

RE-ENGINEERING TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) FOR HUMAN SECURITY, EMPOWERMENT AND WEALTH CREATION IN NIGERIA.

By

Dr. Nsikan O. James
Department Electrical and Electronics Engineering
Maritime Academy of Nigeria,
Oron.

and

Batchman E. Isaac, Ph.D
Department of Vocational Education,
University of Uyo,
Uyo

Abstract

All the economic sectors of the nation seek to develop and operate in an environment that stimulates growth and national development. But the greatest problem encountered by a developed economy like Nigeria is human security, empowerment and wealth creation. The estimated population of youth in this country is about 90 million out of which only 10 million are working or with employable skills. The provision of human security, empowerment and wealth creation can be enhanced through re-engineering of TVET for sustainable development .This paper looks at the possibilities of attaining a satisfactory level of human empowerment, human security and wealth creation in Nigeria through functional Technical Vocational Education and Training (TVET). TVET entails a long term planning , therefore the federal government should re-engineer a policy framework as a guide and equip all technical institutions with workshops and instructional facilities.

Technical and Vocational Education and Training (TVET) is a form of education in which people are provided with practical skills which will allow them to engage in careers which involve practical abilities. According to Adeogun (2007) vocational technical education is that aspect of education that is concerned with the development of skills and knowledge that one would need in order to obtain a vocational qualification; and that qualification is designed to prepare people for work or to enhance their performance in the work.

The Federal Republic of Nigeria (2004) in the National policy on Education defined Technical and Vocational Education as a comprehensive term embracing those aspects of educational process involving in addition to general education, the study of technologies and related science and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation in various sectors of the economic and social life. Ibidapo (2008) defined Technical and Vocational Education as education that develops in an individual the right attitudes which are necessary for entry into job and development in the field. Ibitoye (2008) maintained that Vocational Technical Education in addition to providing the required knowledge and skills also prepares an individual for the world of work. Akpan (2009) asserted that the primary concern of TVET is the development of skills, attitudes and knowledge people need for gainful employment.

Government Initiatives for Human Security, Empowerment and Wealth Creation

Various governments have in the past come up with schemes and programmes that will bring changes towards human security, empowerment, wealth creation and self-reliance. Those schemes and programmes spanned from formal and non formal education: in formal education through the establishment of technical colleges, monotechnics, polytechnics and university of technologies and in non formal education through the National Directorate of Employment, the Directorate of Foods Roads and Rural Infrastructure (DFRRI), the National Poverty Eradication Programme (NAPEP), National Economic Empowerment and Development Strategies (NEEDS) and Skills Acquisition Centres nationwide. Despite all the efforts by various governments, unemployment, lack of employable skills and lack of human resources are of high increase. According to Adebayo (2007), Nigeria is a place where the teeming population finds life unbearable as they are unable to comfortably provide for their basic needs and enjoy good medical care and education for employable skills.

Since Nigeria as a nation is still under-developed in terms of human capital and technology. In spite of all the efforts by the government to ameliorate the situation, the only option which can bring about change for this stunted technological development is re-engineering TVET. According to Usoro (2012), Technical Vocational Education and Training needs re-engineering in order to ensure its relevance to the needs of the learners. This calls for some reforms in TVET to ensure sustainable economic and technological development. This can be done through motivating the youths and

shaping their minds towards a revolutionary learning process that will make them better informed, highly skilled individuals for their productive living and for their contributions towards the world of work.

Technical Vocational Education and Training (TVET): Implication For Human Security, Empowerment and Wealth Creation

Human security connotes human capital. Human capital, therefore, is more critical than natural endowment and indeed the crucial parameters that separate economics of the world apart. Peace and tranquility in a society have a linear connection with development. TVET provides an avenue to produce needed human capital through impartation of practical skills needed to take the country forward. In a situation where a country trained its citizens with employable skills, there is human capital security. So TVET is a road map to sustainable development because of the abundance of human resources available.

Self-employment and Empowerment

Today in Nigeria, the high incidence of school dropout among secondary school students clearly highlights the importance of career development, which is achievable through TVET. These students who could not fit into the academic oriented curriculum would need practical skills to enable them function profitably in the society. Secondly, the graduates from these existing school system invariably enter the Job market seeking employment that does hardly exist in this country today. TVET becomes the most potent elixir to draw the majority of this job seekers out of the unemployment market.

Wealth Creation

TVET is designed to meet the employment needs of particular areas of the economy. The training provided is closely matched with specific job requirement so as to foster immediate production materials by the trainees. Trainees can become wage earners, thereby becoming more useful and productive citizens who will be assets to the society and not liabilities. Trainees can also be employers of labour.

Technological Empowerment

It is hoped that TVET will adequately equip students to be more effective in this age of science and technology and to raise a generation of people who can think for themselves and respect the dignity of labour and propel the citizenry into a blossoming economy. What is needed today and tomorrow are workers with good technical skill background, rugged enough to transform this country into a positive technological advancement and breakthrough with the ability to meet its immediate demand. A bright future is possible if we are willing and able to re-engineer Technical Vocational Education and Training (TVET) and its value in our educational system.

Factors Militating Against TVET Programme In Nigeria Low Quality Technical Training

In general, the quality of training is low with undue emphasis on theory and certification rather than on skill acquisition and proficiency testing. Asele (2010) maintained that gross inadequacy of workshops and classrooms for pedagogic activities, irregular power supply and non- provision of materials for students psychomotor learning have contributed to low quality of instructions. Inadequate instructor, obsolete training equipment and lack of instructional materials are some of the factors that combine to reduce the effectiveness of training in meeting the required knowledge and skills objectives. High quality skills training requires appropriate workshop equipment, adequate supply of training materials and practice by learners which are not really available in our technical colleges today (Okoro, 2004).

Weak Monitoring and Evaluation of TVET

Current training programmes in many countries are supply-driven. Technical/Vocational training programmes are very often not designed to meet observed or projected labour market demands. The emphasis appears to be on helping the unemployed to find jobs without any critical attempts to match training to available jobs. This situation has resulted in many technical school graduates not finding jobs or finding themselves in jobs for which they have had no previous training. Technical Vocational Education and Training also do not track the employment destination of their graduates. Consequently, valuable feedback from past trainees on the quality of the training they have received and the opportunity for their experience-based inputs to be factored into the review of curricula and training packages are lost. In other words, the implementation of tracker studies that can improve the market responsiveness of training programmes is currently absent in Nigeria.

Poor Public Perception of TVET

For many years, Technical Vocational Education and Training in Nigeria has been considered as a career for the less privileged. This perception has been fueled by the low academic requirement for admission into Technical Vocational Education Training programmes and the limited prospects for further education and professional development. Also, the impression is sometimes created by government that the primary objectives of the Technical Vocational Education track is to keep drop-outs from the basic and secondary school system off the street rather than project this type of training as an effective strategy to train skilled workers for the employment market and for sustainable livelihoods.

Poor Funding of TVET

The problem of TVET expansion is inadequate funding, only the advanced countries are able to finance Technical Vocational Education and Training. In Nigeria

today, quite a reasonable amount of money is voted into the Technical Education system but very little is given for the implementation of the programme. The Government of Nigeria through Federal Ministry of Education should monitor allocation and disbursement of funds meant for TVET so as to position TVET as a tool for empowering the youth for sustainable livelihood and the socio-economic development of Nigeria.

Technical Education Curriculum

The contents of technical education curriculum are inadequate and too narrow. They do not reflect the need and aspiration of Nigerians. They are borrowed from Britain and United States of America (Susu, 2010). Re-engineering TVET curriculum means basing its contents on Nigeria's cultural, social, political, and occupational survival needs of the Nigerian people in order to construct the meaningful curriculum for training the youths.

Technical Vocational Education and Training (TVET): The Way Forward

Technical Vocational Education and Training(TVET) has emerged as one of the most effective human resource development strategies that Nigeria needs to embrace in order to train and modernize its technical work force for rapid industrialization and national development. The strategies are:

a. **Best Practices Strategies:**

The primary objective of all Technical and Vocational Education and Training programmes is the acquisition of relevant knowledge, practical skills and attitudes for gainful employment in a particular trade or vocational area. The need to link training to employment is at the base of all the best practices and strategies observed worldwide. The Federal Ministry of Labour and Productivity should ensure that training given at skill acquisition centres is relevant to the needs of the labour market training. Also the vocational training in secondary schools in Nigeria should promote the linkage of vocational skills to the world of work. This shows that what is taught in vocational technical schools should reflect the technical needs of Nigeria. Training for high quality skills requires appropriate training equipment, tools and adequate supply of training materials.

b. **Strategic Policy Framework:**

Strategic policy goal of stimulating industrial and economic goal can be achieved through the followings:

1. **Enhancing the quality of training:**

Education has a significant potential to raise a quality of life of all people. This is done if the government is committed to empower the youth with new technologies, the provision of information necessary to promote entrepreneurial capacities of Nigerians. A credible TVET strategy must necessarily fit country socio-economic

context. This is done through periodic supervision and evaluation of both the trainees and the trainers through National Board for Technical Education (NBTE) and other governmental agencies.

2. Assuring relevance and employability of trainees:

The policy framework should be in line with the basic needs of the society, what is taught in school must be in consonance with the world of work. This is done by assuring the employability of trainees by providing employable skills that are related to the demand of the labour market.

3. Improving coherence and management of training provision:

The government should provide suitable mechanism in the distribution of training provisions. Training materials, workshop tools and instructional materials that should aid instructional delivery should be supervised and distributes as appropriate

4. Promoting flexibility of training and lifelong learning:

The training should be within the cognitive, affective and Psycho motive level of the learner starting from known to unknown and mastering of skills. The learner should be taught on vocational skills within his mental capabilities and interest which is in consonant with what is needed in labour market and cultural values of the society.

5. Enhancing the status and attractiveness of TVET:

The framework should be able to deal with negative attitude and misconceptions towards Technical, Vocational Education and Training. Again vocational and technical education students should not find it difficult to proceed to higher education. There is needed to make TVET less dead-end. The Government should reposition TVET as a weapon for self-reliant, economic recovery and sustainability of wealth.

6. Instructor training and professionalization of TVET staff:

The policy should involve training and re-training of TVET staff as well as professionalization of TVET staff. Proper training and re-training of TVET personnel is needful if Nigeria as a country wants to make a mark in technological development

Conclusion

Re-engineering Technical Vocational Education and Training is a right approach needed to generate wealth and create employment. The economic climate in the country today requires young Nigerians who are willing to generate wealth and employment opportunities. The advanced nations followed the re-engineering routes to reach where they are now technologically. Nigeria with abundance of resources should follow Technical Vocational Education and Training re-birth pattern to move this country forward.

Recommendations

The following recommendations are made:

1. Proper funding of TVET should be ensured by government.
2. Technical workshops and instructional facilities should be equipped in all technical institutions.
3. The federal government of Nigeria as a matter of urgency should train and re-train TVET staff.
4. The federal Ministry of Education should re-engineer a strategic policy framework on TVET.

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