

TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) FOR SUSTAINABLE HUMAN SECURITY AND NATIONAL DEVELOPMENT

BY

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Abstract

The world will never be secure from war if men and women have no security in their homes and in their jobs. Both the rich and the poor are faced with a number of security challenges ranging from physical, social, economic, health, environmental, individual, community, political among other sources of human insecurity. Sustainable human development programmes must be designed to be pro-people, pro-jobs and pro-nature. Therefore, TVET experts and practitioners must deliberately engage with the corporate entities, international organizations and government for comprehensive assessment of sources of threats to human security in various sectors to provide guide for designing and reforming TVET programmes capable of promoting sustainable national development.

Key Words: TVET, Sustainable Human Security and National Development

Introduction

Education has been widely acclaimed as the most important component in the development of productive and sustainable nations and human kind in general. It has been seen as an act or process of cultivating (whether physically, mentally or morally) one's mental activities or senses; the expansion, strengthening, and disciplining of one's mind, faculty, and the forming and regulation of principles and character in order to prepare and fit for any calling or business by systematic instruction. Jacques Delors in the UNESCO 1996 reports noted that "Education is an indispensable asset in confronting the many challenges of the future and in attaining the ideals of peace, freedom and social justice". The fundamental principle is that education must contribute to the overall development of each individual, including his or her mind and body, intelligence, sensitivity, aesthetic sense, personal responsibility and spiritual values.

The wealth of a nation is not accounted for by the abundance of physical and material

resources, but rather by the pool of skilled men and women required to propel and power growth in various sectors of the economy. Learning is positively imparted if learners could practice what they were taught in character, implementation and production. The result of this instruction is determined by the knowledge, skill, or discipline of character acquired. It is important that any nation with a clear vision for its education system will aggressively pursue the development of a structure that integrates access, quality, and skill for a knowledge economy formation with measurable evaluation indicators at all curricula levels. This will serve as an institutional process of meeting the needs of the micro-economy of such nations.

The theme for this conference, "technical and vocational education and training (TVET) for sustainable human security and national development" is very apt considering the role played by TVET in the economies of most developed nations. TVET encourages skill acquisition; knowledge and attitude needed for professional careers, and through its

orientation, the social and economical inclusion of the rural population and the marginalized communities are addressed. Considering the fast evolving changes in world economy occasioned by the forces of globalization and ICT expansion, coupled with the fact that foreign investors place premium on skills and technical competencies of local workforce, neglecting the TVET sector will be tantamount to compromising the wellbeing of the populace and the national economy. The security situation in the country, the threat posed by insurgency and the Boko sect, youth unemployment, political tugs, among others lay credence to the need for total reorientation of the education system. The fact that the economy of any nation does depend solely on having a large pool of skilled workers that can handle the rapidly changing demands of the labour market can no longer be neglected.

In spite of the enormous promise TVET holds in propelling economic growth, this sector is still largely neglected in Nigeria. Less than one percent of secondary education in Nigeria is oriented towards technical and vocational skills acquisition (UNESCO, 2000); while at the tertiary education level, workshops for TVET have become dump sites for outdated and obsolete machines, equipment and tools. Skill mismatch is a common phenomenon in all aspects of the education system; with wide discrepancies between skills acquired in schools and those required in the workplace. The rate of unemployment thus continues to increase not as a result of non availability of jobs, but largely due to the non availability of skills required for the jobs. Under this scenario, no responsible development can take place for sustainable development can only be attained when there are consistent improvements in the human resource base of the nation.

Conceptual Clarification

TVET is a compound term that encompasses vocational and technical education. Okoye (2012) presents the definition of TVET in two contextual frames; i. as a corporate entity

(term) and ii. As a function. As a corporate entity or term, the component variables are examined and integrated. While technology is the scientific study and use of sciences, technical is the attributes of applied and industrial sciences, and vocational refers to the preparations specifically needed for a particular job (Gale, Encyclopedia of Education, 2013). Thus technical education is a formal training that enables application of techniques of applied sciences and mathematical principles for the services of human kind; and vocational education is the educational preparations and training provided to enable them become specifically qualified for a particular vocation.

While technical education has bias for nurturing skills and practical development of an individual, vocational education is imbued with strict adherence to guiding principles for effective professional performance in an occupational field. In line with the corporate entity perspective of TVET, FRN (2004) defined TVET as a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupations in various sectors of economic and social life. It further conceptualized TVET as;

- a. An integral part of general education
- b. A means of preparing for occupational fields and for effective participation in the world of work;
- c. An aspect of live long learning and a preparation for responsible citizen;
- d. An instrument for promoting environmentally sound sustainable development; and
- e. A method of alleviating poverty.

Butterfield (2000) described TVET as any educational programme organized to orient people into skills acquisition, and as well as teach them the attitude and knowledge necessary for the appropriate utilization of

such skills. It is education designed to develop specific occupational skills. As a function, TVET is categorized into three socialization scopes;

- i. As a continuing education
- ii. As a preparation for an occupational field
- iii. As an accolade of general education

As continuing education, TVET provides and facilitates seamless pathways for learners with an emphasis on articulation, accreditation and recognition of prior learning. Within this wide range of related qualities, TVET ensures a sound initial education and training aimed at learning to learn (UNESCO, 2001). It permits the updating and renewal of knowledge and practical abilities and skills in the occupational field while providing the flexibility in curriculum design that enables an individual to adapt to technological changes in his occupation or to enter an occupation, exit or re-enter the occupation.

As preparation for occupational field, TVET provides the foundation for productive and satisfying career. It offers a thorough and specialized preparation for paid or self employment. TVET offers broad knowledge and generic skills applicable to a number of occupations within a given field.

As an accolade of general education, it renders its frame of emphasis accessible to the essential component of general education. It permits individual to understand the technological nature of modern culture and appreciate occupations requiring practical skills. TVET creates educational background necessary for democratization of entrepreneurial skills in a broader and in an organized manner for a chosen occupational field. TVET thus has the potential to train the skilled workforce that the nation needs, and create employment for the youths and emerge out of poverty, underdevelopment, technical backwardness and overcome all forms of insecurity.

Development

Development as a concept is a victim of definitional pluralism. It is a difficult word to define. Its definition depends largely on the angle from which the definer is viewing it. Gboyega (2003) captures development as an idea that embodies all attempts to improve the conditions of human existence in all ramifications. It implies improvement in material well being of all citizens, not the most powerful and rich alone, in a sustainable way such that today's consumption does not imperil the future. It also demands that poverty and inequality of access to the good things of life be removed or drastically reduced. It seeks to improve personal physical security and livelihoods and expansion of life chances. Naomi (1995) believes that development is usually taken to involve not only economic growth, but also some notion of equitable distribution, provision of health care, education, housing and other essential services all with a view to improving the individual and collective quality of life. Chrisman (1984) views development as a process of societal advancement, where improvement in the well being of people are generated through strong partnerships between all sectors, corporate bodies and other groups in the society. It is reasonable to know that development is not only an economic exercise, but also involves both socio-economic and political issues and pervades all aspects of societal life.

National development

National, according to Longman dictionary of contemporary English, refers to a phenomenon that embraces a whole nation. National development therefore can be described as the overall development or a collective socio-economic, political as well as religious advancement of a country or nation. This is best achieved through development planning, which can be described as the country's collection of strategies mapped out by the government.

A country's well being depends on its economic development (Nwogu, 2009). An economist Walter Rodwey, asserted that development in human society is many sided phenomenon which is complex and means different things in different societies in different situations and to different thinkers. Musa (1985), in his view sees the concept of development as an Euro-American term though culturally biased, used to characterize the relative standard of living of the people between the highly industrialized nations of the North and the consumer import dependent nations of the South. Igweh (2008), stressed that the most suitable definition of development may be that which is based on the experiences of the developing countries. He defined development in terms of reduction in the levels of poverty, illiteracy, and unemployment and income inequality. However, Falodun, Omogiafor and Ezeaku in Nwogu (2009) emphasized that "national development encompasses social and political development as well as economic development which is defined as the attainment of a number of ideas of modernization such as a rise in productivity, social and economic equity, improved institutions and values".

Sustainable Development

The concept of sustainable development implies the notion of an enduring material progress of the people concerned. This brand of development theory adopts a holistic approach that is mindful of the future implications of economic solutions formulated in the present. Arokoyo (2004) traces the origin of the concept of sustainability to development debates of the 1980s, which arose out of the environmental revolution of the 1980s. There was increased awareness when the United Nations' General Assembly resolution created a World Commission on Environment and Development in 1983. The input of the commission popularized as the Brundtland Report of 1987 on World Commission on Environment and

Development (WCED) concluded that economic development and environmental conditions were inextricably intertwined. The commission defines sustainable development as a new form of development perspective, which integrates production process with resources conservation and environmental enhancement to tackle the need of the present without compromising the ability of future generations to meet their own needs (Oyeshola 2008). It implies inter – generational equity. Sustainable development therefore takes a holistic view of the society; it's social, political, and economic among others, in relation to the environment. It is development that is persistent. That which emanate as a result of an established way of doing things acquired through a planned training system.

Sustainable Human Security

The term Human Security was first popularized by the United Nations Development Programme in the early 1990s. It emerged in the post-cold era as a way to link various humanitarian, economic, and social issues in order to alleviate human suffering and assure security. The issues Human security addresses include, but are not limited to, the following:

- Organized Crime and Criminal Violence
- Human Rights and Good Governance
- Armed Conflict and Intervention
- Genocide and Mass Crimes
- Health and Development
- Resources and Environment

Human Security while promoting peace and assuring sustainable continuous development, it emphasizes aiding individuals for resolving inequalities affecting society that affect security. One of the major failings of Human Security, according to its critics, is that it is too all encompassing and that it fails to achieve its ambitious goals for improving human condition. Still, the relevance of this concept for addressing the world's most pressing issues seems clear. Security has gone global. It is no longer simply related to the

security of nation states. The security of the individual now directly impacts the security of the state and vice versa.

In describing what Human Security is, former General of the United Nations Kofi Annan writes in the foreword to Human Security and the new Diplomacy: “During the cold war, security tended to be defined almost entirely in terms of military might and the balance of power. Today, we know that ‘security’ means far more than the absence of conflict. We also have a greater appreciation for nonmilitary sources of conflict. We know the lasting peace requires a broader vision encompassing areas such as education and health, democracy and human rights, protection against environmental degradation, and the proliferation of deadly weapons. We know that we cannot be secure amidst starvation, that we cannot build peace without alleviating poverty, and that we cannot build freedom on foundations of injustice. These pillars of what we understand as the people-centered concept of ‘human security’ are interrelated and mutually reinforcing.” (Human Security Initiative, 2011)

The United Nations Millennium Development Goals (MDGs), passed in 2000, were one attempt to codify the scope of Human Security and make it measurable. For instance the MDGs which closely relate with the key components of human security are as follows:

1. Eradicate extreme poverty.
2. Achieve universal primary education.
3. Promote gender equality and empower women.
4. Reduce child mortality.
5. Improve maternal health.
6. Combat HIV/AIDS, Malaria, and other diseases.
7. Ensure environmental sustainability.
8. Develop a global partnership for development.

Now, Human Security has entered the daily vocabulary of government officials, military and non-governmental personnel, humanitarian aid workers, and policymakers.

The relevance of protecting human beings for international security has now been recognized, but it is the implementation that is proving difficult. T

The human security approach broadens the scope of security analysis and policy from territorial security to the security of people. The UN General Assembly (2012) Resolution stresses the role of “Member States in identifying and addressing widespread and cross-cutting challenges to survival, livelihood and dignity of their people”. In other words, threat(s) to – and values under threat in – people’s lives are the key starting point of a human security in developing TVET intervention strategy.

Human security is a flexible approach and can be tailored to different contexts and topics, according to the specific context. No matter which topic is addressed, a guiding principle of the human security approach is that it requires understanding the particular threats experienced by particular groups of people, as well as the participation of those people in the analysis process. Threats to human security can exist at all levels of development. They can emerge slowly and silently or appear suddenly and dramatically. Central to the approach is the idea that people have ‘the right to live in freedom and dignity, free from poverty and despair with an equal opportunity to enjoy all their rights and fully develop their human potential.

Human Development and Human Security: How Do They Differ?

Human development and human security are interlinked but are by no means identical. Human development is a broad concept, aiming at enlarging people’s choices and freedoms. Human security is about assuring priority freedoms so that ‘people can exercise choices safely and freely’ (HDR 1994, page 23) and can be confident that the opportunities they have are protected. Some elements of the 2012 UN GA resolution show the links between human security and human

development and help with the conception of a human security report: "Human security calls for people-centred, comprehensive, and context-specific and prevention oriented responses". The first three elements are shared with human development, although human security analysis is focused on threats; the last element implies understanding the threats in order to implement preventive measures; "that strengthen the protection and empowerment of all people and all communities" – human security analysis considers multiple providers of security, including citizens themselves. Human security analysis explores using both empowerment and protection to tackle specific threats to people's lives, and empowerment especially links closely with human development. "Human security recognizes the inter-linkages between peace, development and human rights, and equally considers civil, political, economic, social and cultural rights;" – thus human security forms part of the family of human concepts (including human rights, human needs, human development). "Human security is based on national ownership." (Oscar A. Gómez S., Des Gasper, Yoichi Mine, 2013).

Components of human security

There have always been two major components of human security: freedom from fear and freedom from want. This was recognized right from the beginning of the United Nations. But later the concept was tilted in favour of the first component rather than the second. The concept of security must thus change urgently in two basic ways:

- From an exclusive stress on territorial security to a much greater stress on people's security.
- From security through armaments to security through sustainable human development.
- The list of threats to human security is long, but most can be considered under seven main categories:
 - Economic security
 - Food security

- Health security
- Environmental security
- Personal security
- Community security
- Political security.

Economic Security

Economic security requires an assured basic income-usually from productive and remunerative work or in the last resort from some publicly financed safety net. But only about a quarter of the world's people may at present be economically secure in this sense. Many people in the rich nations today feel insecure because jobs are increasingly difficult to find and keep. In the past two decades, the number of jobs in industrial countries has increased at only half the rate of GDP growth and failed to keep pace with the growth in the labour force. The most insecure working conditions in developing countries are usually in the informal sector, which has a high proportion of total employment.

Food Security

People go hungry not because food is unavailable-but because they cannot afford it. Food security means that all people at all times have both physical and economic access to basic food. This requires not just enough food to go round. It requires that people have ready access to food-that they have an "entitlement" to food, by growing it for themselves, by buying it or by taking advantage of a public food distribution system. The availability of food is thus a necessary condition of security-but not a sufficient one. People can still starve even when enough food is available-as has happened during many famines

Health Security

In developing countries, the major causes of death are infectious and parasitic diseases, which kill millions of people annually. Most of these deaths are linked with poor nutrition and an unsafe environment particularly polluted water (which contributes to the nearly one billion cases of diarrhea a year) and

recently the Ebola virus. In industrial countries, the major killers are diseases of the circulatory system, often linked with diet and life style. Next comes cancer, which in many cases has environmental causes.

Environmental Security

Human beings rely on a healthy physical environment---curiously assuming that whatever damage they inflict on the earth, it will eventually recover. This clearly is not the case, for intensive industrialization and rapid population growth have put the planet under intolerable strain. The environmental threats countries are facing are a combination of the degradation of local ecosystems and that of the global system. Here the focus is environmental threats within countries.

Personal Security

Perhaps no other aspect of human security is so vital for people as their security from physical violence. In poor nations and rich, human life is increasingly threatened by sudden, unpredictable violence. The threats take several forms:

- Threats from the state (physical torture)
- Threats from other states (war)
- Threats from other groups of people (ethnic tension)
- Threats from individuals or gangs against other individuals or gangs (crime, street violence)
- Threats directed against women (rape, domestic violence)
- Threats directed at children based on their vulnerability and dependence (child abuse)
- Threats to self (suicide, drug use).

In many societies, human lives are at greater risk than ever before.

Community security

Most people derive security from their membership in a group- a family, a community, an organization, a racial or ethnic group that can provide a cultural identity and a reassuring set of values. Such groups also offer practical support. The extended family system, for example, offers protection to its

weaker members, and many tribal societies work on the principle that heads of households are entitled to enough land to support their family - so land is distributed accordingly. But traditional communities can also perpetuate oppressive practices: employing bonded labour and slaves and treating women particularly harshly. In some societies, hundreds of thousands of girls suffer genital mutilation each year because of the traditional practice of female circumcision.

Political security

One of the most important aspects of human security is that people should be able to live in a society that honours their basic human rights. In this respect, at least, there has been considerable progress. The 1980s were in many ways a decade of democratic transition- as many military dictatorships ceded power to civilian administrations and one party state opened themselves up to multiparty elections. Yet there still is a long way to go in protecting people against state repression.

TVET Challenges and National Development

TVET is generally besieged by a number of factors which tend to limit its efforts in promoting skills acquisition, human security and meeting other aspects of national development. These challenges and problems largely relate to the socio – economic and structural imbalance in Nigerian educational development approach. Zain (2008), Okafor (2011), Rufai (2013), Audi et al (2013) among others have variously identified challenges which tend to limit the potentials of TVET in attaining sustainable development.

1. **Poor public image;** the attitudes of Nigerians towards TVET is still not favourable. People and Nigerians alike despise TVET programmes, classifying TVET programmes as meant for the poor and less privileged who cannot afford the cost of liberal education. It receives less patronage from government, NGOs and the general public which greatly limits its

capacity to impart skills. Thus, graduates are neither readily employed nor are they provided with opportunities that would enhance the acquisition of employability skills. The poor public image has multiplier effects on trainee enrolment, funding, provision of equipment, machines, and other facilities necessary for training and limits its contribution to sustainable development.

2. Preferential treatment of graduates;

graduates with general education certificates are favoured in political appointments over their counterparts with technical and vocational skills qualifications. It is common place to find graduates of general education heading technical and vocational institutions, colleges, polytechnics and universities. What a square peg in a round hole! When a graduate of general education and that of technical education are employed, the general education graduate even with less experience is made to boss his technical education counterpart.

3. Inappropriate content; the TVET course content in most educational and training institutions lack contents that could encourage adequate acquisition of relevant technical skills that could encourage employability and self employment for any reasonable increase in the productive capacity of labour which is a necessary indices for national development. Content largely lack practical component and most trainees graduate without any hand on experience on the job. There are great discrepancies between the content of training and the workplace skills thus reducing the value of trainees and their contributions to sustainable development.

4. Poor enrolment in TVET programmes; enrolment in TVET is continuously witnessing a decline in the number of students and trainees with female enrolment worst hit. The reasons for continuous low enrolment are most often

attributed to low societal estimation, inappropriate system of instruction which do not allow for greater transfer of knowledge skills to practicable skills, and the fact that TVET does not provide broad based, transferable skills that could enable utilization of traditional vocational activities for entrepreneurship and national development. Curriculum content remains largely traditional and out of touch with trends in the labour market.

5. Lack of adequate workshop and equipment;

workshops are nothing to write home about as most TVET institutions do not even own a building called workshop, let alone talking of equipment. Most graduates thus leave training without even seeing the tools and machines they are expected to manipulate in real-life work situations. This greatly reduces skills acquisition as skills can only be effectively acquired when students and trainees interact and manipulate the machines required for success at the various stages of production involved in the chosen occupation or trade and be better positioned to contribute to national development.

6. Lack of qualified technical instructors and lecturers;

instructors and lecturers are grossly inadequate both in terms of quality and quantity. It is a generally held truism that the quality of the teacher determines the quality of the products of an educational process. In other words, poor quality teachers breed poor quality graduates and vice versa. Standard thus remain at the lowest ebb, and people keep complaining of falling standard of education. It is in recognition of this that Fafunwa in Olubadewo (2007) observed that “standard of education in Nigeria is not what the issue is; what is actually falling is Nigerians ability to meet the standard.

7. **Inadequate linkage with the labour market;** training in most TVET institutions are conducted without any regards to trends in the industries and other sectors of real-life work experiences. Agbeta (1982) noted that vocational training in Nigeria is defective because it lacks practical orientation and that in some cases unrelated to the needs of the labour market. The student industrial work experience scheme (SIWES) which was supposed to provide the necessary opportunity for student and trainers is not adequately organized in most institutions with the result that most students end up spending the period of attachment in their homes and family businesses which offer experiences that are not related to chosen trades and craft. Such students return to school with log books and reports filled with hypothetical information upon which they are graded and scored. Such students neither acquire skills nor experience that would enhance their contribution to national development.
8. **Wrong evaluation/assessment techniques** – the assessment of TVET students and trainees largely follow the traditional method of paper and pen assessment characteristics of general education. No effort is made on the assessment of students on the application of skills in manipulating equipment and machines. The result, students and trainees graduate with very long certificates that are only useful as indicators that such students attended training/school for a number of years, but worthless in terms of productivity.
9. **Training content lacking indigenous component-** training centres and institutions operating under the industrial training fund established by Act No 47 of 1971 conduct trainings following models dominated by foreign technologies and models without reference to indigenous artifacts. Skills that should enable

individuals think how to explore and exploit the immediate environment and become self-employed are lacking. Training thus makes little or no impact on the economic independence of the people thus lowering their productivity and subsequent contribution to national development.

Finally, the numerous challenges facing vocational technical education and training which has affected negatively our national life and national development can be summarized to include;

- Lack of skilled man power,
- Acute shortage of vocational technical teachers
- Lack of adequate training facilities and equipment
- Inadequate vocational, technical education policies
- Lack of follow-up and continuity in government policies
- Poor funding of vocational technical education
- Poor remuneration of vocational technical teachers;
- Lack of entrepreneurship education in vocational technical education and training
- Lack of adequate security/security needs and
- Poor emphasis on the practical aspect of vocational technical education as most tertiary institutions charged with the responsibility to teach vocational technical education subjects in Nigeria today are poorly equipped with machines and relevant tools/equipment.

Promoting TVET for Human Security and National Development

To be able to impart the necessary skill that will be able to promote the expected growth in various sectors of economic life and positively contribute to national development, TVET must of necessity be repositioned. This will entail that the socio – economic and structural characteristics which tend to constitute obstacles on the efforts of TVET skill

acquisition for national development must be reviewed.

- The attitudinal problem must be squarely tackled. Negative attitudes of most parents, students, government, educationists, NGOs, and the general public must be jettisoned. This can only be attained through massive campaigns and orientation meant to enlighten the general public and stakeholders on the potentials of TVET in job creation, employment generation, poverty amelioration and promote national development.
- Adequate funding - for Nigeria to attain any reasonable percentage in technological breakthrough and be self reliant economically, socially, politically and otherwise, the institutions responsible for training much needed manpower must of necessity be given adequate attention in funding. It must be noted that skill training and acquisition require large capital investment in equipment, materials and personnel which can only be made possible through enhanced funding. Employers of labour, individual philanthropists, NGOs, corporate organizations, religious institutions and the society at large must partner with government and training institutions to promote the standard of vocational and technical education.
- Vocational and technical education as a means of preparing for an occupational field must develop and maintain input standard. Students for example should not be placed in a programme simply because they have failed in other educational endeavour. No reasonable skills can ever be impacted by TVET when it is constantly viewed as education for the “never do wells”. No vocational and technical education programme will be effective, unless the students, the teachers, equipment, supplies, instructional materials and delivery systems as well as financing must meet set standards.

Standard should be maintained for efficient result.

- Content of technical and vocational education and training must be related to the needs of the labour market. Graduates of technical education are equipped with relevant skills to take up positions in the labour market. To be able to live up to the expectations of the society, training content must therefore be related to labour market work schedule and skills. This can be done by setting up advisory council with employers’ representatives and training institutions.
- Adequate staff training. The quality of TVET teachers and trainers will to a large extent affect the quality of its product. The staff who will teach vocational and technical education students should be required to possess the highest qualifications possible in the field. In other words, people responsible for teaching manipulative skills such as vocational education programme should be highly qualified and possess enough skills and knack.
- The government and school administrators should provide good learning environment. Facilities, machine and other physical resources should be purchased, housed and used judiciously. All vocational and technical education teachers should be acquainted with the principles and practices of using these physical resources most efficiently and effectively.

It is also important to note that UNESCO and ILO (2002) understood technical and vocational education to be:

- A means of preparing for occupational fields and for effective participation in the world of work.
- An aspect of lifelong learning and a preparation for responsible citizenship.
- An instrument for promoting environmental sound sustainable development amongst others.

Conclusion

A key requirement for development in the modern technological age is a population that is well educated and trained in science and technology and capable of being readily mobilized to meet changes in technology (ILO, 2004). TVET may be seen as a vehicle for the development of marketable and entrepreneurial skills and as engine for development. The non-abating increase in the rate of unemployment has made it imperative for Nigeria to include a variety of disciplines such as technical, vocational, professional, and agricultural among others in the education curriculum so as to facilitate national development. To achieve this, the vast population of Nigeria must contribute to economic growth by participating in professions through TVET. TVET systems play crucial roles in the social and economic development of a nation. TVET provides students with “life skills” to become productive entrepreneurs as it engenders creative and innovative ideas, enlarges the economic pie, and increases personal freedom. Most of the expatriate engineers who are being paid millions of dollars to build Nigerian roads and bridges are graduates of technical and vocational colleges abroad.

Lack of technically trained manpower with relevant skills is one of the major factors that hold back successful industrial growth. Industry, agriculture and trade are the major components that decide the economic growth and prosperity of any nation. The backbone of all this is undoubtedly education and more specifically technical and vocational education (TVE) anchored in sound management of resources. It thus becomes apparent that TVE is the one sector that should receive the highest priority attention. It is not an exaggeration to state that on it depends our economic prosperity as a nation. It has been established that the acquisition of appropriate skills – both technical and social – is required to cope with the challenges presented by the evolving needs of the work place. Education

and training systems that respond adequately to these demands will contribute to efforts to overcome the growing unemployment and marginalization of young people and adults, particularly in a developing country such as Nigeria. By providing access to learning experiences designed to broaden skills, TVET programmes can increase productivity and significantly improve the fortunes of the unemployed and youths in particular and their ability to contribute to national development.

Recommendations

How then can our TVET system be tuned to address the various emerging human security and sustainable development challenges in order to enhance our national developmental efforts? The following among others are recommended:

- Clear national policies for TVET;
- Comprehensive assessment of threats to human security in various sectors to provide guide for designing TVET programmes
- Developing the business-industrial environment to support TVET initiatives
- Promoting the concept of lifelong learning in TVET;
- Competency-based training (CBT);
- Development of demand-driven TVET;
- Flexible TVET delivery systems;
- Encouraging a competitive spirit among TVET providers;
- Strong public TVET systems;
- Recognition of TVET and enhancement of status;
- Quality output and outcome;
- Vigorous Research and evaluation to improve TVET system delivery and output;
- Apprenticeship systems.

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