

## **A Century of Nigeria's Existence: The Need to Strengthen Technical, Vocational Education and Training**

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### **Abstract**

Nigeria adopted education as an instrument for national development. After hundred years of existence, Nigeria has made less than impressive progress in economic development. It has blamed the poor performance of its educational system, in meeting the national development goals, on the inherited colonial type of education. A good number of educational reforms have taken place and Technical Vocational Education and Training (TVET) has been recognized as a key player in achieving the much needed aspiration of the nation. However, it has not been accorded the appropriate attention, so as, for it to play its role in national development. The purpose of this study therefore is to examine the development needs of Nigeria and the need for functional education system particularly TVET. It examines the foundation of TVET in Nigeria, what has been done so far concerning TVET, the challenges of TVET; and then proposes how to strengthen TVET to play its role in transforming the Nigerian State.

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**Keywords:** technical, vocational education and training, manpower development, vocational skill, economic development, unemployment

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### **INTRODUCTION**

The entity Nigeria came into existence in 1914. The British overthrew the various civilized people and cultures that settled at various parts of the present day Nigeria; and established protectorates. In 1914 the various protectorates were amalgamated into Nigeria under the leadership of Sir Fredrick Lugard. The colonial government was not interested in the development of the people so they paid less interest in education. Education of the people was left in the hands of the missionaries. The type of education provided, only served the needs of the colonial government and the missions but not to develop the society. The people abandoned their formal type of education that was vocationally/technically oriented, which prepared them to develop the society. Even when the colonial government felt the need for trained technical manpower, they designed the training for less privileged and those that were less academically endowed. This laid a very poor foundation for Technical Vocational Education and Training (TVET), in Nigeria. After independence in 1960, Nigeria noted that the colonial education will not take the country to enviable height. Nigeria, therefore, re-charted its educational path, because the country recognized the need to turn back to TVET (type of education that existed in the precolonial era).

However, TVET delivery in Nigeria and other countries in Africa has been criticized of poor quality, very high cost, training not suited to actual socio-economic conditions, disregard of the informal

sector's needs, disregard of labour market needs – characterized by high unemployment rate among graduates (Atchoarena & Delluc in Oketch, 2009). As rightly observed by Obioma (2010), a critical factor in the actualization of Nigerian economic reform policies is the mass production of people with requisite vocational and technical skills and competencies. One sure measure for inculcating traits that drive higher value is exposing the populace to comprehensive functional education and training as provided by TVET. Unfortunately education, TVET in particular, has not received adequate financial attention in Nigeria (Eze & Okorafor, 2012). The neglect of TVET is socially and economically injurious as it robs the nation the contributions the graduates of TVET would offer in national development. Thus, there is the need to strengthen TVET to transform the country to a better position.

### **STATEMENT OF THE PROBLEM**

Nigerian inherited colonial education did not focus on manpower development for sustainable economic development. As a result, Nigeria re-charted its educational path. TVET was elected as a core aspect of education to address the issue of manpower development and lurch Nigeria into a dynamic and self-reliant economy. Unfortunately, this dream has remained frustratingly elusive as demonstrated by the high rate of unemployment, low technology development and weak economy. Therefore the problem of this study is why has Nigeria not felt the impact of TVET and what should be done.

### **The Entity Nigeria**

One hundred years ago, on 1st January 1914, Nigeria, was born, though the order sealing the amalgamation of the then Southern and Northern protectorates to become the country of Nigeria was signed on November 22, 1913 (The Nation, 2014). The evolution of Nigeria erupted from the transformational impact of the British on the peoples and cultures of the Niger-Benue area. Prehistoric settlers (ancient African civilizations) can be traced to have been living in the area that is today Nigeria as early as 11,000BC (Wikipedia, 2014). There were recognized political entities such as the Nri Kingdom, Benin Empire, Kanem Bornu Empire, Sokoto Caliphate, Oyo Empire, to mention a few. They existed independently then and had established indigenous systems of administration. Earlier in the 19th Century, the British had conquered the different parts of the present Nigeria at different times, and established control and authority over them. These areas were grouped into Protectorates namely Lagos, Niger Coast (also known as Oil River Protectorate), and the Northern Protectorate. For ease of administration and control, the Northern Protectorate, and the Southern Protectorate (made up of Lagos and Niger Coast) were amalgamated in 1914 by the British and Sir Frederick Lugard became its first Governor General. Thus came into existence the country presently known as NIGERIA.

### **Foundation of TVET in Nigeria**

Long before the Europeans arrived, education has been practised in Nigeria. The youths were taught their culture, social activities and survival skills for work. Although occupations varied according to the geographical areas in Nigeria, Mkpa (2014) noted that traditional education in most parts of Nigeria trained individuals to fit usefully into their society by learning and practising economic skills for self-sustenance; adapting to their role expectations and contributing to the development of their society. The traditional education offered by the community was comprehensive such that it provided training in physical, character, intellectual, social and vocational development. As observed by Mkpa, there were little or no cases of unemployment. Owolabi (2003) concluded that the role of traditional education among various ethnic groups in Nigeria was training along technical and vocational lines. Technical and vocational forms of training were available in such fields as farming, fishing, weaving, carving, handicraft, knitting, leatherwork, iron and gold smiting, and trading etc. Apprenticeship was used to grow youths into practicing different family occupations. According to Owolabi, traditional professions of priesthood, medicine, law, military, administration and other specialist areas with recognized training procedures were the cardinal aspects of traditional education.

The arrival of the missionaries introduced western education into Nigeria in the early 1840s. The British colonial government did not promote education. The schools were set up and operated by Christian Missionaries. The policy of the government was to give grant to mission schools rather than expand the system. The western education brought a new emphasis on the objectives of educating the young ones. Owolabi (2003) noted that the sort of training given by the missionary schools produced clerks for government departments and trading companies, interpreters for the missionaries, pupil teachers for the emerging school system and letter writers for the communities. Attention of the illiterate local people was drawn to the novel development in youth training through the missionary schools. Interest in schooling gradually grew as it offered new forms of occupational opportunities to youths. Ability to read and write mattered to the missionaries, the colonial government and the local people. Psychologically the indigenous people were made to see their traditional education as inferior. Traditional education lost its value to western education. This had negative influence on education (TVET in particular) in Nigeria today.

At the turn of the 20th century, government departments had staffing problems in the areas of technical and vocational skills. Then the colonial government found the necessity for TVET; and realized that they needed technically trained Nigerians to run/manipulate machineries for the imperial economical endeavor. The colonial government was forced to re-look outward. As a result some government departments/agencies (e.g. Nigerian Railways Corporation, Government Survey School, Marine Department, Posts and Telegraphs Department, Department of Agriculture) initiated technical and vocational trainings. Also, its educational policy of assistance to its colonies was strengthened by sending some Nigerian students to England for training. This informed the subsequent British foreign policy and educational reforms from 1861-1950.

The Phelps-Stokes report of 1922 recommended that education be adapted to community needs i.e. agricultural education for rural areas and industrial/technical education for urban areas. Following proposal of E. J. Hussey, the first director of education in Nigeria, Yaba Higher College was established in 1932 to train vocational assistants in medicine, engineering and agriculture. The Elliot commission set up in 1943 recommended in 1945 that the Yaba Higher College be turned to technical institute and of similar technical institutions be established in Kaduna and Enugu. Although the Ashby Commission set up in 1959 noted that education in Nigeria laid much emphasis on literary education, however its recommendations did not

favour TVET; as it brought about the closure of the three Colleges of Arts, Science and Technology at Zaria, Ibadan and Enugu. These Colleges were taken over by Ahmadu Bello University Zaria, Obafemi Awolowo University Ife (formerly University of Ife) and University of Nigeria Nsukka respectively.

However, when and where vocational education was introduced during the colonial era, it was to train students to fit and fill responsible posts in different government departments rather than serve in the supply of trained, authentic manpower (human resources) to develop the economy (Ma’aji, 2010). Moreover, those admitted to the vocational and technical training were from poor background and the less academically endowed. Thus TVET was perceived as education for the less privileged and those that cannot do well in academic. Furthermore, the heavy financial and material investment required for TVET made it difficult for missionaries to venture into this area, which negatively affected the development of TVET.

**Efforts to Resuscitate TVET in Nigeria**

Nigeria has taken commendable steps particularly at the policy level, in positioning TVET for actualizing Nigeria’s aspirations. After independence in 1960, Nigerians, who took over the administration of affairs of the country; showed interest towards achieving great and dynamic economy, through education. The inherited Colonial system was hitherto criticized of not attending to the needs of the country. Reformatations to serve new economic and social needs led to the national policy on education in 1977 and establishment of the National Board for

Technical Education (NBTE) by decree No 9 of 11<sup>th</sup> January, 1977. NBTE was charged with the responsibility of; advising government on and coordinating all aspect of TVET falling outside the university, and laying down standards of skills to be attained and to continually review such standards as necessitated by technological and National needs. Greater emphasis was on the type of education that will equip citizens with scientific and technical skills for productivity and economic self-reliant. Thus attention shifted to TVET.

The revision of National Policy on Education (NPE) in 1981 marked a major landmark in educational reform in Nigeria. This gave birth to the 6 – 3 – 3 – 4 system of education, which had TVET as a core component of educational programme in Nigeria. In line with the NPE, Junior secondary school (JSS) was expected to lay foundation for TVET which will be strengthen at the technical education arm of the senior secondary school (SSS). At the end of the JSS, students could be streamed into academic, technical, business and teacher education. This was to be facilitated through counselling services.

At the tertiary level, TVET is available in colleges of education [technical], monotronics, polytechnics and universities. These are institutions available in virtually every state of the federation. The federal government owns some, while the state governments own others. There are also privately owned technical institutions; whereas the informal system works mainly through apprenticeships.

Table 1: Types of Vocational Education and Institutions

Types of vocational education	Principal Manpower Role	Principal Delivery Institution	Academic Awards
Pre-vocational education or general vocational education	Semi-skilled manpower for specific job training in apprenticeship or further formal education	Secondary schools	WAEC/NECO certificates in combination with other non-vocational Subjects
Vocational (job specific) education	Craftsmen and master craftsmen (low-level manpower)	Technical colleges and vocational centers	NABTEB certificates: NTC/NBC and ANTC/ANBC
Technical education	Technicians/ technologists (middle-level manpower)	Polytechnics/ Monotronics	ND, HND, Post-HND
Professional education	Professionals (high-level manpower)	Universities	Degrees: Bachelors, Masters, Doctorates

Source: Education Sector Analysis (2005)

The quality of academic programs in polytechnics and technical colleges is assured by NBTE’s curriculum development and periodic accreditation visits. Polytechnics and similar institutions administer their certification examinations while the National Business and Technical Examinations Board (NABTEB) is responsible for the examination and certification of the occupational trades offered by the technical colleges and Vocational Enterprise Institutions (VEIs)

A major recent initiative is the introduction of the Innovation Enterprise Institution and Vocational Enterprise Institutions (IEIs and VEIs). These are private sector driven institutions targeting areas of skills shortage and market needs. They provide industry-specific competencies in such fields as the oil and gas, communication, entertainment, fashion, hospitality, automobile, construction and welding sectors. While the programs of these new categories of institutions are subject to NBTE accreditation, it is strongly felt that their key goals of providing

employable skills and competence would be better achieved if their products are subjected to workplace assessment (WA) (National Board for Technical Education, NBTE, 2011).

Table 2: Vocational Institutions offering Accredited Programs and their Ownership Structure

Institution	Ownership			Total
	Federal	State	Private	
Polytechnics	20	37	18	75
Monotechnics: Colleges of Agriculture	18	13	-	31
Colleges of Health Technology	6	6	1	13
Other Specialized Institutions	23	2	2	27
Innovation Enterprise Institutions	1	1	78	80
<i>Subtotal</i>	68	59	99	226
Technical Colleges	19	152	3	174
Vocational Enterprise Institutions	1	1	10	12
<i>Subtotal</i>	20	153	13	186
<b>Grand total</b>	<b>88</b>	<b>212</b>	<b>112</b>	<b>412</b>

Source: National Board for Technical Education (2011)

In June 2009, the Federal Ministry of Education drew a Roadmap for the Nigeria Education Sector. Key reform issues connected to TVET as proposed in the Roadmap are:

- Convert NBTE to national commission for polytechnic
- Strengthen and enhance the vocational enterprise institution (VEI's) and innovative enterprise institution (IEI's)
- Promote private sector investment in education
- Establish modalities for the award of B.Tech by polytechnics and college of education
- Establish a national council for vocational education (NCVE)
- Complete work on the proposed National Vocational Qualification Framework (NVQF)
- Scale – up the establishment of VEI'S and IEI'S
- Match training to labour market needs by reviewing the TVET curricula at relevant school levels to reflect minimum international standards
- Resuscitate the Technical Teacher Training Programmes (TTTP)
- Federal and state government to establish more technical colleges
- Produce National Occupational Standards (NOS) in key areas
- Increase gender parity in TVET by providing more incentives for females
- Provide bursaries/incentives for students in technical teacher education programmes
- Introduce a special technical teacher education program for HND and other professionals to become certified in technology instruction
- Establish on- going professional development to upgrade the technical skills of serving teachers

- Provide training opportunities for teacher in TVET programmes both within and outside Nigeria
- Establish at least one technical and vocational school in each state
- Increase the capacity of colleges of education to offer TVET programmes
- Improve access to polytechnics and allied institutions through the proposed Unified Tertiary Matriculations Examinations (UTME)
- Improve the use and inclusion of ICT in TVET curricula and in implementation (Federal Ministry of Education, 2009)

### Challenges of TVET in Nigeria

#### Access and Equity

The Road Map to Nigerian Education Sector reported that 16 percent of the turn-out of Junior secondary is enrolled in senior secondary; and the remaining 84 percent constitute potential TVET population (FME, 2009). Unfortunately the number of TVET institutions in the country cannot take up to 10 percent of this population. Those with the greatest needs do not participate nor benefit from available TVET programs. Poor children cannot afford training fees. Again good technical and vocational schools are located in big towns, thereby limiting access to rural folks (Okorafor & Okorafor, 2010). Inequalities of provision persist between urban and rural and rich and poor where the richest 20 percent of the student population completes on average 9.7 years of schooling compared to a 3.5 years average for the poorest 20 percent (UNESCO, 2010).

#### Quality of Training

Lack of essential input compromises the quality of training in Nigerian TVET system. Okorafor & Okorafor (2010) point at inadequate instructor training, lack of/obsolete training equipment and lack of instructional materials as contributing to the low quality of training. Others include:

- i) Lack of national training standards based on occupational requirement particularly in the non – formal sector.
- ii) Lack of innovations to put standards in place like the introduction of competency base training and vocational qualification framework.
- iii) Dearth of qualified, competent and motivated trainees and teaching staff.
- iv) Poor basic education of trainee intakes.

#### Public Perception/Estimation

Since the advent of western education, TVET is regarded as career path for less academically endowed, rather than effective training to produce skilled workers for employment and sustainable livelihoods. Hitherto, secondary education is bias towards the traditional literacy and academic subjects, resulting in the neglect and lack of respect

for TVET. Thus TVET has suffered from low standing. Billet (2009) argued that dealing with TVET is as though its contributions are not fully appreciated or understood and its status is shaped by societal views and sentiments about the learning of vocational knowledge. For many Parents and students, TVET still remains a second class education mostly in developing nations. In Nigeria parents and students resisted streaming into vocational line after junior secondary, due to erroneous stigmatization of the so called non-academic course (technical and business). The present obsession about university education in Nigeria hampers economic development prospect of teeming mass who are better endowed with vocational skill than intellectualism. In 2009, out of 1.5 million candidates that applied for admission into higher institutions, only 300, 000 chose polytechnics and colleges of education as first choice (FME, 2012). This explains why there are serious skill gaps to the extent that Nigeria's best plaster of Paris technicians are now Togolese or Beninois according to FGN (2009). If everybody becomes a university graduate and there are not enough industries established to employ them, it will be more harmful than beneficial.

#### ***Undue Emphasis on Certification***

It is needless claiming that Nigerians give undue emphasis on theory and certification instead of skills acquisition and proficiency testing. This has led to the high level of examination malpractice, since certification is the only criterion that qualifies individuals for gainful employment in Nigeria. A group of university undergraduate final year students of computer science were asked to write and run program. Surprisingly only one of them could perform the task and this individual later attested having acquired the skill outside the school. Then the question is if one can acquire this skill in less than six months in informal training why spend all four years of formal training for the skill that will hardly come by in the end of the four years (Okorafor & Okorafor, 2011)?

#### ***Economic Relevance of Training***

Analysis of TVET systems points to a mismatch between demand for skills and supply for skills. This is not surprising, as the conventional TVET curriculum development established weak link between industries and training institutions. Eze and Okorafor (2012) noted that TVET curriculum in Africa has remained a colonial legacy, i. e. although satisfying the aspirations for educational reforms, yet conformed to a large extent, to the systems in the colonial country. They were of the opinion that if TVET's philosophy must be realized, its curriculum must be indigenous, thought out by the people, and attuned to the people's aspirations and conditions of their natural environment, in accordance with the

resources at their disposal and particular genius of their culture.

#### ***Enrolment and Gender Disparity***

There is low and great imbalance in students' enrolment in TVET as very few females enroll into the programme. In 1999, the percentage TVET enrolment in the world at the secondary school level was 11 percent; and 10 percent in 2007 (UNESCO-UIS, 2009). In Nigeria, only 3.6 percent of senior secondary school students were enrolled in TVET in 2005 (Federal Government of Nigeria, FGN, 2009); the 3.6 percent constituted 92,216 students, out of which 86.1 percent were male and 13.9 percent female (FME, 2009). According to UNESCO-UIS report of 2009, in 2007, 3 percent out of 166000 enrolled in TVET in Nigeria. Similarly FME (2009) reported on the average, a 2.5 percent enrollment in TVET at the secondary level as against the modest NPE target of 20 percent.

#### ***Funding***

Despite the importance given to TVET by many governments, the training system in most developing countries is largely underfinanced. Oketch (2009) was of the opinion that *a look at the funding of TVET* can shed light on the contradiction between the emphasis for skills and the limited funding that governments are willing to commit to it. Moreover, the international pressure on countries to meet their 'Education For All' goals for 2015 has meant that more resources have been shifted, both within national budgets and by international aid assistance, to realize Universal Basic Education (UBE), still the rhetoric over skills and the value of TVET continues unabated. Generally the provision of TVET and especially formal TVET is expensive (Prosser cited by Nnajofofor, 2014). Best estimates have shown that Nigeria spends about 2.3 percent of GDP on education, less than half the percentage of GDP spent by the 19 sub-Saharan African countries on average (FGN, 2009). Available data indicate that 20.9 percent, 7.1 percent and 13 percent of total expenditures on education in 2003, 2004 and 2005 respectively went to the NBTE (the statutory body in charge of TVET in Nigeria); of which 39.2 percent, 83.6 percent and 78.4 percent of yearly budget appropriations to NBTE in the same years were actually spent (Kingombe, 2012).

#### ***Why TVET must be strengthened***

##### ***Weak Economy***

Nigeria falls within the developing nations. Although it is an irony and unfortunate that Nigeria, the sixth largest exporter of crude oil is hosting the third largest number of poor people after China and India. 71 percent of Nigerian population lives on less than US \$1 per day and 92 percent live on less than US \$2 per day (UNESCO Institute for Statistics, UIS, 2009). However, Nigeria falls among the first 20 countries

with the widest gap between the poor and the rich. It has a Gini index (measure of gap between the rich and poor) of 46.5 in 1996, 48.8 in 2010 and 39.7 in 2011 (World Bank, 2013). Nigeria's human development index (HDI) is ranked 153 out of 185, behind countries like Malaysia (64), Brazil (85), China (101), South Africa (121), Ghana (135) and India (136) (UNDP, 2013). Nigeria has made a less than impressive show in the latest Global Competitiveness Index for 2012/2013, a survey aimed at identifying the quality of the macroeconomic environment, the state of a country's public institutions and its level of technological readiness. The report put together by the World Economic Forum ranked Nigeria 148 out of 196 countries that were surveyed; with 3.50 score, behind other sub-Saharan African countries like South Africa, 4.34; Kenya, 3.82; Benin, 3.78; Ghana, 3.65, and Cameroon, 3.61 (Omobola, 2013).

### ***High Rate of Unemployment***

The truth is that the unemployment level in Nigeria remains a dangerous one to the extent that even countries that witnessed the Arab Awakening did not have such high level of unemployment. You can imagine what happened early 2014, where hundreds of thousands of youths applied for less than 4500 vacancies in immigration service. There were stampedes that led to death of not less than 20 youths in the country (see dailies of March 16, 2014). National Bureau of Statistics (2012) reported that unemployment rate increased to 23.9 percent in 2011 from 21.1 percent in 2010 with youth unemployment rate at 56 percent. The nation's youth under/unemployment is shooting up the sky. The hopelessness of hordes of unemployed youths is most likely attributed to their lack of skills. Graduates find it difficult to fit into any type of skilled or semi-skilled labor, while at the same time it is becoming apparent that the majority of them cannot afford the expenses to further their education. The Nigerian education system equips them with book knowledge for office work that hardly exists. In other words, there is a mismatch between training and labor market skill demands. This ugly situation has kept Nigeria in perpetual bondage of economic frustration and calls for a rethink of the nation's education system, particularly TVET.

### ***High Rate of School Drop-Out***

The average school completion rates in Africa are 80-90 percent for primary Schools, 30-40 percent for junior secondary, about 20 percent for senior secondary, and only 1-2 percent of the college age group actually enters tertiary institutions (African Union, 2007). Sub-Sahara Africa (SSA) accounts for 47 percent of the world's out of school children and 54 percent of this group are females (UNESCO, 2009). In a similar vein, UNESCO (2010) observed that 32 million children are out of school in sub-

Sahara Africa. The female adult literacy rate (ages 15 and above) for Nigeria is 59.4 percent; and the male adult literacy rate is 74.4 percent (Wikipedia, 2013). It could be asserted that many young people drop out of school before they acquire any practical skill and competency for the world of work. These groups can be taken care of by different forms of TVET.

### ***Limited Wage Opportunities***

The industrial labor force is less than 10 percent in most African countries (World Bank, 2000). Nigeria has weak industrial base. Most TVET programs are originally oriented to meeting the needs of formal sector industries. Employment in the informal sector has increased, about 85 percent (African Union, 2007), raising the demand for training for self-employment.

### ***Increase in Crime Rate***

The Nigerian security issues pertain more to the people and national development rather than the military and territorial defense. So many riots that result in destruction of lives and property in various parts of the country have their roots in illiteracy and idleness. Many unemployed youths embrace crime and criminality as represented by armed robbery, cultism, prostitution and stealing by false pretenses among other vices; yet a sizeable percentage are also indoctrinated to embrace extremism and terrorism (Kayode, 2013). National Bureau of Statistics, NBS (2012) recorded that since 2009, more than 104 foreign nationals have been kidnapped in Nigeria. Off course we dare not talk about Nigerian citizens that have been kidnapped since it has turned to a daily occurrence. Imagine in a State where bandits invade a police station, disarm the police in a broad day light and hold the police in hostage for about an hour while attacking a bank just about 100 meters from the police station. This incident took place on 15<sup>th</sup> October 2013 at Makarfi divisional police station in Kaduna State (naijapals.com, 2013a). The same naijapals.com (2013b) reported that a businessman was killed in Lagos for refusing to settle area boys.

### ***How to Strengthen TVET: The Way Forward***

***Development of Indigenous Curriculum:*** The main ideal behind any functional TVET program is to fill the need of the immediate environment then beyond the environment. It is time to use own initiatives in developing the curriculum that is relevant to economic and social needs of the society. TVET curriculum should be revised to shift from single to multiple skills, build from local market opportunities to foster local innovations and technologies than over dependence on imported ones. Inasmuch as Nigeria desires to join in the global technological train, it must put into consideration the conditions of its natural environment, culture and resources. Eze and Okorafor (2012) opined that relevant curriculum will attract the right people and engender the use of local

ideas, tools and materials. Thereby minimizing dependence on imported technologies and products and stimulating the intellect of Africans to improve indigenous technologies and materials.

**School-Industry Linkage:** In this era of globalization were knowledge and problem solving trump manual skills, TVET training institutions no longer function as isolators' component in the labour market. It will be a good strategy to work out a close co-operation between TVET schools and employers to adapt existing materials to the training needs of changing occupations. This will make it possible to improve the match between training provision and demand, and to mobilize additional resources for effective training in the schools. School-industry linkage can be achieved through; constitution of advisory and curriculum development committees with members representing employers and the schools, vocational guidance and placement activities, surveys of local employers, and training strategies that include periodic, supervised placement of trainees for work experience (Okorafor, Uduanochie & Achukwu, 2014; Nnajiolor, 2014). Further to this, utilizing information on employment rate by skills levels, economic returns on different levels of training, current vacancy rates, and employer projections of employment opportunities are likely to expand in the medium term. Such feedback's enables training agencies and institutions to meet the training needs of the clientele and the world of work (Ibeneme, 2013).

**Attitudinal Re-Orientation:** Valmonte (2009) asserted that developing awareness is the first step of reorientation – a process which encompasses imbibing better principles, skills, perspectives and values. It is only when the leaders and the public are aware of the contributions of TVET that there can be a position to be reoriented. The public must be made to understand that TVET is a strategic educational program for producing a productive workforce that can move the nation forward; rather than educational program for academically less privileged. This can be done through campaigns, workshops, exhibitions, etc (Okorafor & Okorafor, 2010).

**TVET Teachers Professional Development:** Qualified teachers in the field of TVET are in short supply. There is the urgent need to revitalize the Technical Teachers Training program, TTTP's initiative of the Federal Government. This will enhance turning out in good quantity and quality, the number of TVET teachers that will facilitate the achievement of TVET goals. Beside, TVET teachers should be supported for advanced capacity development through scholarships and fellowship awards. Technical teachers should be given additional incentives to develop their ICT capacity; this will go a long way in expanding training opportunity for TVET.

**Inclusion of Entrepreneurial Skills in TEVT:** It is unfortunate that even the graduates of TVET are among the "sea of unemployed youths" in Nigeria. It is no doubt that the technical skill is very important, but also very important is the knowledge on how to put those skills to use. Having the technical skills with poor entrepreneurial knowledge on how the use the skills, is like having fine shoes but badly wounded feet to put them on. TVET students/trainees should be exposed to the business environment. In the view of Ibeneme (2013), the entrepreneurship program should cover contents as achievement motivation, market environment, financing, product selection, marketing, skill development, management, production, procurement, personnel, legal systems and communication skills. It can be adapted in low skill occupations in which entry is easy because of low capital requirements.

**Expand Training Opportunities and Facilities:** There is need to expand TVET institutions and facilities. However, care must be taken not to compromise quality; as one of its philosophy states that TVET should not be attempted if it cannot be adequately provided for (Prosser in Nnajiolor, 2014). The new information technology (IT) has the potential to enhance the flexibility of TVET delivery to accommodate poor candidates that cannot afford to be out of workforce for the training, even when it is free. Systematically, IT can be employed in offering shorter, but more intensive course or providing training at convenient time and locations. However, this demands that teachers' ICT capacity be developed.

**Provision of resource centers:** Vocational educators believe that meeting the recurrent costs of paying qualified managers and instructors and providing up-to-date teaching materials and maintenance are essential to achieving good training outcomes. Since the provision of facilities for TVET is very costly, it would be wise to provide a well-equipped central resource center that can serve many schools within a geographical region. This will also enhance collaboration and exchange of ideals.

**Support for Small Scale Enterprises:** The business environment in Nigeria is very hostile. The exorbitant charge extorted from entrepreneurs has pushed some out of business. Indigenous small scale industries should be encouraged through reduced tax and other rates. They should also be given loans with minimal interest rates, although, most affluent Nigerians prefer to invest their money in commerce instead of industries. The claim that inadequate physical infrastructures such as transportation, electricity, telecommunication and water supply hinder industrialization is to ignore the fact that these infrastructures are the products and not the agents of industrialization (Ukaegbu in Okorafor & Okorafor,

2010). Proliferation of small scale industries will reduce the much value attached to certification in Nigeria thus competency in job performance will be appreciated. The much discrimination in the type of institution (university, polytechnic or college) and type of training (formal or informal) will be minimal. As a result, more candidates will enrol into TVET programs.

## CONCLUSION

*Emile to learn a trade that with any change of fortune he might be independent economically, for its social value in recognizing the dignity of labour, in helping him to overcome the prejudices which otherwise he would acquire, and to aid generally in training the mind*(Jean Jacques Rousseau 1712-78, on Vocational Education in Encyclopedia Britannica cited in Ma'aji, 2010)

The above quote was a candor advice of a philosopher to his son. In like manner, this paper advises Nigerians to turn to TVET.

After hundred years of existence, Nigeria is still among the poor and developing countries despite the abundance of natural resources inherent in it. This is very closely connected to poor development of human potentials in the country to effectively harness the resources. Its educational system has fallen short of expectation in meeting the needs of the society. Since the introduction of TVET in the Nigerian education system, its goals have remained elusive, due to a couple of challenges. TVET must be strengthened to achieve its goals and hence drive the transformation of Nigeria. The time is now!

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