
TECHNICAL, VOCATIONAL EDUCATION AND TRAINING (TVET): TOOL FOR COMBATING INSECURITY IN NIGERIA

Jacinta Ifeoma Obidile (Ph D), Oluchi Chinaza Obi and Nzube Happiness Ikpata

Department of Technology and Vocational Education,

Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria.

ABSTRACT: *In line with UNESCO's Sustainable Development Goals (SDG) 1 and 10 which are to eradicate poverty and reduce inequality by 2030. Inclusive Technical, Vocational Education and Training (TVET) has been observed as one of the ways to achieve participation and inclusion of most Nigerians in legal and meaningful profit-oriented activities to earn their living, eradicate poverty and combat insecurity. TVET is a training programme which equips its recipients with the required skills needed within or for a particular job for self-reliance. It is an avenue that could be used to take many people out of poverty and thereby reduce social vices and insecurity in Nigeria. TVET facilitates the advancement or creation of legal business or profit oriented activities. Considering the objectives of TVET in Nigeria, the article therefore identifies and discusses different ways through which inclusive TVET could be implemented to combat insecurity in Nigeria. Inclusive TVET as discussed in this article entails taking into cognizance the unemployed youths, school drop outs, physically challenged, marginalized groups, rural dwellers and retirees and equipping them with the necessary skills needed for self reliance. The article stresses that poverty, inequality and insecurity could be reduced in Nigeria, if the suggested ways of implementing inclusive TVET in this article are adopted and consistently practiced. It recommends among others that, varying modes of TVET delivery options should be accessible to every Nigerian so as to equip them with the necessary skills needed for self reliance in order to enhance wealth creation and reduce poverty, inequality and insecurity in Nigeria.*

KEY WORDS – Inclusive TVET, Inequality, Insecurity, Poverty reduction, Self reliance.

INTRODUCTION

The role of Technical, Vocational Education and Training (TVET) in facilitating employment opportunities should not be neglected in Nigeria, as TVET has the potential to enhance job creation, wealth generation, poverty reduction and technological transformation, which could help to minimize insecurity in the nation which unemployment and poverty usually breed. As Nigeria is currently facing many challenges ranging from economic challenges, social-cultural challenges, developmental challenges, insecurity, among others. TVET could serve as one of the ways to address these problems. TVET was established in Nigeria to impart skills and entrepreneurial spirit needed to create wealth and enhance the economic development of the nation (Tiamiyu & Babalola, 2013).

According to Annesley (2007); Maclean and Lai (2011), the aim of establishing TVET was not only to activate the unemployed in an attempt to reconnect them with the labour market and reduce

overall level of unemployment, but also to activate the economically inactive. TVET places an emphasis on the development of occupational skills needed as preparation for work in order to earn a useful living (Obidile, 2018). According to Lindberg (2003), the aim of TVET is to prepare young people for a future labour market. Ngunjiri, (2013) stated that TVET is designed to train skilled and entrepreneurial workforce that are needed to create wealth and reduce the menace of poverty and unemployment.

According to Obidile (2014), TVET is a training programme which equips its recipients with the required skills needed within or for a particular job for self reliance. TVET facilitates the advancement or creation of legal business or profit oriented activities. Oladejo (2019) defined TVET as the type of training that provides its recipient with the competencies necessary to start and succeed in an occupation. In the same vein, Edokpolor and Owenvbiugie (2017) defined TVET as a programme for the acquisition of skills needed in the world of work to raise prospects for productive work, personal empowerment and socio-economic development, for sustainable livelihood in the speedily changing work milieu. According to Nilsson (2014) TVET is basically a tool for combating unemployment. Osula (2004) described TVET as that type of training which is concerned with the development of skills, knowledge and attitude necessary for success in any occupation. In summary, TVET is concerned with the impartation of the labour market skills for creation or sustenance of jobs and generation of wealth. It is therefore expected that anyone who receives the TVET should be engaged, either as an employer or an employee in a profit-making venture.

Statement of the Problem

Insecurity poses a serious challenge in Nigeria. insecurity in Nigeria seems to be as a result of failure of the Nigerian government to address the challenges of poverty, unemployment and inequitable distribution of wealth. Insecurity has made the nation to lose so many lives and properties and opportunities. In Nigeria, insecurity ranges from suicide bombing, vandalism, terrorism, kidnapping, farmers/herdsmen clashes, assassination, militancy and armed robbery, violent crimes, ethno-religious conflicts, environmental degradation, among others.

Although there are measures put in place by the Nigerian government which aimed at curbing the insecurity problems but their effect are yet to be clearly observed. Considering the aims and objectives of the Technical, Vocational Education and Training (TVET), it has been observed that TVET could be used to enhance the productive capacities of the people, thus help them to generate income and create wealth in order to avert unemployment and poverty which usually breed insecurity. It is therefore important that the productive capacities of the unemployed youths, school drop outs, physically challenged, marginalized groups, rural dwellers and retirees should be enhanced through the TVET for wealth creation and reduction of insecurity.

REVIEW OF RELATED LITERATURE

Currently, insecurity is one of the challenges in Nigeria. This could be as a result of failure of the government to address the challenges of poverty, unemployment and inequitable distribution of wealth. According to Adegami (2013) insecurity is peoples' relative feeling of the presence of

economic, political, social, cultural and psychological fear. According to the author, the most common form of insecurity that triggers the consciousness of other forms of insecurity is the economic insecurity. According to him, economic insecurity is the absence of jobs, basic health care, accessible drinking water, education, life enhancing opportunities and creative policies that cater for short, medium and long-term needs of the different cadre of the population. According to Ali (2013) insecurity is a state of fear or anxiety due to absence or lack of protection. Achumba, Ighomereho and Akpan-Robaro (2013) defined insecurity from two perspectives. Firstly, insecurity as the state of being opened or subjected to danger or threat of danger, where danger is the condition of being susceptible to harm or injury. Secondly, insecurity as the state of being exposed to risk or anxiety, where anxiety is a vague unpleasant emotion that is experienced in anticipation of some misfortune. In the context of this article insecurity is defined as a breach of peace and security that usually lead to conflict and destruction of lives and property. What constitutes insecurity in Nigeria includes disease, violent crime, political assassinations, kidnapping, ethno-religious conflicts, civil war, terrorism and environmental degradation (Oladeji & Folorunso, 2007).

The current level of insecurity in the nation is alarming and unacceptable. There is no nation that can achieve socio-economic development in an environment where insecurity prevails. Insecurity in Nigeria has retarded socio-economic development which has caused social tension and population displacement, general atmosphere of mistrust, fear, anxiety, dehumanization, deepening of hunger and poverty, discouragement in local and foreign investment and migration of people from the region where there is prevalence of insecurity (Obarisiagbon & Akintoye 2019). The challenge remains how to raise the productive capacity of the unemployed youths, drop outs, physically challenged, marginalized groups, rural dwellers and retirees. There is need to address the level of poverty and joblessness of the youths, the marginalized groups and the physically challenged to minimize their negative socio-economic consequences in the country using inclusive TVET.

Role of Inclusive TVET

Inclusive TVET involves taking into cognizance the unemployed, drop outs, physically challenged, marginalized groups, rural dwellers and retirees, and equipping them with the necessary skills needed for wealth creation. The focus is centered on the provision of requisite skills to all interested persons without discrimination. Empirical facts have shown that provision of skills through TVET brings additional benefit to people and thus enhance their employability status. For instance, Edokpolor and Owenvbiugie (2017) conducted a research and found that TVET can equip people with skills for job creation and sustainable development of the economy.

According to Oladejo (2019) TVET has great prospects for tackling poverty, enhancing employability through skill acquisition and boosting sustainable development. The role of inclusive TVET in equipping individuals with requisite skills that could enable them to effectively participate in social, economic and technology innovation processes cannot be neglected. Inclusive Technical, Vocational Education and Training (TVET) has been observed as one of the ways to achieve participation and inclusion of most Nigerians in legal and meaningful profit oriented activities to earn their living, eradicate poverty, reduce social vices and combat insecurity. Igniting

avenues for creating jobs, generating and sustaining wealth in the nation through inclusive TVET could lead many people out of poverty and thereby reduce social vices and insecurity in Nigeria. It therefore becomes imperative to discuss feasible options of implementing inclusive TVET with a view to reduce or eliminate insecurity in Nigeria.

Ways of implementing inclusive TVET to combat insecurity

In order to minimize the state of insecurity in the nation, inclusive TVET could be given to the under listed through the suggested ways:

Unemployed youths

TVET is expected to encourage the youths assume entrepreneurial position. With the recent economic crisis and insecurity in the country, TVET could be used to facilitate youth integration into the labor market to minimize poverty and insecurity. Adagba, Ugwu and Eme (2012) noted that unemployment and poverty among Nigerian youths are major causes of insecurity. Similarly, Adebayo (2013) agreed that youth's unemployment and its attendant rising wave of crime are part of the major social problems affecting the growth and development of Nigeria. It is therefore important that the productive capabilities of these youths should be enhanced through TVET as there is nothing that can surpass the effectiveness of hands on training. According to Obarisiagbon and Omagie (2018) most unemployed youths psychologically experience trauma, anger, frustration, low self-esteem, negative life satisfaction, unhappiness and mental disorder including depression and acute stress.

It is therefore imperative that the Nigerian government should enable her youths to acquire skills through TVET and translate these skills into job creating ventures. Eme and Onyishi (2011); Ewetan and Urhie (2014); Ozoigbo (2019) pointed out that majority of violent acts that are threatening national security in Nigeria has been ascribed to youth unemployment. The authors maintain that some of the youths who are unemployed have turned themselves into suicide bombers, vandals, terrorists, kidnappers, assassins, militants and armed robbers, thereby causing Nigeria a great loss in revenue earnings, hinders her development and breeds insecurity in the nation. It is therefore imperative that Nigerian government should establish TVET centres in every nook and cranny of all the Local Government Areas in each State (Obidile, 2018). They should make TVET programmes accessible to every interested youths and make it mandatory for all the unemployed youths in each of the States where they are residing.

Also, adequate financing should be provided to ensure that the TVET programmes would review, upgrade and monitor their curricula, materials and equipment regularly to reflect new technologies and learning methods. Funding could come from government, international donors, NGOs, churches, Parents, Alumni, among others to facilitate the creation and sustenance of TVET programmes to reduce poverty and insecurity in the nation.

School drop outs and attrition in colleges and universities

TVET programmes should be used as a motivating force to school drop outs. The programmes should be used to enhance the individual capacities of the school drop outs. The problem of juvenile delinquency and crime in Nigeria could be reduced, if the school drop outs are given the

necessary TVET options that would make them productive. If the TVET options are well incorporated into the basic education curricula and effectively practiced in Nigeria, it would avail the school drop outs the opportunity for self-reliance. The TVET programmes should be used to align their low basic school level with skills necessary in the world of work. TVET should be made mandatory and cost free for school drop outs. It is important that special consideration be given to the individual characteristics of the concerned, with their chosen trade to prevent the emergence of low-quality end. In the words of Anuncibay (2007), it is essential to plan for each individual learner, the relevant skills, development systems and strategies that should play a part in his training, bearing in mind which would be valued by employers and impact positively on their future working environment.

The physically challenged/oppressed

The physically challenged should be provided with opportunities to access TVET programmes as Hirvonen (2010) opined that skill development is central in enabling people with disabilities to take part in the world of work. Physically challenged are likely to contribute to the economic development of the nation if they are given the opportunity to acquire the needed skills. According to Boeltzig, Sulewski and Hasnain (2009) denying people with disabilities their inalienable right to employment is a barrier which presents a significant challenge to the development of a nation. It is therefore important that physically challenged should be given access to TVET in order to acquire the necessary skills needed for self reliance. In doing so, consideration should be given to in-class physical facilities that could enable the disabled gain entrance into the TVET centres, move around when needed and use the training equipment and related accommodation facilities as opined by Malle, Pirttimaa & Saloviita (2015b) to enable the physically challenged participate fully in TVET programmes and contribute their quota to the economic development of the nation.

Marginalized groups

Equal access to TVET options should be given to all interested persons irrespective of gender, level or location. Since TVET is aimed at making people to be well armed with skills, to enable them secure employment either by establishing a business venture, or by being gainfully employed thereby, utilizing their skills that are inculcated or cultivated by this type of training. It is important that the marginalized groups, those disadvantaged by distance or location and those engaged with poor working condition should be given access to TVET in order to engage them in income-generating activities.

Furthermore, equal opportunities should be given to both male and female in the TVET options. This is important because in Nigeria, there are some trades which are deemed masculine for instance carpentry and auto mechanic and some others are deemed feminine like catering. It is therefore important that marginalized people should be motivated, assisted and encouraged in their chosen TVET options (irrespective of their gender) by providing the necessary facilities needed for the impartation of the chosen skills and establishment of their chosen trade(s).

Rural dwellers

TVET programmes should be taken closer to the rural dwellers to avoid excessive urban migration in search of jobs. Tiamiyu and Babalola (2013) opined that one of the developmental challenges

which poses serious threat to socio-economic development in Nigeria is endemic rural poverty. Life in the rural area could be enhanced through the TVET programmes by bringing the required skills needed in the labour market closer to the rural people so that they could experience enhanced successful transition to job opportunities. The TVET programmes to be given should be organized in a way that it would enhance the informal activities of the rural dwellers and improve their earning opportunities. This would be done in accordance with the specific trade/trait by which a particular region is known.

Retirees

TVET programmes should be given to the retirees to enhance their skills so as to contribute to the economic growth and development. They should be given different TVET options to enable them enter or advance in their chosen skill related occupation. For retirees, combining work experience with skill training or acquiring general occupational skills through TVET could be a motivational activity which could be used to engage them and enhance the economic activities of the nation. Retirees should be given access to TVET programmes with minimal cost. Finally, as policies play prominent roles in influencing the transition from TVET programmes to paid jobs or established entities. Effective implementation of well designed TVET policies could enhance successful transition to meaningful and profitable activities and could prevent unemployment, poverty and insecurity. Policy makers in Nigeria should revisit TVET Policies with regards to certain conditions which could enhance participation in TVET programmes such as: setting some incentives to participants and employers, use of employment insertion programme (Adebayo, 2013), easy made entry criteria, easy accessibility, minimal or no cost attachment, providing start-up capital and facilities, adequate instructors' training, continuous evaluation and regular upgrading of the TVET programme, resuscitating old industries, adequate instructors' remuneration and easy transition to work placements.

CONCLUSION AND RECOMMENDATIONS

The paper concludes that to combat insecurity in Nigeria, there is need to strengthen, and effectively implement the TVET programmes and policies using the suggested ways, as it is believed that insecurity could be minimized when the productive capacities of the people are enhanced. The paper therefore recommends that; inclusive TVET should be promote in the country and also varying modes of TVET delivery options should be accessible to every Nigerian so as to equip them with the necessary skills needed for self reliance in order to enhance wealth creation and reduce poverty, inequality and insecurity in Nigeria.

References

- Achumba, I. C., Ighomereho, O. S. & Akpan-Robaro, M. O. M. (2013). Security Challenges in Nigeria and the implications for business activities and sustainable development. *Journal of Economics and Sustainable Development* 4(2), 79-99.
- Adagba, O., Ugwu, S. C., & Eme, O. I. (2012). Activities of Boko Haram and insecurity question in Nigeria. *Arabian Journal of Business and Management Review* 1(9), 77-99.

- Adebayo, A. A. (2013). Youths Unemployment and Crime in Nigeria: A Nexus and Implications for National Development. *International Journal of Sociology and Anthropology*, 5 (8), 350-357.
- Adegbami, A. (2013) Insecurity: A threat to human existence and economic development in Nigeria. *Public Policy and Administration Research* 3 (6), 15-28.
- Ali, A. D. (2013). Security and Economic Development in Nigeria since 1960. *Kuwait Chapter of Arabian Journal of Business and Management Review* 2(6), 1-7.
- Annesley, C. (2007). Lisbon and social Europe: Towards an European adult worker model welfare system. *Journal of European social policy* 17(3), 195–205.
- Anuncibay, R. (2007). Social, personal and educational constraints on access to employment among groups at risk of social exclusion: contributions from an employment observatory. *Journal of Vocational Education & Training* 59(4), 435–449.
- Boeltzig, H., Sulewski, J. S. & Hasnain, R. (2009). Career development among young disabled artists. *Disability & Society* 24(6), 753–69.
- Edokpolor, J. E. & Owenbiugie, R. O. (2017). Technical and Vocational Education and Training skills: An antidote for job creation and sustainable development of Nigerian economy. *Journal of Problems of Education in the 21st century* 75 (6), 535-549.
- Eme, O. I., & Onyishi, A. (2011). The Challenges of Insecurity in Nigeria: A thematic exposition. *Interdisciplinary Journal of Contemporary Research in Business* 3(8), 172-184.
- Ewetan, O. O. & Urhie, E (2014) Insecurity and socio economic development in Nigeria. *Journal of Sustainable Development Studies* 5(1), 40 –63.
- Hirvonen, M. (2010). From vocational training to open learning environments: Vocational special education during change. *Jorsen Journal of research in special educational needs* 11(2), 141–148.
- Lindberg, V. (2003). Learning practices in Vocational Education. *Scandinavian Journal of Educational Research* 47(2), 157-179.
- Maclean, R. & Lai, A. (2011). Future of Technical and Vocational Education and Training: Global challenges and possibilities' *International Journal of Training Research* 9(1–2), 2–15.
- Malle, Y. A., Pirttimaa, R. & Saloviita, T. (2015b). Policy-practice gap in participation of students with disabilities in the education and training programme of Ethiopia: Policy content analysis. *Support for Learning*, 30(2), 121-133. <http://dx.doi.org/10.1111/1467-9604.12084>
- Ngure, S. W. (2013). Where to vocational education in Kenya? Is analyzing training and development needs the answer to the challenges in this sector? *Journal of Education and Vocational Research*, 4(6), 193-204.
- Nilsson, A. (2014). The unknown story: Vocational Education for adults in Sweden 1918-1968. *History of Education* 43(5), 615-634.
- Obarisiagbon, E. I. & Akintoye, E. O. (2019). Insecurity crisis in Nigeria: The law enforcement agents a panacea? *Journal of Sociology and Social Work* 7(1), 44-51. DOI: 10.15640/jssw.v7n1a6URL
- Obarisiagbon, E. I. & Omagie, M. I. (2018). Public perception on the role of the Nigeria police in curbing the menace of kidnapping in Benin Metropolis, Sothern Nigeria. *Academic Journal of Interdisciplinary Studies* 7(1), 65-72.

- Obidile, I. J. (2014). Vocational and Technical Education (VTE) in the 21st Century: The Way Forward. *NAU Journal of Technology and Vocational Education 1(1)*, 1-6.
- Obidile, J. I. (2018). Strategies for improving Technical and Vocational Education (TVE) programme to reduce unemployment in Nigeria. *NAU Journal of Technology and Vocational Education 3(1)*, 1-10.
- Oladeji, S. I., & Folorunso, B. A. (2007). The Imperative of National Security and Stability for Development Process in Contemporary Nigeria. *European Journal of Social Sciences, 3(2)*, 66-79.
- Oladejo, M. T. (2019). Challenges of Technical and Vocational Education and Training in Nigerian History. *Makerere Journal of Higher Education 11(1)*, 67-81.
- Osula, E. C. (2004). *Foundations of Vocational Education*. Enugu., Nigeria Cheston Agency Limited.
- Ozoigbo, B. I. (2019). Insecurity in Nigeria: Genesis, consequences and panacea. *European Journal of Social Sciences Studies 4(4)*, 270-280.
- Tiamiyu, R. & Babalola, Y. A. (2013). Vocational Education and Security Challenges in Nigeria: The way forward. *Developing Country studies 3(5)*, 97-100.