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# TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) AND JOB CREATION FOR NATIONAL DEVELOPMENT

BY

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## *Preamble*

*Nigeria is heavenly blessed with abundant Human and material resources that are not perfectly put into judicious utilization. The quest to avert wastage of both human and material resources calls for total rejuvenation of 'aristocratic' type of Education to "utilitarian one." Technical and Vocational education is a salvation of technological civilization. It equips adolescent, youths and adults with saleable skills, knowledge, interest and attitude to be perfectly placed in the world of work. Specifically, the physically challenged persons are academically and psycho-productively rehabilitated from being liabilities to enduring assets. 'TVET' has the precursor to unemployment saga in the present contemporary society.*

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## **Introduction**

Technical and Vocational Education is intentionally designed to assist all categories of desirable human beings to understand the principles of production process, develop and master the skills involved and be prepared for occupation gainful to their existence and the society. There is no gainsaying that the job market is glutted with less to zero skill-oriented graduates. This apparently has affected the nation's economy. It has equally put the nation into fearful habitation due to activities of hoodlums and ardent law breakers in the society. It is at the instance of this ugly situation that the Federal Ministry of Education re-structured Education system to expose young people to pre-employment skills at the lower or junior secondary school. However, TVET for employment is unlikely to be effective when delivered concurrently with general education in junior secondary schools. This is because employment-oriented training requires inputs in human (qualified instructors)

and material resources that are not available or too expensive to provide in all junior secondary schools in Nigeria.

In Nigeria, majority of graduands out of formal school system are unemployed, although opportunities for skilled workers exist in the economy. The situation is brought by mismatch between training and labour market skill-demand. Lack of inputs from prospective employers into the curriculum design and training delivery in Universities and colleges is partly responsible for this mismatch. The absence of entrepreneurial training in the school curriculum before now is responsible for high unemployment among graduates. To balance this trend and create more awareness amongst youths, adults, institutions and country, the Nigeria Vocational Association came up with annual conference where generic ideas are harmonized for perfect solution to unemployment saga in the country, lunatic behaviours of our youths, gangsterism, hooliganism, cultism, Boko haramism and

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other vices that are inimical to national development. Therefore, this paper will practically unravel issues on curriculum and job creation for national development, entrepreneurship education for job creation, effective participation of women in TVET, Technical and Vocational Education and Training – A promising path to empowerment and poverty alleviation, TVET and Job Creation, Review of TVET Teacher and instructor training, challenges of TVET programme in Nigeria, Conclusion and Recommendations.

### **Curriculum And Job Creation For National Development**

Curriculum in the formalized education system refers to courses or subjects that are taught by a school, college etc. to students with a view to achieving desired goal in life. It is an instructional document encompassing both activities in the classroom and outside the classroom. It is a guiding document for the success of the school and the students. This curriculum contains both aristocratic subjects and vocational subjects. Curriculum is a formal and informal process by which learners acquire knowledge and understanding and develop skills, attitudes, appreciations and values under the school. It is made up of all the efforts made by the schools to bring about worthwhile behavioural changes in the recipients as members of the society. My focus is on the vocational and technical curriculum for job creation.

Technical subjects available at pre-vocational and vocational schools, at post-primary level, the Technical Colleges, Polytechnics and Colleges of Technical Teacher Education at Post-secondary level include: drawing, Auto-mechanics, computer technology, plumbing, painting and decorating, carpentry and joinery, furniture making, bakery, shoe repairing and making, printing, sign-writing, metal

fabrication, m *Prof. Nicodemus Ochani Agbulu* radio and T.V. servicing, tailoring dress-making, typing, shorthand, accounts, spinning, weaving, dyeing and bleaching, brick-making, boat-building and agriculture.

The National policy on Education recommended Discovery approach at the Junior Secondary School as against expository. Similarly, at the senior secondary and other vocational/technical courses, modular approach is recommended as against spiral approach. The essence is to meet up with the required number of manpower production in Nigeria. The curriculum is planned in conformity with the structure of school system.

These courses if adequately taught will meet up with the required number of manpower after graduation. Practical lessons taught out-rightly impart into the recipients, skills in handling tools, equipment and materials, and acquaint them with different careers and the organization of work in industry. The curriculum for TVET instruction if completely vocationalized provides ready-made jobs to the beneficiaries in various occupations and careers. For instance, farming which is the art of tending crops and rearing of animals is the major occupation of most rural communities in Nigeria, where able bodied youths abound.

Tending of crops and rearing of animals require skills such as selection of viable seeds, sowing of seeds at correct depth and distance, application of correct fertilizer, application of correct weedicides, correct style of harvesting, threshing, pressing and sale at correct prize(s). Similarly, the animal scientists must be skilled in handling animals, feeding, medication, castration, caponization, tatorning, processing and sale at the correct prize to consumers. All these skills equip students and those in the business of farming to be self-sufficient and self-employed instead of loitering the street in

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search of white-collar's jobs that are non-existent. Rural farmers and potential farmers need to be educated on new technologies and techniques in farming, sources of input for farming, harvesting and ways of reducing losses in harvesting and processing. Farmers need to be educated on record keeping, accounting, decision-making and profitable marketing of their produce. The specific training needs of farmers would however, vary from one locality to the other. A shift from oil to agriculture shall apparently bring back the lost glory of our great Nation, Nigeria.

Needle work and weaving are common economic/leisure activities among female folks in Nigeria. In certain communities, weaving is a major commercial occupation, youths and adults alike need instruction in needle work and weaving as part of the total vocational education programme. Rural women need training in the art of producing various designs in cloth, producing table cloths and stitches in clothes.

Youth empowerment and job creation through TVET in wood work, pottery and clay work, handicraft, home making/house keeping, and technology education is the surest way to independent life and creation of assets for self survival and enhancement of National Gross product.

### **Entrepreneurship Education For Job Creation**

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programmes. Entrepreneurship education focuses on the development of skills or attributes that enable the realization of opportunity, where management education is

focused on the best way to operate existing hierarchies. Both approaches share an interest in achieving “ *Prof. Nicodemus Ochani Agbulu* non-profit organizations or government can take the form of increased services or decreased cost or increased responsiveness to the customer).

Entrepreneurship education can be oriented towards different ways of realizing opportunities.

1. The most popular one is regular entrepreneurship which is opening a new organization. For example, starting a new business.
2. To promote innovation or introduce new products or services or markets in existing firm. This approach is called corporate entrepreneurship.
3. Creating charitable organization is a recent approach which is designed to be self-supporting in addition to doing their good works. This is called social entrepreneurship or social venturing.

The Nation's quest to inculcate skills into the recipients of Education calls for rejuvenation of instructional curriculum. TVET curriculum is a functional one and it assists individuals to acquire marketable and practical skills, in order to be self-reliant and not to depend on others for survival. Presently, entrepreneurship study is a core course in tertiary institutions in Nigeria and students are made to choose a particular trade of interest. The idea behind this is to make students self-reliant and useful to themselves and the entire society. Through the internship, in entrepreneurial scheme, students become creators of Jobs and not dependants on white-collar's jobs that are not in existence.

### **Effective Participation of Women in TVET**

Women as partners in progress in every facets of our existence should be fully engaged in the crusade for effective operationalization of Technical and Vocational Education and

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Training. This position was extensively debated upon in the 2015 Addis Ababa Action Agenda which gave rise to the 2030 Agenda for women in TVET.

The 2030 Agenda for sustainable Development envisages a world in which every woman and girl enjoys full gender equality and all legal, social and economic barriers to their empowerment have been removed. To that end gender equality has one of the sustainable Development Goals (SDGs) all to itself. In addition, gender equality cuts across all the goals and their targets. TVET is included under three targets of SDG and also contributes directly to targets under SDGs such as goal 8 on growth and employment (UNESCO, 2002).

Gender equality is essential for the achievement of sustainable development which is not attainable without the full involvement and engagement of women. Women and girls must enjoy equal access to quality education, economic resources and political participation as well as equal opportunities with men and boys for employment.

However, the UNESCO e-Atlas of gender inequality in Education shows that girls are still the first to be denied the right to education despite progress made over the past 20 years. TVET systems are often gender-based, effecting the selection of, access to and participation in specific learning programmes or occupations for both men and women.

In turn, this gender division of labour contributes to the perpetuation of gender inequalities at work and in society at large. According to the International Labour Organization (ILO) world employment social outlook 2015, woman all over continue to differ from higher rates of unemployment and lower rates of employment.

In 2015, in the Addis Ababa Action Agenda, Member states agreed to scale up investment in

Science, Technology, Engineering and Mathematics education, and enhance Technical, Vocational and Tertiary education and training. T ***Prof. Nicodemus Ochani Agbulu***

agencies, sharing knowledge and working together towards making gender equality in and through TVET a reality ([www.unesco.org/new/en/education](http://www.unesco.org/new/en/education)).

### **Technical and Vocational Education And Training – A Promising Path To Empowerment And Poverty Alleviation**

Most people associated with development issues are aware that roughly 1 billion people across the world live on less than US \$1 a day. What is perhaps less well known is that there are also about 1 billion people who are illiterate. Undoubtedly, large parts of both groups are made up of the same people. And girls and women form a majority of those who are unable to read and write (Elspeeth and Mohan, 2015).

Since Education is considered the key to effective development strategies, Technical and Vocational Education alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development. If we are to understand sustainable development as a form of development that enhances the economic well-being of all individuals in a community in a way that contribute to social cohesion and democratic value, while protecting rather than jeopardizing the resilience of the natural environment, it is clear that TVET is a crucial tool for attaining it. TVET is a branch of education that can give its young graduates the skills to do productive work using levels of technology that suit their communities. In this way, they can generate incomes for themselves, add to the property in their communities and even safeguard the environment.

It is a known fact to the whole world now that equipping young people with TVET skills

linked with entrepreneurship training is a promising path to empowering them to escape the trap of poverty (Elspath and Mohan, 2015). In absence of wage employment, young people with vocational skills must set up their own small business that provide services that their communities need. This is also expected to have the beneficial effect of cranking up the local economy from within, instead of creating a culture of dependence on external assistance. In rural communities, TVET graduates have the ability to add value to agricultural produce and products and traditional arts and crafts. In this way they can contribute to preserving the culture and traditions of those communities and reduce migration to urban centres.

As enunciated by Elspath and Mohan, traditionally, it was thought that TVET did not create employment. Globalization is rapidly changing this perception, as China and India, the most obvious examples, have demonstrated in recent years. Furtherance to their enunciation, if a country has a skilled workforce, it can attract business as industries based on older technologies relocate to countries where labour is cheaper. The challenge is to transform young people completing primary and secondary education into workers with the knowledge, skills and attitudes to be adaptable, flexible and competitive.

The benefits of TVET also highlight the working methods of the vast members of people in industry and agriculture which has impact on the natural environment, TVET graduates are valuable human resource of social environmental practice. Indeed, more and better quality TVET is a means of lessening environmental impact on several levels. First, many TVET programmes are centred on the transmission of restoring and repairing skills. This leads to a longer lifespan of materials, and thus less waste. Second, the concern of TVET

with innovation and more efficient work practices entails the development of techniques that have less or even a positive impact on the environment. Finally, community autonomy implies a reduced need for transport of goods, reducing energy usage and thus pollution (Elspath and Mohan, 2015).

### **TVET and Job Creation**

Job creation for trained manpower is important to sustainable development. TVET is expanding due to the technological changes and societal needs. This expansion means creation of more jobs for which training must be provided. Productive employment is restricted to skill-acquisition in jobs that are of benefit to individuals and society. Some literature puts that 80% of youths are unemployed and the solution is to create more jobs through TVET options in the following areas:

1. Skill acquisition in crop production which involves skills in pre-planting, planting and post-planting phases.
  2. Skill acquisition in animal production enterprise especially housing, feeding and management of animals of various kinds.
  3. TVET in agricultural mechanization, particularly the skills in the operation of farm machines and other farm-machinery.
  4. Skill acquisition in Building Technology
  5. Skill acquisition in Electrical/Electronics Engineering
  6. Skill acquisition in Refrigeration, TV, Radio etc.
  7. Skill acquisition in Wood work Technology
- All these provide ready-made jobs for graduands in order to be self-reliant and create wealth for others and themselves.

### **Review of TVET Teacher and Instructor Training**

Qualified and motivated teachers and instructors are key for effective learning and teaching and are at the heart of TVET quality. Effective policies and frame works aimed at

professionalizing TVET staff and improving their development, living and working conditions are considered essential measures for effective teaching and learning of TVET.

Professionalizing and competency of TVET teachers agree with one of the traditional theories of Vocational Education which states that “Vocational Technical teachers must be masters of their trades in order to avert square peg being fixed into a round hole”. Expected results from review of TVET for professionalization are better understanding of policies and practices on teachers and instructors, strengthened national capacities of participating countries for the development of teachers and instructor training and career management policies and practices, and enhanced regional co-operation in the area of TVET Teachers and instructors.

At the Shanghai consensus, there was an agreement on this matter of professionalism in TVET. To address this issue, the International Task Force on Teachers for Education for All, in close collaboration with UNESCO TVET section, the UNESCO-UWEVC international centre and the UNESCO Regional Bureau has initiated a review of teacher and instructor training policies and practices starting from the Arab Region. The objectives of this initiative are to provide an up to date analysis of existing TVET teacher and trainer training and career management policies and practices and indicate likely regional trends and challenges. In addition, the review will provide a frame work for comparison of prevailing practices in order to facilitate collaboration and partnership at regional level among countries and institutions of the Arab region and beyond.

In order to achieve the review and strategic policy goal of stimulating industrial and economic growth; some objects such as enhancing the quality of training, assuring

relevance and employability of trainees, improving coherence and management, promoting flexibility of training and enhancing the status and attractiveness of TVET would have been met.

(a) **Enhancing the Quality of Training:** A decentralized and diverse TVET system that includes school-based training and enterprise-based training requires a strong regulatory framework. A suitable qualification frame work and inspection system will provide the necessary quality assurance within such diverse system.

(b) **Assuring Relevance and Employability of Training:** Employability presupposes the acquisition of employable skills that are related to the demands of the labour market.

(c) Empowering the people with technical skills promotes youth productivity and National development.

### **The Need for Partnership with TVET**

Technical and Vocational Education and Training provides saleable skills, knowledge and attitude to her recipients for perfect placement in the world of work, in industries and other facets of existence. Sequel to this, the African Development Fund (ADF), in her publication reveals that the benefits of public and private partnership (PPP) with TVET are enormous. Among these benefits include:

1. Speedy, efficient and cost effective delivery of training programmes.
2. Poverty reduction through human resource development.
3. Improved access to quality TVET in formal and non-formal training institutions.
4. Enhancement of employment-oriented skills for youths and adults.
5. Reduction in the rate of school drop outs and their potentials harnessed through skill training centres.

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## **Challenges of TVET Programme In Nigeria**

There are number of challenges that affect effective operationalization of TVET in Nigeria. Amongst these challenges are:

1. The inadequacy and inconsistent supply of electric power to TVET institutions and industries has hindered the operation of some technological machines and equipment used for skill-training on the job.
2. In the education structure in Nigeria, general education is administered under the same shelter with Technical and Vocational Education. Most of these institutions are headed by people who are of general education inclined as against Technical and Vocational Education. In this way, appropriation of funds to Technical and Vocational Programme becomes a challenge. Literature reveals that Nigeria allocates below 10% of the National Budget to Education as against 26% of the UNESCO standard.
3. Nigeria has a difficult environment for doing business in the world. The prevailing challenges are inimical to skill development and job creation. There must be a stable and safe environment for entrepreneurial endeavours in the advance of white collar jobs.

## **Conclusion**

The training of manpower in different fields will reduce unemployment among the Nigerian youths and thereby foster National Development. With the strength of TVET, there are however, challenges with short and long term effects, which would be surmounted through effective operationalization of TVET programme. TVET is important not only because it creates job, it is also a training that everyone needs to catch up with ever demanding, changing and fast developing world of technology.

## **Recommendations**

1. TVET should be made attractive by offering scholarship to those who choose it as a career of study in tertiary institutions by this way rejuvenating the Technical Teacher Training Programme (TTTP) packages meant for Technical teachers in tertiary institutions.
2. Adequate funds should be made available to institutions having the programme for the purchase of expensive equipment and facilities.
3. There should be enforced collaborative linkages between TVET institutions and production/service industries – so as to guarantee smooth transition from school to work.
4. There should be effective enlightenment campaign to change the public perception or mind sets in favour of TVET.
5. The Nigeria Education system should focus attention on education for effective skill-development in the youth and devise strategies for assessing such skills.
6. The accrediting agencies should provide for the assessment of quality of skills acquired by the products in the minimum standards and demand for evidence of students' demonstration of such desirable work traits.

Thanks for listening.

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