TVET MANAGEMENTAS A PANACEA FOR REVAMPING NIGERIA ECONOMY: A REVIEW

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Abstract

This paper x-rayed TVET strategies for revamping Nigeria ailing economy through assessment of various literatures on TVET using explorative approach covering issues, problems, TVET and Nigeria economy; TVET and entrepreneurship development programme in Tertiary institutions for enrollees. This article revealed that Employment and wealth creation could be achieved through TVET scheme if well managed. It is recommended that TVET should be changed to Technical and Vocational Entrepreneurship Education and Training (TVEET) as a model for Nigeria.

Keywords: Creation, Employment, Enrollees, Revamping, TVEET, Wealth,

Introduction

The germane challenges that Nigeria as a developing nations are passing through are enormous which Unemployment, Underdevelopment, and technological innovations development have been the source of concerns, economic growth and development and sustainability. The focus of 21st century is targeted at preparation of skillful and knowledgeable workers to solve problems posed during the changes from the industrial Age to the information Age toward fourth industrial economy; which human assets is required for changing world of work. TVET of the 21st century should therefore, provide skillful employees with continued enlarged skills particularly to sustain the new industries' needs as well as production requirements, (Kazaure, 2021). UNESCO-UNEVOC (2012) asserted the role of TVET to include the form of Education that has great value solve poverty problem, employability enhancement via skill acquisition and sustainable development enlargement in many continents. Historically, Nigeria has been concerned with technical/technological Education which contain application, utilization of accumulated scientific knowledge in the production of equipment and material needed for proper enhancement for standard of living (MBA, 2004).

Education policy has been issue of miss or hit strategy. Nigeria policy at various stages of development carry nomenclature certificates granted from 1970s to 1980s 6-5-4, 1988-2005 experience 6-3-3-4 and presently 9-3-4 education system (Okolacha, 2012). The policies of Education only focused on Certificate acquisition, all prepared for administrative white collar jobs which fully on ground for graduates of then to grab. But with myriads of economic problems of 1980s, deregulation of bank of 2005, World economic meltdown, unemployment risen. In addition, largest employers of labour in Nigeria is government. The private organizations experienced low business performance, hence, mass retrenchment of workforce(s) and business relocation to favourable part of the world of business organization from Nigeria. Worst still the Covid-19 pandemic which major attendant resulted to economic chaos, mass retrenchment and pervade unemployment world-over. TVET is a must to embrace for needed industrial development, poverty reduction, reduction in crime rate as a result no meaningful or gainful employment. Many researches had been conducted on TVET to solve myriads of all forms of problems confronting the world. Many of them centered on literature review and conceptual analysis but limited research had been done empirically. The ones that suit this content analysis on revamping economy which relates to some discussions on poverty reduction, combating insecurity through TVETs are: Obidile et al (2020) looked at TVET as a tool for combating insecurity in Nigeria: theoretical analysis. The research concluded that TVET delivery option should be encouraged in Nigeria, so as to equip them with skill needed for self-reliance in order to enhance wealth creation and reduce poverty. Abid, et al (2020) investigated on role of vocational and technical training in achieving gender equality and empowering all women and girls: An empirical study of Sindh, Pakistan of 128 respondents. Survey were done within two years, data were analyzed with help of cross tabulation analysis in SPSS and AMOS. The results indicated that 35% of females got employment after the training and significant relationship existed among the variables employed and the study concluded that TVET is an important mechanism to creating wealth. Therefore, assessments should be carried out to discover the indigent for the programme. Edokpolor and Owenvbiugie (2017) investigated TVET skills as an

antidote for job creation and sustainable development of Nigeria economy. The population of the study consisted 332 TVET lecturers in 3 Universities and 4 Colleges of education. The research employed mean and standard deviation statistics. It was observed that there was no significant difference of rating through mean of TVET lecturer in Edo and Delta state on the level to which TVET can equip students with skill for job creation and no significant difference between the mean rating of male. TVET lecturer on the degree through which TVET can equip student with skills for sustainable development of Nigeria economy. Akinroluyo and Bankole (2020) assessed the impact of TVET on National Development (a study of selected SMEs operators in Lagos, Nigeria). The data obtained were analysed using ordinary least regression inferential method. It was found that vocational career coaching and entrepreneurship has significant P value of 0.01. Therefore, it was recommended that Entrepreneurship and vocational training should be merged with TVET programme to improve economy and to reduce crime rates in Nigeria.

TVET is used as a comprehensive concept that is referring to those branches of the educational process involving, in addition to general education; the study of technologies and science related practical skills acquisition, attitudes, understanding and knowledge relating to occupations in diverse sectors of social and economic life (UNESCO-ILO, 2018). Technical and Vocational Education and Training (TVET) evolved in diverse ways that could be traced to reactionary to the elitism embedded in traditional, cluch-dominated, English Education System (Simon, 1960). Vocational Education and Training consist of Vocational Education and vocational training which traditionally involving addition of off-site and on-site, formal and informal provision, involving both practice and theory. (Mattay&Poell, 2019).

According to Olagoke (2017) the objective of TVET are:

1. To develop indigenous raw materials into values for patronage.
2. To generate employment and employable activities.
3. To support industrial development via skillfulness and competence.
4. To create poverty alleviation strategy as for craftsmen, Mini and construction industries.
5. Entrepreneurial activities for self-reliance as owner/founder of business.
6. Promotion of economic – productive in skillful conversions in raw materials for exports and home use for purpose promotion of national economy.

TVET Training Categories in Nigeria

Kazaure (2021) listed among the followings the categories of TVET in Nigeria.

1. **Formal Sector:** This system is administered through laid down rules and regulations with fixed-term period in public and private school that awarded Diploma and Certificate for their enrollees. Formal TVET institutions are: pre-vocational Institution, Vocational Institution, Technical College and Professional Institutions. All these formal TVET Institutions are supervised by the National Board for Technical Education (NBTE) in Nigeria.
2. **Non-Formal:** This is a type of training offered in corporate organization based on requests that are given in structures, organized and unorganized based on specific rules, regulations of the trade. It operates without being formalized or in writing.
3. **In-formal:** This training includes/covers Training by mentoring, observation, direct involvement and participation, on the-job training for advantage of everyday practice, apprenticeship and continuing training and skill acquisition. This training do follow rules. This training involve training in crafts in workshops. It entails creativity and innovation and is mostly widely open. Therefore, National Skills Qualification framework NSQF recently introduced and regulate in-formal type of TVET programme in Nigeria.

Method of TVET Training Delivery

Technical Vocational Education and Training (TVET) methods and strategy towards its delivery include among others:

1. Practical Based which is the bedrock of technical prowess of enrollees and training system. According to Olagoke (2018), Technical Colleges – craftsman require 70% practical content; Polytechnics, breeders of Technical/Technologist 60% practical, University developer of (Professional – Engineer 30% practical contents. Based on these apprenticeship and learning on the job as well, daily practice oriented dominate the strategy of TVET delivery for all institutions/training outfits. However, TVET graduates have stayed unemployed due to inefficiencies in practical based competencies (Nyataya, 2019).

2. Coaching: This is done through career counseling and professional advice on specific trade or craft to interested enrollees.

Challenges of TVET in Nigeria

One of the major problems of TVET in Nigeria is seem as a matter concerning Technical Education(s) only, leaving universities out of the TVET programme. This could be attested to from all literatures on TVET activities in Nigeria , it is evident that TVET is only embraced by NBTE as coordinating agency and therefore, TVET is seen as baby programme of NBTE for Polytechnics only in which the University curricular see TVET as inclusive of Entrepreneurial Development programme. TVET programme is science oriented based. This mean many of secondary schools leavers in Nigeria are not science oriented thereby, embracement of TVET is not easy as such, because enrollments for basic sciences at secondary school level are very low indeed. Globally, it has been discovered that great needed development anchored on science which TVET is based on (UNESCO, 2012). MBA (2004) opined that despite emphasis laid on technical education by the policy, realities of implementation show a clear evidence of the relegation of the basic sciences in preference of applied science known as technology. Kazaure (2021) asserted that TVET sector in Nigeria is highly formalized. No provision for those who acquire skills in-formally; neither to conduct on the job assessment. Besides, assessment of all education sectors do not brought in practical methods which is exacerbated by inadequate industrial attachment by the enrollees to acquire required practical skills. TVET is often quite low in embracement in the world over, many parents and young people are not keen in taking up TVET programme. Inadequate collaborations between institutions and industries for SME knowledge transfer is also another problem of TVET enrollees to acquire current industrial skills needed to jump start their own ventures or business as self-employed. Olagoke (2018) also listed among others the challenges of inadequate funding, socio-cultural & environmental dare and Technology problem. Challenge of education system which United Nations Educational Scientific and Cultural Organization (UNESCO) International Labour Organisation (ILO, 2000) as cited in Nyataya (2019) that TVET is germane to area to educational type or process which majorly entails the addition to basic education, the learning of sciences and technologies that important for acquisition of practical skills, knowledge and behaviours which relate to occupations for social and economic sector development. Problem of Policies Implementation and Sustainability for Established Schemes, in which by 1970, Vocational Centres were established but Centres were no found in places of their operations.

TVET Strategy to Revamp Nigeria Ailing Economy

Strategy is described pattern or methods through which an organization or individual perform or outsmart its competitors. Therefore, to use TVET to combat all sorts of problem confronting Nigeria, the followings are hereby suggested:

1. TVET should be embraced by all Tertiary Institutions. Entrepreneurship Development programme should not be taken as TVET programme. TVET should be extended to all and sundries from undergraduates level and when the enrollees graduated, the TVET programme should continue during enrollees NYSC programme, to get more practical knowledge on chosen Craft/technical area through TVET Institutions.

2. Institutions of TVET Partnership and Collaborative Programme Policies: Government at all level should collaborate and entrenched partnership which can linked-up TVET enrollees to industrial work experience. Through this, TVET enrollee can have hand-on exposure to industrial experience which can form the basis of TVET self-starter, creation of employment.

3. Re-orientations through Vocational Counselling: That family-vocation should be embraced by all youths irrespective of academic background and general education from the secondary level to tertiary institution. This would create a proficiency in a particular vocations. This could also be developed with National Skills Qualification Framework scheme for certification

4. Development of Post–Tertiary Institutions' TVET programme: The graduates can acquire technical skills in vocational related crafts. This programme should be handled or run by the Technical Schools, enrollee is allowed to undergo practical training in the approved workshop for period of two years maximum. This can link unemployed graduates to world of self-employment.

Nexus Between TVET and Entrepreneurship Development Programme in Nigeria Tertiary Institutions

Entrepreneurship Development Programme was introduced to University Education during Okebukola as NUC scribe that there should be a regime of entrepreneurial studies for all undergraduates in Nigeria University so that they can acquire entrepreneurial skills to create jobs for themselves after leaving the University. Many departments in Universities offers Vocational Education with bias in science and engineering along with general education but specialized not in TVET programme for all the undergraduate (Chinyere, 2016).

Among the 122 Nigeria Universities, 21 had TVETs accredited programmes. TVET programmes in Nigeria is seen as programme meant for the Polytechnics, Monotechnic and Innovative Enterprises Institutions. Besides, Colleges of Educations also do not offer TVET related programmes except in the College of education (Technical) rather Entrepreneurship Development Programme. According to Mansfield (2003) Vocational and Technical Training assist in preparation of young persons for labour market in the economy. Also entrepreneurial skills are compulsory for them as well. Moreover, it also established as well that along with technical skills, fundamental business skills is as well required. It has also been discovered that Technical and Vocational Training assist in preparation of teeming youth for the job market in the economy but entrepreneurial (business skills essential) are compulsory for them (Mansfield, 2003, Abid, etal, 2020).

TVET and Nigeria Economy

Nigeria Small and Medium Scale Enterprises (SME) are foundation of growth and change in economy of the country. Innovation is germane feature of SME through TVET programme for a country. Besides, TVET is answer or solution to lack of employable skills among youth and business development of a nation, though it is difficult to employ skilled worker which is usually expensive (Abdul n.d). Investment in human assets as (Technical, Vocational and Entrepreneurial skills) improve development and economic growth by increasing quality of skilled human assets and as well serves social costs (Burchardt, Le Grand &Piachaud, 2002; Edokpolor&Owenvbiugie, 2017). Nigeria economy and industrial development should be based on TVET in the 21st Century for self-reliance, poverty reduction and creation of employment. Bhutel (2015) asserted that the function of TVET is noted in every economy but importance is diverse in developed economies in relations to developing economies. Developed nations with bigger economies need development of skill to maintain growth strategy but growing nations with small economies and underdeveloped nations need skill development for entering new evolving industries. Based on this assertion, SMEs is required as engine of growth is fully tied to TVET for its development in Nigeria and skills for industrial uses are as well required.

Conclusion and Recommendation

Flowing from literatures reviewed above, this study concludes and recommends as follows:

1. The regulatory agency concerns should change TVET to Technical-Vocational and Entrepreneurial Educational Training (TVEET). This would allow Universities and Colleges of Education to embrace TVET scheme in which entrepreneurship would have been included
2. Government should set aside 1% for TVEET programmes for the next 25years to train teeming youths in skills acquisitions programmes from Companies' taxes received to fund the programme in Nigeria.
3. TVEET programme should be liberalized and inclusive to allow various persons to partake in TVEET programmes either to become Craftsman or Technicians in chosen field irrespective of their ages and backgrounds.
4. N-Power programme should be changed to TVEET apprenticeship scheme and monthly stipends should be given to graduate enrollee to link them up to world of employment and self-employments, and self-reliance.
5. Lastly, all funds expended should be monitored and accounted for by all recipients for programmes. Any embezzled funds should be refunded and offender disciplined.

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