

THE KEYNOTE CONVERSATION ON STRENGTHENING TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) SKILLS DEVELOPMENT FOR A GREEN ECONOMY

BY

PROF PAC ORDU
DEAN, FACULTY OF EDUCATION
FEDERAL UNIVERSITY OTUOKE
BAYELSA STATE, NIGERIA
+2348037097470
ordupp@fuotuo.ke.edu.ng

Abstract

There is no doubt that the socio-economic wheel of developed countries is found in the existence and activities of small business enterprises. Either the existence and or the lack of these small business enterprises created from the opportunities of their environment moderate the flow of economic activities and the living standards of nations. The main focus of green economy is that the environment is exploited for our use, while ensuring that it is protected for the use of future generations. Small business enterprises have a critical share of activities that are carried out in communities. Many countries have recently adopted entrepreneurship education as an instrument to pilot these small business enterprises that play major roles in the development of the society. Majority of these younger people are in tertiary institutions; hence, greater emphases of developed nations are geared towards the education and training of the youths to drive economic activities through the creation of small business enterprises. To drive the green economy, entrepreneurship success must come with the need to exploit the potentials of students; then develop their innovative potentials through which they would graduate into the society and practice their various lines of creativity and innovative potentials to put the market equilibrium into test. This paper targets the concept of green economy and brings the relevance of educators' responsibility to develop students' potentials to drive the wheel of green economy through graduates' innovative small business enterprises. The paper further holds educators responsible for the development of both informal and formal curriculum contents to guide students' mindsets towards their role in the green economy.

Keywords: Green economy, entrepreneurship, domestication, innovation, sustainable development

Introduction

I am deliberately proud that we have gathered in Uyo on the invitation of AVTEN annual conference to discuss our relevance in the sustainable development of the green economy. That we have gathered here is a clear indication of our desires to support sustainable development programme in our various

institutions. Lukas (2015) explained that sustainable development and green economy are twin concepts that seek to improve human wellbeing and achieve social equity. Since we are also part of the human wellbeing operating from the academic community, we have the responsibilities of interpreting their contents and designing the teaching

methodologies. This brings us to the critical reason our institutions ought to be collaborating with business organizations and researchers with a view to generating value for our society just as the introduction of green economy at the UN was the result of some academic environmentalists in the United Kingdom. Thus, Diaconu et al (2015) explained that our institutions would be part of the innovative value chain in contributing to the development of green economy through the domestication of imported ideas. Hence it can be asked if we really understand the responsibilities that our job as educators has bestowed on us at periods of employment recession as students have described schooling as a scam. There are two major stakeholders in this directional assignment of domesticating foreign ideas. They have been identified in this lecture as the educators who are the grassroots implementers of our institution curricular, and the students who the educators must mentor and inculcate in them the value of a changing society to enable them drive the desired innovative change.

The growth of interest

It is necessary to note that following some historical developments in the environment of the United Kingdom, a Stockholm Report from some commissioned environmentalists titled *Limits to growth* was published in Rome in 1972. Following this report which

targeted the need to sustain their economy with proceeds from their foreign markets, there arose series of discussions across the UK and other developed nations. So, the United Nations, World Bank, European Union, United Nations Environment Programme, etc., encouraged research into various developmental areas to exploit the opportunities available for the sustainable economic programme outside of the UK. Accordingly, UNCED (1993), Loiseau et al. (2016), Khalili et al. (2015), and Okereke, (2018) revealed that the purpose of sustainable development necessitated a change in societal paradigms. This change was meant to create new markets for the West by opening new opportunities for their technological expansion.

In 1992, world leaders under the auspices of United Nations held a Summit in Brazil to discuss further on the concepts of sustainable development. The Summit rose with a new concept that was described as the green economy. This new concept was accepted as a template to guide individual leaders towards the recovering of opportunities deposited by nature in their various countries. But to the developing nations, this implied that there was a noticeable level of degradation of their environment occasioned by the operations of international companies. The concept was literally presented to recover the

environment from degradation, so it was meant to showcase man's closer relationship with nature so that the biblical injunction at creation which directed man to be fruitful, multiply and replenish all the opportunities of creation would be brought to limelight. Bearing this in mind, the League resolved that the prevailing economic and social practices were a threat to development that would compromise the opportunities of future generations to meeting their own needs. The League noted that this was so because previous emphasis had been on the needs to exploit, subdue and take dominion of all operational zones. Consequent upon the nature of exploitation, the League identified some resultant effects in communities of operations such as hunger, poverty, ill-health, and environmental degradation. These problems were identified as by-products of human economic practices which exploited the earth's resources and degraded the environment as well as depleting the same resources. Simply put, the operations of big companies in our communities, especially the foreign oil and gas companies, etc., was the immediate reason for the decision. Although the remote reason is totally different, and we shall discuss that in due course. In 2012, member States converged again in the Brazil to discuss the theme of green economy called agenda 21 where over 25 resolutions were passed. Correspondingly, education of the

youths was high-lighted and its role in sustaining all other desired developments were discussed at the conference.

Green economy as an alternative to sustainable development was used for the description of economies that exhibited the original features of the sustainable agenda. It is important to note that on Nigeria's priority list from the Rio+20 conference included among other items education, green growth, energy, city planning, and job creation (DailyTrust, 2012), but this has not worked for us. Again, in 2015, the global Summit adopted the 2030 agenda that has 17 goals on sustainable development. The agenda recognized the fact that poverty would not end until the implementation of sound strategies to build economic growth. It was also noted that these strategies must be relevant to address other needs such as education, health, social protection, job creation, etc., that are predominantly the challenges of developing nations. These 17 goals were desired to be achieved by member-States on or before the year 2030, bearing in mind that individual States would have to domesticate their priorities from the list. Basically, from their concept, this paradigm change proposes a continual integration of environmental values into economic activities while also protecting the ecosystems. It was at this Summit that the need for a transition to green economy was stressed. Soderholm (2020)

explained that green economy was a transformation that is fundamental towards more sustainable modes of production and consumption where there would be a situation in which there is less negative impact on the natural environment. But since these measures have not protected our ecosystem, this same author further reported that these measures have not brought the anticipated developments to the world as there has been calls for the reformation of the operational economic models to enhance a new way of tackling issues of climate change, bio-diversity, water scarcity, education, etc. Having gone through this evolutionary process of green economy, the purpose of our conference theme points at how we can harness our resources as vocational educators to inculcate necessary competencies in our students to discover, develop, and deploy (DDD) their potentials to become active players in the green economy.

There are many schools of thought regarding the concept of sustainable development and the new themes of green economy some of which we can mention.

- a. There were experts who saw it as purely changes in our environment that needed attention;
- b. Some interpreted it to mean the innovation in science and technology that can influence the growth of an economy with minimal impact on the ecosystem;

- c. Others reasoned that sustainable development referred to a shrinking environment resulting from present exploration;
- d. Yet some saw it as craftily scrambling for the future wellbeing of these super nations at the expense of developing nations.

Bearing these various interpretations in mind, we can pitch our tent to ask the following questions:

- what is to be sustained?
- whose duty is it to sustain the “what”?
- for whose interest(s) is the “what” to be sustained?

Simply put, these developments are politically manipulated to create new markets for the products and services of developed nations, while continuously stagnating the thinking of developing nations like ours to believe that we are relevant in the global arena. Indeed, it is aimed at developing their efforts to concentrate ownership of new technologies, acquire foreign land spaces, create new markets, use these technologies to exploit our environment, deceive us through minor employment opportunities, while creating huge markets for their technologies. Ladies and gentlemen, we constitute very important market to these nations because we have continued to remain as consumers of their products from these diplomatic manoeuvres. Even our oil and gas that are the products of their explorations in our localities are processed into fuel by them and sold to us. We have not had the willpower to change this narrative, and

they cannot refer to the provisions of their policies to mandate us into building our own refineries because this will reduce the quantum of their market. Poorly, we have not produced anything that has exploited their markets.

Politicking within the areas of the lacuna, those three elements have been observed and given suitable definitions as green economy is said to be transformation that results in improved wellbeing and social equity, while significantly reducing environmental risks and ecological scarcities. However, if we look at the challenges of our local environment, the perspective of the climate change, as well as the covid-19 palaver, we will agree that we are gradually moving away from the conventional concept of green economy. So, what do we do to ensure that our students become active players in the green economy?

Resource wastages and 4R concept

Some of the issues about green economy discussed above further provide for us to understand the processes of waste management in order to improve our well-being. This needs to be brought into perspective while treating the efficient application of resources in our communities. Therefore, educators must understand that while emphasizing the need for resource efficiency and clean environment in production, there is the 4R concepts of waste generation and disposal (hierarchy) provided by the concept of GE that we need to note. These are:

a. to reduce the possibilities of raw materials wastages;

- b. to establish greater material flows to reuse all or the necessary wastes;
- c. to recycle other wastes where possible, and finally;
- d. to repair others with the hope of bringing them into use again.

The essence of educator's responsibilities in our various disciplines come under questioning in this resource wastage and management discourse. We are to note that it is our responsibility to practically advocate prevention of wastages in all its ramifications. This can be achieved if we are knowledgeable enough to impact same education to students. This will at the same time translate to imparting attitudinal mindsets to ensure students' compliance in their desire to use the western products as their waste product to enhance their innovative potentials.

The place of education in the concept of green economy

Among the 17 goals of sustainable development, quality education was listed as number 4 item. The original document admitted that education was among the critical sectors needed to achieve the prosperous future we all desire. While defining education for its role in sustainable development, United Nations Conference for Environmental Development (UNCED) (1993) explained that education was a tool for human capital development. To achieve the education purpose of their agenda, there is need for us to pay attention to three critical components as: (a) acquisition of innovative skills (b) domestication of

innovative ideas, and (c) education curriculum review to align with labour market.

To achieve these components, the 1993 Conference had informed that there must be need for us to pay greater attention to the concepts and domestication of sustainable development programme. Ladies and gentlemen, it is for this purpose that we are gathered here so that all hands must be on deck to promote human capital development that would ensure a reduction in unemployment, hunger, poverty, and environmental depletion. The application of innovative human capital development programme pre-supposes our responsibilities to inculcate the necessary competencies in our students to enable them develop the potentials for innovation to participate actively in the economic development of their local communities. I have no doubt in our knowledge of the role that education can play in the growth and development of our communities. But then, I ask. To what extent are we prepared to play our roles in this digital economy to drive this integration process? We need to understand that such interventions by academics of developed nations are seen in the laudable achievement of their economies. Perhaps, that was because they understood their labour market trends and domesticated education and innovation to the level of their labour market needs. But in our case, we are

teaching to produce misfits for the labour environment.

The academia in Nigeria has gone through, and indeed we are still going through several challenges without a destination in sight. I honestly hope that we shall secure government support to realize and maximize the powers of our responsibilities in teaching and learning of our students in the 21 century society. But note that we must be creative and innovative ourselves because we cannot give to students the knowledge and competencies that we do not possess. If we can acquire such competencies, then,

- a. we can inculcate employability competencies in students and see how they would be . creating jobs upon graduation;
- b. we would see the need to stop teaching students how to become good paid employees when they graduate;
- c. we would subject ourselves to teaching students how to become job creators upon graduation.

To succeed with these innovative ambitions, we must think outside of the curriculum box to change the old formula that has made us instruments to scam students. This will empower us to increase our innovation capacity and the sustainable development contents in our educational curricular. With our collective efforts towards this, we can

process results of these new developments after a successful test-run through our institutions and national associations, to our supervisory bodies and mandate them to do the needful. Ladies and gentlemen, you will recall that business education programme at the NCCE level had remained a two-department programme since it was created in Nigeria with shorthand and typewriting playing major roles. Let me inform you most passionately that the 2020 NCCE Minimum Standards has totally expunged those dreaded courses called shorthand and typewriting; and has introduced some innovative courses to empower students. Interestingly, in addition to the old (1) accounting education department and (2) office technology and management education department, the following new departments have been created: (a) department of entrepreneurship education, and (b) department of marketing education. This brings the total number of departments to four. Ladies and gentlemen, I, while liaising with NCCE for a period of 14 months between 2018-2019, single-handedly developed these courses, their course contents, course codes, course descriptions, all other elements, including a 350-page UNESCO template. These courses contain series of practical contents/windows to help students acquire innovative skills and competencies to launch themselves into self-employment upon graduation.

This is my contribution to change the traditional narrative at the NCCE level. At this point, it is necessary for you to note that NCCE did not see the gap in their business education programme. I identified the gap in the programme and requested them to give me the opportunity of bridging it. Having secured the formal approval, I did the work for free without asking NCCE for remunerations.

The role of small business enterprises

The development of a new world order from green economy, in our environment, pre-supposes the integration of the role of small business enterprises in the development of our communities. The entire emphasis is on the need to develop new technologies in small business enterprises that would:

- a. generate less pollution into the society;
- b. generate less wastes in our environment;
- c. make efficient use of materials and resources to satisfy human needs.

This calls for the development of new technologies and development of resources that would be pollution free. Since our institutions have not been able to develop these technologies, vocational educators have to leverage on their own inability to produce graduates that are employable and think outside of the box. To achieve this, the project has to be facilitated in partnership with the private sector business enterprises. The implementation of green economy with vocational educators as facilitators cannot

hold any level of success without the active role of small business enterprises in our communities.

As we teach students the need to innovate, we must not isolate the theory of alertness to business opportunities by Kirzner. A thorough understanding of this theory and the acquisition of required practical competencies puts the graduate at a critical level of seeing self-employment to create new job opportunities upon graduation as his first option. This implies that students would graduate to become grassroot business owners whose innovative products would drive the course of new market supplies and demands. This means that their efforts would strike out the market forces from their original stages of equilibrium into the creative destruction stage of Schumpeter's theory.

However, the adaptation of my institution-community partnership model would help to solve this problem of integrating our students to be mentored in small business enterprises within host communities.

From the production of consumer-graduates to the creation of producer-graduates

If we must be seen as responsive educators of vocational education programme, then we need to design the responsibilities out of the ills associated with our programmes. The greatest challenge that will ever be experienced by vocational educators is that we proudly teach and graduate employment misfits annually into the labour market. The students we teach and graduate them as having been found to be

qualified in character and learning lack two fundamental things (1) they do not possess the employable skills to be able to secure paid-employment if available, (2) they do not possess needed employability skills and competencies to create jobs for themselves. The reason is simply that our curriculum is out-of-date and educators who use them to teach are not prepared to think outside of the box. Some educators have reduced their responsibilities to the level where they have brought their own undergraduate notebooks as their teaching guides. This is the reason our graduates end up either being unemployed while the lucky ones are under-employed. Ladies and gentlemen, our concern should be how to guarantee our students job opportunities upon graduation through the quality of training and knowledge we impart to them. But to integrate our graduates into the 21st century work environment that will prepare them for the green economy, we shall start from the design stage of our curriculum. Our products that we graduate into the market are totally misfits and wastages while our services that were not capable of empowering students on graduation is also a wastage. So, how do we prevent this wastage. We can do this by designing curriculum that will take into considerations all the hands-on-training elements to re-position our products from the consumer-graduates to producer-graduates. The solution is in the application of institution-community partnership mentioned earlier in this text.

The role of tertiary institutions

Diaconu and Dutu (2015) informed that UNESCO described a modern University

as one that possesses the foresight for the 21st century labour market. He explained that such university is the right place where research and academic works are performed in order to achieve economic goals. To achieve this goal, it is necessary that the university takes on her third role which is the task of innovation aimed at training young people to create jobs. Reacting to the role of a modern university, Darvey (2016) informed that their research result of a given 20 years showed that about 85% of new jobs were created by university graduates. He further explained that a great number of small business enterprises in the US were created by students each year before their graduation. As vocational educators, the institution-community partnership model offers the opportunity for us to strengthen vocational education in our institutions. If students are properly taught, well brought up in hands-on-training, acquire required skills and competencies in business operations, they would drive the creation of various small business enterprises in their communities. Some of these small business enterprises would certainly be in the green subsector.

Keying into the green economy as an entrepreneurial opportunity

In treating green economy as an entrepreneurial window in today's society, I wish to inform you that our conventional method of teaching in vocational education programme has lost its merits. Teaching and learning in our disciplines needed to be creative and innovative so we can remain relevance in the 21st century labour market. The principle of innovation has become a term which many scholars have found

interest in its application. Since our new focus must be to teach and train students to become entrepreneurs, we must note that actively acquiring the skills of innovation is the absolute mindset to inculcate in them. While contributing to the innovative discourse, Upadhyay et al (2018) informed that the economic change in our society revolves around innovation, entrepreneurial activities, and market power. They posited that innovation is simply seen as new idea expressed either as new idea itself, new device, or new methods. Since the art of entrepreneurship can be explained as a creative and innovative response to the environment at any given time, students need to be taught this art so that on their graduation, they would become job creators to shake the economic activities of their societies.

The 21st century economic market has made it necessary for educators in vocational education programme to be pro-active and switch over to methodologies of teaching that would align with labour market best practices. This calls for us to note that the educational investments in our student to exploit their innovative potentials is the best opportunity that this generation would offer them. Innovative start-up entrepreneurs are the strong economic players who would deploy their skills, products, competencies, aptitudes and services to create new market niche in the areas directed for green economy. Since innovation means the new combination of factors of production, its acquisition will break the Western manipulated cycle of economic and market activities. There is no doubt that if these responsibilities of teaching and learning are to inculcate the

necessary competencies in students, ground breaking green discoveries are going to be achieved in our various disciplines.

The need to implement green economy has created an economic opportunity for vocational education programme to transform the society. This situation requires our involvement in the active participation of our students who would drive the engagement through their innovative thoughts and practices. Bearing in mind the 21st century requirements of knowledge acquisition, we need to train up entrepreneurial students to drive the process of innovation into the green economy. While discussing the importance of creativity and innovation in the survival of an economy through entrepreneurship, Monacha (2012) and Upadhyay et al (2018) informed that entrepreneurship is the ability of the student to recognize, initiate and exploit an economic opportunity. These can be further explained thus:

- a. it is the individual's ability to recognize an economic opportunity in an area;
- b. it is also the showcasing of the ability to initiate an economic process in an environment;
- c. it can also be explained as the person's ability to identify these hidden opportunities and exploiting them to create an economic niche in an area.

Accordingly, they posited that since the entrepreneur is an innovator, he is the one who introduces new markets in the economy to break the existing market

equilibrium. Since these are the strengths of the entrepreneurs, it therefore means that teaching our students to become entrepreneurs would mean training them to becoming employment creators upon graduation. This also implies that they are going to be producer-graduates instead of consumer-graduates. If we can take this concept as our collective project that must be achieved, it translates to the easy way of strengthening our disciplines for the green economy.

Granted that this conference organisers require our inputs in the discourse, I congratulate them for thinking in the right direction. This bestows on us the responsibility of inculcating in our students the principles of innovative thinking. This will enhance their zeal to acquire practical competences to develop their potentials in contributing to the needs of the global demand to go green. My desire that our students can handle this window is premised on the following elements of innovation:

- a. acquisition of new ability to do things differently;
- b. introduction of new processes of carrying out business operations;
- c. introduction of new products that may have been unknown to consumers;
- d. discovering and presenting new sources of raw material needs;
- e. opening a new market lines for new products;
- f. developing new combinations of raw materials to achieve new means of production.

By keying into these principles, our student-entrepreneurs and indeed

graduate entrepreneurs would be combining the creative destruction tendencies of Schumpeter to migrate their communities from the present consumer societies to the green economy where products that will key into our definition would flood our markets. A study of creative destruction will reveal that its main purpose is to innovate, and where our students have acquired the competences of impacting on the economy, they are invariably destructing the existence of older products to create new products and services that would be green compliant. Therefore, we are all stakeholders in this change in the economy which our students must drive. Since Upadhyay et al, (2018) explained that economic change revolves around innovation, entrepreneurial activities and market power, it imports therefore that the ball is directly in our courts.

Students' innovation as the wheel of green economy

It is necessary for us to agree that innovation has become the wheel of development across the world. Societies like the US, South Korea and China, among others that adopted the green economy, have a long history of innovative economic strategies to drive their investments. South Korea has since its adoption been investing huge budgetary allocation to develop and sustain the green economy. The same goes for China that has been allocating huge portions of her investments in areas of green key sectors. We need not forget that South Africa has Nigeria as one of her major markets in Africa as it exports series of her solar energy powered products to us. This we have noticed in

the areas of renewable energy, household appliances and technologies. These societies have so much to offer Nigeria through their exports of goods and services including financial loans. Some of these countries have witnessed huge growth in small business enterprises associated with growth participation in economic development of the private sector. Darvey(2016) informed that majority of small business enterprises that are created annually in the US are products of students. This is because their students learn while in school through regular practice. This was captured by Kiod (1977) as he informed that students who learn through practice are more productive than those who are only exposed to theoretical learning environment. At this point, it is the responsibility of our institutions to design and inculcate the right attitudes, skills to enable students discover their potentials. This will equip them to develop series of business ideas that can be attractive to investors.

Our responsibilities to strengthen the programme for green economy

As educators, we are already accustomed with what seems to be the usual way of teaching our subject areas. This archaic satisfaction has lead us to the continuous production and deployment into the labour market of consumer-graduates thereby destroying our economy. What is even worrisome is that we have continued to blame the government. This glue to the old ways has blind-folded us from identifying with contemporary opportunities that would enable useffect

innovative pedagogies to help us graduate into the society those who would be producer-graduates. This attachment has made us to kick against anybody introducing a new method of teaching that would attract additional burden on us. This is due to many reasons one of which is that the new method would require us to go for retraining and acquisition of new skills. The acquisition of new skills is a necessity if we must strengthen our disciplines to become stakeholders in the new engagement.

We would have noticed that some of the houses in our neighborhoods are solar power compliant. Those homes do not contribute in pumping toxic carbon into the environment. So, they neither pollute their areas with noise nor inject toxic carbon into the air space. Products of solar facilities in Nigeria comes from China, Japan, South Africa, Brazil, etc. Vocational educators can empower their students to begin work on solar power provisions as raw materials to produce other domesticated products. I did this at FCE(T) Omoku through TETFund grants in 2016 where we initiated and operated power in the Registrar's office block, Deputy Provost's office block, Solar drier in Agricultural education laboratory; others were not delivered by their researchers when some staff who became enemies of the system disrupted the process of creativity that I was developing for the College.

We noted that students of Federal Polytechnic Nekede (2022) developed a

solar-powered vehicle that trended the social media space in the months of February and March 2022. This was funded by TETFund too. From their Press interactions, these students hoped to continue the production for commercial purposes. There was also the information that a group of students from another institution produced a solar powered sport car as their terminal project. Though, the source of funding was not disclosed, but these are developments that TETFund would be ready to fund if interactions are properly handled by your institutions.

Again, a student at Ignatius Ajuru University of Education in Rivers State is producing a solar-powered generating plant as her PhD Thesis product. If we can just imagine a female PhD student developing this level of equipment, it is possible that the sky may be her limit upon graduation. Mr Chairman, as I had stated earlier, the whole essence of green economy is focused at life with less emission of poisonous carbon, effective use of our natural environment in such manner that we do not exploit them to enjoy ourselves at the expense of future generations.

Furthermore, a drop-out student of mechanical engineering at the University of Maiduguri has started converting regular mini buses into electric-powered buses. According to the student, his innovation is targeted at the elimination of poisonous carbon into the air which pollutes the environment. While the regular fuel-powered buses accommodate four occupants per seat, his electric

powered buses accommodate only three persons. His reason is that the cost of powering the vehicles to operate for a whole day is less costly than those that use regular fuel.

However, this is a revolution that can help our host institution eliminate the frequent use of power generators which noise and fumes are hazards to the environment. This presentation is requesting our departments to redesign their programme curriculum to allow students discover and develop their potentials to enhance innovative discoveries in our system.

Challenges of engagement

There are numerous challenges that will militate against our efforts to go green. Some of these can briefly be mentioned here:

Federal government insensitivity to the welfare of educators

The attitudinal interest of lecturers to their work has been demobilized by government irresponsibility to education. Lecturers are no longer interested in working for the government. This can be seen as a number of lecturers are fleeing from the country to find greener pastures abroad. Considering insensitivity of government to the welfare of lecturers, every lecturer is prepared to relocate to a foreign land if opportunities are opened.

Poor salaries of educators

Our present crops of lecturers are already impoverished and have many side-

business activities they undertake in order to meet the demands of their families. These lecturers would kick against the introduction of new programmes that are likely to attract a disconnection with their side-businesses. Such new programmes would become an incursion into their developed ways of raising additional cash to fend for their homes.

Lack of funding support from government

You will realise that the green economy was discussed at a UN Summit more than 15 years ago. It is a global programme but Nigeria has not implemented it according to its principles. This shows the low concern of Nigerian government towards the project. Even where some students are willing to go through this process, lack of grants from government will quickly diminish the knowledge students would have acquired during the practical training. My experience at the Federal College of Education (Tech) Omoku explains this position very well. At completion of practical programme, students had expected to continue their production and manufacturing activities with little assistance from government as it is done in developed nations. This was not done leaving students to interpret such programme as wastage.

Unfavourable legal framework

The process of small business registration with Corporate Affairs Commission (CAC) is so cumbersome that students find it difficult to satisfy their conditions. The financial requirements is also part of the hurdles that discourage students from willingly registering their business names. This should be liberalised for students to serve as encouragement for those who wish to establish themselves as self-employed upon graduation. Furthermore, taxes from government agencies are also part of the issues that discourage students from venturing into self-employment.

Degradation of our communities by majors companies

This subhead summaries the challenges of our communities as we sustain the relationship between the operating oil companies and our societies. The gas flare, destruction of our ecosystem, total pollution of land and river facilities are no longer news. How do we teach and encourage students to become green economy compliant when our environment are daily polluted by the operations of bigger companies. How would government put an end to oil bunkering that pollutes our environment, kill participants in scores, destroy our land when bigger companies are daily destroying lives and property around us.

Recommendations and Conclusions

To strengthen the development of skills and competencies in our students to enhance their relevance in the green economy, educators need to re-learn and re-position themselves to accept the followings:

Need to re-design the curriculum and take the responsibility to change the pattern of teaching to pedagogy of teaching and training;

1. Apply the 5W principles of pedagogical teaching – what, where, who, why, when.
2. The responsibility of identifying the lacuna in the education and labour market environments and close the gap with the production of producer-graduates;
3. Stop teaching students how to pass their examinations and secure paid employment;
4. Teach students how to train and create jobs upon graduation;
5. That the problem of graduate unemployment is in our hands;
6. That schooling today is a scam where we are the government's instrument used to scam students.

References

- Adedeji, B. S. and Mohammad, M. R. (2018). Innovative teaching methods and entrepreneurship education: A review of literature. *Journal of Research in Business, Economics and Management*. ISSN, 2395 2210: 1807 - 1811

- DailyTrust. (2012). *Nigeria Lists Priorities for Rio+20 Summit*. <https://allafrica.com/stories/201206140118.html>
- Diaconu, M. and Dutu, A (2015). The role of the modern university in supporting the entrepreneurial ecosystem. *European Journal of Interdisciplinary Studies*, 7 (1): 11 - 24
- Dzomonda, O. and Fatoki, O. (2019). The role of institutions of higher learning towards youth entrepreneurship development in South Africa. *Academy of Entrepreneurship Journal*, 25 (1): 1 – 11
- Khalili, N. R., Duecker, S., Ashton, W., & Chavez, F. (2015). From cleaner production to sustainable development: The role of academia. *Journal of Cleaner Production*, 96, 30–43. <https://doi.org/10.1016/j.jclepro.2014.01.099>
- Loiseau, E., Saikku, L., Antikainen, R., Droste, N., Hansjürgens, B., Pitkänen, K., Leskinen, P., Kuikman, P., & Thomsen, M. (2016). Green economy and related concepts: An overview. *Journal of Cleaner Production*, 139, 361–371. <https://doi.org/10.1016/j.jclepro.2016.08.024>
- Lukas, E. N. (2015). Green economy for sustainable development and poverty eradication. *Mediterranean Journal of Social Sciences*, 6 (6): DOR: 10.5901/mjss.2015.v6n6s5p434
- Manacha, S. (2012). Innovation and entrepreneurship in today's scenario. *International Journal of Marketing, Financial Services and Management Research*, 1 (8), ISSN 2277-3622
- Soderholm, P. (2020). The green economy transition: the challenges of technological change for sustainability, *Sustainable Earth*, 3 (6): <https://doi.org/10.1186/s42055-020-00029-y> 1 – 11
- Okereke, C. (2018). Business Educators' Perception on Green Skills Needed in Business Education Curriculum for Creating a Sustainable Society in Nigeria. *Nigerian Journal of Business Education (NIGJBED)*, 5(1), 30–39.
- United Nations Conference on Environmental Development. (1993). The United Nations Conference on Environment and Development. In *Journal of Architectural Education* (Vol. 46, Issue 3). <https://doi.org/10.1080/10464883.1993.10734558>

Upadhyay, C. S. and Rowel, P. (2018). A critical study of Joseph A Schumpeter's innovative theory of

entrepreneurship. *International Journal of Creative Research Thoughts*, 6 (1): 1678-1686.

practices; a critic of the assumptions of traditional agricultural extension. *The Journal of Agricultural Education and Extension* 1:1—5. Available at Website [http://library.wur.nl/ejae/vInI - 5.html](http://library.wur.nl/ejae/vInI-5.html) (verified 23 July 2007). Google Scholar

Young, T. (2003). Adoption of sustainable agricultural technologies: economic and non-economic determinants. ESRC *Global Environmental Change Programme*. Available at Website <http://www.sussex.ac.uk/Units/gec/pubs/briefing/brief-21.htm> (verified 1 May 2005). Google Scholar