

REPOSITIONING TECHNOLOGY AND VOCATIONAL EDUCATION AND TRAINING (TVET) FOR POVERTY REDUCTION IN NIGERIA.

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ABSTRACT: *The paper acknowledges that Technology and vocational education and training (TVET) is an integral component of lifelong learning that provides functional education for individuals' survival and socio-economic wellbeing of the society. This realization informs the global acceptance of TVET, as an effective tool for nation building and transformation. Taking cognizance of skill enhancement or empowerment capability of TVET for job creation, the paper upholds, this could engender poverty reduction which in turn orchestrates the culture of peace, environmentally sustainable development, social cohesion and international citizenship. The paper also emphasizes the potency of TVET in meeting the gap for new forms of skill development to meet the technological, economic and social needs of many developed countries. Furthermore, the author describes poverty as a serious menace to national growth and highlights some causes and destructive effects of poverty to nation building and maintains that unless appropriate attention is accorded to TVET the ripple effects of poverty would continue to defile every well informed policy/approaches of the government to nib poverty in the bud. Consequently, amidst other recommendations, the paper affirms that the government should through its agencies sufficiently empower graduates of TVET at all levels and also diligently mentor and monitor their activities to ensure their sustenance and active contribution to nation building as well as poverty reduction.*

KEYWORDS: Repositioning Technology, Vocational Education, Training (Tvet), Poverty Reduction, Nigeria.

INTRODUCTION

Harnessing the potentials of TVET for socio-economic and technological emancipation has been in the front burner of many emerging nations. Thus, from global perspective, arguments, claims and counterclaims over the capability of TVET in fostering brighter future and sustainable economy has been laid to rest (Moore & King, 2014). However, studies have it that many technologically advanced nations of the world realized their potentials and maintained firm

footings through adaptation and practice of TVET (UNESCO 2006). This implies that technological advancement of any nation depends on hugely on its ability to transform its resources into practical reality, which guarantees its self-sustenance and viability. It is evident that most of the advanced or developed countries such as China, the USA, France, inter alia practiced a unique but home-tailored TVET capable of utilizing their resources to meet its socio-economic needs with a view of creating jobs. This enhances the income /revenue disposition of the citizens by making them self-reliant and responsible and invariably reduces poverty.

The foregoing underpins the role of Vocational and Technical Education as observed in the 1998 edition of National Policy on Education that necessitated the demand for its inclusion in our 1999 National Constitution on ‘independent industrial capabilities’ (NPE, 2009). In the same vein, a French Sociologist named Le Bon Gustave (1841-1931) who was cited in Dickkson (2010) noted that “the balance members of any social group will see well ahead and will cautiously feel their way through the building up of solid but slowly changing body of tradition to meet the dynamism of global trends”. According to Gbenedio (2012) the contents of Vocational and Technical syllabuses in context should reflect organized effort to ensure that the adolescent students are able to demonstrate their mastery of certain minimum skills (at Senior Secondary level) needed to perform task they will routinely confront in adult life. Gbenedio further argued that prominent among some of the complexes observed today in Nigeria include aggravation of existing social inequalities and the emergence of new ones, which concurs to the vision of Nigerian secondary education postulated by Sir Ahmadu Bello (1962: 35-36) and Michael & Odinchezo (1989: 39-41) cited in Dickkson (2010) affirming that:(i) Manual workers should be excluded from intellectual training and (ii) Intellectuals excluded from manual work: Which in the earlier 60s to the late 80s, took a new format as the less intelligent to be sent to Trade and Technical Schools and the intelligent to Grammar, Colleges and Secondary Schools. This is because the earlier curricular and policies of Nigerian school was typical (NPE 2009) because the economic mainstay then needed people with differentiated type of training, preparing them either for either *Intellectual work* or *Manual labour* (Dickkson, 2010).

Sequel to this, Okoye (2013) opines that Vocational and Technical Education and Training programmes require steady revision and updating in order flow with the current practices in engineering and technology. This would go a long way in enhancing capacity building via intellectual training and ability to solve problems pragmatically. By implication, all Vocational and Technical Education streams should contain humanistic and technological component on one hand, and training opportunities geared toward problem –solving on the other. This combination will also ensure that young people learn to think better and how to do better, since the two types of learning are mutually supportive in terms of quality. It would make it possible to find new solutions to problems as they emerged; reawaken manpower development to bridge the yeanning gap in industrial manpower need for economic growth of Nigeria and thereby reduces poverty.

Concept of Technology and Vocational Education and Training (TVET)

Since the concepts of TVET, technical and vocational education as well as industrial technical education is associated with education for work or a kind of education purposely designed to equip learners with professional competencies needed to fill the yeanning gap in manpower development for a sustainable economy (Ekpehyong, 2010). According to Gonzovic (2013) TVET is a systemic

process of acquiring and upgrading requisite knowledge and skills needed for self-reliance. TVET is the education for those who need it, those who want it, and those who want to progress by it (Okoye, 2012). This implies that an individual who acquires those competencies and some psychomotor skills in TVET is already empowered to be self-reliant. Such individual has greater opportunities to earn a livelihood as well contribute to national development. Hence, technology and vocational education is designed to offer training to improve individual's general proficiency in relation to their occupations. Thus, a sound practice of TVET seemed to be the secret behind the success of most of the developed nations of the world.

The provision of vocational and technical schools has a long history as man always seek solutions to its challenges. However, before the industrial revolution (between 1750 & 1830), the home and the "apprenticeship system were the principal sources of vocational education. Societies were however forced by the decline of handwork and specialization of occupational functions to develop institutions of vocational education. As the Columbia Encyclopedia of 2001 noted manual training, involving general instruction in the use of hand tools was said to have developed initially in Scandinavia (C. 1866). According Dickkson (2010) vocational education became popular in the elementary schools in the United States after 1880 and developed into courses in industrial training, book keeping, stenography and allied commercial work in both public and private institutions. Some of the early private trade schools in the US include Cooper Union (1859) and Pratt Institute (1887). It is worth of note that China, Malaysia, Thailand, Japan and Germany embraced TVET with every sense of commitment and in different grand styles that elevated their status to world class technological giants.

Unfortunately, the present state of technical/technology and vocational education in Nigeria shows that the country is not taking TVET seriously. Regrettably, this neglect and highhandedness about TVET has doused various articulated skill acquisition programmes of the government. According to (Friedman, 1982) in Jubril, (2008) technical and vocational education seems deficient in citizenship or leadership training but they could provide students the skills to become productive entrepreneurs who can optimize creative and innovative ideas to promote the nation's economic pie and increase personal freedom. It is also remarkable that neglect of technical and vocational education is socially injurious as it robs the nation of contribution the graduates would make to national development, Jubril concludes. It is therefore imperative to reposition TVET to turn out graduates with requisite skills and competencies to fill the gap in manpower need in order to arrest unemployment and its attendant poverty. Perhaps, studies have shown that most graduates of technology and vocational institutions lack requisite skills and entrepreneurial acumen owing to inadequate resources in the schools as well as lack of commitment on the part of the students (Uya, 2014). Also, Okonjo-Iwuala (2013) opine that it has been well documented that Nigeria's higher institutions lack the tools to give students the skills employers' need and as a result the issue of youth unemployment appears to be shooting up the sky because most of the graduates lack "employability" skills that are often acquired from vocational schools. This could still be the reason many of the so-called "expatriate engineers, who are being paid huge sum of money in dollars to build the roads and bridges in Nigeria are graduates of technical and vocational colleges yet, most engineers and technologists of Nigerian institutions are labeled unemployable (Okoye 2014).

Poverty and its Consequences

Poverty is the state of being poor or existing in amounts that are too small. Similarly, Wikipedia (2014) views poverty as a general scarcity or the state of one who lacks a certain amount of material possession or money. Moreso, Sheyno (1999) in Okonjo-Iwuala, (2013) defines poverty as the failure to achieve basic capacities such as being adequately nourished, living a healthy life, possession of skills to participate in economic and social life, permission to take part in community activities inter alia. Deductively, the foregoing definitions imply that poverty is a state of living or existence where basic necessities to cater for the basic needs of the people are grossly inadequate. Consequent upon this state of inadequacy, people become vulnerable to some anti-social activities as means of survival, thereby, ushering in different kinds of anomalies that directly or indirectly endanger peaceful co-existence of individuals as well as retard economic and technological advancement of the nation. Emphatically, a person who cannot afford the basic necessities of life such as good food, clothing, proper Medicare among others owing to lack of money is said to be poor and suffers poverty. Likewise, a nation is considered poor if it fails or do not have the ability or technology to utilize its resources for the well-being of the citizens. Of course, that is the issue with Nigeria; the country is hugely blessed with agricultural potentials as well as enormous human and mineral resources capable of elevating her status to highest echelon of world power, but languishing in abject poverty owing to inability to appropriate and optimize its resources. There is however, no generally accepted measure for determining poverty line. Perhaps, the US standard puts the poverty line or level at 1.5 dollars per day (World Bank, 2010). Additionally, the United Nations (2014) fundamentally, upholds poverty as the inability of setting choices and opportunities, a violation of human dignity. To this end, World Bank (2010) posits that the nation's poverty level was put at 70% and more than 91 million Nigerians are said to live on less than one dollar per day. According to (Okoye 2012) Nigeria would be continually threatened by poverty unless solutions to its problems are sought within rather than mere importation or indoctrination of alien policies and standards that do not align with our (Nigerian) system. It is heart rending that this cut and join approach to foreign policies without due preparation has battered our creative and entrepreneurial ingenuity thus, making us see everything foreign as the ultimate, regardless of their quality and thereby look with contempt any product made in Nigeria. Similarly, instead of training Nigerian engineers, technologists, technicians, etcetera to fill some strategic positions in the industries charged with construction and installation works, expatriates are most preferred with outrageous amount of money paid in dollars while our graduates roam the streets in search of white-collar jobs meant for people that have godfathers and connections. Little wonder, some people are employed to work in fields outside their discipline and some often placed higher than their levels simply because, they are connected while the rest roam about, ready to undertake any task in order to earn money to sustain their lives. These, amidst other anomalies upturn and incapacitate the economic potential of the country and finally subject it to a hopeless and hapless situation of survival of the fittest and arrival of the strongest with despicable effects of poverty (Nnama, 2013).

Sequel to the foregoing, the following as the possible causes of poverty:

- I. ***Poor macro-economic and monetary policies***: These policies have contributed in aggravating poverty and devaluating our currency (naira). For instance, 1986, ₦1.20 exchanged for one British Pound now exchanges for ₦300 and \$1.00 at #208.00 respectively. This made it impossible for

the small and medium scale enterprises to thrive, thereby militating against job creation and in turn fuels poverty (Gberevbie, Duruji & Ogundeji 2014).

- II. **Education:** Education is the totality of learning and experiences one acquires in order to fit into the society and contribute effectively (Gbenedio, 2012). Regrettably, adequate attention has not been accorded to TVET in order to produce graduates with employable skills but job seekers owing to lack of qualified teachers, inadequate facilities and poor image of TVET.
- III. **Globalization:** This means trade liberalization, which empowers nations to trade freely amongst themselves for mutual benefits of their people. Unfortunately, Nigeria is not making commercial gain from it because it does not export hi-tech products abroad except crude oil and agricultural produce owing to overdependence on crude oil. As a result, the benefits of globalization elude Nigeria while developed nations that export their products enjoy it.
- IV. **Poor governance:** Our government is ineffective due to lopsided philosophy and poor methods of electing most of the leaders who emerged by chance. As a result, they pursue agenda that benefit them and their cohorts at the expense of the common masses that they are meant to cater for.
- V. **Corruption:** Corruption is a global menace. However, the issue of corruption in Nigeria seems to be worsening by day. In view of this Uya (2014) opine that the spate of corruption would continue to ravage the nation's economy unless the attitude of our leaders over money is changed. Uya also laments that funds that are meant for projects that can transform lives are stolen and kept in private banks at home and abroad. This among other anomalies has given rise to other forms of social vices such as favoritism; bribery and terrorism, consequently, most people elicit readiness to devise any means to get what they want at all cost mindless of its consequence(s).
- VI. **Low productive capacity:** There is low productivity as some industries wind up owing to poor funding while the existing ones could not produce enough to satisfy the people. Even when credit facilities are provided to support our local industries and small and medium scale entrepreneurs the politicians will hijack the opportunity leaving the entrepreneurs with meager amount that perpetually designate them debtors.
- VII. **Government policies and poverty alleviation:** The success of any programme depends on its ability of addressing the needs and interest of the nation. It is worrisome that some of the government programmes and policies do not fare well. According Fageyinbo (2013) the reason for failure or unsuccessful implementation of some the national policies and reforms is that they are not faithfully embraced and also haphazardly applied without preparing the enabling environment. This makes their enforcement and implementation ineffective.

With the foregoing in view, poverty is considered cancerous and its attendant effects vary from place to place ranging from unlawfulness, antisocial or immoral activities. Sequel to this Babakindeji (2012) asserts that poverty makes people compromise moral values and embrace corrupt and unwholesome practices which predispose the citizenry to diseases, hunger, deprivation, want, kidnapping, armed robbery, arson, terrorism, rigging of elections, poor or non-execution of paid projects, bribery and corruption among others. To this end, Nnama (2013) summarizes the effects of poverty as following:

- High infant mortality and annual death rate.
- Increase in high and diet related diseases for example cholera, dysentery, tuberculosis etc.
- Increased crime rate, as people turn desperate to survive in the face of poverty.
- Increased rate of homeless people.
- Turbulent socio-political and economic milieu.

Poverty Reduction and National Development

The need to reduce poverty necessitates the introduction of varied policies and programmes by government. However, poverty reduction entails measures that raises or intended to raise the material level of living (Wikipedia, 2012). According to Fageyinbo (2013) poverty reduction simply entails breaking away from a state of lack and attaining economic freedom where the masses enjoy basic human needs such as availability of food, portable water, good housing, healthcare services, steady electricity, good road and communication network, educational and recreational facilities, economic and social security inter alia.

In a bid to meet these needs, various governments in Nigeria have initiated different kinds of programmes aimed at alleviating/reducing poverty but it is worrisome that no significant progress has been recorded in that direction (Eke, & Egbenu, 2011). According to Hassan and Sadiq, (2011) and Wike, (2012) such poverty reduction programmes initiated between 1986 till date are Directorate of food, Roads and Rural Infrastructure (DFFRI), Better Life Programme (BLP), Directorate of Employment (NDE,), People Bank of Nigeria (PBN), Community Bank (CB), Family Support Programme (FSP), Family Economic Advancement Programme (FEAP), Poverty Eradication Programme (PEP), National Poverty Eradication Programme (NAPEP), National Economic Empowerment Development Strategy (NEEDS) as well as You-Win programme of President Jonathan's administration which aimed at ameliorating the suffering of the people by providing employment opportunities and access to credit facilities to enable them establish their own businesses.

It is heartrending that the aforementioned programmes have not transformed the nation owing to exclusion of the principles of TVET in their implementation. While, Uya (2014) argues that the various poverty alleviation programmes of the federal government are political programmes deliberately designed to service the economic interest of the political class in the country rather than the interest of the poor in the society. Against this backdrop, the need to reposition and integrate TVET into the mainstream of these programmes to guarantee success becomes imperative.

Repositioning TVET for poverty reduction in Nigeria

A functional TVET is construed not only the backbone but also the secret of sustainable economy and technologically advanced countries of the world. Sequel to this, Ruqayyah (2013) asserts that technology and vocational education and training should be an important component of the nation's education initiative to realize an increased manpower and industrial growth needed to address the challenges of unemployment and poverty. No doubt, one of the biggest challenges facing the country today is the growing number of job seekers with unemployable majority among its young population (Okonjo-Iwuala 2013). Reports indicate that there is a huge mismatch between young people graduating from higher educational institutions and what the labour market needs (Pamdoff 2013). Unfortunately, this situation has resulted in high rate of unemployment with its attendant vagaries which informed the need for the nation to invest copiously in education with particular attention given to vocational and technical/technology education since no nation would make any meaningful socio-economic stride without viable educational institutions (Okoye 2013; Ekpehyong (2010). Whilst, the United Nations Educational, Scientific and Cultural Organization (UNESCO) noted that revitalizing TVET is among the ways to improve economic

opportunities for the youths. Ruqayyah (2013) opine that enhancement of technology and vocational education and training is a strategic choice for sustainable development and economic growth and also posits that no education reform will work in an environment constrained by corruption, lack of infrastructure, electricity and incentives and policies that can promote private sector development. Little wonder, the president of the United State of America, Barack Obama in one his highly acclaimed broadcast affirmed that we are in a generation that trades with the currency of creativity realizable in TVET (Okoye 2013).

In buttressing the foregoing view Okoye (2014) decried overdependence on foreign products and expatriates as the bane of our economic sustainability and national transformation. Okoye further argued that Nigerian economy blossom when it lived on cash crops and other natural resources such as coal, until the emergence of petrochemical product as the mainstay of Nigerian economy which in spite of its great revenue potentials has encouraged corruption and other forms anti-societal practices. This is because the nation failed to inculcate TVET in its graduates.

Obviously, government has made numerous attempts to revitalizing the economy through educational reform programmes, with a revised vision statement, which led to a comprehensive education sector analysis, and a 10-Year Education Sector Plan as well as the over-celebrated Vision 2020 document with its ambitious projection aimed at making Nigeria emerging economy model, delivering sound education policy and management for public good.” Also, there is the National Economic Empowerment Development Strategy document with a dollop of technical/vocational education and job training programme. Virtually all the reports rightly noted that preference for university education; less emphasis on the manpower needs of industries; poor national manpower planning and implementation and discontinuation of the original practice of five-year National Development Plans contributed significantly to the present rot. With these in view, it appears crystalline clear that the missing link truncating the success of these programmes and policies is lack of attention to TVET, and the way out is to reposition it through the following approaches:

- i. **Public-private partnership:** Training in the private sector by private employers and in private training institutions can be the most effective and efficient way to develop the skills of the work force. This arrangement not only provides direct links between institutions and the industries but also enables the students acquire requisite skills as well as have the confidence of the employers reposed in them. For instance, Nnamdi Azikiwe University, Awka is currently partnering with Chike Okoli Centre for Entrepreneurial Studies and Chisco Transport Limited, with the duo domiciled and operates within the university confines, thus providing direct access and laudable avenue for knowledge advancement and training opportunity for both lecturers and students.
- ii.
- iii. **Dichotomization of Technology and Vocational Institutions:** Technology and vocational education institutions could be better managed as well as thrive exponentially if isolated from general education, while its curriculum tailored to meet the employability skill demands of relevant specialties and industries. According to Eke (2014) adequate attention would be paid to technology and vocational schools if they exist independently and run vocationally. Studies have described this approach as one of the key secret of many countries that excelled technologically. For instance, Australia has over 20 vocational (trades) schools specialized in training VTE and 4 technical

colleges otherwise known as trade colleges where students after completing a modified years 12 certificate and commence a School-based apprenticeship in trades of their choice. In Ontario, Canada, secondary schools were separated into three: technical, commercial or business and collegiate (the academic school) schools. In Central and Eastern Europe as well as Japan vocational schools are separated from general education with great emphases on acquisition of practical skills and problem-solving techniques. The US, China and France in addition to running their vocational schools independently employed other approaches to fund and support their TVET programmes which eventually, transcends to sustainable economy. Major advantage of this approach is that it makes the students focused and also fosters effective supervision and mentoring for quality assurance (Moller, 2006).

- iv. Innovation:** Innovation is the driving force behind economic growth and the key to solve future global challenges. The key challenge facing every nation is balancing incentives for innovation without diffusing the benefits of innovation as largely as possible (Kent 2013). Hence, the need to repackage TVET curriculum and programmes alongside the global trends in technological breakthroughs that characterize information era. Such attempt will streamline and integrate ICT-mediated learning and other digitalized approaches into the instructional contents TVET as well as its delivery pedagogies. In line with the foregoing, Vest (2013) maintained that the US, Britain and other developed nations realized the goals and objectives of their TVET by not only integrating ICT into their schemes but also observed strictly every terms as pertains to policy implementation and best practices. This bid would go a long way in enriching the instructional contents and teacher quality which in turn produce knowledgeable and skillful graduates. It is imperative that the objectives and techniques embedded in TVET should evolve in consonance with the dynamism of socio-economic trends and global market paradigm shift in order to be relevant.
- v. Gratification of practical/construction projects:** Restructuring the curriculum by giving preference to creative/practical projects (that is assigning more credit load to creative works), sponsoring their production and exhibition as well as gratification of the students with outstanding performances in cognate fields of study. In consonance with this Rufai (2012) asserts that learners' creative ingenuity can only be enhanced and maximized if greater emphases are placed on competence related activities. This would challenge the students to master creative thinking skills and also develop self confidence in executing their tasks with little or no assistance Duposhim (2013). Duposhim further maintained that the US, China, Japan and many other developed nations adopted this approach, ensuring that adequate fund was voted and utilized on TVET programmes. Perhaps, attempts in direction have provided ample grounds and enabling environment for acquisition knowledge and development of psychomotor skills for self development, economic empowerment as well as improved the public image of TVET.
- vi. Availability of state of art tools and equipment:** Available statistics revealed that our workshops and laboratories not only suffer inadequacy of facilities but fraught with obsolete and dysfunctional equipment. Sometimes, even when fund is committed for the purchase of these facilities, substandard and moribund equipment are purchased with the aim of enriching individuals' pockets at the expense of the future of entire Nigerians. Provision and training of students with modern tools would enrich the quality of TVET programmes as well as transform the educational sector technologically (UNESCO, 2002) .

- vii. ***Retraining of teachers and optimization of entrepreneurship in TVET:*** Training and retraining of TVET teachers in various aspects of lifelong learning is quite imperative in rebuilding TVET in order to realize its goals and objectives. According to UNESCO (2002) the increasing changes in socio-economic and technological advances demand an urgent response which makes it imperative that TVET teachers be encouraged to undertake some in-service training in the areas of technologies and entrepreneurship. Thus, entrepreneurship is an integral aspect of TVET, (Okoye, 2013). Retraining teacher will enhance their propensity in content mastery and instructional delivery in order to meet the yearning needs for successful enterprising and industrial standards. To buttress this, UNESCO (2001) Revised Recommendation for Technical and Vocational Education states that the lifelong learning should include: (a) continuous review and updating of knowledge, competencies and skills. (b) continuous updating of specialized professional skills and knowledge. (c) periodic work experience in relevant occupational sector. According to Wanacott (2001) TVET teacher should update their occupational ICT skills through workshops, seminars, conferences, summer works, business partnership, networking with other teachers, reading professional literature among others. Hence, when teachers are trained entrepreneurially and otherwise with modern tools and methods, their confidence will rise and the quality their instruction and method of delivery will improve and ultimately turn out competent and employable graduates who can hire or be hired.
- viii. ***Provision and effective utilization funds:*** Fund is one of the major requirements for execution of programmes, especially in TVET. Studies have shown that inadequacy and misappropriation of fund has been a serious challenge to Nigerian educational sector (Bamiro, 2012). However, this has resulted in non availability of facilities, dearth cum poor quality of teachers leading to low quality of instruction as well as poor academic performance of the students. Conversely, the US, Britain, China, Singapore and Japan nurtured and sustained their TVET by allocating substantial amount of their national budget to TVET programmes (Taylor, 2014 & World Bank, 2010). For instance, South-African government has created a National Students' Financial Aid Scheme (NSFAS) that provides financial aid to academically deserving students from poor households as well as National Artisan Development Support Centre (NADSC), a three-year project funded by the national skills fund to provide students with specialized skills for the artisan sector of their economy. Similarly, Bamiro (2012) cited in Akinseinde (2014) affirmed that Tertiary Education Trust Fund (TET Fund) is the major source of funding public tertiary institutions in Nigeria, while blaming lack of fund for implementation of programmes on inconsistency and nonchalant attitude on the government and its agencies. Bamiro further maintained that TET Fund earmarked about N42 billion to develop six (6) universities, three (3) polytechnics and three (3) colleges of education into world class institutions in April 2009; while the Federal Government in 2012 allocated N25 billion to tertiary institutions for special High Impact projects directed at improving the teaching and learning environment of the institutions (Rufai, 2012). The million dollar question is therefore, what extent this fund has been accessed and utilized in meeting our educational needs. In view of the foregoing indices, it is imperative that Government at all levels must be pressured to devote the recommended 26% of their budgets to education and religiously checkmate its utilization. Out of this percentage at least about 50% should be allocated to technology and vocational education representing roughly 10% of the total budgets to facilitate effective implementation of TVET programmes in order to produce competent and qualified teachers, who

will produce employable graduates needed to overcome the challenges of manpower so as to meet the competitiveness of the rapidly changing global economy.

CONCLUSION

This paper affirms the capability of TVET in reducing poverty if properly applied and associated the failure of various poverty alleviation programmes initiated by successive government in Nigeria to lack of understanding of TVET. Hence, the urgent need for total overhauling of the educational system especially, industrial work-oriented-courses (Jubril, 2008 & NPE 2009). The paper posits that repositioning TVET should ensure that its syllabuses were innovated, re-engineered or re-designed to build and train the fighter –spirit needed for today’s intellectual battles of life that use creativity in utilizing its local contents for export gains. Conclusively, repositioning TVET is a sine qua non that would promote employment creation cum enterprising potentials of TVET as well as encourage allocation of adequate resources and administration of all-inclusive reform to equip people with skills to be self reliant, which in turn reduces poverty and engenders sustainable development of Nigeria.

RECOMMENDATIONS

Without prejudice to well-informed ideas logically presented above, the paper however recommends the following:

- i. The government should through its agencies sufficiently empower graduates of TVET at all levels and also diligently mentor and monitor their activities to ensure their sustenance and active contribution to nation building as well as poverty reduction.
- ii. The Federal government and relevant authorities in Education should redesign and operate an environment-friendly public private partnership in TVET to promote functional and affordable education capable of harnessing the resources of the nation for societal wellbeing.
- iii. The government should separate technology and vocational education institutions from general studies to enhance supervision, monitoring and effective implementation of TVET programmes without compromise.
- iv. The government should provide technology teachers with an effective retraining programme in the use of modern tools and made such tools sufficiently available in the schools to enhance the quality of teaching. This will guarantee employment creation and best practices for poverty reduction, thus the saying ‘knowledge is wealth.
- v. The government should make TVET attractive as well as a functional instrument for optimization of our local resources to cater for the needs of our society and also create linkages for exportation of manufactured products.
- vi. The Stakeholders and the Policy makers in education sector should restructure TVET curriculum in such a manner that more scores and time be allotted to practical work exercises than theoretical studies.

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