

**THE INTEGRATION OF VOCATIONAL TRAINING AMONG ADULT LEARNERS IN
PIONEER LITERACY EDUCATION CENTRE IN OREDO LGA**

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EDU1902767

DEPARTMENT OF ADULT AND CONTINUING EDUCATION

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

MARCH, 2025

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**BEING A PROJECT PRESENTED TO THE DEPARTMENT OF ADULT AND
CONTINUING EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF BENIN,
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MARCH, 2025

CERTIFICATION

We the undersigned hereby certify that this work was carried out by Vivian Chialuka Alajemba with the Matriculation Number EDU1902767 from the Adult and Continuing Education, Faculty of Education, University of Benin, Benin City, Nigeria In partial fulfilment of the requirements for the award of Bachelor of Education (B.Ed.) Degrees in Adult Education Professional.

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DEDICATION

This study is dedicated to the almighty God for His divine mercy, love, wisdom, and understanding and strength granted throughout this study.

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ABSTRACT

This study explores the integration of vocational training into academic curricula in Nigeria, emphasizing its potential to bridge the gap between education and the labor market, thereby addressing the nation's challenges of unemployment and economic development. With a historical emphasis on theoretical learning, the Nigerian education system has left graduates ill-equipped with the practical skills demanded by employers. This research identifies the critical benefits of incorporating vocational education, such as enhanced employability, entrepreneurship promotion, and alignment with national development goals.

The methodology employed for this research involved a descriptive survey design, targeting adult learners at the Pioneer Literacy Centre in Benin City. A sample of 50 participants was selected using simple random sampling techniques. Data were collected through a structured questionnaire designed with a modified Likert scale. The questionnaire was divided into two sections: personal demographic data and specific research questions. The validity of the instrument was ensured through expert review, while reliability was assessed using test-retest methods. Data analysis was conducted using descriptive statistics, focusing on frequency counts, percentages, and mean scores to draw conclusions regarding the integration of vocational training.

Additionally, the study draws comparisons with successful global models, showcasing the importance of dual education systems that combine academic learning with practical workplace training. It highlights the necessity of fostering collaborations between educational institutions and industries, addressing resource constraints, and changing societal perceptions of vocational education to enhance its attractiveness. Despite facing challenges like inadequate funding and societal biases, this study advocates for a multi-stakeholder approach that includes government initiatives, public-private partnerships, and public awareness campaigns. Through comprehensive analysis, the research underscores the transformative potential of vocational education in fostering economic empowerment and social inclusion, ultimately contributing to sustainable development in Nigeria.

CHAPTER ONE

INTRODUCTION

Background to the Study

Vocational education is described as teaching that imbibes practical skills and technical knowledge to prepare individuals for specific trades or occupations. It differs from general education in that it emphasizes the acquisition of competencies that promote employment and independence in the different sectors of the economy. In short, vocational education is very important in closing the nexus between education and the labor market, which in turn helps in economic development and dealing with unemployment by tackling skill shortages (Okoro, 2013). As Olaitan (2014) explains, vocational education may be defined as incorporating any formal or informal training intended for the development of an individual for the performance of manual or technical skills. Such training may be flexible and inclusive enough to respond to the varying demands of learners and the world economy. This training usually ranges from agriculture, business, and health to engineering and information technology to give graduates a competitive advantage toward employment and innovativeness in those sectors. In addition to being engines of national growth, vocational education contributes to promoting entrepreneurship. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2015), vocational education is central to their fight against poverty and social inclusion, as it gives people the power to get the skills to earn an income thereby participating actively in contributing to economic activities. This enunciates its importance as a sustainable development mechanism that can address societal challenges.

The integration of vocational training into academic curricula in Nigeria is a transformative approach to addressing the nation's significant challenges in education, unemployment, and

economic development. For decades, Nigeria's education system has primarily emphasized theoretical and academic learning, often at the expense of practical, hands-on skills. This focus has contributed to the widening gap between the skills acquired by graduates and the demands of the labor market, leading to high unemployment rates and underemployment among Nigerian youths (Okoro & Ezeani, 2017). By embedding vocational training into mainstream academic programs, Nigeria can provide students with a more comprehensive education that equips them with the technical and entrepreneurial skills necessary to thrive in the modern economy. One of the critical issues plaguing Nigeria is the mismatch between the education system and labor market needs. Employers across sectors often report that while graduates possess academic qualifications, they lack the practical skills required for immediate productivity in their industries (Ayonmike et al., 2015). The absence of industry-relevant skills among graduates has exacerbated youth unemployment, with many young Nigerians struggling to secure jobs in an economy that is increasingly reliant on specialized competencies. Integrating vocational training into academic curricula addresses this gap by combining theoretical knowledge with hands-on learning. For instance, students in science, technology, engineering, and mathematics (STEM) fields could benefit from practical exposure to equipment, tools, and real-world problem-solving scenarios that complement their classroom education. Globally, the success of countries like Germany, Switzerland, and Finland in implementing dual education systems serves as a model for Nigeria. In these systems, students alternate between academic learning in schools and vocational training in workplaces, creating a seamless connection between education and industry. These models ensure that students graduate with both the academic knowledge and practical skills necessary for workforce readiness. Adopting similar approaches in Nigeria could foster stronger collaborations between educational institutions and industries, particularly in

critical sectors like agriculture, manufacturing, and information technology. Such collaborations would not only enhance the relevance of curricula but also provide students with access to internships, apprenticeships, and mentorship opportunities, preparing them for the demands of the workplace (Rauner & Maclean, 2019).

In the Nigeria, vocational education is particularly important for promoting economic diversification and reducing dependence on oil revenues. By integrating vocational training into academic curricula, students can develop entrepreneurial skills that enable them to create and manage small and medium-sized enterprises (SMEs). These enterprises are critical to driving economic growth, generating employment opportunities, and fostering innovation. For example, students trained in areas like agribusiness, renewable energy, and digital technology can contribute to emerging industries that align with Nigeria's long-term development goals (Ofoha, 2019).

Furthermore, the integration of vocational training into academic curricula supports sustainable development by addressing social and economic inequalities. Many Nigerian youths, particularly those in rural areas, lack access to quality education and skills training. Vocational training provides an inclusive platform for equipping marginalized populations with employable skills, empowering them to participate in economic activities and contribute to their communities. This inclusivity aligns with the United Nations Sustainable Development Goal 4, which emphasizes quality education and lifelong learning for all.

However, the effective implementation of vocational training in Nigerian schools faces several challenges. Resource constraints, such as inadequate funding, outdated facilities, and a shortage of trained instructors, hinder the development of robust vocational programs. Many technical colleges and vocational training centers in Nigeria lack modern equipment and materials, making

it difficult for students to gain relevant skills (Ayonmike et al., 2015). Additionally, societal perceptions of vocational education as inferior to academic education discourage many students and parents from pursuing this pathway. This negative perception is often reinforced by the absence of clear career progression opportunities for vocational graduates, further reducing its appeal (Oviawe, 2018).

To overcome these challenges, a multi-stakeholder approach is essential. The Nigerian government must prioritize funding for vocational education and training (TVET) programs and invest in modernizing infrastructure and equipment. Public-private partnerships can play a critical role in bridging the resource gap, with industries contributing funding, expertise, and facilities to support vocational training initiatives. Furthermore, capacity building for educators is crucial to ensure that teachers and trainers are equipped with the skills and knowledge required to deliver high-quality vocational programs. Public awareness campaigns are also necessary to change societal attitudes toward vocational education, highlighting its value as a pathway to economic empowerment and national development.

This study explores the concept, benefits, and challenges of integrating vocational training into academic curricula within the Nigerian. By examining successful global models, assessing their applicability to Nigeria, and providing recommendations for enhancing the integration process, this research underscores the transformative potential of vocational education. Through comprehensive analysis, the study aims to highlight how vocational training can address unemployment, foster entrepreneurship, and support Nigeria's broader economic and social development goals.

The integration of vocational training into adult learning centers has become a critical strategy in addressing the evolving needs of today's workforce. As the global economy continues to

transform due to technological advancements, shifts in industry demands, and the rise of the gig economy, it has become essential to ensure that adult learners are equipped with relevant skills for the job market. Adult learning centers, traditionally aimed at offering basic education and skill development to individuals who have missed out on formal schooling or are seeking further education, are uniquely positioned to integrate vocational training into their curricula. This integration can enhance the learning experience by providing not only foundational academic knowledge but also practical, career-specific skills that improve employability and empower individuals to contribute meaningfully to the economy (Rosenberg & Armstrong, 2017).

In many regions, adult education has played a vital role in addressing issues of literacy, numeracy, and basic life skills. However, as the labor market demands more specialized and technical skills, there is an increasing need for adult learning centers to go beyond basic education and incorporate vocational training. Such training can offer adults the technical expertise needed to secure meaningful employment, particularly in sectors such as healthcare, information technology, and manufacturing, which are integral to modern economies (OECD, 2020). By providing vocational training in these fields, adult learning centers can help bridge the skills gap and ensure that adult learners possess both the theoretical understanding and the practical experience required to thrive in the contemporary job market (Blaschke et al., 2017).

The importance of vocational training in adult learning centers extends beyond employment outcomes; it also plays a key role in promoting social mobility and reducing economic inequality. For many adults, particularly those in marginalized or disadvantaged communities, adult learning centers offer an opportunity to acquire new skills that can open doors to better job prospects and improved quality of life. Vocational education can be transformative by providing adults with the tools to not only enhance their personal circumstances but also contribute to broader community

development (Coffield, 2017). Moreover, integrating vocational training into adult learning programs aligns with the goals of lifelong learning, which has become an increasingly important component of modern education systems. As individuals move through different stages of life and career, continuous skills development is essential for maintaining relevance in the workforce (Blaschke et al., 2017).

In addition to empowering individuals, vocational training in adult learning centers can have a positive impact on the economy by reducing unemployment rates and addressing skill shortages in various industries. The integration of vocational training ensures that adult learners are equipped with up-to-date skills that match labor market demands, particularly in emerging sectors such as renewable energy, digital technologies, and advanced manufacturing (OECD, 2020). By focusing on industry-relevant skills, adult learning centers can help bridge the divide between education and employment, ensuring that graduates are job-ready and capable of contributing to national and global economic growth (Rosenberg & Armstrong, 2017).

Despite the potential benefits, the integration of vocational training into adult learning centers faces several challenges. One of the most significant barriers is the lack of resources, such as adequate funding, modern infrastructure, and qualified instructors, which can hinder the development of high-quality vocational programs. Adult learning centers may also struggle to secure industry partnerships that are crucial for offering up-to-date, relevant training. Additionally, societal attitudes toward vocational education may limit its perceived value, with some individuals and communities viewing vocational training as a lesser alternative to traditional academic pathways (Blaschke et al., 2017). To address these challenges, policymakers must invest in adult education and vocational training, provide professional development

opportunities for instructors, and raise public awareness about the value of vocational education for adult learners (Coffield, 2017).

This study aims to explore the integration of vocational training into adult learning centers, focusing on the benefits, challenges, and strategies for successful implementation. By examining both local and international models, the research seeks to provide insights into best practices that can enhance the quality of vocational education and training in adult learning environments. In doing so, the study hopes to contribute to the development of policies and practices that will empower adult learners, improve employability outcomes, and support sustainable economic growth.

Statement of the Problem

The problem of integrating vocational training into adult learning centers in Benin City, particularly at the Pioneer Literacy Center, has become increasingly relevant in addressing the skills gap among adult learners. Despite the growing recognition of vocational education's role in fostering employability and economic empowerment, many adult learning centers in Benin City still face significant challenges in offering such programs. The Pioneer Literacy Center, a key institution in the city's adult education landscape, has made strides in providing basic literacy and numeracy programs, but the integration of vocational training into its curriculum remains limited. This gap presents a significant challenge in equipping adult learners with the practical, hands-on skills that are essential for thriving in today's dynamic labor market. In Benin City, as in many other regions, there is a growing disconnect between the skills taught in educational institutions and the skills required by employers, especially in industries such as technology, healthcare, and manufacturing. Despite the availability of skilled jobs in these sectors, many adults in Benin City remain unemployed or underemployed due to the lack of vocational

qualifications. The integration of vocational training at the Pioneer Literacy Center could address this issue by equipping learners with the technical skills needed to secure gainful employment or pursue entrepreneurial ventures. However, limited resources, outdated infrastructure, and insufficiently trained instructors in vocational education are barriers that hinder the effective implementation of such programs at the center.

Research Questions

The following research questions were raised to guide the study

1. What is the level of knowledge and awareness of vocational training among the participants of the Pioneer Literacy Center?
2. What are the perceived benefits of integrating vocational training into the curriculum at the Pioneer Literacy Center for adult learners?
3. What strategies can be implemented to effectively integrate vocational training into the existing curriculum at the Pioneer Literacy Center?
4. What are the main challenges faced by the Pioneer Literacy Center in integrating vocational training into its adult education programs?

Purpose of the Study

The general purpose of the study is to assess the integration of vocational training into the adult education curriculum at the Pioneer Literacy Center in Benin City. Specifically, the study seeks to:

1. To assess the level of knowledge and awareness of vocational training among the participants of the Pioneer Literacy Center.

2. To explore the perceived benefits of integrating vocational training into the curriculum at the Pioneer Literacy Center, specifically regarding its impact on adult learners' employability and economic empowerment.
3. To identify strategies that can be implemented to effectively integrate vocational training into the existing curriculum at the Pioneer Literacy Center, ensuring alignment with local industry needs.
4. To examine the main challenges faced by the Pioneer Literacy Center in integrating vocational training into its adult education programs, including resource constraints, infrastructure, and societal attitudes toward vocational education.

Significance of the Study

This study holds significant value for educational stakeholders at the Pioneer Literacy Center, including administrators, educators, policymakers, and government bodies. By examining the integration of vocational training into the center's curriculum, the research will provide key insights into the potential benefits of such integration for adult learners. Educational stakeholders can utilize the findings to advocate for the necessary resources, policies, and strategies to enhance vocational education at the center. The study will also shed light on the challenges and barriers faced by the center in implementing vocational training, offering actionable recommendations to address these issues, thereby improving the quality and accessibility of adult education. Furthermore, the research will help stakeholders better understand the needs of adult learners and how vocational training can be tailored to meet these needs, ultimately contributing to the development of a more responsive and inclusive adult education system in Benin City. For the participants of the Pioneer Literacy Center, this study is of paramount importance, as it directly addresses their educational and career aspirations. The integration of vocational training

into their curriculum promises to enhance their practical skills, making them more competitive in the job market and increasing their chances of securing sustainable employment or pursuing entrepreneurial ventures. By identifying the perceived benefits of vocational training, the study aims to highlight how these programs can lead to improved economic empowerment and personal development. Additionally, the research will help participants understand the relevance of vocational education in today's rapidly changing labor market and how it can support their long-term professional goals. For adult learners, the study serves as a platform to voice their needs, concerns, and expectations regarding vocational training, thereby ensuring that future educational programs are better aligned with their ambitions and local industry demands.

Scope and Delimitation of the Study

This study focuses on the integration of vocational training into the adult education curriculum at the Pioneer Literacy Center in Benin City. It aims to assess the level of knowledge and awareness of vocational training among adult learners, explore the perceived benefits of vocational education for improving employability and economic empowerment, and identify the challenges the center faces in incorporating vocational training into its programs. Additionally, the study will investigate strategies that can be implemented to enhance the effectiveness of vocational training at the center, considering local industry needs. Data will be collected from adult learners, educators, and administrators at the Pioneer Literacy Center, providing insights and recommendations for improving vocational education. The study will be limited to the Pioneer Literacy Center in Benin City, focusing on the adult learners and educators within the center. It will examine the current state of vocational training integration.

Operational Definition of Terms

Integration – The process of incorporating or combining vocational training with literacy education to create a comprehensive learning experience. It involves blending skill acquisition with traditional literacy programs to enhance participants' knowledge and practical abilities.

Vocational Training – A form of education that provides individuals with specific skills and technical knowledge required for particular trades, crafts, or professions. It is often hands-on and aims to improve employability and self-sufficiency.

Participants – Individuals who are enrolled in the Pioneer Literacy Centre's programs. These may include adults, youths, or marginalized groups seeking literacy and skill development opportunities.

Pioneer Literacy Centre – A learning institution or program designed to provide foundational reading, writing, and numeracy skills, particularly for individuals who may not have had access to formal education. The centre may also offer vocational skills training as part of its curriculum.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The chapter deals with the review of literature on the integration of vocational training into the adult education curriculum at the Pioneer Literacy Center in Benin City

- Concept of Vocational Training
- Types of Vocational Programmes
- Perceived Benefits of Integrating Vocational Training into Adult Education Curriculum
- Effective Strategies for Integrating Vocational Training into the Adult Education Curriculum
- Challenges of Integrating Vocational Training into Adult Education Programs
- Summary of Literature Reviewed

Concept of Vocational Training

General and academic education is regarded as the foundation for developing analytical abilities, knowledge, and critical thinking, while vocational education focuses on craftsmanship, hands-on experience, and practical problem-solving skills. Moodie (2002) examines existing definitions from four perspectives—epistemological, teleological, hierarchical, and pragmatic. He contends that a definition must encompass all four dimensions, positing that “vocational education and training can be seen as the cultivation and utilization of knowledge and skills for middle-level jobs required by society over time.” The term “Technical and Vocational Education” broadly refers to educational elements that include, apart from general education, the exploration of technologies and relevant sciences, as well as the acquisition of practical skills, attitudes, comprehension, and knowledge associated with professions in various economic and social sectors (UNESCO, 2001, p. 2). Vocational training is characterized as “an enhancement to

initial training that is part of a continuous process aimed at ensuring that an individual's knowledge and skills align with job requirements and are perpetually refreshed” (FAS, 2006). Vocational Education, or Vocational Education and Training (VET), also known as Career and Technical Education (CTE), equips learners for positions that revolve around manual or practical tasks, which are typically nonacademic and entirely connected to a specific trade, profession, or vocation, thus earning its name. It may also be referred to as technical education, as learners directly acquire proficiency in a specific set of techniques or technology.

Vocational skill training refers to the process of equipping individuals with specific practical skills and technical knowledge required for particular trades or professions. It is designed to prepare individuals for employment by focusing on hands-on experience, industry-relevant expertise, and job-specific competencies (Okoro & Ekanem, 2020). Unlike general education, which emphasizes theoretical knowledge, vocational training is application-oriented and tailored to meet the demands of various industries such as agriculture, construction, technology, and services (UNESCO, 2019).

Vocational education and training are intended to enhance individuals' overall capabilities, particularly regarding their current or prospective careers. This term usually does not cover training for professional fields. Vocational training serves as a means through which a society develops a workforce of skilled individuals capable of boosting industrial productivity. It is an educational process that prepares individuals for various roles, including specific trades and crafts or positions as technicians. Vocational education typically occurs at the post-secondary, further education, and higher education levels. Alternatively, it can be pursued via an apprenticeship model. Historically, individuals such as masons, blacksmiths, and carpenters

transmitted their knowledge to numerous apprentices. It is from these apprentices that their methods and techniques evolved.

According to Olaitan (2018), vocational training plays a crucial role in enhancing employability by bridging the gap between education and the labor market. It provides learners with the skills needed to be self-reliant and economically productive, thereby contributing to national development. Similarly, Akanbi (2021) highlights that vocational education fosters entrepreneurship, as it empowers individuals to establish and manage their businesses effectively. This is particularly important in developing economies where formal employment opportunities may be limited. vocational training is essential for lifelong learning, as it allows individuals to continuously upgrade their skills in response to changing industry trends (European Centre for the Development of Vocational Training [Cedefop], 2020). The flexibility and practicality of vocational education make it a viable option for both young learners and adult participants seeking career advancement or economic empowerment (World Bank, 2021).

Types of Vocational Programmes

Vocational training programmes stand as crucial pathways to specialized skills and direct entry into the workforce. Distinct from traditional academic pursuits, these programmes prioritize practical application and industry-specific knowledge, equipping individuals with the competencies demanded by employers. They encompass a diverse landscape, ranging from Agricultural training, to culinary schools etc.

1. Agricultural Skill Training Programmes

Agriculture is a fundamental sector in Nigeria's economy, providing employment for a significant portion of the population, particularly in rural areas. Vocational skill programmes aimed at agriculture have gained prominence, focusing on equipping individuals with practical

skills in modern farming techniques, crop production, pest control, and sustainable farming practices. Institutions like the Agricultural Training Centers (ATCs) and the National Agricultural Extension and Research Liaison Services (NAERLS) offer various training workshops and courses designed to enhance productivity in farming. The Nigerian government has recognized the importance of these programmes in its policies, aligning its developmental strategies with the objectives of the Agricultural Promotion Policy (APP) initiated in 2016 (Federal Ministry of Agriculture and Rural Development, 2016).

2. Technical and Engineering Skill Programmes

As Nigeria strives to industrialize and diversify its economy, technical education has become increasingly vital. Skill training programmes in technical and engineering fields are offered by institutions such as the National Industrial Skills Development Programme (NISDP) and various polytechnics across the country. These programmes cover a wide range of disciplines, including electrical and electronics engineering, welding, plumbing, carpentry, and automotive technology. The focus here is not only on theoretical knowledge but also on hands-on experience, preparing students to meet the demands of a rapidly evolving industrial landscape. According to the UNESCO Institute for Statistics, enhancing technical education is crucial for addressing the skill gap in the Nigerian workforce (UNESCO, 2020).

3. Information and Communication Technology (ICT) Skill Programmes

With the global digital transformation, the need for ICT skills has become paramount in Nigeria. Various vocational training centres, both public and private, now offer intensive courses in computer programming, graphic design, digital marketing, and cybersecurity. Institutions like the Digital Bridge Institute (DBI) provide specialized training tailored to industry needs, thereby contributing significantly to bridging the digital divide in Nigeria. The federal government's

National Digital Economy Policy and Strategy (NDEPS), which emphasizes the role of technology in economic development, further promotes these ICT skill programmes (Ministry of Communications and Digital Economy, 2020).

4. Fashion and Design Skill Programmes

The fashion industry in Nigeria is rapidly developing, and vocational skill programmes in this sector have blossomed. These programmes encompass various aspects of fashion, including sewing, tailoring, fashion designing, and textile technology. Institutions such as the Nigerian Institute of Fashion Technology (NIFT) are pivotal in providing training that combines creativity with entrepreneurial skills. Given the global appeal of Nigerian fashion, such programmes significantly boost self-employment opportunities, thereby contributing to economic growth. The Nigerian government has also recognized the potential of the fashion industry through initiatives aimed at promoting local artisans and designers on international platforms (Nigerian Export Promotion Council, 2018).

5. Artisanal Skill Programmes

Artisanal skills encompass a range of traditional crafts, including pottery, woodworking, metalwork, and bead-making. Vocational programmes aimed at these artisanal skills play a crucial role in preserving cultural heritage while providing economic opportunities. Organizations like the National Directorate of Employment (NDE) offer training that empowers young people and women in particular to harness their creativity for income generation. Such programmes are critical in fostering community development and enhancing the quality of life for individuals engaged in artisanal activities (National Directorate of Employment, 2019).

6. Hospitality and Culinary Skills Programmes

As the tourism industry shines as a potential driver for economic development in Nigeria, vocational training in hospitality and culinary arts has gained momentum. Institutions like the Culinary Academy of Nigeria provide rigorous training in cooking, hotel management, and event planning. These programmes are designed to meet international standards and cater to the growing need for skilled professionals in the hospitality sector (Nigeria Tourism Development Corporation, 2021). The government's focus on promoting tourism as an economic asset aligns with the growth of these vocational programmes.

Perceived Benefits of Integrating Vocational Training into the Adult Education Curriculum

The integration of vocational training into the adult education curriculum offers a potent avenue for enhancing individual employability and fostering broader societal prosperity. Some of the benefits include:

1. Economic Empowerment and Self-Sufficiency

Vocational training in adult education comes with one primary gain, which is enhancing economic empowerment. Many adults join education programs to better their financial positions and acquire jobs that pay more. Vocational training provides job-specific skills, allowing adults to lessen their dependence on low-paying and unskilled labor (Akanbi, 2021), which means that with vocational skills, one is able to start their business thereby reducing the unemployment rate and increasing productivity in the economy.

Another area in which vocational training is geared towards is entrepreneurial development. According to UNESCO (2019), entrepreneurship training in vocational education encourages self-employment and small business development. Many adults in developing economies lack access to formal employment, further down employment. On the other hand, vocational

education helps by equipping students with both technical and managerial skills so that they become employers rather than employees (Olaitan, 2018). This is especially important in the rural areas where formal job opportunities are very few.

In addition, vocational training offers support for their efforts towards financial independence. Many adult learners, especially women and members of marginalized groups, routinely suffer from a lack of access to sustainable income-generating opportunities (World Bank, 2021). Training in tailoring, catering, plumbing, and computer repairs enables them to secure sustainable income sources and improve their standard of living.

One of the most immediate advantages of integrating vocational training into adult education is its positive impact on the economy. According to the Organisation for Economic Co-operation and Development (OECD, 2020), vocational training equips individuals with market-relevant skills, thereby enhancing employability. As labor markets globally face changes driven by technology and globalization, traditional educational pathways have often fallen short of preparing individuals for available positions. By incorporating vocational training, adult education programs can directly align their curricula with industry demands, ensuring that graduates possess the requisite skills that employers seek.

2. Enhanced Employability and Workforce Readiness

Another prominent merit of vocational training is that it increases employability. While classic academic programs often concentrate more on theory, vocational education favors skill training that finds immediate applicability in industries (Cedefop, 2020). Employers are increasingly looking for hands-on experience-needing individuals with certain competencies that vocational training would equip them with in order to meet the demands of the job market (Adebayo & Ojo, 2017).

On top of that, one of the merits of vocational education is fixing the skills shortages in key industries. A good number of viable industries: construction, healthcare, and the technology sectors, are stricken with labor shortages due to a dearth of properly trained professionals. By balancing vocational training in adult educational programs, these institutes may close the gap and deliver a skilled workforce ready to meet industry requirements (Akanbi, 2021). For example, the need for healthcare assistants and electricians will be constantly on the rise, and vocational programs can help supply these essential workers.

Vocational training also enhances job security and career development. In contrast to many entry-level jobs requiring only basic qualifications, vocational education educates workers in specialized skills that make them irreplaceable to the employer (Okoro & Ekanem, 2020). Moreover, due to skills acquired through vocational education, adult learners are likely to be promoted within their careers. The impact of the promotion is larger salary gradation and better working conditions.

3. Promotion of Lifelong Learning and Adaptability

In a fast-changing labor market characterized by constant changes-sometimes even industry-wide changes-wrought by technological developments and economic shifts, lifelong learning is critical. Vocational training fosters lifelong learning by stimulating adult learners to upgrade their skills and knowledge (UNESCO, 2019). This assertion remains widely true today in a world substantially altered by digitalization, automation, and artificial intelligence, changing work requirements (World Bank, 2021).

Moreover, vocational training also adds adaptability to career options. Various adults are determined to use education to change jobs. (Cedefop, 2020). Being trained in new skills would

assist workers to stay competitive in the labor market despite the economic tremors that might ensue.

Another area of lifelong learning is the technology aspect. As more workplaces become digital, vocational programs with ICT skills prepare adult learners to adapt to an advanced job setting (Olaitan, 2018). Courses in digital marketing, computer programming, and data analysis equip learners with important 21st-century skills, directing them toward employability in the future economy.

4. Social Inclusion and Empowerment

Vocational training plays a crucial role in promoting social inclusion and equity. Many adult learners come from disadvantaged backgrounds, including individuals with disabilities, women, and people from low-income families. By integrating vocational education into adult learning programs, institutions provide an opportunity for marginalized groups to acquire relevant skills that enhance their participation in economic activities (Adebayo & Ojo, 2017).

For instance, women, particularly in patriarchal societies, often face barriers to formal education and employment. Vocational training programs tailored for women, such as fashion design, hairdressing, and food processing, provide them with financial independence and empower them to contribute to household income (UNESCO, 2019). Studies have shown that when women receive vocational education, there is a positive impact on community development and child welfare (World Bank, 2021).

Vocational training also promotes civic engagement and social stability. Adults who acquire skills and secure employment are less likely to engage in crime or other socially disruptive behaviors (Cedefop, 2020). Skill acquisition fosters a sense of purpose, reducing the likelihood of idleness and dependency on government assistance programs. Furthermore, vocational

education encourages community development, as skilled individuals often contribute to local economies by providing essential services.

5. Reduction in Unemployment and Poverty

One of the most pressing global challenges is unemployment, particularly among adults who lack formal education. Integrating vocational training into adult education programs directly addresses this issue by equipping learners with marketable skills (Akanbi, 2021). Unlike traditional education, which often requires years of study, vocational training can be completed within a short period, allowing adults to enter the workforce more quickly.

Vocational education also serves as a tool for poverty alleviation. According to the World Bank (2021), vocational training significantly reduces poverty levels by increasing access to decent jobs. Many adults who receive vocational education experience improved financial security, leading to better housing, healthcare, and education for their children (Olaitan, 2018). Additionally, vocational training fosters intergenerational economic stability, as skilled parents are more likely to invest in their children's education and future success.

Effective Strategies for Integrating Vocational Training into the Adult Education

Curriculum

Effective Strategies for Integrating Vocational Training into the Adult Education Curriculum

The contemporary landscape of workforce development necessitates a robust and adaptive adult education curriculum that seamlessly integrates vocational training. As the economy continues to evolve in response to technological advancements and globalization, it becomes increasingly imperative for adult learners to acquire skills that are relevant to current labor market demands. Consequently, educational institutions must devise effective strategies for embedding vocational training into adult education programs to enhance employability and foster lifelong learning.

This essay elaborates on various strategies for achieving this integration, including curriculum alignment, stakeholder collaboration, innovative instructional methodologies, and the incorporation of technology.

Curriculum Alignment with Industry Standards

One of the foremost strategies for integrating vocational training into adult education is aligning the curriculum with industry standards and workforce needs. Educational institutions must engage in continuous dialogue with industry representatives to ensure that the skills imparted through vocational training are relevant and applicable in the workplace. According to Burchfield and Marcum (2017), such collaborative efforts help in identifying workforce gaps and facilitating the development of training programs that meet the specific needs of employers.

Furthermore, it is essential to employ an outcomes-based approach in curriculum design. This entails articulating clear learning objectives that align with the competencies required by industry. Research conducted by Hain et al. (2018) emphasizes that adult learners are more likely to succeed in vocational programs when they see a direct link between curriculum content and real-world applications. Thus, institutions must adopt a framework that not only meets educational standards but also prepares learners for specific roles within their desired fields.

Stakeholder Collaboration and Community Engagement

Effective integration of vocational training into adult education cannot occur in isolation; it requires the active involvement of various stakeholders, including local businesses, government agencies, and community organizations. Collaborative partnerships can provide resources, funding, and expertise that enhance the quality of vocational training programs. The initiatives

undertaken by the Workforce Investment Boards (WIBs) across the United States serve as a pertinent example of this collaborative approach. According to the National Skills Coalition (2016), WIBs play a crucial role in aligning adult education programs with local workforce needs, thereby ensuring that vocational training is relevant and responsive to the job market.

Moreover, engaging the community in vocational training initiatives fosters a supportive learning environment. Community involvement can take various forms, such as mentorship programs, internships, and job placements. Research by Smith et al. (2020) indicates that adult learners who participate in community-driven vocational training programs demonstrate higher levels of motivation and commitment, ultimately leading to improved employment outcomes. This holistic approach to community engagement not only benefits learners but also contributes to the economic vitality of the region.

Innovative Instructional Methodologies

The integration of innovative instructional methodologies is another critical strategy for enhancing vocational training within adult education. Traditional pedagogical approaches often fail to engage adult learners, who typically possess diverse experiences and learning styles. According to Knowles' andragogy model, adult education should be tailored to the unique needs and circumstances of adult learners, emphasizing self-directed learning and practical applications (Merriam et al., 2014).

Blended learning—a combination of face-to-face instruction and online learning—has emerged as a promising method for delivering vocational training. Studies have shown that blended learning environments can significantly enhance learners' engagement and retention of information (Graham, 2013). By leveraging online resources, instructors can provide individualized support and flexibility, allowing adult learners to progress at their own pace.

Additionally, experiential learning opportunities, such as simulations and hands-on workshops, can deepen the understanding of vocational skills. Research by Kolb (2015) highlights the importance of experiential learning in fostering critical thinking and problem-solving abilities among adult learners. By incorporating experiential learning into the vocational training curriculum, educators can facilitate a more immersive and practical learning experience that equips learners with the skills necessary for success in the workforce.

The Incorporation of Technology

In the digital age, the integration of technology into adult education and vocational training is not merely advantageous; it is essential. Utilizing technology in vocational training enables learners to access a wealth of resources and tools that enhance their learning experience. For instance, online platforms can provide interactive simulations and virtual labs that replicate real-world scenarios, allowing learners to practice skills in a safe environment (Benson & Tinkler, 2017).

Moreover, mobile learning technologies have provided unprecedented opportunities for adult learners to access educational materials anytime and anywhere, promoting flexibility in their learning journeys. According to a study by Ally (2019), mobile learning facilitates learner autonomy and engagement, particularly among working adults who may struggle to balance education with other responsibilities.

Furthermore, technology can also play a crucial role in assessment and feedback. Digital assessment tools allow for immediate feedback on learners' performance, enabling them to identify areas for improvement and reinforcing the learning process (Papastergiou, 2018). This real-time feedback loop is especially beneficial in vocational training, where practical skills and competencies need to be continuously evaluated and refined.

Challenges of Integrating Vocational Training into Adult Education Programs

The integration of vocational training into adult education programs presents a multifaceted set of challenges that requires careful consideration and strategic planning. Adult learners, often balancing multiple responsibilities, seek flexible and relevant educational opportunities that align with their career aspirations. However, the development of curricula that effectively bridges theoretical knowledge with practical skills is a significant hurdle. Moreover, institutional resistance, stemming from traditional educational paradigms that prioritize academic learning over vocational skill development, complicates the implementation process. These challenges are further exacerbated by the varying levels of competency among adult learners, necessitating tailored instructional approaches to accommodate diverse needs. As adult education programs strive to adapt to the evolving labor market demands, understanding these complexities becomes essential for fostering an educational environment that is both inclusive and effective in equipping learners with the necessary skills for successful employment. Vocational training plays a crucial role in adult education, equipping learners with practical skills tailored to meet labor market demands. As economies evolve, the need for a skilled workforce becomes increasingly apparent, making vocational training an indispensable avenue for workforce development. Such training not only enhances employability but also supports lifelong learning, enabling adults to adapt to changing job requirements. Furthermore, successful integration of vocational training into adult education programs can lead to improved outcomes for marginalized groups, including individuals with disabilities, as highlighted by current initiatives aimed at facilitating transitions from education to employment (Golden et al. 2014). Additionally, fostering awareness and collaboration among stakeholders is essential in developing robust vocational training programs, particularly in regions where traditional education systems may overlook practical skill acquisition. By emphasizing the significance of

vocational education, we can better address the multifaceted challenges faced in integrating these programs effectively (Almutairi et al.2018).

Accessing vocational training programs often presents significant barriers that hinder individuals from benefiting fully from adult education initiatives. A critical issue is the lack of equitable access due to socio-economic disparities, which can disproportionately affect low-income populations and underrepresented groups. For instance, while various policies aim to improve access to higher education, many students from disadvantaged backgrounds encounter barriers such as high costs associated with programs and related expenses, which underscores the challenges of equitable access ((Blancaneaux et al 2022.)). Furthermore, specific socio-cultural factors may impede participation, particularly among women who face career interruptions due to childcare responsibilities and institutional support shortcomings ((Prihatiningtyastuti et al. 2020)). These barriers not only limit the availability of training but also exacerbate existing inequalities among potential trainees, highlighting the need for comprehensive strategies that address both economic and cultural obstacles within vocational education frameworks.

A. Socioeconomic factors affecting participation in vocational programs

Participation in vocational programs is significantly influenced by various socioeconomic factors that can either facilitate or hinder access. Individuals from lower-income backgrounds often face financial barriers that deter them from enrolling in these educational opportunities. Research indicates that access to funding plays a crucial role in enabling potential participants to overcome such hurdles; for instance, vocational training can be prohibitively expensive without adequate financial aid or scholarships. Furthermore, socioeconomic status directly impacts the availability of supportive services, such as transportation and childcare, which are essential for many adult learners. The lack of these services can limit their ability to attend classes consistently.

Additionally, the integration of targeted resources and training programs aimed at specific populations, including those with disabilities, is necessary to bridge the gap in participation rates ((Heinze et al. 2019)). Such interventions can foster a more inclusive environment for vocational education, helping to level the playing field for disadvantaged groups.

In addressing the challenges of integrating vocational training into adult education programs, curriculum development emerges as a pivotal consideration. An effective curriculum must align with the dynamic needs of the workforce while fostering essential generic skills that facilitate adaptability in uncertain job markets. The literature on Work-Related Learning indicates that such curricula benefit significantly from the incorporation of real-world experiences, highlighting how work-integrated learning can bolster the development of these skills among adult learners (Fedeli et al 2016.). Moreover, understanding the implementation of frameworks like the Reference Framework of Competences for Democratic Culture further emphasizes the necessity of adaptable curricula that address emerging issues such as climate change and technological advancements (Hoskins et al 2023). Ultimately, the successful integration of vocational training hinges on a curriculum that not only imparts specific technical skills but also equips learners with the competencies required to navigate the complexities of contemporary employment landscapes.

The alignment of vocational training with the needs of adult learners and industry standards is critical in addressing the challenges inherent in integrating these programs into adult education. As the workforce evolves, it becomes increasingly important for training programs to be responsive to the dynamic skill requirements of industries. Partnerships between educational institutions and employers are paramount, as these collaborations can bridge the gap between training offerings and market demands. By actively engaging employers in the development of

training curricula, programs can ensure that they provide relevant skills that match industry expectations, fostering better employment outcomes for learners (Martinson K). Furthermore, focusing on essential cross-industry skills, such as problem-solving, communication, and technology proficiency, enhances the preparedness of adult learners for the complexities of modern workplaces (Pierson-Balik et al. 2025). Such strategic alignment not only empowers individuals but also strengthens the overall workforce, ultimately addressing both individual and economic needs.

Summary of Literature Reviewed

Vocational training, fundamentally defined, encompasses educational programs designed to equip individuals with specific skills and knowledge pertinent to particular trades or occupations. This form of training is often characterized by a hands-on approach, where learners acquire practical experience alongside theoretical knowledge. The importance of vocational training has gained prominence in recent decades, as rapid technological advancements and evolving labor market demands necessitate a workforce that is not only knowledgeable but also adaptable. Integrating vocational training into adult education curricula offers numerous perceived benefits that can significantly enhance the educational landscape. Adults, often balancing various responsibilities such as employment and family, require flexible and relevant educational pathways that vocational training can provide. By incorporating vocational training into adult education, individuals can directly acquire marketable skills that improve employability, facilitate career advancement, and foster lifelong learning. Moreover, such integration can bridge the skills gap between education and the labor market, thus contributing to economic stability and growth.

Several effective strategies have emerged for the successful integration of vocational training into adult education curricula. One key strategy is the establishment of partnerships between educational institutions and local businesses or industries. These collaborations can lead to tailored training programs that meet specific local labor market needs, ensuring that adult learners are equipped with the skills that employers value. Additionally, integrating hands-on learning experiences through apprenticeships or internships enhances the practical component of vocational training, thus reinforcing theoretical concepts taught in the classroom. Furthermore, leveraging technology in education can be an effective way to provide flexible learning opportunities, allowing adults to engage with course materials outside of traditional classroom settings. Online training modules, virtual simulations, and blended learning environments offer essential accessibility, accommodating the varied schedules and commitments of adult learners.

Despite these advantages, several challenges must be addressed when integrating vocational training into adult education programs. One significant challenge is the pervasive stigma associated with vocational training, which is often seen as a lesser alternative to traditional academic pathways. This perception can dissuade potential learners from pursuing vocational programs, limiting their opportunities for skill development. Additionally, funding constraints frequently hinder the development and implementation of comprehensive vocational training programs within adult education systems. Educators may face difficulties in securing resources, materials, and facilities necessary for effective vocational training. There is also the issue of curriculum alignment; ensuring that vocational training components are integrated seamlessly with the broader adult education framework can be complex, requiring ongoing collaboration among various stakeholders, including educational institutions, employers, and policy-makers.

Lastly, addressing the diverse needs, backgrounds, and learning styles of adult learners poses an inherent challenge, necessitating a flexible and inclusive approach to program design.

In conclusion, the integration of vocational training into adult education curricula presents a promising avenue for enhancing skills development and employability among adult learners.

While the perceived benefits are substantial—including increased job readiness and alignment with labor market demands—successful implementation requires effective strategies to navigate the inherent challenges of stigma, funding, curriculum alignment, and learner diversity. As society continues to evolve, a robust vocational training component within adult education can play a pivotal role in fostering economic resilience and enabling individuals to thrive in an increasingly competitive landscape.

CHAPTER THREE

METHODOLOGY

This chapter is an outlined explanation on information about the research methodology and strategy adopted for this study. In this vein, this chapter will be discussed under the following sub-headings:

- Research Design
- Population of Study
- Sample and Sampling Techniques.
- Research Instrument
- Validity of Instrument
- Reliability of Instrument.
- Method of Data Collection
- Method of Data Analysis

Research Design

The chosen methodology for this research is a descriptive survey design. This approach entails observing and gathering data on a specific subject without manipulating variables. This type of research design affords the researcher the opportunity or get the general assessment of opinions, attitudes or feelings of people about the problem under study.

Population of the Study

The study population comprises students of the adult learners in Pioneer Literacy Centre Benin

Sample and Sampling Technique

Simple random sampling technique was then used select 50 adult learners from Pioneer Literacy Centre achieve a representative sample.

Research Instrument

The questionnaire will be used to collect data for the study. The questions will be formulated based on the research questions raised and the information gathered in the course of the Literature review. The research Instrument designed for collecting data will be divided into two sections namely: Section A and Section B. Section A contains information of personal data of respondents such as gender, age and class while Section B focuses on the issues raised in the research questions and other information considered important to the study.

Validity of the instrument

In order to ensure that the questionnaire is valid, the drafted questionnaire will be given to my project supervisor who is a lecturer in the Faculty of Education, University of Benin, who is experienced in the construction of the instrument. The comment and suggestions will help to improve the face and content validity of the instrument.

Reliability of the Instrument

To determine the reliability of the instrument, the test re-test reliability will be used. This involves administering questionnaire to about 20 respondents. Their responses will be correlated and subjected to Pearson product moment correlation test to obtain its reliability.

Method of Data Collection

The questionnaires will be administered to the respondents by the researcher. Attempt will also be made to explain the questions to the respondents in such a way that enables them respond to each question as objective as possible. The questionnaires will be duly collected after ascertaining that they have been completed.

Method of Data Analysis

The collected data will be analysed using the descriptive statistics. This would involve using the frequency count, percentage and mean score analysis. A criterion mean of 2.50 will be set for accurate decision making

CHAPTER FOUR

PRESENTATION OF RESULTS, INTERPRETATION AND DISCUSSION OF FINDINGS

Table1: Sex of Respondents

Sex	Frequency	Percent
Male	21	42.0
Female	29	58.0
Total	50	100.0

Table 1 Showed the sex of the respondents. Out of the 50 students used for this study, 21 (42%) of them were males, while 29 (58%) of them were females.

Research Question 1: What is the level of knowledge and awareness of vocational training among the participants of the Pioneer Literacy Center?

S/N	Items	Mean Score	Criterion Mean	Remark
1	Some participants are aware of vocational training but have misconceptions about its relevance to their personal and economic growth.	3.23	2.50	Accepted
2	A few participants recognize vocational training as a pathway to self-employment and improved livelihoods.	3.28		Accepted
3	The level of awareness varies, with younger participants showing more interest in modern vocational skills like digital literacy.	3.78		Accepted
4	Overall, there is a moderate level of awareness, but many participants lack detailed knowledge about available vocational programs and their potential benefits.	3.25		Accepted

Source: Fieldwork (2024)

Table 3 display the mean responses on is the level of knowledge and awareness of vocational training among the participants of the Pioneer Literacy Center This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that there

is a moderate level of awareness, but many participants lack detailed knowledge about available vocational programs and their potential benefits workshop of vocational and technical education in tertiary institutions

Research Question 2: What are the perceived benefits of integrating vocational training into the curriculum at the Pioneer Literacy Center for adult learners?

S/N	Items	Mean Score	Criterion Mean	Remark
1	Vocational training empowers learners to start their own businesses and generate income.	2.78	2.50	Accepted
2	Learners build confidence and stay motivated through hands-on experience and measurable progress.	3.12		Accepted
3	The program connects learners' literacy skills to real economic opportunities, making their education more meaningful.	3.68		Accepted
4	Learners develop a habit of lifelong learning, enabling them to grow personally and professionally over time	3.00		Accepted

Source: Fieldwork (2024)

Table 4 display the mean responses on the ways the perceived benefits of integrating vocational training into the curriculum at the Pioneer Literacy Center for adult learners This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that vocational training helps the learners start their own business to generate income, build confidence, connects learners' literacy skills to real economic opportunities, and develop in the learners a habit of lifelong learning.

Research Question 3: What strategies can be implemented to effectively integrate vocational training into the existing curriculum at the Pioneer Literacy Center?

S/N	Items	Mean Score	Criterion Mean	Remark
1	Hands-on training and real-world experience should be provided through mentorships with local artisans and business owners.	3.53	2.50	Accepted
2	Short, flexible vocational courses should be introduced to accommodate learners' schedules and learning pace.	3.43		Accepted
3	Practical demonstrations and interactive sessions should be conducted by experienced vocational trainers.	3.18		Accepted
4	Classrooms and workshops should be equipped with tools and resources to facilitate hands-on learning.	3.20		Accepted

Source: Fieldwork (2024)

Table 5 display the mean responses on the strategies that can be implemented to effectively integrate vocational training into the existing curriculum at the Pioneer Literacy Center. This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred provision of hands-on training, introduction of short, flexible courses, conduction of practical demonstrations, and equipment of classrooms and workshops with resources to facilitate hands0on learning are strategies that can be implemented to effectively integrate vocational training into the existing curriculum at the Pioneer Literacy Center.

Research Question 4: What are the main challenges faced by the Pioneer Literacy Center in integrating vocational training into its adult education programs?

S/N	Items	Mean Score	Criterion Mean	Remark
1	There is a shortage of equipment, tools, and learning materials needed to offer practical vocational training.	2.98	2.50	Accepted
2	Lack of sufficient financial support to	2.93		Accepted

	cover the costs of vocational training programs, instructors, and materials.		
3	Some learners may have preconceived notions about vocational training being less valuable than traditional academic education.	3.43	Accepted
4	A shortage of qualified instructors with expertise in both vocational training and adult education.	2.78	Accepted

Source: *Fieldwork (2024)*

Table 6 display the mean responses on the main challenges faced by the Pioneer Literacy Center in integrating vocational training into its adult education programs This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that shortage of equipment and learning materials, lack of sufficient financial support, misconception about vocational education, and shortage of qualified instructors are the the main challenges faced by the Pioneer Literacy Center in integrating vocational training into its adult education programs.

Discussion of Findings

Firstly, there is a moderate level of awareness of vocational training programmes among learners in Pioneer Training Center, but many participants lack detailed knowledge about available vocational programs and their potential benefits. At the Pioneer Training Center in Benin, Edo State, learners exhibit a moderate level of awareness regarding vocational training programs; however, many participants possess only a limited understanding of the specific offerings and the potential benefits these programs may provide. This gap in knowledge can hinder the effective utilization of vocational training as a pathway to economic empowerment and skill development. As noted by Oviawe and Uwaifo (2020), fostering comprehensive awareness of vocational programs is essential for enhancing participation and maximizing the socio-economic benefits that such training can afford to individuals and communities alike.

Secondly, vocational training helps the learners start their own business to generate income, build confidence, connects learners' literacy skills to real economic opportunities, and develop in the learners a habit of lifelong learning. According to Akanbi (2021), vocational training in adult education offers several benefits, including economic empowerment, self-sufficiency, and entrepreneurial development. Entrepreneurship training in vocational education encourages self-employment and small business development, especially in developing economies. Vocational training also enhances employability by equipping individuals with market-relevant skills, ensuring graduates possess the requisite skills employers seek. It also addresses skills shortages in key industries, such as construction, healthcare, and technology, by balancing vocational training in adult education programs. Additionally, vocational training promotes lifelong learning and adaptability, as it stimulates adult learners to upgrade their skills and knowledge in a rapidly changing labor market.

Furthermore, provision of hands-on training, introduction of short, flexible courses, conduction of practical demonstrations, and equipment of classrooms and workshops with resources to facilitate hands-on learning are strategies that can be implemented to effectively integrate vocational training into the existing curriculum at the Pioneer Literacy Center. experiential learning opportunities, such as simulations and hands-on workshops, can deepen the understanding of vocational skills. Research by Kolb (2015) highlights the importance of experiential learning in fostering critical thinking and problem-solving abilities among adult learners. By incorporating experiential learning into the vocational training curriculum, educators can facilitate a more immersive and practical learning experience that equips learners with the skills necessary for success in the workforce.

Lastly shortage of equipment and learning materials, lack of sufficient financial support, misconception about vocational education, and shortage of qualified instructors are the the main challenges faced by the Pioneer Literacy Center in integrating vocational training into its adult education programs. . Individuals from lower-income backgrounds often face financial barriers that deter them from enrolling in these educational opportunities. Research indicates that access to funding plays a crucial role in enabling potential participants to overcome such hurdles; for instance, vocational training can be prohibitively expensive without adequate financial aid or scholarships. Furthermore, socioeconomic status directly impacts the availability of supportive services, such as transportation and childcare, which are essential for many adult learners. ((Heinze et al. 2019)).

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

This chapter presents summary of the study alongside the conclusion drawn from the analysis of data collected and the results obtained in the course of this study. The recommendations offered based on the findings of the study are also highlighted.

Summary

The Study Investigated the Integration of Vocational Training into the Adult Education Curriculum at the Pioneer Literacy Center in Benin City. Therefore, in order to achieve the objectives of the study, four research question were raised. In investigating this study, the descriptive survey design was adopted. A sample size of 50 respondents and a simple random sampling technique was used. A structured questionnaire designed with modified Likert Scale method made up of a-four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was the instrument used for the study. The data collected were analysed using descriptive statistics. The descriptive statistics involved criterion mean of 2.50.

Findings

Findings from the study revealed that:

- There is a moderate level of awareness of vocational training programmes among learners in Pioneer Training Center, but many participants lack detailed knowledge about available vocational programs and their potential benefits.
- Vocational training helps the learners start their own business to generate income, build confidence, connects learners' literacy skills to real economic opportunities, and develop in the learners a habit of lifelong learning.

- Provision of hands-on training, introduction of short, flexible courses, conduction of practical demonstrations, and equipment of classrooms and workshops with resources to facilitate hands-on learning are strategies that can be implemented to effectively integrate vocational training into the existing curriculum at the Pioneer Literacy Center.
- Shortage of equipment and learning materials, lack of sufficient financial support, misconception about vocational education, and shortage of qualified instructors are the the main challenges faced by the Pioneer Literacy Center in integrating vocational training into its adult education programs.

Conclusion

While there is a moderate level of awareness about vocational training programs at the Pioneer Literacy Center, a gap remains in participants' detailed knowledge of available opportunities and their benefits. Vocational training plays a crucial role in empowering learners by equipping them with skills to start businesses, generate income, build confidence, and connect literacy skills to real-world economic opportunities. To effectively integrate vocational training into the existing curriculum, strategies such as hands-on training, short and flexible courses, practical demonstrations, and well-equipped learning environments should be adopted. However, challenges such as inadequate equipment and learning materials, financial constraints, misconceptions about vocational education, and a shortage of qualified instructors hinder smooth implementation. Addressing these issues through targeted interventions and increased support will enhance the impact of vocational training and contribute significantly to the development of adult learners at the center.

Recommendations

- **Awareness and Outreach Should Be Increased:** Sensitization campaigns, workshops, and community engagements should be conducted to educate learners on the available vocational training programs and their potential benefits.
- **Funding and Resource Allocation Should Be Improved:** Financial support should be sought from government agencies, NGOs, and private organizations to ensure the provision of adequate learning materials, modern equipment, and improved infrastructure for vocational training.
- **Qualified Instructors Should Be Recruited and Trained:** Skilled vocational trainers should be employed, and capacity-building programs should be organized to equip instructors with effective teaching methodologies for adult learners.
- **Flexible and Short-Term Courses Should Be Introduced:** Modular and part-time vocational training programs should be developed to accommodate the schedules of adult learners, making participation more accessible.
- **Hands-On Learning Opportunities Should Be Enhanced:** More practical sessions, workshops, and real-life projects should be incorporated into the curriculum to ensure that relevant, marketable skills are acquired.
- **Misconceptions About Vocational Training Should Be Addressed:** Advocacy programs should be organized to change negative perceptions about vocational education and to highlight its importance in economic empowerment and self-sufficiency.
- **Partnerships with Industry and Employers Should Be Fostered:** Collaborations should be established with businesses, vocational institutions, and skilled professionals to provide mentorship, internships, and job placement opportunities for learners.

- **Monitoring and Evaluation of Program Effectiveness Should Be Conducted:** A feedback and assessment system should be established to track the progress of vocational training initiatives and to make necessary adjustments for continuous improvement.

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APPENDIX I
DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN

Dear Respondents,

I am a student of the above-named department and I am carrying out research on **INTEGRATION OF VOCATIONAL TRAINING INTO THE ADULT EDUCATION CURRICULUM AT THE PIONEER LITERACY CENTER IN BENIN CITY**. Therefore, your candid opinion to this question will be highly appreciated as they will help the research. Be rest assured that all information given will be specifically used for academic purposes and will be treated with ultimate confidentiality.

Thanks for your co-operation.

Yours Faithfully

Vivian Chialuka Alajemba

SECTION A
PERSONAL DATA

Please complete the information below by ticking (√) where appropriate.

Sex: Male () Female ()

Religion: Christian () Islam ()

SECTION B

KEY:

1. Strongly Agree = (SA)
2. Agree = (A)
3. Disagree = (D)
4. Strongly Disagree = (SD)

RQ 1	What is the level of knowledge and awareness of vocational training among the participants of the Pioneer Literacy Center?	SA	A	D	SD
1	Some participants are aware of vocational training but have misconceptions about its relevance to their personal and economic growth.				
2	A few participants recognize vocational training as a pathway to self-employment and improved livelihoods.				
3	The level of awareness varies, with younger participants showing more interest in modern vocational skills like digital literacy.				
4	Overall, there is a moderate level of awareness, but many participants lack detailed knowledge about available vocational programs and their potential benefits.				
RQ 2	What are the perceived benefits of integrating vocational training into the curriculum at the Pioneer Literacy Center for adult learners?	SA	A	D	SD
5	Vocational training empowers learners to start their own businesses and generate income.				
6	Learners build confidence and stay motivated through hands-on experience and measurable progress.				
7	The program connects learners' literacy skills to real economic opportunities, making their education more meaningful.				
8	Learners develop a habit of lifelong learning, enabling them to grow personally and professionally over time				

RQ 3	What strategies can be implemented to effectively integrate vocational training into the existing curriculum at the	SA	A	D	SD

	Pioneer Literacy Center				
9	Hands-on training and real-world experience should be provided through mentorships with local artisans and business owners.				
10	Short, flexible vocational courses should be introduced to accommodate learners' schedules and learning pace.				
11	Practical demonstrations and interactive sessions should be conducted by experienced vocational trainers.				
12	Classrooms and workshops should be equipped with tools and resources to facilitate hands-on learning.				
RQ 4	What are the main challenges faced by the Pioneer Literacy Center in integrating vocational training into its adult education programs?	SA	A	D	SD
13	There is a shortage of equipment, tools, and learning materials needed to offer practical vocational training.				
14	Lack of sufficient financial support to cover the costs of vocational training programs, instructors, and materials.				
15	Some learners may have preconceived notions about vocational training being less valuable than traditional academic education.				
16	A shortage of qualified instructors with expertise in both vocational training and adult education.				