

PUBLIC-PRIVATE PARTNERSHIP: AN EMERGING NEED FOR SUSTAINABLE TECHNICAL AND VOCATIONAL EDUCATION TRAINING IN NIGERIA

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ABSTRACT

In attaining the desired level of economic growth and development, human capital development via skills acquisition and vocational training has been identified as one of the major factors that can propel economic growth. The employment of economically active labour force has been taunted by non-availability/mismatched of skilled labour as required in the employment industry and succinctly contributed to the unemployment rate in many African nations. Bridging the gap between the education and employment world remains a focal point and thus Technical, Vocational Education Training (TVET), has been identified to meet this need. TVET in Nigeria and many other African nations seem to be unworkable owing to challenges impeding its success. Therefore, this paper examines TVET in Nigeria and public private partnership as a need for actualizing TVET goals. In a bid to establish the necessity and urgent need for a public-private partnership in order to enhance TVET in Nigeria, an analysis of the effect of unemployment on Gross Domestic Product (GDP) was carried on the data gathered from Africa and Asia countries using an Ordinary Least Square (OLS) Regression Analysis. Findings revealed that unemployment has a negative effect on the GDP of African nations. The result also showed that the GDP in Asian countries, consequent to their collaborations with private sectors, is higher than African's. This study, among other things, therefore recommends a sustainable collaboration with private sector towards achieving economic growth and development as well as rapid industrialisation in Nigeria and other African economies.

Keywords: Skills acquisition, Technical training, Vocational education, Public-private partnership

1.0 INTRODUCTION

The insistence for technically skilled and competent labours in this 21st century has been on the increase across the globe, owing to the dynamism in industry and service sectors as propelled by technological advancements and innovations. The lack and mismatch of vocational/ technical skills needed by the labour environment has become more prominent in Nigeria and many African countries, and as such accelerated the rate of unemployment. There is no doubt that one of the greatest challenges facing every developing economy is unemployment, because, it is an important determinant of the level of growth and development which a country can attain. The National Bureau of Statistics (NBS), stated that the unemployment rate in Nigeria had increased from 18.8% to 23.1% in the third quarter of 2018. While the International Labour Organization (ILO), (2018), reported that the unemployment rate in Sub-Saharan African is expected to rise to 7.2%, premises on the fact that, there will be additional one million new entrants into the joblessness population.

Salvaging economies of African countries, through vocational and skills acquisition, continues to dwindle in face of inconsistent policy implementation on the part of both the government and stakeholders in the education sector. Samuel and Kissi (2013), opined that technical and vocational education is a major agent for industrial development as well as for the social progress of any country. Human capital development has been identified as a key contributor to the economic development of a nation, the availability of skilled labour is a major contributing factor to foreign direct investment of every nation. The United Nations Development Programme (2014), reported that Sub-Saharan African Countries, are the most underdeveloped in terms of human capital development, using the combination of the economic indicator(GDP) and two social indicators (education mean years of schooling- and healthy life expectancy). Many youths in Africa lack the requisite practical skills required in the labour world, thereby, denying them of opportunities in the employment market, which apparently has contributed to the growing rate of unemployment in many African countries. Afeti (2018), reported that World Bank estimated that more than 10 million young Africans, are often poorly skilled, leave the school system every year in search of jobs in local employment markets which are not expanding fast enough to create jobs.

African countries must strive to combat the alarming increase in the unemployment rate, because the high rate of unemployment may consequently submerge national security and political stability, as in the case of Nigeria and many other African nations. For instance, Asian economies like China, Japan keep growing at the fastest rate based on the priority placed on technical and vocational skills development. Countries in Africa need competent technicians, artisan and skilled workforce to accelerate economic development and sustainability. It is in this regard, that skills acquisition through adequate vocational training and employment of youth with requisite technical manpower in the 21st century, are pertinent to the development of every nation. Hence, Technical Vocational Education Training (TVET), remains a nexus for sustainable development in African nations. The implementation of TVET is geared towards increasing rate of human capital development, improving productivity, stimulating employment and income-earning opportunities among youths with the aim of driving economic development. However, many challenges are impeding the success of TVET in African nations. It is in this view, that this paper is aimed at examining TVET in Nigeria, and public private partnership as a need for actualizing TVET goals.

1.1 Concept of TVET and Challenges

Wodi (2012), as cited in Shirley (2015), said the goal of TVET is centred on producing technical and semi-skilled manpower that is capable to restoring, revitalising, energising, operating and sustaining the national economy and substantially reduce unemployment. In a similar way, Alhasan, Usman & Tyabo (2013), said Technical and vocational education is germane in solving current economic problems in the country resulting from a high rate of unemployment, technological advancement, occupational mobility, an increasing number of women in the workforce. TVET has been identified as a bridge between the education systems and working world to provide assured progression to youth employment system, equip young men and women with the technical and professional skills needed for socio-economic development of the country.

It requires an economic policy environment that promotes the creation and growth of enterprises and stimulation of the economy, because when businesses grow or expand, demands for new or additional technical and vocational skills emerge, new training opportunities arise, and additional jobs are created. In recognising the importance of TVET towards combating poverty, unemployment and improving economic opportunities, the African Union (AU), recommends the integration of vocational training into the general education system of all African nations. In line with the realisation of AU's recommendation, many African countries like Nigeria, Ghana, Rwanda, Kenya, South Africa and others have developed a framework and strategy for implementation of TVET into

the Education sector, for the purpose of incorporating young people outside the formal school system. An example is Ghana's vision of 2020 plan to reform all Technical/ Vocational Education system to make it more responsive to the national goals and aspirations as well as local and global demands. Also, Nigeria has been working on improving the connection between education and employment by establishing Innovative Enterprise Institutions and Vocational Enterprise Institutions such as; Best Global Business and Financial School Kaduna, Adhama Innovation Enterprise Institute, Kano and so on. The National Board for Technical Education has partnered with various businesses to provide tailored technical training as a way of integrating technically skilled individuals into the labour market. Likewise, many agencies have also been set up and financed by World Bank, African Development Bank and Nigeria government among others to drive economic development through skills acquisition.

Despite all these measures put in place, the position of the TVET sector, in the scheme of the education system and labour environment in Nigeria is still short of expectation. The challenges inhibiting the actualization of TVET goals range from countries to countries. Afeti (2018), identifies marginalisation of TVET in the allocation of resources in national education and training budgets as a major factor. Buttressing on this, The World Bank in 2018, reported that TVET in African countries has been underinvested and faced considerable challenges, with little enrollment rates, low quality and relevance across most countries. Similarly, Eicker, Haseloff and Lennarte (2016), said the TVET sector in most Sub-Saharan countries is characterised by a significant lack of practical relevance and responsiveness to labour market needs, insufficient infrastructure, equipment and extremely low throughputs. Nigeria's case is not an exceptional one, as the National Board for Technical Education (NBTE), in their TVET profile of March 2019, highlighted the following challenges threatening the success of TVET institutions and programmes as:

- i. Finance: The issue of financing TVET in Nigeria, has been a major challenge. Evidencing from the fact that the budgetary allocation to TVET institutions remains low and is barely sufficient for institutions to be sustainable.
- ii. Inability to access TVET, owing to inadequate/obsolete infrastructure coupled with lack of practical laboratories, a limited number of lecture halls and workshops, consequently hindering institutions' ability to catch up with the latest technical developments.
- iii. Failure on the part of TVET to equip teachers and trainers in capacity development and inadequate provision for teachers training corresponding qualifications and knowledge. And apparently, these teachers and trainers also fail to teach students and pass on skills and knowledge fit for the present and future labour markets.
- iv. Inadequate ICT facilities by the institution to integrate e-learning, hence, TVET institutions find it hard to improve the quality of teaching and learning outcomes.
- v. Gender inequality: NBTE reported that a greater percentage of student's enrollment for programmes are males with less than 40% of the total enrolment in TVET being female.

In addition, too much emphasis on university certification for better career mobility and higher wages in Nigeria has placed technical and vocational education as less academically endowed, rather than effective training to produce skilled workers for employment and sustainable livelihoods, thereby making technical and vocational education undesirable for those with higher aspirations.

1.2 Impact of TVET

Studies have shown that technical education and vocational training of productive employment is vital for economic and social development in any nations. Margarita (2014), reported there is a strong correlation between the proportion of TVET students at the post-secondary level (tertiary, non-degree, ISCED 5b) and per capita income in Asian and Pacific. TVET remains essential to growth &

economic development in these nations because it serves as a tool for productivity enhancement and poverty alleviation. To further illustrate on how impactful TVET has been to Asian economies, the graphical presentations in Table 1 to 4 show the latest unemployment rate and Gross domestic product (2018), for some selected African and Asian countries. A cursory look at the presentation between the two continents shows the rate of unemployment in African nations is more than the rate of unemployment in Asian countries. While the GDP in Asian countries is higher than African. This two key indicator is a pointer to the fact that economies in Asian regions are better as compared to African regions.

In one of the reports by Dubai cares, it was stated that “Over the past years, the G20, the Organization for Economic Cooperation and Development (OECD), the United Nations Educational, Scientific and Cultural Organization (UNESCO), and several government entities have come to a conclusion that TVET has a positive impact on harnessing the youth dividend, as well as economic upliftment, poverty alleviation and improving employability, particularly for out of school youth and adults”. Also, the Oxford business group said the Asian Development Bank notes that many economically successful countries in Asia, including Singapore and South Korea, have invested public funds in skills development as a growth strategy.

The priority placed on skills acquisition and vocational training in countries like China, Japan and many other Asian countries, has placed them on high ranking in the world, in the area of technological advancements, innovations and employment generation. The World Bank (2018), reporting on My China Occupation Skills (MYCOS) survey, said more than 90% of Chinese TVET graduates find gainful employment within 6 months of graduation. Lee Jong-Wha (2019), said developing countries should be placing a high priority on human capital, seeing the effect of human capital on productive and development capacities, of East Asia’s, having most prosperous economies by boosting human capital, as they pursue sustainable and equitable growth.

1.3 TVET in Nigeria, Private Public Partnership

The rationale for TVET reformation in Nigeria and other African countries remains justifiable in light of inadequate funding by the government, ineffective/low-quality programmes and other enormous challenges facing it. Studies have shown that private-public partnership is very beneficial when it comes deriving economic growth in a nation. The Venture Africa publication (2013), said PPP usually spur investment in human development, capacity-building efforts and creating a sound environment for the vital build-up of strategic infrastructure. PPP permits governments to improve on their services and programs by offering complementary services, such as vocational training, occupational and career education, workplace training/education, technical assistance, and public programmes to encourage public support (Okoye and Chijioko, 2013). It provides an arrangement that seeks to establish a long-term contract between a private and government entity, for providing a public asset or service, in which the private party bears significant risk and management responsibility, and remuneration is linked to performance.

According to UNESCO-UNEVOC Philippines final report of 2009, PPP in TVET is a unified public-private approach aimed at fostering Vocational Education for sustainable development in the midst of a global crisis which will help to blunt the impact of a currently raging financial and economic crisis and also sustain development effort. Oviawe (2018), said PPP in TVET refers to various agreements between the public and private sector partners, by which the private sector collaborates to deliver infrastructures and services that should have been provided by the public sector without compromising the profit objectives of the private partners, the primary aim of which is to provide opportunities for practical training of learners for skills development.

In view of all the contributions above, one can simply say, both government and private enterprise, need to bolster and invigorate TVET, as a means of developing the technical and skilled human resources for rapid economic growth and development in Nigeria. Eicker et al (2016), poised that the nature of TVET requires employers of labour to get involved in significant ways. Expatriating further on this, they advocated that forging closer links to the industry will make training relevant and responsive to the labour market and industry needs. Evidence from studies have shown that seeking collaboration with private industries would yield long term benefits in terms of quality improvement in training and quality assurance practices. In a study conducted by UNESCO (2013), in Southern African Development Countries, the inclusion of private sector and employer of labour were key features in their TVET reform, and thus having an integrated single national TVET system, where both national and provider institutional levels, and across a wide range of activities from policy development to implementation; and from setting national standards based on occupational profiles to work placements as part of a training programme.

1.4 Model Specification

The model specified for this study for the purpose of the analysis is as follows:

$$GDP_{eti} = \beta_0 + \beta UNEMP_{et-i} + \epsilon_t$$

GDP = Gross Domestic Product [Monetary measure of the market value of all final goods and services produced in a period]

β_0 = Coefficient (constant) to be estimated

UNEMP = Unemployment Rate

t = Current period

t-i (i = 1) = One year lag period

ϵ = Stochastic disturbance (error) term

Regression and correlation analysis are the tools of analysis to test the effect and the relationship between UNEMP and GDP in Africa and Asia. E-Views Statistical software was employed for the analysis to provide the signs and significance for the interpretation of the result for the test of hypotheses. The Null Hypothesis states that UNEMP has no significant effect on GDP in both continents (Africa and Asia). The output from E-views Statistical Software tallies with the decision rule that the coefficient is significant if the p-value is equal to or less than 0.05.

2.0 DATA ANALYSIS

In a bid to establish the necessity and urgent need for a public-private partnership in order to enhance TVET in Nigeria, an analysis of the effect of unemployment on GDP was carried on the data from Africa and Asia using an Ordinary Least Square (OLS) Regression Analysis. A normality test was conducted to test for the normalcy of the data used.

Table 1: Normality Test

	AFRICAN COUNTRIES		ASIAN COUNTRIES	
	UNEMPLOYMENT RATE	GDP	UNEMPLOYMENT RATE	GDP
Mean	11.53098	44.12020	6.134167	597.0069
Median	8.900000	12.87000	3.950000	73.15500
Maximum	46.10000	375.7700	29.10000	12237.70
Minimum	0.400000	0.390000	0.100000	2.510000
Std. Dev.	0.317735	0.942809	5.807537	1894.934
Skewness	1.459288	1.907822	1.863759	1.942914
Kurtosis	1.368920	1.626318	1.324620	1.525092
Jarque-Bera	30.02596	216.9666	55.53437	1849.073
Probability	0.000000	0.000000	0.000000	0.000000
Sum	588.0800	2250.130	294.4400	28656.33
Sum Sq. Dev.	4341.009	319425.0	1585.192	16986.08
Observations	51	51	48	48

Source: E-View 10.0 (Authors' Computations)

Normality test is carried out on variables by assessing the skewness and kurtosis values of both the dependent and independent variables. When data is normality distributed, the values of skewness and kurtosis fall within +2 and -2.

Table 1 above shows that the skewness value of unemployment rate and GDP of African countries are 1.4 and 1.9 while kurtosis values are 1.3 and 1.6 respectively. Also, the table depicts that the skewness values of the unemployment rate and GDP for the Asian continent are 1.8 and 1.9 while kurtosis values are 1.3 and 1.5 respectively. This is an indication that the sample data follow a normal distribution.

Table 2: Regression Analysis Result for Africa Countries

Dependent Variable: GDP

Method: Least Squares

Date: 07/02/19 Time: 04:37

Sample (adjusted): 1 51

Included observations: 51 after adjustments

Variable	Coefficient	Std. Error	t-Statistic	Prob.
UNEMP. RATE	-0.134536	0.001506	2.171229	0.0038
C	10.00725	1.441230	6.943547	0.0000
R-squared	0.087765	Mean dependent var	11.53098	
Adjusted R-squared	0.069148	S.D. dependent var	9.317735	
S.E. of regression	8.989813	Akaike info criterion	7.268487	
Sum squared resid	3960.020	Schwarz criterion	7.344245	

Log likelihood	-183.3464	Hannan-Quinn criter.	7.297437
F-statistic	4.714237	Durbin-Watson stat	2.305816
Prob(F-statistic)	0.000345		

Source: E-view 10.0

Interpretation:

Table 2 above shows that the coefficient of the independent variable is -0.135; this indicates that unemployment has a negative effect on the GDP of African countries. From the table above, a unit increase in the Unemployment rate will result to 13.4% decrease in GDP. The standard error of any regression coefficient explains how much uncertainty is associated with the coefficient of each independent variable. The smaller the standard error the more reliable the coefficient, from the table above, the Unemployment rate standard error shows 0.1% of being wrong. This is statistically low and it shows that whatever being the conclusions and findings of this study are reliable. Also, Prob (F- statistics) tests the overall significance of the independent variable. If the Prob (F- statistics) is equal or less than 0.05 at 5% significant level, then, the independent variable has a significant effect on the dependent variable. The table above shows Prob (F- statistics) of 0.000345. This is less than 0.05, and it does provide evidence that unemployment has a significant effect on GDP.

Table 3: Regression Analysis Result for Asian Countries

Dependent Variable: GDP
 Method: Least Squares
 Date: 07/03/19 Time: 13:22
 Sample: 1 48
 Included observations: 48

Variable	Coefficient	Std. Error	t-Statistic	Prob.
UNEMP. RATE	0.002385	0.000448	1.859885	0.0043
C	6.364298	0.882156	7.214479	0.0000
R-squared	0.015820	Mean dependent var	6.134167	
Adjusted R-squared	0.005576	S.D. dependent var	5.807537	
S.E. of regression	5.823704	Akaike info criterion	6.402524	
Sum squared resid	1560.115	Schwarz criterion	6.480491	
Log likelihood	151.6606	Hannan-Quinn criter.	6.431988	
F-statistic	0.739402	Durbin-Watson stat	2.024331	
Prob(F-statistic)	0.000312			

Source: E-view 10.0

Interpretation:

From Table 3 above, the coefficient of the independent variable is 0.0023; this indicates that unemployment has a positive effect on the GDP of Asian countries. From the table, a unit

increase in the Unemployment rate will result in 0.23% decrease in GDP. Result also shows that the Unemployment rate standard error shows 0.04% indicating that findings from this study are reliable. Also, Prob (F- statistics) tests the overall significance of the independent variable. If the Prob (F- statistics) is equal or less than 0.05 at 5% significant level, then, the independent variable has a significant effect on the dependent variable. The table above shows Prob (F- statistics) of 0.000312. This is less than 0.05, and it does provide evidence that unemployment has a significant effect on GDP.

3.0 CONCLUSION AND RECOMMENDATIONS

It could be concluded from the analyses above that the rate of unemployment and its effect on GDP of African countries is higher than that of Asian nations. This substantiates the importance and the need for TVET in Africa especially, Nigeria whose rate of unemployment is 23.1% - a high figure when compared with other neighbouring nations in the African continents (See Appendix). Also, the GDP in Asian countries is higher than African's. The findings further buttress and affirm the veracity of the African Union's (AU) recommendations for the integration of vocational training into the general education system of all African nations.

In view of the foregoing, need for collaboration with private sectors cannot be overemphasised. Lessons from China reveals that the giant strides achieved so far in the world of technologies and innovations were made possible by setting an overall vision over the last two decades for a "modern" TVET system that is on one handled by the government but works closely with the productive sector and responds directly to the changing competence needs and qualification requirements in the labour market. Also, companies in China are actively involved both in setting standards and in designing curricula. This ensures that vocational colleges produce competent trainees with the necessary skills, knowledge and attitudes relevant to the market.

The inability by Nigerian government and stakeholders in the educational sector, to harmonise the dichotomy between technical skilled education (Polytechnic) and University, still remains a gap to be bridged, if TVET goals are desirable as a driver of economic development. Africa nations must learn from the Asian countries how they were able to successfully blend the link between the educational sector and the labour environment. This work recommends among other things that:

- i. A sustainable collaboration between government and the employers in the industry that will enhance the provision of adequate and requisite practical training, towards meeting the immediate need of the labour sector.
- ii. Quality budgetary allocation to TVET sector that will enhance proper financing of workshops, training and acquisition training equipment.
- iii. Making TVET an all-inclusive integrated post-school system by creating more awareness, within the academic environment (consisting of universities, polytechnics, colleges of education, technical and other facets of education in Nigeria), industry and the society at large.

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APPENDIX

Table 1: Unemployment Rate and GDP of Africa

SN	Country	Unemployment Rate	GDP
1	<u>Algeria</u>	11.7	170.37
2	<u>Angola</u>	20	124.21
3	<u>Benin</u>	2.5	9.27
4	<u>Botswana</u>	18.1	17.41
5	<u>Burkina Faso</u>	6.3	12.87
6	<u>Burundi</u>	7.7	3.48
7	<u>Cameroon</u>	4.2	34.8
8	<u>Cape Verde</u>	12.2	1.75
9	<u>Central African Republic</u>	6	1.95
10	<u>Chad</u>	5.89	9.98
11	<u>Comoros</u>	4.3	0.65
12	<u>Congo</u>	46.1	37.24
13	<u>Egypt</u>	8.9	235.37
14	<u>Equatorial Guinea</u>	6.9	12.49
15	<u>Eritrea</u>	6.4	3.86
16	<u>Ethiopia</u>	19.1	80.56
17	<u>Gabon</u>	19.6	14.62
18	<u>Gambia</u>	9.5	1.01
19	<u>Ghana</u>	2.4	47.33
20	<u>Guinea</u>	4.5	10.49
21	<u>Guinea Bissau</u>	6.1	1.35
22	<u>Ivory Coast</u>	2.6	40.39
23	<u>Kenya</u>	11.5	74.94
24	<u>Lesotho</u>	27.25	2.64
25	<u>Liberia</u>	2.4	2.16

26	<u>Libya</u>	17.7	50.98
27	<u>Madagascar</u>	1.8	11.5
28	<u>Malawi</u>	5.9	6.3
29	<u>Mali</u>	7.9	15.29
30	<u>Mauritania</u>	11.8	5.02
31	<u>Mauritius</u>	6.4	13.34
32	<u>Morocco</u>	9.8	109.14
33	<u>Mozambique</u>	25.04	12.33
34	<u>Namibia</u>	33.4	13.24
35	<u>Niger</u>	0.4	8.12
36	<u>Nigeria</u>	23.1	375.77
37	<u>Republic of the Congo</u>	10.95	8.72
38	<u>Rwanda</u>	15.1	9.14
39	<u>Sao Tome and Principe</u>	13.5	0.39
40	<u>Senegal</u>	15.7	16.37
41	<u>Seychelles</u>	4.1	1.49
42	<u>Sierra Leone</u>	4.5	3.77
43	<u>South Africa</u>	27.1	349.42
44	<u>Sudan</u>	12.7	117.49
45	<u>Swaziland</u>	26.4	4.41
46	<u>Tanzania</u>	10.3	52.09
47	<u>Togo</u>	1.8	4.81
48	<u>Tunisia</u>	15.5	40.26
49	<u>Uganda</u>	2.1	25.89
50	<u>Zambia</u>	7.79	25.81
51	<u>Zimbabwe</u>	5.16	17.85

Source: www.tradingeconomies.com

Table 2: Unemployment Rate and GDP of Asia

SN	Country	Unemployment Rate	GDP
1	<u>Afghanistan</u>	8.8	20.82
2	<u>Armenia</u>	16.9	11.54
3	<u>Azerbaijan</u>	5	40.75
4	<u>Bahrain</u>	3.7	35.31
5	<u>Bangladesh</u>	4.2	249.72
6	<u>Bhutan</u>	2.5	2.51
7	<u>Brunei</u>	9.2	12.13
8	<u>Cambodia</u>	0.3	22.16

9	<u>China</u>	3.8	12237.7
10	<u>East Timor</u>	3.4	2.95
11	<u>Georgia</u>	12.7	15.16
12	<u>Hong Kong</u>	2.8	341.45
13	<u>India</u>	3.53	2600.82
14	<u>Indonesia</u>	5.34	1015.54
15	<u>Iran</u>	11.7	439.51
16	<u>Iraq</u>	14.8	197.72
17	<u>Israel</u>	4.1	350.85
18	<u>Japan</u>	2.5	4872.14
19	<u>Jordan</u>	18.7	40.07
20	<u>Kazakhstan</u>	4.8	159.41
21	<u>Kuwait</u>	2.06	120.13
22	<u>Kyrgyzstan</u>	3.1	7.56
23	<u>Laos</u>	0.7	16.85
24	<u>Lebanon</u>	6.3	51.84
25	<u>Macau</u>	1.7	50.36
26	<u>Malaysia</u>	3.3	314.71
27	<u>Maldives</u>	5	4.6
28	<u>Mongolia</u>	6.6	11.49
29	<u>Myanmar</u>	0.8	69.32
30	<u>Nepal</u>	3.2	24.47
31	<u>Oman</u>	16	72.64
32	<u>Pakistan</u>	5.9	304.95
33	<u>Palestine</u>	29.1	8
34	<u>Philippines</u>	5.2	313.6
35	<u>Qatar</u>	0.1	167.61
36	<u>Saudi Arabia</u>	6	683.83
37	<u>Singapore</u>	2.2	323.91
38	<u>South Korea</u>	3.8	1530.75
39	<u>Sri Lanka</u>	4.6	87.17
40	<u>Syria</u>	14.9	73.67
41	<u>Taiwan</u>	3.72	572.59
42	<u>Tajikistan</u>	2.3	7.15
43	<u>Thailand</u>	0.9	455.22
44	<u>Turkmenistan</u>	3.4	42.36
45	<u>United Arab Emirates</u>	1.72	382.58
46	<u>Uzbekistan</u>	6.9	48.72
47	<u>Vietnam</u>	2.17	223.78
48	<u>Yemen</u>	14	18.21

Source: www.tradingeconomies.com