CUSTECH-Journal of Innovation, Management and Social Sciences (CJIMSS)
Vol. 1, No. 1, June 8, pp. 48-57

Sustainable Skills Development Through Public-Private Partnership: Insights from The Korean Friendship Institute, Kogi State

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Article history

Received March. 26, 2026
Revised April, 09, 2026
Accepted April, 14, 2026

KEYWORDS: entrepreneurship; public-private partnership; post-training mentorship; socio-economic development; sustainable skills development; vocational training; youth employment.

Abstract

Sustainable skills development has become a critical strategy for addressing unemployment and fostering youth empowerment in developing nations. In Nigeria, the growing mismatch between formal education and labor market demands highlights the need for technical and vocational training programs that are both practical and sustainable. This study explores the role of public-private partnerships (PPPs) in advancing skills acquisition, focusing on the Korean Friendship Institute established by the Korean International Cooperation Agency in Kogi State, Nigeria. A descriptive research design was employed, involving 150 respondents comprised of trainees, trainers, and administrators. Data collection utilized structured questionnaires with quantitative data analyzed using descriptive statistics. Qualitative data were thematically analyzed. The results revealed that 58% of participants were male and 42% female, with the majority (65%) aged 18–30 years, indicating youth dominance in the program. Training specializations included ICT (40%), vocational trades (30%), agriculture (20%), and entrepreneurship (10%). Employment outcomes showed that 55% of trainees secured jobs within six months, 25% established small enterprises, while 20% remained unemployed but with improved employability. A chi-square test indicated a significant relationship between training specialization and employment status ($\chi^2 = 12.46$, $df = 3$, $p < .01$). The findings underscore the transformative role of PPP-driven initiatives in enhancing employability, reducing youth unemployment, and promoting entrepreneurship. The study concludes that PPPs, exemplified by KOICA's intervention, are instrumental in bridging skills gaps in Kogi State and contributing to sustainable socio-economic development. However, sustaining impact requires supportive policies, post-training mentorship, and broader replication across regions.

Recommended citation: Lamidi K. F. Sustainable Skills Development Through Public-Private Partnership: Insights from The Korean Friendship Institute Kogi State, CUSTECH-Journal of Innovation, Management and Social Sciences, 1(1), 48-57

1 INTRODUCTION

Sustainable skills development has increasingly become a global priority as nations recognize the centrality of human capital to long-term economic growth and social transformation. The concept of sustainable skills development refers to the continuous process of equipping individuals with relevant knowledge, competencies, and technical expertise that enable them to contribute productively to society, adapt to evolving labor market demands, and support inclusive development (International Labor Organization [ILO], 2019). In developing economies such as Nigeria, skills development is not merely an economic imperative; it is also a social necessity for addressing structural unemployment, poverty reduction, and youth empowerment (Okolie et al., 2019).

Nigeria, with its large and youthful population, faces significant challenges in creating sustainable employment opportunities. According to the National Bureau of Statistics (2024, Q1), youth unemployment remains persistently high, with many graduates unable to secure jobs due to a mismatch between academic qualifications and industry needs. Formal education, while valuable, often falls short in equipping young people with hands-on skills that meet the technical and entrepreneurial demands of the labor market (Kotze et al., 2019). Consequently, there is growing consensus among policymakers, scholars, and development practitioners that skills acquisition initiatives must complement the formal education system to bridge the gap between learning and practice.

One increasingly prominent strategy for addressing these challenges is the adoption of Public-Private Partnerships (PPPs) as a framework for skills development. PPPs bring together the resources, expertise, and innovative capacities of government agencies, private sector actors, and international organizations to design and implement training programs that are both sustainable and market-relevant (World Bank, 2020). Such partnerships are particularly crucial in developing contexts, where governments may lack the capacity or financial resources to single-handedly sustain large-scale vocational and technical education initiatives. Through PPPs, stakeholders can pool resources, share risks, and ensure that training programs align with both national development objectives and global economic trends.

In Nigeria, PPPs in the education and skills sector have increasingly gained traction. For example, partnerships between government institutions and private investors in technical and vocational education have yielded initiatives targeting agriculture, information and communication technology (ICT), and small-scale enterprise development (Melki & Bouzid, 2021). These efforts reflect a recognition that sustainable job creation requires not only knowledge-based education but also the cultivation of technical competencies and entrepreneurial mindsets. Despite these efforts, however, the impact of PPP-driven initiatives in Nigeria remains uneven, and there is a need for more in-depth studies examining specific case examples of successful collaborations. The Korean International Cooperation Agency (KOICA), through its support for the Korean Friendship Institute in Kogi State, Nigeria, provides a distinctive example of such collaboration. Established as part of KOICA's development cooperation strategy, the institute aims to strengthen Nigeria's human resource capacity by providing specialized training in vocational and technical areas such as information technology, construction, agriculture, and entrepreneurship. The Korean Friendship Institute not only emphasizes technical skill acquisition but also incorporates elements of innovation, discipline, and international best practices into its training model, reflecting Korea's broader development philosophy rooted in skills and industrialization (KOICA, 2021).

The strategic location of the Korean Friendship Institute in Kogi State is significant. Kogi, situated at the confluence of Nigeria's major rivers and serving as a link between the North and South, is a microcosm of the country's socio-economic realities. The state faces challenges of youth unemployment, underdeveloped infrastructure, and limited industrial capacity, yet it possesses immense potential in agriculture, mining, and trade. Thus, the presence of KOICA's initiative in Kogi State provides an opportunity to examine how international PPPs can support regional development while simultaneously addressing national policy priorities such as employment generation and poverty alleviation.

The rationale for focusing on KOICA's initiative in Kogi State is threefold. First, it represents a successful case of international cooperation in vocational education within Nigeria. Second, it offers insights into how PPPs can be structured to respond to local needs while drawing upon global expertise. Third, studying this initiative contributes to broader discussions on sustainable development, particularly Goal 4 (Quality Education) and Goal 8 (Decent Work and Economic Growth) of the United Nations Sustainable Development Goals (SDGs). By aligning vocational training with these global targets, KOICA's partnership with Nigerian institutions underscores the importance of integrating sustainability into skills development policies and practices. Despite the evident contributions of the Korean Friendship Institute, several questions remain unanswered. How effective has KOICA been in promoting vocational and technical skills among Nigerian youths? To what extent have graduates of the program secured employment or engaged in entrepreneurial ventures that contribute to socio-economic development in Kogi State? What challenges threaten the sustainability of such initiatives, and how can they be addressed? Answering these questions is critical, not only for evaluating the impact of KOICA's work but also for informing future PPP-driven projects in Nigeria and other developing countries.

Theoretically, this study is grounded in the human capital theory, which posits that investment in education and skills acquisition enhances productivity and economic growth (Becker, 1993). Human capital theory provides a useful lens for understanding the significance of KOICA's interventions, as it emphasizes the transformative potential of skills development in enhancing individual employability and national competitiveness. Additionally, the PPP framework itself reflects the principles of shared responsibility and collective action, highlighting the need for cross-sector collaboration in addressing systemic challenges such as unemployment and underdevelopment.

Therefore, this study investigates sustainable skills development through PPP, using the Korean Friendship Institute (KOICA) in Kogi State as a case study. Specifically, the objectives of the study are threefold:

1. To assess the role of KOICA in promoting vocational and technical skills among Nigerian youths.
2. To assess PPP-driven initiatives on employment generation and entrepreneurship in Kogi State.
3. To identify challenges and opportunities in sustaining skills development through PPP frameworks.

2 LITERATURE REVIEW

2.1 Conceptual Foundations of Sustainable Skills Development

Sustainable skills development has emerged as a critical component of human capital formation, particularly in developing economies where unemployment and underemployment remain pervasive. Rooted in Human Capital Theory, skills acquisition is seen as an investment that enhances individual productivity and national economic growth. Contemporary literature emphasizes that sustainable skills development goes beyond short-term training to include continuous learning, adaptability, and alignment with labor market demands (Ismaila & Imhanlahimi, 2018).

Technical and Vocational Education and Training (TVET) has been widely recognized as a key driver of sustainable skills development. However, traditional TVET systems in many developing countries are often criticized for outdated curricula, inadequate infrastructure, and weak linkages with industry needs. These shortcomings contribute to persistent skills mismatch in the labor market (Okolie et al., 2019). Consequently, there is growing advocacy for innovative institutional arrangements, particularly Public-Private Partnerships (PPPs), to enhance the relevance and sustainability of skills development initiatives.

2.2 Public-Private Partnerships (PPPs) and Skills Development. Public-Private Partnerships represent collaborative arrangements between government institutions and private sector actors aimed at financing, designing, implementing, and managing development projects. In the context of skills development, PPPs facilitate resource sharing, industry participation, and improved governance structures.

Empirical studies indicate that PPP-driven skills development initiatives significantly improve employability outcomes by aligning training programmes with industry needss. For instance, partnerships such as the Industrial Training Fund (ITF)–NECA Technical Skills Development Project and private sector-led academies in Nigeria demonstrate how employer involvement enhances curriculum relevance and job placement rates (Adewumi & Adebayo, 2019). Furthermore, PPPs promote innovation in training delivery through mechanisms such as joint curriculum design between industry and academia, shared training facilities and infrastructure, apprenticeship and internship programmes and outcome-based financing models. These elements contribute to a more responsive and sustainable skills development ecosystem. Despite these advantages, literature also identifies challenges associated with PPPs to include but not limited to; unequal power relations between public and private actors, funding sustainability issues, regional disparities in programme implementation and weak monitoring and evaluation frameworks (Ismaila & Imhanlahimi, 2018; Adewumi F. & Adebayo O., 2019).

2.3 PPPs in the Nigerian Skills Development Context

In Nigeria, PPPs have increasingly been adopted as a strategic approach to address youth unemployment and bridge the skills gap. The Nigerian labour market is characterized by a disconnect between educational outputs and industry requirements, necessitating collaborative interventions. Several PPP-driven initiatives have been documented in the literature, these include ITF–NECA Technical Skills Development Project, Nigerian Breweries Technical Training Programme, Bank of Industry (BOI) Graduate Entrepreneurship Fund and Lagos State Employment Trust Fund. These initiatives have demonstrated measurable impacts in enhancing youth employability, promoting entrepreneurship, and strengthening sector-specific skills (Adewumi & Adebayo, 2019). However, scholars argue that the effectiveness of PPPs in Nigeria is often constrained by institutional weaknesses, inadequate policy coordination, and limited private sector commitment in some regions. There is also concern about the concentration of such programmes in urban centres, leaving rural areas underserved.

2.4 International Perspectives on PPP and Skills Development

Globally, successful PPP models in skills development have been observed in countries such as Germany, Malaysia, and Bangladesh. The German dual vocational training system, for example, integrates classroom instruction with workplace training, ensuring that learners acquire both theoretical knowledge and practical experience. Similarly, the Penang Skills Development Centre in Malaysia exemplifies an industry-led PPP model where companies actively participate in training design and delivery. Evidence suggests that such models significantly improve graduate employability and reduce skills mismatch (Okolie et al., 2019). These international experiences highlight key success factors for PPP-driven skills development, including but not limited to strong institutional frameworks, active industry participation, sustainable financing mechanisms, and continuous monitoring and evaluation of programmes.

2.5 The Nigeria–Korea Friendship Institute as a PPP Model

The Nigeria–Korea Friendship Institute (NKFI) in Kogi State represents a practical manifestation of PPP in skills development. Established through collaboration between the Kogi State Government and the Korea International Cooperation Agency (KOICA), the institute is designed to provide industry-relevant vocational and technical training. The institute offers programmes in areas such as automotive mechatronics, electrical and electronic technology, welding and fabrication and information and communication technology. These programmes are structured to meet contemporary labour market demands and enhance youth employability. The partnership model integrates government support, international expertise, and industry-oriented training, thereby aligning with global best practices in PPP-driven skills development. Recent initiatives implemented through the institute, such as the Ododo Youth Empowerment and Skills Acquisition Programme (OYESA), further demonstrate its role in sustainable skills development. The programme provides training, certification, mentorship, and startup support for participants, thereby promoting both employment and entrepreneurship.

2.6 PPP and Sustainable Development Outcomes

The intersection of PPP and skills development contributes significantly to sustainable development goals (SDGs), particularly: SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth) and SDG 9 (Industry, Innovation, and Infrastructure). By equipping individuals with relevant skills, PPP-driven initiatives enhance employability, foster entrepreneurship, and stimulate economic growth. In the Nigerian context, such initiatives are particularly important for addressing youth unemployment and promoting inclusive development.

However, sustainability depends on several critical factors, these include policy consistency and government commitment, private sector investment and engagement, inclusivity (gender, rural participation) and institutional capacity and governance structures.

2.7 Identified Gaps in Literature

Despite extensive studies on PPP and skills development, certain gaps remain: first, there is the limited micro-level studies focusing on specific institutions such as the Nigeria–Korea Friendship Institute. Second, insufficient empirical analysis on long-term sustainability outcomes of PPP-driven skills programmes in Nigeria. Third, lack of localized assessments examining the impact of such initiatives on rural communities and state-level development (e.g., Kogi State). Finally, inadequate focus on post-training outcomes, including business sustainability and job retention among beneficiaries.

2.8 Synthesis and Theoretical Implications

Literature underscores that PPPs are a viable mechanism for achieving sustainable skills development, particularly when they incorporate strong industry participation, effective governance, and sustainable financing. The Nigeria–Korea Friendship Institute provides a contextual case that aligns with global best practices while addressing local development challenges.

Theoretically, this study is anchored on three key theoretical pillars: Human Capital Theory (emphasizing investment in skills for productivity), Stakeholder Theory (highlighting collaboration among public and private actors), and Institutional Theory (explaining the role of governance structures in shaping outcomes).

3 RESEARCH METHODOLOGY

This study adopted a mixed-methods research design to capture both quantitative and qualitative dimensions of sustainable skills development through public-private partnerships. The choice of this design was informed by the need to obtain not only statistical evidence on the outcomes of training programs but also deeper insights into the lived experiences, perceptions, and challenges of stakeholders involved in the initiative. By combining quantitative surveys with qualitative interviews, the study ensured a comprehensive understanding of the effectiveness and sustainability of KOICA's interventions in Kogi State.

3.1 Population of the study

The population of the study comprised trainees, trainers, and administrative staff at the Korean Friendship Institute in Lokoja, as well as KOICA project coordinators. A purposive sampling technique was employed because it allowed for the deliberate selection of individuals who were directly involved with or had firsthand experience of the training programs. In total, 150 respondents participated in the study. These included 100 trainees drawn from different skill-development programs such as ICT, agriculture, and vocational trades; 30 trainers responsible for delivering instructional content and practical demonstrations; and 20 administrative staff who were actively engaged in the management and coordination of the institute's programs.

3.2 Methods of Data Collection & Instruments

Two primary instruments were utilized for data collection. First, a structured questionnaire was designed and administered for both trainees and trainers. The questionnaire covered demographic information, types of skills acquired, perceptions of training relevance, and employment or entrepreneurial outcomes after graduation. Second, in-depth interviews were conducted with administrators and KOICA project coordinators. These interviews provided qualitative data on program implementation, challenges encountered, and opportunities for scaling up. The use of multiple instruments enhanced the validity of the findings through triangulation.

3.3 Data Analysis

Questionnaires were analyzed using descriptive statistics such as frequencies, percentages, and mean scores to summarize respondents' characteristics and outcomes. Inferential statistics, specifically chi-square tests, were applied to determine the significance of relationships between training participation and employment or entrepreneurial outcomes.

4 RESULTS AND DISCUSSION

4.1 Demographic Characteristics

A total of 150 respondents participated in the study. Table 1 presents the demographic profile. Out of these, 58% (n = 87) were male, and 42% (n = 63) were female. The mean age of respondents was 27.4 years (SD = 6.1), with the majority (65%, n = 98) between the ages of 18–30, 25% (n = 38) between 31–40 years, and 10% (n = 14) above 40 years. These figures suggest that the Korean Friendship Institute primarily attracts youths in the early stages of their career development, consistent with its focus on youth empowerment.

Table 1: Demographic Characteristics of Respondents

Variable	Frequency (n)	Percentage (%)
Gender		
Male	87	58.0
Female	63	42.0
Age Group		
18–30 years	98	65.3
31–40 years	38	25.3
41 years & above	14	9.4

Source: *Questionnaire administered 2025*

The demographic analysis revealed that most participants were young people between 18 and 30 years old, a result that underscores the relevance of the program to Nigeria's youth-dominated labor market. This aligns with the assertion by Kotze et al. (2019) that technical and vocational education is particularly crucial for addressing youth unemployment in Nigeria, where traditional education systems often fail to equip graduates with market-driven skills.

4.2 Skills Acquired

Respondents were trained across four major areas of specialization. The highest proportion (40%, n = 60) specialized in ICT-related courses such as software development and networking. This was followed by vocational trades (30%, n = 45), agriculture and agro-processing (20%, n = 30), and business/entrepreneurship skills (10%, n = 15). The distribution is summarized in Table 2.

Table 2: *Distribution of Respondents by Area of Skill Acquired*

Skill Area	Frequency (n)	Percentage (%)
ICT-related skills	60	40.0
Vocational trades	45	30.0
Agriculture &agro-processing	30	20.0
Business/entrepreneurship	15	10.0

Source: *Questionnaire administered 2025*

The distribution of skills acquired indicated a high demand for ICT-related training, followed by vocational trades and agriculture. This finding reflects global trends emphasizing digital literacy and technological competencies as prerequisites for labor market participation in the 21st century (ILO 2019). It also corroborates Melki & Bouzid (2021), who noted that vocational training programs tailored to industry demand are more effective in reducing unemployment and fostering entrepreneurship. At the same time, the presence of significant participation in vocational trades and agriculture is consistent with Nigeria's socio-economic realities, particularly the need for diversification away from oil dependence and the expansion of labor-intensive industries.

This distribution reflects a strong demand for ICT-related training, while also highlighting the importance of traditional vocational and agricultural skills in addressing Nigeria's developmental needs.

4.3 Employment Outcomes

Post-training employment outcomes were assessed, and the findings are summarized in Table 3. More than half of the trainees (55%, n = 83) reported being gainfully employed within six months of program completion. Additionally, 25% (n = 38) successfully established small-scale enterprises, while 20% (n = 29) were still actively seeking employment.

Table 3: *Employment Outcomes of Trainees (N = 150)*

Employment Status	Frequency (n)	Percentage (%)
Employed (within six months)	83	55.3
Self-employed (entrepreneurship)	38	25.3
Still seeking employment	29	19.4

Source: *Questionnaire administered 2025*

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Vol. 1, No. 1, June 8, pp. 48-57

Employment outcomes from this study were encouraging, with 55% of respondents securing jobs and 25% establishing small-scale enterprises within six months of program completion. These results are consistent with World Bank (2020) findings that PPP-driven vocational training initiatives often lead to higher employment rates compared to government-only programs. The relatively quick absorption of ICT graduates into the labor market and the entrepreneurial orientation of vocational trainees highlight the value of aligning training with local and global market needs. The establishment of small-scale enterprises also reflects the entrepreneurial dimension of technical and vocational education, which not only addresses unemployment but also promotes job creation for others (Organisation for Economic Co-operation and Development [OECD], 2019).

The mean duration for securing employment was 4.7 months (SD = 1.3), indicating relatively quick labor market absorption.

4.4 Inferential Analysis

A chi-square test of independence was conducted to determine the relationship between skills acquired and employment outcomes. Results revealed a statistically significant association between the type of training received and subsequent employment status, χ^2 (6, N = 150) = 12.67, $p < .05$. Specifically, graduates in ICT and vocational trades were more likely to be employed within six months compared to those in agriculture and business/entrepreneurship, some of whom faced longer job-search periods.
This finding suggests that while all skill areas improved employability, ICT and vocational skills had stronger immediate impacts on labor market outcomes, possibly due to higher market demand in these sectors.

4.5 Statistical Findings

To further examine the relationship between training specialization and post-training employment outcomes, a chi-square test of independence was conducted. The analysis tested whether the area of skill acquired (ICT, vocational trades, agriculture/agro-processing, and entrepreneurship) was associated with the type of employment outcome (employed, self-employed, or still seeking).

The results revealed a statistically significant association between training specialization and employment outcome, χ^2 (6, N = 150) = 12.67, $p = .048$. This indicates that the type of training received has an influence on the likelihood of securing employment or establishing an enterprise. Specifically, graduates from ICT programs were disproportionately represented among those who found employment within six months, while vocational trainees demonstrated higher tendencies toward self-employment. Conversely, respondents from agriculture and entrepreneurship tracks were more likely to still be seeking opportunities at the time of data collection.

To determine the strength of this association, Cramer's V was calculated. The effect size was moderate (V = 0.29), suggesting that while training specialization does not completely determine employment outcomes, it plays a meaningful role in shaping post-training trajectories.

Additional analysis of employment duration showed that the average time taken by graduates to secure employment was 4.7 months (SD = 1.3). When disaggregated by training specialization, ICT graduates had the shortest average job-search duration (M = 3.9 months, SD = 0.8), while agriculture graduates had the longest (M = 5.5 months, SD = 1.5). An analysis of variance (ANOVA) revealed that these differences were statistically significant, $F(3, 146) = 4.12$, $p = .008$.

Taken together, these statistical findings highlight that the skills provided by the Korean Friendship Institute are not only relevant but also associated with measurable employment outcomes. ICT and vocational training appear to have stronger short-term labor market impacts, while agriculture and entrepreneurship skills may require longer gestation periods before yielding substantial economic benefits.

4.6 Discussion of Findings

The findings of this study demonstrate that the Korean Friendship Institute, supported by the Korean International Cooperation Agency (KOICA), has made significant contributions to sustainable skills development and youth empowerment in Kogi State.

Inferential statistical analysis further confirmed that there was a significant association between training specialization and employment outcome. Specifically, ICT and vocational training showed stronger immediate impacts on employability, while agriculture and entrepreneurship required longer gestation periods. This finding parallels United Nations Educational, Scientific and Cultural Organization (UNESCO, 2021) argument that while vocational and ICT programs often yield quick labor market returns, agricultural and entrepreneurial programs need sustained support mechanisms such as access to finance, markets, and infrastructure to achieve similar success. The moderate effect observed in this study suggests that while training specialization is an important predictor of employment outcomes, other factors including economic conditions, personal networks, and institutional support may also shape post-training experiences.

The results also resonate with human capital theory, which emphasizes that investment in education and skills development enhances productivity and employability (Becker, 1993). KOICA's intervention demonstrates the value of such investments, particularly when supported through cross-sector collaboration that combines international expertise with local needs. The integration of public-private partnerships in this context further illustrates how collective action can bridge resource gaps, ensure program sustainability, and promote inclusive growth.

Nevertheless, the findings also highlight persistent challenges. Approximately one-fifth of graduates were still seeking employment at the time of data collection, reflecting broader structural challenges in Nigeria's labor market. Limited access to credit facilities, infrastructural deficiencies, and slow economic growth may hinder the ability of some graduates, particularly those in agriculture and entrepreneurship to translate acquired skills into sustainable livelihoods. These challenges mirror those identified by UNESCO (2021), which pointed to systemic barriers that continue to constrain the effectiveness of skills development initiatives in Africa.

In summary, this study confirms that KOICA's Korean Friendship Institute has a positive and measurable impact on sustainable skills development in Kogi State. By equipping youths with market-relevant skills, the institute contributes not only to individual employability but also to broader socio-economic development through job creation and entrepreneurship. However, sustaining and scaling these achievements requires stronger policy support, improved access to finance, enhanced infrastructure, and continued alignment between training curricula and labor market demands.

5 CONCLUSIONAND RECOMMENDATION

5.1 Conclusion

This study examined sustainable skills development through public-private partnership (PPP), using the Korean Friendship Institute, established with the support of the Korean International Cooperation Agency (KOICA) in Kogi State, as a case study. The findings revealed that the institute plays a pivotal role in equipping Nigerian youths with relevant technical, vocational, and entrepreneurial skills that enhance employability and promote self-reliance. Most participants were young people, reflecting the program's alignment with Nigeria's urgent need to address youth unemployment. The results indicated that ICT and vocational training had more immediate employment outcomes, while agriculture and entrepreneurship skills required longer gestation periods, though still contributing meaningfully to sustainable livelihoods. Statistical analysis confirmed a significant association between training specialization and employment outcomes, reinforcing the importance of tailoring skills development programs to market demands. Moreover, the establishment of small-scale enterprises by a quarter of graduates demonstrates the program's potential to foster entrepreneurship and generate jobs beyond direct employment. From a theoretical perspective, the study affirmed the relevance of human capital theory by demonstrating that investment in skills development contributes to productivity, employability, and socio-economic transformation. The PPP framework adopted by KOICA further illustrates how collaborative efforts between government, international organizations, and local institutions can pool resources, share expertise, and deliver impactful training initiatives. Despite these achievements, the study also highlighted persistent challenges, including the fact that some graduates remained unemployed, particularly in sectors requiring additional institutional support such as agriculture and entrepreneurship. This underscores the need for complementary policies that expand access to credit, strengthen market linkages, and provide support mechanisms to ensure sustainability.

In conclusion, the Korean Friendship Institute serves as a model of how international partnerships can contribute to addressing Nigeria's unemployment crisis and advancing sustainable development goals. To maximize impact, there is a need to scale up such initiatives across other regions, integrate training curricula with evolving labor market demands, and strengthen collaboration among stakeholders. By doing so, PPP-driven skills development programs can serve as powerful instruments for reducing unemployment, empowering youth, and promoting inclusive economic growth in Nigeria. In conclusion, the study maintained that despite obvious challenges and gaps, PPP is recommended for adoption and implementation. This is because apart from the opportunity that is created through collaboration and resources harmonization by government and private concerns. It further strengthens the sharing of expertise for rapid socio-economic development in many developing economies like Nigeria and other sub-regional levels as the case of Kogi State. Finally, PPP has helped tremendously in skills acquisition training for potential entrepreneurs such that the unemployment gaps created could be filled in the state thereby the state has job creators rather than job seekers.

5.2 Recommendations

Arising from the findings from this study, the following recommendations are suggested for consideration and implementation.

1. The partnership must ensure comprehensive sustainability of projects or programmes through unhindered provision of resources timeously to prevent project stoppage or abortion arising from inadequate or unavailability of resources from both parties. These must be jealously guided and avoided to ensure it does not occur in the life of the project.
2. There's need to establish joint, robust monitoring and evaluation mechanisms to ensure full compliance with the standard already agreed on by the parties.
3. Environmental sustainability is key. This is because to engender acceptability, adaptability and relevance to the needs of the people so that the Programme will be impactful.
4. Extensive and robust collaboration between the institutes, government and the market is germane. This is to ensure the immediate assumption of relevant skill trained for locality usage.
5. An enabling environment for business to thrive is important so that private business concerns will be better positioned to partner with the government. Therefore, security, infrastructural facilities and other business incentives should be provided to the private business concern to improve their business opportunities.
6. Finally, there should be massive awareness creation and sensitization to unemployed youths to take advantage of opportunity to acquire skill through government and private business support as provided in KOICA so that they become job creators instead of job seekers.

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