market and the products produced by educational institutions. Career guidance is of great importance especially in Nigerian society as it will help students develop positive attitudes towards it in their chosen careers. Because there are multiple career paths, counselling based on the student's strengths will help focus their attention on it and enhance their productivity, which will indirectly benefit the nation at large as this will promote professionalism. Students' career counselling may reduce joblessness due to a variety of professional interests (Ajufo, 2013). Last but not least, entrepreneurship education (EE) and technical and vocational education and training (TVET) should be taken into consideration alongside career guidance and counselling rather than serving as the primary focus to address the unemployment problem.

Technical Education and Youth Unemployment

According to UNESCO (2001 in Ahamad et al., 2013), technical and vocational education and training (TVET) is conceptualised as an educational programme and training aimed at assisting members of society acquire the practical skills, know-how, and understanding required for employment in a particular occupation. The scope of TVET covers all educational levels, including formal and informal training centers. The World Bank (2005), the International Labour Organisation (ILO) (2002), and the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) (2002) have all expressed interest in TVET over the past few years. In order to provide TVET for everyone, to focus TVET on sustainable development, and to strengthen TVET as a crucial part of lifelong learning, UNESCO identified three key objectives for TVET at its Seoul convention (UNESCO in Abdullahi 2001).

Youth should therefore be given the tools they need to develop their talents and abilities and create a viable future. Technical and vocational education at any level is intended to assist the student in acquiring and developing skills, information, and traits necessary for successful employment or succession in particular occupations, according to Adams (2007) and Nkoyo (2008). The importance of VTE's duties cannot be overstated given the wealth of opportunities and possible contributions to societal advancements that are embedded within them. According to Braimah and Godfred (2004), TVET accounts for more than 60% of all educational contributions to national economic growth, and it is crucial for developing young people's skills for the country's benefit. According to Ahamad (2013), the value of TVET is raising awareness among Nigerians of the necessity of acquiring skills for a career in the field. It was further argued that elementary school students should be exposed to learning about trade concepts and activities that don't require a lot of reading, like shoemaking and mending, while

others should be trained on more complex skills, like mechanical work, woodworking, and auto mechanics; training on computers; secretarial studies; and so on. The consequences of not acquiring the necessary skills for survival in contemporary society are unending, as this could lure youths to engage in various social vices and other consequences, as detailed earlier.

Conclusion

As a result of its many bad effects, including the brain drain, the spread of social vices, and the tools it provides for social and political upheaval, the phenomenon of youth unemployment has long been recognised as a severe blight on human society. The increasing rate of unemployment is worrisome and as such, requires a pragmatic and holistic approach such as counselling and technical education to curtail further implications for a conducive, progressive, and ideal society to live in.

Recommendations

The following recommendations are made as ways to combat the societal scourge of unemployment as part of efforts to lower the worrisome rate of unemployment in Nigeria:

- (a) The government should create an enabling environment for both public and private businesses to thrive and create job opportunities through the provision of loans, credit facilities, and progressive policies at the micro and macro levels.
- (b) There should be close and regular monitoring and evaluation of the employment processes of various agencies and bodies set up by the government to alleviate poverty through employment creation.
- (c) Career counselling should be given utmost priority right from primary school to prevent misplacement of priority in choice of career.
- (d) Encouraging students to gain work experience in school. As a result, additional work needs to be done in the areas of funding, training, monitoring, and quality control, among others. The Student Industrial Work Experience Scheme (SIWES) and the National Youth Service Corps (NYSC) programmes have not been very effective.
- (e) Nigeria's educational system needs a complete makeover to allow students to learn more skills from pre-kindergarten through post-secondary institutions. Technical schools should be strengthened to produce manpower skills for self-reliance and reduction of unemployment rate for socio-economic viability of the country (Nigeria).

References

Abdullahi, J. M. (2001). Preservice Skill Needs for Increasing Employability of Technical College Graduates. Unpublished M.Sc Thesis, University of Nigeria, Nsukka

- Adams, A. V. (2007). The Role of Youth Skills Development in the Transition to Work: A Global Review. *The International Bank for Reconstruction and Development / The World Bank*, 1818 H Street, NW Washington, DC 20433.
- Ajufo, B. I. (2013). Challenges of Youth Unemployment in Nigeria: Effective Career Guidance as a Panacea. *Africa Research Review*, 7: 307-321
- Ahmad, A. D., Jabor, M. K. & Mohammad, M.I. (2013). The role of technical and vocational education in meeting the challenges of youth unemployment in Nigeria. *International Research Journal of Social Sciences*, 3 (1).
- Akande, T. (2014). Youth Unemployment in Nigeria: A Situation Analysis. Retrieved on 13/05/2021 from <https://www.brookings.edu/blog/africa-in-focus/2014/09/23/youth-unemployment-in-Nigeria-a-situation-analysis/>
- Asaju, K., Arome, S. & Anyio, S. (2014): The Rising Rate of Unemployment in Nigeria the Socio-Economic and Political Implications, *Global Business and Economic Research Journal*, 3(2): 12-32. Available online at <http://www.journal.globejournal.org>
- Braimah, I., & Godfred F. (2004). *Strengthening of Technical and Vocational Education Policy in Africa: Governance and Equity Issues – The Case of Ghana*, ATPS, Nairobi
- Crépon, B., M. Dejemeppe & M. Gurgand (2005), Counseling the Unemployed: Does It Lower Unemployment Duration and Recurrence?, IZA Discussion Paper No. 1796, Bonn
- Education (2001). Paris: UNESCO; Geneva, Switzerland: ILO. <http://unesdoc.unesco.org>
- Emeh, I. E. J. (2012). Tackling youth unemployment in Nigeria: The Lagos State development and empowerment programmes initiatives. *Afro Asian Journal of Social Sciences*, 3(3):1-30.
- Federal Ministry of Youth Development (2009). *National Youth Job Creation Templates*. Federal Ministry of Youth Development, Abuja, Nigeria.
- Federal Republic of Nigeria (FRN) (2004). National Policy on Education (4th Ed.) Lagos, Nigeria. Nigeria Educational Research and Development Council Press
- FMOYD (2008). *Nigeria Youth Employment Action Plan (NIYEAP) 2009-2011*. Federal Ministry of Youth Development, Abuja, Nigeria
- Glory, C. O. (2021). Addressing the State of Youth Unemployment in Nigeria. *International Journal of Innovative Psychology & Social Development* 9 (4):102-113

- Harvey, D. (2009). *Social justice and the city*, Revised Edition University of Georgia Press, Athens & London.
- Idris, I. (2016): *Youth unemployment and violence: Rapid literature review*. Birmingham, UK: GSDRC, University of Birmingham.
- Ifeanyieze, B. U., Onukwube, V. O., Egbo C. E. (2022). Counselling Techniques for Reducing Unemployment Among University Graduates in South East Nigeria. *International Journal Peer Reviewed Journal*, 8(8): 19-26. Retrieved from www.wwjmr.com
- International Labor Organization, (2004). *Global Employment Trends for Youth*. International
- Kahraman, B. (2011). "Youth employment and unemployment in Developing Countries: Macro challenges with micro perspectives". Graduate Doctoral Dissertations, Paper 36.
- Kew, R. (2001). Weathering economic tsunamis: How the people of God can minister to the unemployed. *Christian Today*, 45 (5): 72-74.
- Labor Organization, Geneva, Retrieved from <http://www.ilo.org/public/english/employment/strat/download/getyen.pdf>
- Moerane, P. (2016). A study of graduates' experience of unemployment in Durban, South Africa. An unpublished Master of Social Science in Industrial Organisational Labour Studies of the School of Social Sciences, College of Humanities, University of Kwazulu-Natal, Durban
- NBS, (2022). Unemployment Rate in Nigeria. Retrieved from <https://www.nigerianstat.gov.ng/>
- NBS, (2018). *Labour Force Statistics - Volume I: Unemployment and Underemployment Report*. National Bureau of Statistics, Abuja, Nigeria.
- Nigerian Institute of Social and Economic Research NISER (2005). Unemployment in Nigeria: A Situational Analysis. Ibadan, Human Resources Development Department, NISER.
- Nwogwugwu, N. & Irechukwu, G.N. (2015). Socio-political implications of youth unemployment in Nigeria's economic development. *IOSR Journal of Economics and Finance*, 6(4):27-34.
- Olorunfemi, G. C. (2021). Addressing the State of Youth Unemployment in Nigeria. *International Journal of Innovative Psychology & Social Development*, 9 (4):102-113.
- Olukayode, L. (2017). Graduate unemployment in Nigeria: Causes, consequences and remediable approaches. *American International Journal of Contemporary Research*, 7(4):63-73.

- Osborn, D., Cutter, A., & Ullah, F. (2015). "Universal Sustainable Development Goals: Understanding the transformational challenge for developed countries. Report of a study by stakeholder forum.
- Pettersen, A. M. (2017). Youth unemployment in Uganda: challenges and survival strategies for young women in Kampala. An unpublished Master's thesis in Peace and Conflict Transformation of The Arctic University of Norway.
- Smith, D. (2006). *Third world cities in global perspectives: The political economy of uneven urbanization*. Westview Press
- UNDESA, (2013). "UN factsheet – definition of youth", Retrieved from <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>.
- UNESCO (2001). *Primary Education: The core of development and progress*. UNESCO Education Webmaster
- UNESCO (2015). Making education a priority in the Post 2015 Development Agenda: Report of the Global Thematic Consultation on education in the 2015 Development Agenda. Available at: en.unesco.org/post2015/sites/post2015/files/Making_education_a_Priority_in_the_Post-2015_Development_Agenda.
- UNESCO and ILO (2002). Revised Recommendation concerning Technical and Vocational Education
- United Nations (1992). *Human Development Report*. Human Development Report Office
- World Bank. (2005). *Expanding Opportunities and Building Competencies for Young People: A New Agenda for Secondary Education*. World Bank: Washington.
- Yarima, Y.A. (2014). Socio-economic effects of unemployment among the youth in Nigeria. *Journal of Contemporary Issues in Business Research*, 3(5), pp. 240-249.
- Zinhunwe, C. (2012). The youth and unemployment in Zimbabwe. Paper Presented at the National Conference with the theme "Building a Future with Decent Work for Young People held at Rainbow Towers in Harare" 29 March 2012.