

## **SCHEMATIZING HUMAN CAPITAL FOR AFFLUENCE CREATION AND NATIONAL DEVELOPMENT**

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### **ABSTRACT**

*Human resource development strategies should be demand- and business-led driven and they are supposed to be initiated by the strategic plan and be driven by human resource plans that define knowledge, skills and competency requirements of the nation. The strategies must address the issues of development of capabilities of individuals and teams as well as encouraging organizational learning. The kernel of human resource development strategies is to institute the means of attracting, developing and retaining human capital in the economy.*

**Keywords:** Schematizing, Human Capital, Affluence Creation and Development

### **INTRODUCTION**

There are three elements that constitute the intellectual capital worldwide and these must be effectively harnessed for national development. They are human, social and organizational capitals.

#### **Human Capital**

The vital human factor in any nation/organisation, is the combined intelligence, skills and expertise that gives the nation/organization its distinctive character. It is the knowledge, skills and abilities of people employed in the productive activities within an economy. The human elements are those that are capable of learning, changing, innovating and providing the creative thrust and if these are properly planned and adequately motivated, will lead to the growth of the national economy. (Bontis et al, 1999; Armstrong, 2004). It is assumed that human abilities are either innate or acquired, human capital has attributes that are valuable and can be augmented by appropriate investment and the most important element in a nation's intellectual capital.

#### **Social Capital**

The stock and flows of knowledge derived from networks of relationship within and outside an organization within an economy. Another view of the World Bank is that social capital refers to institutions, relationships and norms that shape the quality and quantity of a society's social interactions (Armstrong, 2004).

**Organizational Capital**

The institutionalized knowledge possesses by an organization, which is stored in the databases, manuals etc. It is also called structural capital (Youndt, 2000)

The concept intellectual capital shows that while individuals generate, retain and use knowledge (human capital), this knowledge is enhanced by the interactions among the workers (social capital) and thereby generate the institutionalized knowledge possessed by an organization (organizational capital).

The human capital theory states that sustainable competitive advantage is attained when the organization has human resource pool that cannot be imitated or substituted by its rivals and this situation confers human capital advantage. Distinction has to be made between human capital advantage and human process advantage. While the former is a management over another result of employing people with competitively valuable knowledge and skills, the latter is as a result of the establishment of people difficult to imitate, with highly involved processes within the economy/organization, such as cross-departmental cooperation and executive development. Human resource advantage, that is, the superiority of one organization's labour can be seen as the product of its human capital and human process advantages (Boxall, 1999; Barney, 1991)

The key elements of human resource development include the following:

**Learning**

A relatively permanent change in behaviour that occur as a result of practice or experience

**Education**

The development of knowledge, values and understanding needed in all aspects of life rather than knowledge and skill relating to particular area of activity.

**Development**

The growth or realization of a person's ability and potential through the provision of learning and educational experiences

**Training**

This is planned and systematic modification of behaviour through learning events, programmes and instructions which enable individuals to achieve the level of knowledge, skills and competence required to carry out their works effectively.

According to Nadler (1970) human resource development or capital formation process can be acquired through formal education, on-the-job training, self development, improvement in health of the working population and better medical and public health programme. It is affirmed that creative powers, innovative and productive capacities of individuals can be enhanced through the development of human resources and its level of development will determine the pace of socio-economic change to be witnessed in any economy (Akerele, 2004).

**Graduate Employment Framework and Training Techniques**

An important function of education/training is to produce skills for gainful employment, and make a contribution to the labour force. Millions leave school every year to enter the labour

market. Many of these young people become unemployed for some time; the level of youth unemployment in Nigeria was officially estimated to be 12.7% in 2002 but found to be as high as 60% through a survey conducted by the Ministry of Education in 2006. The unemployment problem aside, there seems to be a skill mismatch problem especially with respect to areas of petroleum, gas, agriculture, manufacturing, solid minerals, tourism and ICT as identified in the *Education Sector Status Report* produced by Federal Ministry of Education in 2003. This section provides a theoretical framework that will aid a meaningful discussion of the link between tertiary education and graduate employment in Nigeria (Fig. 1).

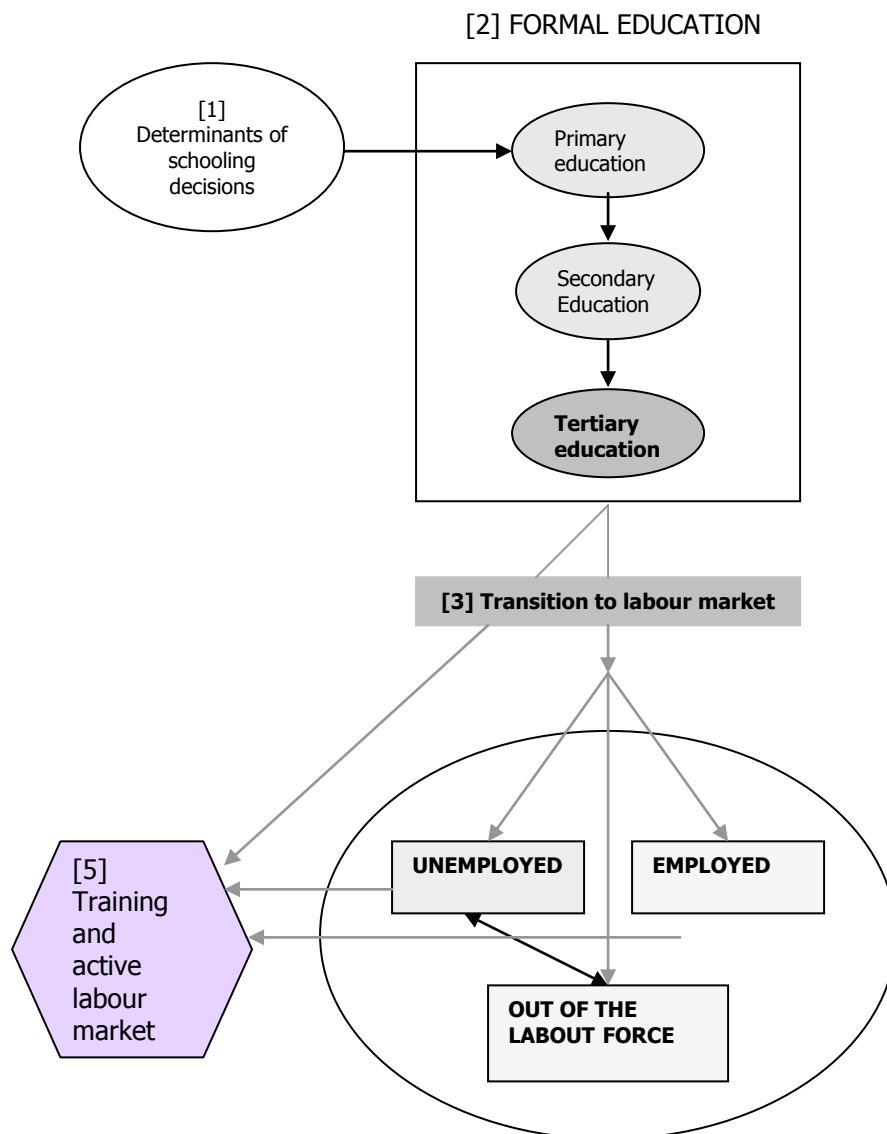
Human capital theory readily comes to mind when making attempts to explain the link between tertiary education and graduate employment or the supply of skills by graduates in the labour market. Studies by Mincer (1958), Schultz (1961) and Becker (1964) pioneered the theory of human capital. The key premise in this theory is that education is an investment, which leads to higher wages, reflecting the increased levels of productivity resulting from human capital accumulation. The mechanism for human capital to impact ability of graduates to participate in the labour market is either due to the accumulation of this factor in production; or innovation and technological progress resulting from the existing stock of human capital. That is, graduates who have accumulated more education have a higher productivity, and therefore, should be rewarded with a higher employment probability and wages. However, one other explanation is based on the concept of sorting, which relates to either the notion that individuals use education received at the tertiary level as a signal of their unobserved ability, or alternatively, employers use tertiary education to screen graduates with the belief that the education received at this level shows the level of their unobserved ability (Weiss, 1995).

Training strategies is, however, not just about improving wages since it also goes to the heart of development. As stated by Sen in his capabilities approach, the importance of human capital is far greater than its instrumental role in increasing productivity, earnings and output. Sen's concept of "human capabilities" is broader and recognises that the gaining of skills and knowledge has other direct benefits for the well-being and freedom of individuals (Sen 2000). In particular, being educated is necessary for people to carry out the lives they value. For example, there is a strong correlation between education and decisions to be self employed. Education also provides an individual with the capacity to participate in a knowledge-based society, where it is, for instance, now necessary to be literate and have some grasp of English to use the Internet.

### **Determinants of Schooling Decisions**

Figure A represents the link among education [2], training [4] and the labour market [5]. The first circle labelled [1] represents the range of factors that determine investment in education. Firstly, the returns to education and labour market outcomes will influence how people perceive the benefits from education, which will be weighed up against the costs such as fees, textbooks, uniforms, and access to an institution of learning. Secondly, another important factor is the opportunity cost of schooling. In this respect, the next best alternative is working either in the formal sector, home production, the family farm or in the informal sector. The optimal schooling decision will theoretically result from the maximisation of the discounted present value of future earnings net of schooling costs, which is reached by equating the marginal benefit of schooling with the marginal cost.

Though they do not play an explicit role in the human capital framework, other important determinants including the educational background of the parents, gender of the child and the total number of children have been shown to be important determinants of the schooling decision since families make such judgements based on the household structure and not just in terms of the individual child (Freeman 1986). Moreover, parents in the real world are not always able to maximise the returns from education because of credit constraints, imperfect information or uncertainty (due to conflict for example). Therefore, the schooling decision may be sub-optimal in the sense that the children do not receive the amount of education that would lead to the highest payoff later on in the labour market.



Source: Adapted from UNECA (2005)

**Figure 1.** Education and Employment

**Formal Education Progression**

As illustrated in the Figure A [rectangle 2], the formal schooling decision consists of three stages: primary, followed by secondary and then finally tertiary education. Access to one higher level of education requires successful completion (as indicated by certification) of the immediate lower level of education. Even quality of tertiary education depends on the quality of lower levels of education. With the expansion of universal primary education, enrolment rates in the first stage have increased substantially. However, there remain many barriers for poorer families in developing countries in achieving the next step to secondary school, which still typically incurs fees. Carrying on to tertiary education continues to be the privilege of the wealthier or perhaps a select few who can access scholarships or/and social supports.

**Transition to the Labour Market**

Figure A [rectangle 3] represents the school-to-work transition where the individual leaves formal education to join the labour market, which can occur at any level of schooling. In Africa the transition takes place earlier than in industrialised countries. Nevertheless, the expected duration of primary and secondary school which is only 7.5 years in Africa is 12 years in Nigeria as in Europe and the Americas (UNESCO [UNECA, 2005]). According to human capital theory, the education acquired by a young person will be remunerated in terms of earnings, with higher wages reflecting higher productivity resulting from more advanced levels of education. Education will also determine the ability to participate in the labour force and consequently the employment possibilities of a graduate whether employment, unemployment or out-of-the-labour force (Figure A, box 4.)

The school-to-work transition can be successful insofar the young person is able to gain employment, which is the overriding aim for young people once they leave formal education. In Nigeria, employment possibilities for graduates are increasingly becoming restricted to the informal sector, which dominates the labour market since there are declining opportunities in the formal segment of the economy. However, as more often is the case in Africa, the transition from school to work in Nigeria is unsuccessful such that graduates are not able to find gainful employment.

The most common indicator of this inferior outcome in the labour market is the unemployment rate, which is defined as the ratio of the number of unemployed to the total persons employed and unemployed (labour force). According to the definition adopted by the International Labour Organisation (ILO), to be classified as unemployed the individual must be without work, be actively seeking work recently, and currently available to commence a job. Unemployment is clearly a problem in OECD countries, particularly in parts of the European Union such as in France, Germany, Italy and Spain. However, in most developing countries, unemployed individuals do not receive any form of unemployment benefits or insurance, and thus, it is usually young people from wealthier backgrounds who can afford to remain unemployed. This implies that unemployment is an inadequate indicator of economic hardship or well-being.

The other non-employment outcome in the labour market pictured in Figure A is being out-of-the labour force (often also called inactivity), which assumes that the individual is no longer looking for work as a result of such factors as poor motivation and disability/illness. In Nigeria, this labour market outcome (inactivity) is not the prevailing problem and therefore, limiting the composition of the labour force in Nigeria to the predominantly

employed and unemployed school leavers and graduates. However, there could be an inter-state flow among the three labour market states (employment, unemployment, and inactivity). The objective of the active labour market policies (Figure A, box 5) is to facilitate the transition to employment for unemployed or inactive youth.

### **Active Labour Market Policies for Wealth**

Figure A, box 5 contains the active labour market policies or programmes. Though training may also be conducted directly after formal education or while on the job, which are also important ways of accumulating human capital, the active labour market policies / programmes address the use of training and other policy measures to assist graduates who do not have any form of employment or those without decent work. The overall objective of these policies or programmes is to improve the employment chances, in addition to the earnings capabilities of individuals who are unemployed or out-of-the labour force through the use of public funds (O'Higgins [UNICA, 2005]). These measures could also be considered in response to the situation of underemployment, an aspect that is generally very relevant to Africa and to Nigeria in particular. In this sense, some of these measures could be used for graduates working in the informal economy with a view to getting them into formal employment. Along with economic objectives, these policies could also be implemented to meet social and political aims such as reducing social crimes or addressing inequality (Bechterman et al. [UNICA, 2005]).

There are two main types of active labour market policies, namely: (a) policies to promote wage employment through subsidised placement, employment assistance and vocational training; and (b) measures to encourage self-employment such as training, and facilitating access to credit/grants and other business requirements. The form of the unemployment determines the type of active labour policies or programmes. There are three basic forms of unemployment; namely: structural, seasonal and cyclical types. The first type is the frictional unemployment that arises from the "normal" process of turnover in the labour market. That is as new workers enter the market and search for work, and as existing workers quit one job to look for a better one. . Structural unemployment, caused by imperfect labour-market adjustment (demand-supply interplay), is the most intractable of the main types because workers and resources do not move freely to places where they are needed. Cyclical unemployment is that which varies with business conditions; for example, workers are laid off when business is bad - then rehired when conditions improve. Closely related to cyclical unemployment is seasonal unemployment that occurs in agriculture, construction, and other industries that are more active at some times of the year than at others. Seasonal unemployment is predictable; cyclical unemployment is not in particular, policies need to be designed differently if unemployment is structural or cyclical in nature. This is illustrated in Table 1 below. Firstly, during a recession, particular policies can be implemented to generate employment such as public works programmes, wage subsidies, training subsidies and self-employment support. To rectify structural unemployment in the labour market, policies like employment services, training and wage subsidies can be utilised by governments. For example, job search assistance can improve the matching between unemployed graduates and job vacancies and thus increase the efficiency of the labour market. Finally, training is a policy that can enhance skills and productivity, and hence, facilitate the supply of suitably qualified labour.

**Table 1.** Active labour market policies and programmes

Objective of active labour market policies or programmes	Types of active labour market policies or programmes
Moderate cyclical downturns (labour demand)	Public work programmes, wage subsidies, training, self-employment support
Reduce structural imbalances and improve functioning of labour market	Employment services, training, wage subsidies
Enhance skills and productivity (labour supply)	Training and re-training

**Source:** Adapted from Bechterman et al. (2000) and Bechterman et al. (2004)

### **Employability and Wealth Creation**

Employability approach is proposed as a strategy for human capital formation in the Nigerian labour market. This calls for a distinct responsibility for each of the stakeholders. Answers to the following questions will show us how this approach can be effectively pursued. What does the concept employability mean?

What makes an individual employable?

What role does an employer need to play in promoting employability of workers?

What are the government policies to be adopted in order to encourage employability for national development?

### **What is Employability?**

Employability is about individuals having the capability to gain initial employment, maintain employment and obtain new employment if required. It is seen here that employability is about work and the ability to be employed, hence, the issues to note here are:

- The ability to gain initial employment; hence the interest in ensuring that key skills, careers advice and understanding the world of work should be embedded in the education system;
- The ability to maintain employment and make transitions between jobs and roles within the same organization to meet new job requirements;
- The ability to obtain new employment if required, that is, to be independent in the labour market by being willing and able to manage their own employment transitions between and within organizations; and
- The quality of such work or employment- people may be able to get employment but this may be below their level of skill or low pay, undesirable or unsustainable jobs.

### **Driving Forces**

The current interest in looking for employability option is driven by the following:

- The change nature of public employment policy, with more emphasis being given to skills-based solutions to economic competition and work-based solutions to social deprivation; and

- The end of career and lifetime job security, which have only ever applied to a minority of the workforce, and the greater uncertainty among employers as to the levels and types of jobs they may have in future and the need to build new relationships with employees.

### **Employability of Individuals**

The employment of individuals into the labour market is dependent on the following:

- Their assets in terms of the knowledge, skills and attitudes they possess;
- The way they use and deploy these assets;
- The these assets are presented to the employers; and
- Crucially the context (personal circumstances and labour market environment) within which they seek work

The above four elements can be grouped into two main categories. The first three are analogous to the concepts of production, marketing and sales and the forth one deals with the market place in which they operate.

### **Assets**

An individual's assets are made up of their knowledge ( what they know), skills (what they do with what they know) and attitudes (how they do it). These assets can be categorised into the following to distinguish them for policy articulation.

**Baseline Assets:** These are the basic skills and essential personal attributes such as reliability and integrity that are essential in the world of work.

**Intermediate Assets:** These are specific occupational skills at all levels, generic or key skills such as communication and problem solving and key personal attributes such as motivation and initiative.

**High Level Assets:** These are skills which contribute to organizational performance such as team working, self management, commercial awareness etc.

It should be noted that transferability of these skills from one occupational or business context to another is central to employability and that the attention of employers should be shifted to the softer attitudinal skills in selecting employees. Therefore, merely having employer-relevant knowledge, skills and attitudes is not enough for an individual to either move self in the labour market or realize their potentials. They need the capability to exploit their assets, market them and sell them which is a new orientation individuals has to be exposed to.

### **Deployment**

Deployment is another important element that will enhance the employment of individual. These are set of abilities which must be mastered and made available in the labour market. Capacity building institutions should be responsible for acquisition of these abilities. These abilities include:

**Career Management Skills:** These are commonly identified as self-awareness (diagnosing occupational interests and abilities), opportunity awareness (knowing what work



opportunities exist and their entry requirements i.e labour market knowledge), decision-making skills (developing strategy of getting from where you are to where you want to be) and transition skills which are made up of job search skills in finding suitable jobs (access to formal and informal networks is an important component of search and employability; and strategic approach which is the ability to adapt to labour market developments and being realistic about labour market opportunities, including the willingness to be occupationally and locationally mobile.

There is important inter-relationship between assets and deployment. The extent to which an individual is aware of what they possess in terms of knowledge, skills and attitudes and its relevance to the employment opportunities available, may affect their willingness to undertake training and other activities designed to upgrade their skills.

**Presentation:** This is another element of employability. It centres on the ability of individuals to demonstrate employability assets and present them to the market in an accessible manner. This includes:

- Presentation of curriculum vitae as well as records of achievement;
- Qualifications individuals possess both academic and vocational accredited through prior learning;
- References and testimonies;
- Interview technique; and
- Work experience record.

**Personal and Labour Market Context:** The ability to realize employability assets depends on the individual's personal and external circumstances and the inter-relationship between the two.

**Personal circumstances:** These are caring disabilities and household status can affect the ability of individual to seek different opportunities. These will vary during individual's life cycle.

**External factors:** These are factors such as macroeconomic demands and the pattern as well as level of job openings in the labour market (local or national); labour market regulations and benefit rules; and employer recruitment and selection behaviour.

### **Employers' Approaches for Promoting Employability**

What employers do and what motivate them to these are the hallmark of employability and lead to four main approaches identified. The approaches are:

**Psychological Contract:** This approach evolves as a result of the recognition of the fact that there are no more jobs for life and that individuals need to prepare themselves for career transitions through their working lives. In recognition of employers side of the contract, they provide development and experiences to enhance individuals' ability to find other work should their current employers no longer need their services.

**Soften the blow:** This approach mandated the employers to find ways of minimizing the pains of labour. The rationale behind this approach is to uphold their commitment to the surviving staff as well as putting in place.

Strategy that will increase the chances of finding another job for those leaving.

**In placement:** or redeployment approach is opposite of outplacement which could be used to address changing economic pressures. The primary need is the same, that is, to move staff whose existing skills are in less demand. In this approach, instead of moving the affected individuals out of the organizations, strategies to maximize the use of internal placement opportunities are adopted.

**Keeping with Kindness:** This is a counter-intuitive strategy whereby employers maximize retention by enhancing employability of individuals. In this approach, the staff are exposed to training and development aimed at enhancing their skills beyond demands of the present job. This will lead to low staff turnover that it might otherwise be as the employees are pleased to maintain the currency of their skills and appreciate their employers' interest.

### Employers' Drivers

There are some motivating factors that drive employers to enhance the employability of their employees. These include:

- The quality of the displaced staff;
- The tightness of external labour market;
- The economic drivers operating at the point of displacement;
- The horizon of action; and
- The organisation's concerns that are motivating its actions.

If these drivers are considered alongside with the approaches to promoting employability that employers adopt, we can begin to see a relationship between the drivers organisations' experience, time available for action and approaches that are sensible to adopt.

**Table 2.** Employers' Drivers

	Approach			
Drivers	Psychological Contract	Softening the blow	In placement	Keeping with kindness
Who (quality of staff)	All	(Low skilled) workers whose skills are displaced by changing skill needs or new technology	Workers whose skills are current in the internal labour market	High skilled, high value workers
Economic driver	Experience of downsizing, loss of morale, loss of loyalty and commitment. Uncertain future	Downsizing or high competitive pressures	Ongoing resourcing demands, cost pressures	Retention and recruitment issues of highly skilled, highly marketable employees

**Table 2.** Employers’ Drivers (Contd...)

Organisation’s concern	Morale and commitment	Morale and cost	Best Value	Competitive advantage through quality differentiation
Horizon of action	Strategic Mid-term	Reactive Short-term Explicit	Reactive Short-term Implicit or explicit	Strategic Long-term Implicit or explicit

**Source:** Adapted from the Institute of Employment Studies Bulletin

**Employability in Practice**

It is a common feature to find employers talking a lot about employability, relatively few go far beyond exhortation. Where they do, policies tend to: focus on a few staff groups and ignore the workforce as a whole; smack of opportunism rather than deliberate strategy; and re-package existing career or development practices, rather than address the emerging needs of their workforce, very few offer a comprehensive approach covering their entire workforce. But it can be done and there are competitive advantages to employers to do so. In this part a range of practices that employers could adopt to build the employability of their workforce are presented. These include developing and/or addressing individuals’:

**Employability assets** that is, skill development activities which seek to develop an individual’s technical and vocational skill set as well as softer skills such as leadership or communication. The more generic the skill, (ie the wider its applicability), the more valuable it is in employability terms.

**Marketing and deployment skills** – such as a range of processes including appraisal (including 360 degree feedback), personal development planning and career counseling procedures designed to promote vocational self-awareness and attitudes towards skill development must be put in place.

**How people present their employability assets** – processes to help people present their assets, accrediting skills, as well as being skilled in writing CVs and application forms and undergoing selection interviews should be embarked upon.

**Personal circumstances and the labour market** – here employer recruitment and selection policies are crucial.

**Employers Checklist for Development of Employability Policy**

The following are the ways by which a comprehensive employability policy can be developed by employers for individuals’ wealth creation in an economy:

- Be clear why employability is felt to be a desirable initiative;
- Explore when job transitions may be likely and who would be affected;
- Consider the organisation’s financial circumstances, the skills of the workforce and the external labour market conditions;
- Decide which aspects of employability are likely to be the most important;

- Develop processes that will enhance those aspects of employability judged to be most useful;
- Communicate the organisation's commitment to employees;
- Sell the approach to line managers and individuals;
- Clarify roles and responsibilities – who needs to do what? What is the role of the individual? and
- Monitor and evaluate the approach taken.

### **Role of Government**

The government employability policy that will create wealth and assist national development should:

- Aim at the development and accreditation of knowledge and vocational skills than at the 'softer' skills and attitudes
- Focus on the demonstration of assets than their deployment – particularly for adults (e.g. lack of provision of a career education and guidance service for adults)
- Look at individuals entering the labour market from education or unemployment than within.

Aim at individuals and the supply side, than on employers and the demand side (i.e the labour market contextual factors).

### **Priority for Action**

For the nation, to be able to raise the skill profile of the existing workforce, especially at lower levels, and to boost flexibility and competitiveness, there are a number of potential priority groups that must be the target of the government. These groups include:

- The labour market entrants;
- The labour market re-entrants;
- The disadvantaged groups; and
- The insecure or under-utilised employees

Different policies may need to be targeted according to different circumstances of these groups

### **Employers**

The priorities might be to help key groups of staff to develop both assets which have explicit and immediate value to the economy/organization as well as transferable ones which have a wider and longer term currency. These will bring in a sense of security as well as encourage commitment, risk-taking and flexibility among employees.

### **Individuals**

The need is to boost those aspects of their employability which will enhance their opportunities in the light of their circumstances.

**Public Policy Issues**

The definition of employability provides a basis for analyzing the policies affecting the employability of various groups or conversely how major policy initiatives impact on employability. A brief review of government initiatives suggests that policy should aim:

- At the development and accreditation of knowledge and vocational skills than at the 'softer' skills and attitudes
- More on the demonstration of assets than their deployment – particularly for adults (i.e. lack of provision of careers education and guidance service for adults)
- More at individuals looking to enter the labour market (eg from education or unemployment ) than within
- More on the individuals and the supply side, than on employers and the demand side (i.e. the labour market contextual factors).

This policy orientation may reflect a variety of factors such as difficulties in defining, assessing and verifying 'soft skills', and difficulties in identifying and accessing specific groups of employees to be the target of limited resources. Finally, whatever the interventions, they need to be evaluated so that lessons can be fed back into further improvements, continue with, change or stop such interventions.

**Potential Measures**

If human capital formation is to achieve its goals of effective and efficient planning, development and utilization in the economy, there some potential measures that should be taken. These are:

**Input measures:** Such as possession of vocational qualifications, or the receipt of careers management training;

**Perception measures:** That will view the employers and the workforce of their employability; and

**Outcome measures:** Such as the speed at which people are able to get jobs or 'measurements of failure', like the numbers or proportion of people with difficulty finding or keeping work, or the number of job changes, however defined.

**The Way Forward**

It is found that there are identified inadequacies in the areas of employment, education and training. All these call for policy thrust that can improve the status of labour force in the country. In order to chart a course for sustainable human capital development that will create wealth and advance the economic development in Nigeria through promotion of employability, the following initiatives are proposed for action.

**Key Issues in Human Capital Formation**

Based upon the above issues, the following steps need to be taken if a meaningful and sustainable development of human capital for wealth creation and national development are to be achieved in the country.

- Global economic reforms with rapid increase in knowledge and changing pace of science and technology will require a reshaping of educational priorities in the country.
- Education and training should facilitate adequate provision of human resources required in agriculture and manufacturing.
- It must be known and appreciated that formal education alone can not solve the emerging challenges hence it needs to be extended to other forms of education such as informal and non formal education.
- Education should foster upward mobility of the youth by ensuring a learning environment and educational experiences that build social cohesion and conformity.
- Education and training should encourage Nigerians to take into cognizance the unique cultural identity of the people of the country in general.
- There is the urgent need to increase access to purposeful and relevant type of education and training which should be employability focused.

### **Human Capital Formation**

From studies (World Bank, 2004; NECA, 2007), it is found that human resources are required to be developed in the following disciplines and vocations in response to increasing demand from the economy. Hence employability should be promoted to supply human resources in the following identified disciplines and vocations.

- Engineering (Agricultural, Mining, Drilling, Electrical/Electronics)
- Teaching careers in Mathematics, and Science and Technology
- Ophthalmology
- Dentistry
- Food Technology
- Information and Communication Technology
- Transport Industry
- Modern farming and cattle rearing
- Automobile repairs such as auto mechanic, auto electrical work, panel beating, vulcanizing and auto spraying
- Electrical works such as electrical repairs and electrical wiring
- Other services such as barbing, automobile driving, and catering
- Woodworks such as carpentry and furniture work
- Leather works such as bag making, footwear, and car upholstery
- Metal works such as Welding, and Gold-smithing
- Block making

- Cloth and garment such as Tailoring, weaving and knitting
- Construction works such as building, road etc.
- Empowerment activities to build skills and self-esteem in the state
- Entrepreneurial Training

The education and training systems should be realigned to resume the development of human capital in these areas as a matter of priority and to afford new entrants into the labour market the opportunity of being actively engaged in economic activities for wealth creation.

### **Education and Training**

To develop human capital that will contribute to wealth creation and national development, the following initiatives must be considered in complementarily to employability in the country:

- More schools must be provided where all the stakeholders should be involved in the building and management of the schools i.e. encourage private – public participation.
- The communities must be encouraged to be partners in educational provision and maintenance i.e. community participation should be encouraged.
- The school curricula should be reviewed periodically to take into cognizance the societal needs, it is then that education can be functional and demand-driven.
- It should be mandatory for all organizations to have capacity building arrangement in within to train and retrain their workers.
- Non-Governmental Organisations should be encouraged to assist in the provision of relevant vocational training in the country.
- Training systems should be more flexible and responsive to changing skill needs in the labour market. School to work schemes should be integrated into the educational/training systems.
- Social partners should be involved in curriculum reviews ad programmes of self learning for enhancing employability.
- Introduce entrepreneurship course into the school curricula starting from the secondary level of education to tertiary level.
- Develop entrepreneurship by setting up entrepreneurship development centres for accelerated training in entrepreneurial business practices.

A system of skill and certification should be put in place to encourage individuals to acquire knowledge and skills through various means within and outside the country.

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