COMPLEX MIX OF SOCIO-POLITICAL SYNERGY ON TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) IN NIGERIA

K.R.E. Okoye[1]
Okwelle, P. Chijioke[2]
1. *Department of Vocational Education, Nnamdi Azikiwe University, Awka, Nigeria*
2. *Department of Science & Technical Education, Rivers State University of Science and Technology, Port Harcourt, Nigeria*

Abstract

Technical and vocational education and training (TVET) plays an instrumental role in the technological advancement and economic sustainability of many nations. Despite its contributions, Nigeria as a nation appears not to have given this aspect of education the attention it deserves. This is viewed as one of the reasons for the nation's underdevelopment. The paper focuses on the current environment in which TVET in Nigeria operates, efforts government has taken to revitalise it and lessons that can be learnt from countries that have achieved appreciable economic development through TVET. The paper concludes that it is necessary M y for Nigeria to urgently and aggressively embrace a credible and pragmatic approach to strengthen TVET delivery in the country in order to achieve stable national economic development.

Keywords: Development, entrepreneurship education, socio-political, synergy, Technical, vocational education and training,

}}}}}}

1. INTRODUCTION

Awareness has been rekindled among policy makers in African society and at various international arenas on the developmental role technical and vocational education and training (TVET) can play in any nation's economy. This rekindled awareness appears to be predicated on globalization effect and the changing world economy; the economy that demands productive workforce.

One of the most important features of TVET is its orientation towards world of work and the emphasis of its curriculum on the acquisition of employable skills (Bureau of the conference of Ministers of Education of the African Union AU, 2007). This implies that TVET service delivery system is packaged and structured to impart skills necessary for emergent of entrepreneurial labour force that could encourage wealth generation in the African environment and alleviate poverty.

Even so, TVET can be delivered at different levels of sophistication (AU, 2007). This goes to say that, TVET provides for varied training needs of learners that have different academic and socio-economic background, and prepares them for self or gainful employment. It offers practical instruction that gives learners specific occupational skills (Dike, 2009). The question is; to what extent has the service delivery package of TVET been organized in Nigeria to impact positively on the economy and alleviate poverty in the country?

Currently, Nigeria has the largest population of poor and unemployed people in the sub-Saharan Africa and also ranked 158th on the human development index (Audu, Kamin & Balash, 2013). For instance, the unemployment rate in Nigeria in 2010 was 21.1% and 23.9% in 2011 and 2012

(Trade Economics/National Bureau of Statistics (TE/NBS) (2012). Data available also show that the average of unemployment rate in Nigeria from 2006 (5.3%) to 2012 (23.9%) was 14.6% (TE/NBS, 2012). With Nigerian population of over 140 million people (National Population Commission (NPC) (2006), the 23.9% unemployment rate indicates that approximately 33.5 million Nigerians who are of employable age are jobless.

This high level of relatively youth unemployment has been blamed on inadequate provision for job creating avenues and productive educational system such as TVET (AU, 2007; Institute of Adult Learning, Singapore, 2011) in the development plan and partly on youth's mad rush to acquire higher education irrespective of the career and without due consideration to the promises of the career objective (Okafor, 2011). Consequently, a good number of skills acquired by students appear to be a mismatch and irrelevant in the workplace and labour market. At the extreme, many youths succumb to any-how-job which they bargain to be informally employed and in which they work for long hours for low wages (Audu, Kamin & Balash, 2013). The poor employment conditions have a number of psychological effect and socio-economic consequences on the unemployed and the underemployed. This is the route of moral decadent and high level of crime and social vices in Nigeria. As the saying goes; an idle hand potents mischief while the idle brain is a devil's workshop.

Analogous to this assumed awkward situation, one suspects that something is amiss in the way Nigerians think about economic development and more specifically about TVET programs in the country. This paper therefore, examines trends, developments and issue in technical and vocational education and training from Nigerian perspective with a touch on international standards. The paper was organised under;

- *Education issues in Nigeria: The place of TVET programs.*
- *Context of TVET: An Import of National and International Strategy.*
- *Image of TVET and National Economy.*
- *Revitalizing TVET in Nigeria.*
- *Conflict Emphasis: TVET or Entrepreneurship Education.*

2. EDUCATION ISSUES IN NIGERIA: THE PLACE OF TVET PROGRAMS

Ability to put the future right stems from what knowledge one can decipher from the present and from what it was in the past. The authors therefore consider it important that for Nigeria to plan in favour of the future from the present, a brief history of educational issues in the past is necessary.

Nigeria was colonized by Whiteman in 1861. In 1948, University College London was established at Ibadan to produce scientific and administrative personnel. Also, Nigerian College of Arts and Science was established in the then three regions; Enugu (East), Ibadan (West) and Zaria (North). The objective was to produce technological middle level manpower among Nigerians. The pressure on colonial government to establish more technology and engineering institutions and faculties continued until independence in 1960.

At independent, the first generation universities were established between 1960 and 1970. The common emphasis of the 1st generation universities was partly on literal education and partly on science and engineering/technology education to produce technological manpower among Nigerians. The second generation universities were established between 1970 and 1985. Nwagwu and Agarin (2008), noted that these universities were created to meet the manpower need of reconstruction challenges aftermath of the civil war as well as global increase in industrialisation. However, they provided education in the traditional curriculum. Emphasis was not strongly placed on technology education.

Notably, between 1985 and 1979, the Federal Government seem to have realised the need to shift in orientation from broad based university education to specialised education with the birth of third generation universities which focused on technology. Apart from some Federal universities of technology established, state governments also established state university of technology to support federal government's effort at emphasizing technology education in the country.

As if much emphasis had so far been made on technology education, there was a kind of change of complementary emphasis to vocational education (Agriculture) as the federal government established universities of agriculture in the birth of fourth generation universities. These universities emphasized skills acquisition in specific and general agriculture. Currently, there are over 120 universities (public and private) with diversified fields of emphasis.

In the quest to produce more technological manpower, the Nigerian Federal and State governments stepped up the establishment of some polytechnics to produce middle level technological labour force. Disappointingly, these polytechnics did not emphasize practical education as enshrined in their mission. They rather emphasized in most part theoretical concepts like the first and second generation universities. This stance adversely affected the quality of technology education provided in the country. More so, the TVET programs offered in some Colleges of Education and in some universities in the country, at moment suffer neglect. A visit to the workshops where TVET is offered does not speak of any serious attention given to the program. This is the point the country is, even when the Nigerian federal government maintains that Nigeria will be counted among the first 20 nations with good economy in the year 2020.

3. CONTEXT OF TVET: AN IMPORT OF NATIONAL AND INTERNATIONAL STRATEGY

The need for TVET has cut across the globe. The changing world economy and demand for skilled labour force have necessitated national and international educational reform in favour of TVET as strategy for improved economy. In Africa, a reasonable number of countries have commissioned some reform strategies to build on the inherent strengths of TVET system. Common to these strategies are the setting up of national training bodies and enactment of laws to strengthen national technical and vocational training. Specifically, National training authorities (NTA) had been commissioned in many African countries including; South Africa, Botswana, Namibia, Zambia and Tanzania (Bureau of the Conference of Ministers of Education of the African Union (AU), 2007). In particular;

- *Ghana* had passed an Act of parliament that established Council for technical and vocational education and training, responsible for skills development in the country.
- *South Africa* had also established National qualification framework (NAQF) responsible for providing mechanism for awarding qualifications based on the achievement of specified learning outcomes prescribed by industry. The framework also promotes the culture of life-long learning.
- *Benin Republic* had setup a Bureau d'Appulaux Artisans (BAA) to encourage integration of the skills of traditional apprentices and master craftsmen into formal school education.
- *Kenya* instituted Jua kali informal sector to encourage local craftsmen into the mainstream education system of the country.

Outside Africa, different steps have also been taken.

- *Germany* runs a dual system of education. The German dual system permits that learning takes place in a vocational school and in an enterprise concurrently. About 70% of all school leavers (15 -19 years) receive training under the dual system (AU, 2007). The system in Germany promotes linkage of TVE to the world of work.

- *Singapore* practice s dual system of education in a similar form as it obtains in Germany. In the country's dual system, a national manpower council ensures that TVE training which lays emphasis on the cultural values and attitude development of the people is relevant to the needs of the labour market.

In Nigeria, the likes of these education policies in other countries have not been instituted. Although different bodies and agencies (NDE, NAPEP, etc) have been commissioned, most of them do not take the issue on TVET seriously. As a result, there has not been remarkable improvement on TVET matters in Nigeria. Currently, the curricula based on which TVET is provided in Nigeria is not uniform. Institutions provide teaching and learning activities on TVET programs as they deem necessary.

In its national and international context, vocational education is said to be composed of; *Fine and applied Arts, Agricultural Science Education, Business Education; and Home Economics.* Computer education is a new arrival but has to be subsumed into business education curriculum in many countries.

Education in Agricultural Science program is supposed to provide skills in; fish farming, animal husbandry/livestock farming, crop production and proliferation, poultry farming, horticulture, general farming (palm processing, weed management, etc.). Education in Business studies (program) was designed to orientate students in; art in business making (marketing), typing and shorthand skills, (currently computer appreciation and operation), service delivery, secretarial jobs, stenography, account clerking, office information system and management and so on.

Education in Home Economics was designed to provide skills in; garment making, shoe making, home management, food preservation art, food making (cookery), catering services, hotel management, knitting, and other skills. Technology education offers programs in Building/woodwork, Electrical/Electronics, and Auto mechanic/Metal work. Thus, education in technology programs offers studies that are meant to provide skills and knowledge in; carpentry works, masonry, plumbing services, interior decoration, domestic electrical installation, electrical machines maintenance and repairs, electronic works repair, auto services and repairs. Fine and Applied arts is currently offered in Faculty of Social Sciences in most of Nigerian universities. Our discussion will for the moment exclude it in this context.

Discernibly, from the cohort of these vocations, the training offered in TVET programs cut across all spheres of human endeavour and are also within the environmental offerings. Unfortunately, most of these vocations are unjustifiably neglected. Probably because, everyone wants to work in the oil company or dig gold mine and with such ambition, parents, relations, guardians, peers and other close associates tend to give career guidance to individuals against career choice in TVET programs.

However, what Nigerians appear to have short-sight upon is that many food-shops such as *Mr. Biggs, Chitis, Chukkies, Crunchies, Celebrities, Shop-rite,* and a lot of others have made names and big money for themselves. They have as well provided jobs/employments to many. It only requires a humble beginning and honesty. If one carefully analysed the career areas listed, it is observable that they bother on;

i) Marketing (business enterprise) – Business Education
ii) Catering services – Home Economics Education
iii) One of the basic human needs (food production) – Agricultural Science Education.
iv) Social and domestic services – Technical Education.

With mention of the successful food-shops and social need providers, it is done on the populace that there are many opportunities to invest in and expand, utilizing the foundations of the professional skills provided in TVET programs; other than digging a gold mine. What is required is an academic structure that offers practical proficiency and develops a flexible and entrepreneurial culture to diversify the students' base and revenue streams (sources).

4. IMAGE OF TVET AND NATIONAL ECONOMY

A consistent perturbing issue against TVET program (education) in the country is the enrolment figure (Salami, 2011; Dike 2009; Nguma, 2003). The enrolment figure into technical and vocational education and training has never been encouraging and to encourage enrolment in this school of thought, the principal actors in the system, now scout for even, the unqualified to enrol. The poor enrolment figure is most pathetically peculiar to technology sector of TVE (Lilly & Efamejue, 2011). Candidates who do not perform well or who failed their unified tertiary and matriculation examination (UTME) are regularly considered for admission in the program. In many cases, the entry qualification is lowered to enable reasonable enrolment number or that both the UTME and post-UTME scores are considered at lower levels in comparison to the entry requirements into other career fields.

Candidates, therefore consider technology education as the last resort to gain admission when other avenues to gain admission into their preferred career choices failed. This is yet another basis on which many people rely and erroneously tend to see TVET as education for the disadvantaged or for the drop-outs. Besides, students admitted in this manner, along the line, loose interest in their course activities. Consequently, such students graduate in almost the same knowledge level as they entered, since most of them cannot justifiably demonstrate any practical evidence of having passed through practical oriented program.

According to Dike (2009) the students graduate without employable skills. Think of electrical/electronics student who on graduation cannot distinguish among sectional compartments of a simple transistor radio receiver; the auto-mechanic student on graduation cannot perform repair services in the transmission system of a motor car. These poor performance attitudes leave food for thought and also leave people with suspicious mind against TVET education. A student who maintains this kind of academic knowledge level automatically keeps off from the competitive labour market and in the workplace (Oji, 2013) and lacks relevance in industries or related organisations (Audu, Yusri & Balash, 2013). On the extreme, if these crop of individuals manoeuvre their way to become one among the teachers (instructors & lecturers) in the system, it will boil down to abysmal poor standard. In another dimension, it is arguably true that any such lecturer who awkwardly manoeuvres his way (to instructional position) may not experience any job satisfaction. In the event of this, job effectiveness will be below average while students suffer. This will further be compounded by the long standing issue of underfunding of TVET programs in the country, which for decades has left many machine shops virtually empty and in most cases with obsolete and dysfunctional machines (Lilly & Efamejue, 2011). Even when machines are functional, students are not adequately drilled on practical know-how as a result of poor class of workshop instructors. This is one of the reasons why employment of academic staff should be based on merit but not on who knows who or on ethnic or tribal sentiments.

Supervised industrial work experience scheme (SIWES) program designed to salvage the situation and equip students with competence in practical know-how is done by students of TVET programs in a flash and in most cases done in quasi-establishments. Thus adequate practical skills are neither acquired at SIWES nor in the lecture rooms or laboratories that are dilapidated (Dike, 2009; Emeh, 2012). The vicious circle of poor performance and standard would this way continue in TVET programs unless something positive is devised to save the situation.

The authors therefore strongly agree that entry (enrolment) into TVET programs should be on the ground of merit and should be for those who want it, those who need it, and those who want to progress by it (Okoye & Okwelle, 2013). With interest in TVET, it is possible that most students enrolled would tend to critically think out issues for the benefit of the society. It is evidently not imaginable what TVET scholars had done to Americans and the whole world through the technologist (entrepreneur) – Bill Gates, the father of Microsoft and Robert Edward Turner III – a technologist/engineer who introduced the world's first 24 hours news network popularly referred to as cable news network (CNN) on June 1, 1980 which currently hooks-up well over 1.7 million homes through cable television (Okoye & Agwuna, 2010).

Therefore, any individual who indicates interest in TVET and who is also qualified should be offered admission. *The drive towards revamping TVET program in the country should never be directed to Ogbono market women and men or to farm implement traders of Alaba international market Lagos, in the name of vocational practitioners for enrolment.* There must be unified sense of decorum, basic qualification and proven interest for admission into TVET programs. People should not be persuaded into TVET enrolment. Adopting this policy, will better revamp and save the image of TVET program than asking people to enrol against their career choice. People who enrol with interest will constitute effective labour force that is needed for productive economy and poverty eradication.

5. REVITALIZING TVET IN NIGERIA

Measures to make TVET education more relevant in Nigeria may not be crystalized from foreign background. However, ideas on what other nations embarked upon to revitalize TVET and improve on their economic opportunities through TVET may serve as example.

Scholars and different organisations (World Economic Forum WEF, 2004; UNDP 2008; Institute for Adult Learning (IAL), Singapore, 2011) have consistently maintained that any great and dynamic economy hinges on adequate education of the youths in technical and vocational education to produce vocational skilled technicians and craftsmen (in engineering family) (Amodu, 2011; Oseni, 2012; UNESCO, 2013) and who also should be trained through basic formal (mainstream) education (Oseni, 2012).

To produce these categories of TVET products, the federal ministry of education in Nigeria had entered into partnership on cost-sharing project agreement with UNESCO in December, 2000, which commenced in 2001 (UNESCO, 2013). This skill training project was aimed at better equipping the Nigerian youths with workplace skills needed for the labour market and self-reliance.

The first task was to revise curricula for secondary technical colleges and post-secondary polytechnics and to establish a new system of continuing technical staff development and training in Nigeria. The result showed that seven staff development centres (SDCs) were established in Federal polytechnics located at; Auchi, Bauchi, Bida, Kaduna, Lagos, Nekede and one at NBTE Headquarters in Kaduna (UNESCO, 2013).

The validatory account of this establishment shows that since 2002, the seven SDCs had organized over 34 training workshops that have benefited well over 572 institutional staff members throughout Nigeria; (staff members in quote). The issue is: How has this step impacted on the welfare of the people and the nation's economy?

It was unveiled that well over 80% of Nigerian youths are still unemployed (Daily Trust: November 26, 2008; Dike, 2009) and currently confirmed by Awogbenle and Iwuamadi (cited in Emeh (2012) that youth population in Nigeria is 80 million, representing 60% of the country's total population and that 64 million of them are unemployed, while 1.6 million are underemployed.

The insinuation is;

1) it is possible that the quality of training given is below standard, probably because the trainers selected to participate are themselves not qualified; or
2) that the right set of people (trainees), have never been selected to undergo the training; which could be attributable to common factors such as nepotism, ethnic sentiment, false hood, tribalism, or who know who syndrome.

Other attempts at revitalizing TVET education in the country was the establishment of National business and Technical Examination Board (NABTEB) in 1992. The NABTEB was charged with the responsibility of conducting technical and business examinations that were previously done by Royal Society of Arts, (RSA) London, City and Guilds of London and WAEC (Dike, 2009). Currently, most graduates with National Technical Certificate (NTC), National Business Certificate (NBC), Advanced National Technical Certificate (ANTC) and Advanced National Business Certificate (ANBC), awarded by NABTEB appear naïve at practical expressions, yet they have been certified practically competent based on the certificates they parade around. In the past, record shows that City and Guild holders in any of the technical trades (building construction, woodwork, electrical installation, plumbing, painting and decorating, RSA stages I & II, etc) perform creditably well and were comparatively competent, self-reliant and capable to establish own private ventures than the current graduates in the same fields. *The question is; where have we gone wrong?*

National Board for Technical Education (NBTE) established in 1985 has not helped out the matter either. NBTE is one of the regulatory bodies on technical education in Nigeria and charged with technical institutions' program accreditation and quality assessment of course offerings in such institutions. Holders of NCE (Technical), OND/HND, B.Sc. (Ind. Tech) and B.Tech do not have much to show-case practically. Industrial training fund (ITF), National directorate of employment (NDE) and a host of such establishments to salvage the mission of TVET seem to have all failed. When most of the efforts (in the past) at revitalizing TVET in the country appear to have performed below expectation (Ohiwerei & Nwosu, 2009), a little look into some international policies at revitalizing TVET education could be of educative clue to Nigeria policy makers for change.

6. BRIEFS ON INTERNATIONAL POLICIES AT REVITALIZING TVET

Different countries adopt varied policy guidelines on issues bothering on technical and vocational education and training with a view to producing labour force capable of handling any domestic and/or industrial works demand. Mention is made of a few below:

6.1. Malaysia

1. There is national training system (NDTS): Under this system, 70 – 80% of education of the child is done in the industry, while the remaining 20 – 30% is carried out in training institutions, utilizing curriculum developed by the National occupational Core Curriculum (NOCC) (Zain, 2008).
2. Technical/vocational training starts from 3 year upper primary education level to 3 year lower secondary education level (UNESCO, 2001).
3. Training is provided in over 53 trade standards in a variety of occupational groupings, using the country's National Vocational Training Council (NVTC).
4. Currently, most secondary schools are converted to vocational technical schools under the country's dual training system (DTS).
5. As at 2005, there were (Government Approved); 21 industrial training institute (ITI), 14 National Youth Skills Institute (NYSI), 3 Advanced Technology Institutes (ADTEC), 162 Skills Training Institutes (STI). (UNESCO, 2001).

These skills training institutes emphasize hand-on-vocational training at the industry workplace and also offer classroom training in variety of specialized vocational types in collaboration with German-Malaysia training institute, British–Malaysia training institute and Japan-Malaysia training institutes, etc., placed under university of Kuala Lumpur.

One major highlight of the TVET administration in Malaysia is that the participating industries receive tax incentives; apprentices (students) are assured of employment, eligible for reimbursement of training costs and also given insurance protection, among others. The effective and diligent adherence to these TVET program designs has reasonably launched Malaysia unto industrial skills advancement among comity of nations. Currently, Malaysia is largest exporter of palm produce world over and among the highest producer of building wares such as rods and other industrial materials.

6.2. Thailand

1. Runs dual system of education: This system provides 5 year general education training and 2 year technical and vocational education training at the primary education level (7 years primary education).
2. Provides programmes of work education at the upper quarter of primary education and 3 year lower secondary education levels.
6. Runs 3 year technical and vocational education and training (TVET) referred to as higher secondary education. In all, their students spend 13 years under their skill acquisition education programs. Funds for running the school are consistent, stable and supplied by government as at when required. (UNESCO, 2001).

   Currently, many convivial industrial wares and toys are produced in Thailand, even by students, and many students travel abroad to practice as technologists upon graduation, at that level. This is what Dike (2009) captured when he rightly stated that, most of the so-called "expatriate engineers" who are being paid millions of dollars to build Nigeria's roads and bridges, are graduates of technical colleges.

6.3. Brazil

1. Runs dual system of education and training system: In this program students train concurrently in both TVET and general education curricula, in their primary and post-primary education levels.
2. The undergraduate education program is stocked with sequential technical and vocational training. Students are selected into specialized vocations and skills acquisition under the country's national service for industrial apprenticeship (NSIA).
3. Curriculum contents of TVET in Brazil are built around;
   i) Knowledge and practice technologies and related sciences; provided in stages of module orientation.
   ii) Specialized skills acquisition; students channelled into special skills area based on their proven aptitude, ability and entrepreneurial expressions in relation to social and economic life.

Currently, most of the luxurious buses that ply the Nigerian roads are imported from Brazil. Brazil is also named among the developing countries whose economy maintains a very high standard in the world.

6.4. Germany

1. Runs dual system of education with emphasis on TVET programs at both primary and post-primary education levels and through the tertiary education.

2. Upon graduation from the country's lower secondary education, most of the students (over 2/3 of the population) are channelled to technical and vocational training of the education system at the upper secondary level.
3. Under this program over one-half of the youth population are made to complete 3 years of intensive apprenticeship and technical and vocational training in specialized industries under qualified vocational professionals. These professionals are usually highly motivated through adequate funding of the program and provision of personal effects.

7. PROBLEM OF TVET IN NIGERIA

The major problems of TVET in Nigeria can be summarized as:

1. Blame is laid on outdated curricula.
2. There is fragmented system that inhibits labour mobility. Almost the participating training sectors in Nigeria do not operate on training standards and also do not create pathways for skill upgrading.
3. TVET is acknowledged by many Nigerians as education for the disadvantaged or for those who do not do well academically.
4. There is a demand and supply mismatch. Many graduates who have their certificates cannot fit into the industries because the quality of practical know-how obtained in school is not good enough to qualify them for job positions in the industry. There are vacancies, yet there are no qualified personnel to fill the gap. Foreigners are then hired for simple technical jobs. As a result most people seem not to see the advantage to enrol into TVET programs.
5. Many instructors cannot transform theory into practical exercise. TVET is practical oriented and if most of the instructions are presented without *practical-referenced orientation*, the whole exercise becomes obsolete and abstract to the beginners. In the long run most students develop boredom to start blaming their enrolment in the system.
6. The rate at which made in Nigeria goods are patronized by Nigerians is never encouraging. Nigerians mete public snub out to goods produced in Nigeria. An average Nigerian would even prefer goods made in Togo, Benin Republic, Ghana or Ivory Coast to those manufactured in Nigeria. The Nigerian people need serious value orientation. Improved Nigerian attitude in favour of made in Nigeria goods and services will definitely encourage local production via technical and vocational education and training.

8. CONFLICT EMPHASIS: TVET OR ENTREPRENEURSHIP EDUCATION

There have been variations in the choice of terms to describe employability and adaptability skills applicable to all occupations and occupational skill training for specific job offerings. While specific occupational skills is associated to technical and vocational education, employability and adaptability skills applicable to all occupations fall in the domain of career education (Answers Corporation [AC] (2013).

Therefore, the term career and technical/vocational education describes specific and general employability and adaptability skills. The subject areas most commonly associated with career and technical/vocational education include; business (entrepreneurship) and trade and industrial (technical and vocational education), (AC, 2013)

The issue currently is that, entrepreneurship has generally been emphasized in higher education program and research. This renewed emphasis reflects more fundamental changes in society that speaks of its relevance in the education of the youths.

Entrepreneurship is closely related to what the authors call four cardinal poles of business practice as;

- Factoring ideas for knowledge expression.
- Skills exemplification on aspired career.

- Modelling to withstand competitive market demand on aspired venture.
- Strategizing for out-smarting and continued existence.

With strong anchor to these business cardinal poles, entrepreneurship education can be said to prevail on providing individuals with;

i) Windows for developing business characteristics.
ii) Career information that could help them relate their interest, abilities and needs to occupational opportunities in business enterprise.
iii) Available opportunities in careers and disciplines other than business to express knowledge in business making and exhibit skills necessary to function effectively in local competitive market, national and at international business platform.

Entrepreneurship education (National Council for graduate entrepreneurship [NCGE] 2007; Onstenk, 2003), broadens the horizon for business exploration and educates on how to utilize the skills acquired for profitable earning (Ohaewerei & Nwosu, 2009). Deductively, it implies that entrepreneurial activities may not be viable without complementary skills to express entrepreneurially; and it is a known fact that the course discipline that emphasizes skills development is TVET programs.

In another perspective, entrepreneurship is everybody's business; entrepreneurial skills are learnt through self-teaching, trial and error, and getting help and advice from mentors (Twain, 2000). It implies that instructional guide on specific skills is necessary for entrepreneurial expression. *Entrepreneurship is therefore the ability to initiate and nurture an idea from almost nothing but guided by instructions for productive enterprise*. In this understanding, an entrepreneur is one who is creative. He is that individual who complements a God given talent with acquired skills for the purpose of achieving a goal, even in the face of any confusion or ridicules (Agbaeze, 2007). It is the process of using private initiative to transform a business concept or idea into a new venture (UNDP, 1999). Thus, entrepreneurship practices involve risk taking. With spirit of entrepreneurship, an individual could pursue opportunities and fulfil his needs through creativity and innovation (Salami, 2011).

In a holistic manner, technical and vocational education and training (TVET) is an intelligent use of acquired skills (business or technical) as product of technology education to develop better entrepreneurial skills necessary for more innovative ventures. As Salami (2011) put it, TVET serves as a watering ground for entrepreneurship and economic growth and development. Hence, entrepreneurship education is an integral part of TVET.

TVET is a system of education that prepares, develops and practically orientates the individual for the purpose of transforming ideas into reality. The transformation may be in a way of becoming self-employed as a result of skills acquired or utilization of technical/business knowledge for job creation or for business making. TVET thus gives an individual a purpose oriented knowledge and skills that help him to be focused and initiative. That is to say, entrepreneurship is highly enhanced by adequate education in TVET programs.

TVET and entrepreneurship education and what they portray should not therefore be misconstrued. First thing should be done first. Provide adequate funding of TVET, and an entrepreneurial and economic vibrant society will emerge spontaneously. The holy bible even advised that, a child should be shown the way to go, when he grows he will not depart from it. In the same like manner; nurture and develop skills for practical reality (in students) through TVET, on graduation, they would most likely venture into (but not depart from) self-designed source of livelihood in the event of no paid or gainful employment.

9. CONCLUSION

By all indication, many nations around the world have adopted dual system of education in respect of technical and vocational education and training (TVET). It is a system that entails compulsory skills acquisition training in specific occupational fields in industries or after graduation. In this manner, countries such as; USA, Japan, Britain, Australia, Malaysia, New Zealand, Afghanistan, Canada, and other nations have relatively gained stable national economic development; while the labour force remains actively productive in the changing demands of the labour market.

Also from literature and findings, it is obvious that business enterprise is an integral part of vocational training. Entrepreneurial skill is seen as a function of TVET programs. It is through TVET that skills are nurtured and developed and about which the individual gains the entrepreneurial knowledge to enterprise. Hence, business making is a system child of business education that provides the knowledge for and about business.

10. RECOMMENDATIONS

1. It is necessary to institute a *one-year internship program which the authors call "technomanship" for graduates of technical and vocational education and training to acquire professional skills.* As an incentive (as in Malaysia), the trainees should be assured of paid job placement or support for private establishment and reimbursed the cost of their training. The training institutions should also receive sponsorship from government as it is done in Malaysia, New Zealand and Australia.

2 There is need for Nigerian people to embrace value orientation. Improved Nigerian attitude in favour of made in Nigeria goods and services will definitely encourage local production through technical and vocational education and training.

3 The Nigerian governments should devise a credible and practicable means to integrate and strengthen linkages of non-formal work of arts abound in Nigerian communities with formal TVET. In this manner the needs of the immediate environment will be addressed. It will also create and enhance employment opportunities of unskilled and illiterate adults and youths in the society.

4 TVET should be separated completely from general academic background. It should not be run under faculty of education in all tertiary institutions in Nigeria. The general education (basic sciences, mathematics, language art, and in some cases social studies) usually taught should be provided as basic structural education to learners in TVET program in a more constructive and advanced manner. This will enable them understand the structural components of their environment but should not be seen as basic formation in occupational field. In this way, TVET would be better encouraged and emphasized. Nigeria is not a poor nation, achieving good and adequate budget for TVET programs as a faculty would not pose a threat to the federal and state governments.

REFERENCES

African Union (AU) (2007). *Strategy to revitalize technical and vocational education and training (TVET) in Africa: Final Draft.* Retrieved on-line from www.africa-union.o 21/06/2011

Agbaeze, E.K. (2007). *Development of entrepreneurship: the Nigerian perspective.* Enugu: Precision Publishers Ltd. Pp. 3-6.

Amodu, T. (2011). *Revamping our national economy through technical vocational education and training (TVET).* Retrieved online from http://www.nigerianbestforum.com/blog on 22/03/2013.

Answer Corporation (AC) (2013). *Capability is essential: Expert advice and best practices*. Retrieved on-line from www.techtarget.com/cloud-service. on 15/04/2013.

Audu, R., Kamin, Y.B. & Balash, F. (2013). Technical vocational education: as a veritable tool for eradicating youth unemployment. *Journal of Humanities and social Sciences, 8(2),* 10-17.

Daily Trust (2008: November, 26). 80% of Nigeria youths unemployed. *Daily Trust Newspaper.*

Dike, V.E. (2009). Addressing youth unemployment and poverty in Nigeria: A call for action, not rhetoric. *Journal of Sustainable Development in Africa, 11(3),* 129-151.

Emeh, I.E.J. (2012). Tackling youth unemployment in Nigeria: The Lagos State development and empowerment programmes initiatives. *Afro Asian Journal of Social Sciences, 3(3&4),* 1-30.

Fides (2013: April, 20-26). National Directorate of Employment – (NDE) trains 300 youths in Enugu. *Fides Catholic Weekly Newspaper*. p. 9.

Gale Encyclopaedia of Education (2013). *Vocational and technical education: current trends*. Retrieved on-line from www.executivesearchdefined.com 25/04/2013.

Institute for Adult Learning (IAL), Singapore (2011). *Emerging developments in national vocational education systems: Singapore, the UK, Australia and New Zealand*. Retrieved on-line from www.ial.edu.sg 25/04/2013.

Lilly, G. & Efajemue, O.O. (2011). Problems of vocational; teacher education in Rivers State of Nigeria. *Journal of Educational and Social Research, 1(5),* 45-50.

National Council for Graduate Entrepreneurship (NCGE) (2007). *Entrepreneurship in higher and further education: shaping the future*. International Entrepreneurship Educations Conference, $10^{th} – 12^{th}$ September, Cambridge, UK.

National Population Commission (NPC) (2006). *National population census.* Abuja: National Population Commission Press.

Nguma, I.A. (2003). *Technology education and national development.* Retrieved on-line from http://www.batchelor.edu.au/public/research.html on 13/05/2013.

Nwagwu, W. & Agarin, O. (2008). Nigerian University Websites: A Webometric Analysis. *Webology*, 5(4), Article 62. Retrieved from http://www.webology.org/2008/v5n4/a62.html on 11/08/2013

Ohiewerei, F.O. & Nwosu, B.O. (2009). Business education and 7 points agenda in Nigeria. *Current Research Journal of Economic Theory, 1(1),* 23-25.

Oji, G. (2013: April, 2). *Parliamentarians as drivers of human development: Conference Reports*. Reports of 162 member nations of the Inter parliamentary Union held at Quito, Ecuador, March, 2013.

Okafor, E.E. (2011). Youth unemployment and implications for stability of democracy in Nigeria. *Journal of Sustainable Development in Africa, 13(1),* 358-372.

Okoye, K.R.E. and Agwuna, R.N. (2010). Promotion of the Non-oil Sector for youth empowerment and accelerated national development in Nigeria. *International Journal of Educational Research and development, 4(1),* 81-91.

Okoye, K.R.E. & Okwelle, P.C. (2013). Private public partnership and TVET in developing economy. *Arab Journal of Business and Management Review 2(10),* 51-61. A publication of Sohar University, Oman.

Onstenk, J. (2003). Entrepreneurship and vocational education. *Vocational Research Journal, 2(1),* 74-89.

Oseni, M.I. (2012). *Training of engineering technicians and craftsmen as a vehicle of transformation.* A paper presented at the 21st COREN Engineering Assembly, 4th and 5th September, 2012, Abuja.

Salami, C.G.E. (2011). Entrepreneurial intervention and challenges of youth unemployment in Nigeria. *Global Journal of Management and Business Research,* 11(7), 16-24.

Trade Economics/National Bureau of Statistics (2012). *Nigeria Population*. Retrieved from www.tradingeconomics.com on 25/04/2013.

Twain, M. (2000). *Entrepreneurship is everybody's business*. Retrieved on-line from www.6804_conza_01_mb.qxd 28/02/2000

UNDP (1999). *Essentials of Entrepreneurship development.* Retrieved on-line from www.ilo.org/public/english/65entrep/isep 27/07/2012.

UNDP (2008). *Human development report 2007/2008.* African Economic Outlook, Pp. 518. Paris.

UNESCO (2001), 'Revised Recommendation Concerning Technical and Vocational Education. In Normative Instruments concerning technical and vocational education retrieved online from http://www.unevoc.unesco.org/go.php?q=UNEVOC+publicatins &lang=en&akt=i&st=&qs=70&unevoc =i

UNESCO (2013). *Revitalizing TVET in Nigeria*. Retrieved on-line from http://portal.unesco.org/education/en/ev on 22/03/2013

World Economic Forum (WEF) (2004). *Development-driven public private partnership in basic education*. Retrieved on-line from www.weforum.org on 10/10/2011.

Zain, M.Z. (2008). *TVET in Malaysia*. University Malaysia, Perlis, Press. Retrieved online from http://dspace.unimap.edu.my/dspace on 10/10/2011