



**NIGERIAN ONLINE JOURNAL OF
EDUCATIONAL SCIENCES AND
TECHNOLOGY**

nojest.unilag.edu.ng

nojest@unilag.edu.ng

**GOOD GOVERNANCE: A VEHICLE FOR TECHNICAL AND VOCATIONAL
EDUCATION AND TRAINING (TVET) AND ENTREPRENEURSHIP FOR
SUSTAINABLE ECONOMIC DEVELOPMENT IN IGERIA**

EGUNSOLA, A. O. E. & KUMAZHEGE, S. Z.

Dept. of Vocational Education, Faculty of Education, Modibbo Adama University Yola

Dept. of Technology Education, Faculty of Education, Modibbo Adama University Yola

dregunsola@gmail.com or dregunsola@mau.edu.ng

To cite this article:

Egunsola, A.O. E., & Kumazhege, S. Z. (2023). Good governance: a vehicle for technical and vocational education and training (tvvet) and entrepreneurship for sustainable economic development in Nigeria. *Nigerian Online Journal of Educational Sciences and Technology (NOJEST)*, 5 (2), 75-91

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden.

Authors alone are responsible for the contents of their articles. The journal owns the copyright of the articles. The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of the research material.



GOOD GOVERNANCE: A VEHICLE FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) AND ENTREPRENEURSHIP FOR SUSTAINABLE ECONOMIC DEVELOPMENT IN IGERIA

EGUNSOLA, A. O. E. & KUMAZHEGE, S. Z.

Article Infor

Article History

Received:
21 June 2023

Accepted:
October 25, 2023

Keywords

Good Governance, TVET,
Entrepreneurship, Sustainable
Economy

Abstract

The entrepreneurial opportunities that abound in Technical and Vocational Education and Training (TVET) programs are myriad and can never be over emphasized. Several efforts to successfully harness and exploit the opportunities available in TVET to improve the quality of life of recipients and Nigeria's economy have failed due to lack of good governance of TVET and consequently its neglect. This neglect has resulted in production of unskilled TVET graduates that lacked the necessary skills, attitude, and knowledge to better their lives and move the country to greater heights. This paper highlights: concept of good governance in TVET, concept of TVET; roles of TVET and the challenges facing TVET sector of the economy in Nigeria; Entrepreneurship Education; and suggested the ways forward for self-reliance and sustainable economic development of the society and nation at large. This study concludes that TVET has a vital role to play in sustaining the national economy especially in producing skilled work force, entrepreneurship development and poverty reduction. Some recommendations were submitted by the study which includes Tackle TVET stereotyping, improve TVET status, make it more attractive, provide sustainable financing for TVET, create synergy between all TVE stakeholders, provide adequate training facilities/materials, Staff training and welfare programs and accommodate variations in trainees. There is need to revitalize the existing TVET centers in Nigeria; review the curriculum in all TVET programs to suit the current dynamics of the world of technology and the needs of the society; and remuneration for TVET trainers should be made attractive to keep experienced staff and attract more qualified ones.

Introduction

Technical and Vocational Education and Training (TVET) is the training of technically inclined individuals in respective fields who are to eventually become originators, implementers and coordinators of technological development in a nation; the training of individuals on technologically related fields helps them to become self-reliant, self-sufficient and independent;

so, TVET is a veritable tool for solving employment and other socioeconomic challenges confronting nations. Consequently, the Nigerian National Policy on Education (Federal Government of Nigeria (FGN), 2013) was formulated by the federal government to pave way for the revival of the almost extinct technical and vocational education sector in the country. The policy highlighted specific aspects of vocational education, which include: (i) a method of addressing poverty in the country; (ii) a means of preparing individuals for occupational fields in their chosen career; and (iii) a key aspect of general education; and a tool for promoting sustainable development in the nation. However, several years after, there has been little improvement on the deteriorated state of TVET in the country. It is commonplace to notice certain level of stigmatization and prejudice by the general public towards TVET. Many individuals believe that TVET is better reserved for the less privileged of the society comprising of the poor, the dullards and those without proper educational qualification or certificate. Many others are convinced that vocational training is for the physically challenged or handicapped members of the society. It is erroneously believed that these categories of people are unfit to handle certain managerial positions or occupations. Stigmatizing and stereotyping TVET in the long run deprived Nigeria of its benefits and indicates a general lack of awareness of the various roles of TVET.

The Nigeria education sector is witnessing a proliferation of educational institutions at all levels (the primary, secondary and tertiary levels – public and private schools) but little attention is paid to TVET (Opoko et al., 2018). Thus, TVET appears to be on the decline. TVET institutions include polytechnics, technical and vocational training schools and apprenticeship training centers; they are overseen by the National Board for Technical Education (NBTE) which is principally concerned with vocational education outside university education. Many of the old technical institutions have closed down while the existing few are constrained by dwindling enrolment of students, dilapidated facilities, poor staff motivation, and low budgetary allocation thus leading to a dearth of artisans in the Nigerian economy; and it is generally believed that a nation's economic growth and sustainability can be measured by the extent to which TVET is embraced.

The proliferation of universities, polytechnics, and college of education and other specialized tertiary institutions in Nigeria is a desirable thing for learning. However, the curriculum contents of the various tertiary institutions do not translate to entrepreneurship skills development that will enable young graduates to be self-employed. Hence, the rate of unemployment among tertiary

institutions graduates in Nigeria is high (Egunsola et al., 2012). To respond to the unemployment menace, the Federal Government of Nigeria set up different agencies to deal with specific areas based on labor groupings in the country. For instance, the National Directorate of Employment (NDE); the national poverty eradication program (NAPEP); Youth Enterprise with Innovation in Nigeria (You Win); Subsidy Reinvestment and Empowerments Program (SURE-P); N-power (N-TEACH, N-AGRO, N-HEALTH AND N-TAX) all for youths empowerment and to equip the Nigeria youth with saleable skills.

The FGN also established various research institutes to look into and develop new products, new procedures, new methods, machines and models, import substitutes and innovative policies for agricultural, medical, and other industrial products with aim of making the research findings available to TVET students who could process and turn them into products of commercial values as entrepreneurs /enterprise. Examples include: Small Scale and Medium Enterprise Development Agency of Nigeria (SMEDAN), Institute for Innovation and Incubation Center, Cocoa Research Institute of Nigeria (CRIN), Federal Institute for Industrial Research, Oshodi (FIIRO) etc; however, the assessment of these intentions in the areas of youth employment reveals that a nationwide action plan is still needed.

In this regard, Vice Chancellors, Rectors, and Provost of Nigeria tertiary institutions identified the value of introducing entrepreneurship education (EE) in to tertiary education curriculum (Egunsola et al., 2012); so Federal Government of Nigeria directed all tertiary education regulatory agencies to establish necessary mechanism for introduction, development and sustenance of entrepreneurship culture among Nigeria youths in an attempt to reverse (reduce) graduates unemployment trend by giving needed training in entrepreneurship skills to undergraduate students for setting up businesses and consider self-employment as a viable career options. This is believed to be paramount to curtailing unemployment problem encountered by Nigeria tertiary institution graduates who prefer to search for paid jobs that are not readily available. Therefore, in early 2000, entrepreneurship education studies were introduced into Nigerian tertiary education curriculum as a mandatory course. The center for entrepreneurship development was establish with mandate of teaching and gingering undergraduate students (especially in Science, Technology, Engineering and Mathematics – STEM) to acquire entrepreneurial, innovative, and business management skills

(Inusa et al., 2017). This will make the graduates self-employed, create job opportunities for others and generate wealth (Alozie & Izam, 2015; Nduka & Okwa, 2015).

According to Egunsola et al., (2012), entrepreneurship education (EE) is the purposeful interventions by educator in the life of a learner to survive in the world of business, and it has as its focus an action orientation embodied in teaching students how to develop a business plan. Entrepreneurship education develops and stimulates entrepreneurial process, providing tools necessary for starting up new ventures (Emeya & Udukeke, 2017). Therefore, EE refers to all forms of knowledge delivery that seek to empower an individual to create real wealth in the economic sector thereby advancing the cause of development of the nation as a whole. The goal of EE is to empower graduates in their respective areas of specialization with skills that will enable them to engage in an income yielding venture, if they are unable to secure jobs in public sector. EE is the reorientation of graduates from job seekers to job creators. The rationale for inclusion of EE in curriculum of tertiary institution is to help graduate acquire increased understanding of entrepreneurship, equip them with entrepreneurial approach to the world of work and prepare them to act as entrepreneurs and managers of new businesses. Thus, raise their awareness of self-employment as a career option; promote the development of personal qualities relevant to entrepreneurship such as creativity, risk taking and responsibility. It can be concluded that exposure of undergraduate students to EE will ginger up entrepreneurial drive in students and if properly packaged, can be a significant factor in reducing unemployment among graduates of tertiary institution in Nigeria.

The introduction of EE in all tertiary institutions in Nigeria required enrolled students to offer Entrepreneurship Education as a mandatory course to stimulate them to develop entrepreneurial intentions in relevant trades related to their fields of specialization and interests after graduation from tertiary schools. However, the inability of most of the graduates to incubate and start businesses after graduation is among the many factors that contribute to Nigeria's dwindling economy but Nigeria can leverage on the large number of graduates that is being produced each and every year to change the narrative through good governance and proper implementation of TVET and entrepreneurship education based on the practical skills learned and the entrepreneurial education acquired. This idea will go a long way in changing the mind-set of the Nigerian

graduates and also bring a radical change from theoretical education to practical and business-oriented one. With this there will be a paradigm shift that will create a platform for sustainable economic development of the country. Therefore, Nigeria youths need to cultivate and develop intentions to become entrepreneurs especially after attending TVET and EE courses in tertiary institutions as this will help curb unemployment of tertiary institutions graduates, youths' restiveness, thug, banditry, kidnapping and other heinous crimes in the society.

Good Governance

The concept "governance" is not new. It is as old as human civilization. It is the process of decision-making and the process by which decisions are implemented (or not implemented). Governance can be used in several contexts, such as; corporate governance, international governance, national governance and local governance. Since governance is the process of decision-making and the process by which decisions are implemented, it is true and possible to have good or bad governance. In a nutshell, good governance refers to the public administration process that maximizes public interest (Keping, 2018). According to Keping, good governance has eight major characteristics, such as; participatory, consensus oriented, accountability, transparent, responsive, effective and efficient, equitable and inclusive and follows the rule of law. It assures that corruption is minimized, the views of minorities are taken into consideration and that the voices of the most vulnerable in society are heard in decision-making. It is also responsive to the present and future needs of society.

Good governance is a major factor in improving the quality of education. It is known and accepted fact that, accountability is a fundamental requirement of good governance. It is the movement geared towards ascertaining the extent of the goals and objective of education. Accountability requires good management of decisions, policies, constant supervision and monitoring of the education system (Transparency International Rwanda, 2021). With such government in place, every organizational sector or formation, either national or local will do well to meet the demand of the society. Good governance promotes qualitative education in every nation. Good governance influences the formulation and implementation of good policies by forming the basis on which good policies are monitored, reviewed and restructured as per the needs of the country, society, region and system (Aziz, 2023). It is expected that with good governance in place, the goals and

objectives of TVET and the introduction of entrepreneurship education in school curriculum will be achieved in Nigeria.

Technical and Vocational Education and Training (TVET)

Technical and Vocational Education and Training (TVET) is a comprehensive term referring to those aspects of the educational process in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupation (that prepares individuals for employment) in various sectors of the economic and social life (United Nations Educational, Scientific and Cultural Organization (UNESCO), 2009). TVET is the form of education that advocates the development of 3Hs – head (knowledge), hand (dexterity) and heart (consciousness and painstaking) and a total deviation from liberal education which emphasizes 3Rs – reading, writing and arithmetic. TVET is a pragmatic (functional) education where the work force has to acquire through training and practice to possess the right skills, up-to-date knowledge, right attitude and abilities to do the work in line with the demands of the occupation.

TVET has long been in existence, though not in formal education system. Before the Industrial Revolution (between 1750 and 1830), the family (home) and the apprenticeship system were the major sources of vocational education (Ajayi & Ayodele, 2002). But due to the decline of this system, societies were forced to develop vocational educational institutions. Even in Nigeria, vocational education was also initially offered in the homes (Fafunwa, 1974) as certain skilled crafts like carving, pottery, bead making, basket weaving, iron smelting, gold smiting and leather works were believed to run in families. The skills required for such crafts were passed from one generation to another. Over time, however, families in similar crafts or trades grouped together to form guilds. Apprenticeship remained the pedagogic approach, though membership of the guilds, with time, was opened to those outside the original lineages.

The history of vocational education globally has been summarized by Yusuf and Soyemi, (2012) who reported that the introduction of vocational and technical education in schools was in the 19th century (1845 – 1850) except for the professions provided only through apprenticeship. This situation was partly due to the low social status associated with such instruction as opposed to a

classical curriculum, which was considered necessary for a gentleman. With the growth of industrialization during the 19th century, however, several nations began introducing vocational education in elementary and secondary schools. Over the years, vocational education has diversified and now exists in industries (Opoko et al., 2018). Vocational education has been able to provide training in retail, information technology, arts and crafts and many others for a large population of the modern society complementing the academic and scholarly educational programs offered in colleges and universities. Hence, the evolution of vocational education plays a vital role in the educational system as a whole; and its part of general education. TVET is dispensed in public and private educational institutions, or other forms of formal and informal instructions aimed at granting all segments of the society access to life-long learning resources. Ekong (2013) stated that TVET comprised formal, non-formal and informal learning for the world of work.

The literatures showed that TVET has a vital role to play in nation building be it a developed or developing; TVET eliminates unemployment by equipping its recipients with saleable skills (either out of school youths or adults); infuse into all its recipients adequate vocational efficiency for effective living; enhance sustenance of national economic and technological developments; and engender sustainable national economic prosperity. TVET provides students with competences in practical skills and sound scientific knowledge required for skilled manpower. TVET thus, produces graduates who are competent and can complement the nation's labor force. However, the intended role of TVET in producing skilled manpower cannot be attained if there is an absence of effective and efficient teaching and good governance.

A nation that aims to grow and have sustainable development socio-economically cannot do so without a well articulated and implemented TVET policy. TVET can help achieve economic growth by achieving workers' productivity and the nation's economy would be ailing or collapsing without its products (Yusuf & Soyemi, 2012). Training in vocational trades is important in reducing poverty. It transforms people into entrepreneurs. TVET trains people to be able to transform raw materials or production factors into finished products and goods, thereby empowering them to earn a living for themselves and even create jobs for other people. It also enhances the indigenous technological base with opportunities of utilizing local raw materials

thereby making possible savings in foreign exchange. TVET also produces the quality of skilled human capital capable of stabilizing and sustaining the development of a nation's economy.

TVET allows for wide options in occupational choices, it is needed in facilitating economic growth especially at a time when the country is in recession. It provides students with life skills that stimulates their creative and innovative ideas needed to survive in the competitive business world of the 21st century. The business environment is changing at a fast pace due to influences of rapidly emerging and changing technologies in a fast globalizing world. This has increased the demand for variety in human skills necessary to respond to such drastic changes in a competitive manner for economic progress and business survival; only TVET can provide skills required to meet up these challenges. The benefits of TVET are also relevant to rural areas. It provides skills needed for rural development especially those related to agriculture and other rural needs. These may include meeting demands for transportation, water, energy and sanitation of rural dwellers. This will go a long way in addressing rural-urban migration in Nigeria, as rural areas will become more attractive with prospects of comfortable living and employment.

In Nigeria, the acquisition of vocational skills is possible from the secondary to tertiary level in the structure of 9-3-4 education system. The average duration of TVET courses ranges from three to five years, depending on the institution and program. Various levels of government, private and Non-Governmental Organizations may own TVET institutions but TVET in Nigeria is faced with a number of challenges which include: low quality of training/teaching staff; poor perception of the public and bad public image of vocational education; discrimination against graduates of technical and vocational institutions; low turnout and enrolment of trainees in vocational schools; inadequate financing and follow up on the part of the government; lack of facilities; inaccessibility; lack of trained personal; staff training and retention; and general apathy of political office holders/law makers; what is the way forward? (See recommendations below)

Entrepreneurship

Entrepreneurship is the ability to turn ideas into action; a process of vision, change and creation which requires application of energy and passion towards creation and implementation of new ideas and creative solutions. Entrepreneurship education (EE) was formally introduced as part of

curricular content in formal schools in Nigeria in 1993 (Ofusia et al., 2012); it is an important component of economic growth and development.

Entrepreneurship is the ability of an individual to be a job creator instead of a job seeker (Owoso & Njoku, 2017 as cited in Njoku et al., 2017) by spotting opportunities thereby contributing to the development of the economy; the willingness and ability to identify an environmental change and exploit such an opportunity to produce goods and services for public consumption. Entrepreneurship includes creativity, innovation, risk taking, and the ability to plan and manage an enterprise in order to achieve objectives (Njoku et al., 2017). Entrepreneurship skills according to Ojeifo (2013) are abilities acquired through training and practices that could enable an individual to become successful in performing their functions in an enterprise for profit. Among these skills are: commitment, determination, perseverance, need for achievement, opportunity orientation, initiative and responsibility, persistent problem solving, seeking feedback, risk taking, integrity, reliability, self-confidence, locus of control *et cetera*.

The main objective of entrepreneurship includes establishing career in small and medium sized businesses; inculcate spirit of perseverance in any chosen business venture and create smooth transition from traditional to modern industrial economy. Acquisition of production skills through TVET plus business management skills equals to entrepreneurship (TVETpreneurship), where individuals who passed through TVET are expected to identify and hatch new business ventures, manage the business to make profit, grow and develop it to a level that they are gainfully employed and be able to employ other people; thus, become an entrepreneur. Onu et al., (2018) defined an entrepreneur as a person who establishes and manages a business enterprise, an individual who is willing and able to originate a business idea and create innovation, converting new ideas into successful profitable ventures. Aslam and Hasnu (2016) defined an entrepreneur as an innovator who evokes demand and creates jobs as he matches supply with demand. An entrepreneur is an agent who combines all factors of production (land, labor and capital) to create wealth and make profit (Njoku et al., 2014). Therefore, an entrepreneur is the person, an individual who undertakes directed initiatives and assumes personal risks in creating and running a profit directed business in any TVET related occupations.

For instance, agricultural entrepreneurship in addition to profit making, prepares one for self-employment in agricultural occupations thus making agricultural occupations fit into the framework of entrepreneurship. As one of the specialized areas in TVET, entrepreneurial skills in agriculture can be learnt for those subjected to it to increasingly engage in agribusiness and be self-employed. As productivity increases and placing one in successful agribusiness, the people are empowered economically and socially (Deekor, 2019). So, agricultural entrepreneurship education must be embraced for employment generation and community empowerment. It is preposterous for a country to experience progress and development when its citizens wallow in deplorable conditions such as: very high unemployment rates, poverty, hunger and death due to preventable causes.

Sustainable Economic Development

TVET is considered as a prime component for ensuring a country's economic growth and sustainability in the era of the 21st century (Aziz, 2023), that which cannot be achieved without good governance. TVET skills development of the youth population in Nigeria will largely depend on the effectiveness of governance in increasing employability and job market responsiveness. Strengthening TVET governance should be a priority on the agenda to enhance the quality of TVET in Nigeria, for a far-reaching educational reform, growth and sustainable economic development. To incorporate entrepreneurship into the policy mix, will ensure that our institutions becomes not just canters for skills acquisitions, but also incubating centers for production of job creators not job seekers – students will then graduate not just with good curriculum vitae, but also with good business plans (Osisio, 2015). This educational system needs to be redefined and refocused, to create and enhance the supply of entrepreneurial initiatives needed to reduce unemployment rate in the society, increase employee productivity and engender overall growth and development in the economy.

Sustainable economic development is an economy which attempt to satisfy the needs of human in a manner that sustains natural resources and the environment for future generation. It can also be said as a process in which the exploitation of natural resources, the direction of investment, the orientation of technological development, and institutional changes or reform are all in coordination and harmony and enhance both the current and future potential for meeting human needs. Until Nigeria begins to take this path, sustainable economic development will be a mirage

(Erhun, 2015). Economic sustainability forms an important component of sustainable development. It is the maintenance and sustenance of a high real growth rate of the economy to achieve the development or economic objectives. Despite the huge resources in Nigeria, the country ranks low in economic performance, Nigeria has not been able to maintain the growth rate necessary to reduce her poverty level (Erhun, 2015).

To achieve sustainable economic development that meets the needs of the present without compromising the ability of the future generations to meet their own needs, educational institutions need to adopt sustainable educational approach to learning, teaching and research so that the individuals graduating from such institutions can adopt sustainable lifestyle (Christopher, et al., 2017). This can only be achieved by breaking the vicious cycle of poverty, infrastructural neglect, corruption, and other social problems pinning the country down in stagnation. After the long periods of time as an independent nation, Nigeria has not attained her optimum level of development. It has not achieved its impressive economic performance in Gross Domestic Product (GDP) terms. Many individual youths have difficulties in translating their educational ideas into business ideas realities, by creating new business ventures. This is due to lack of necessary entrepreneurial information and skills needed to do so.

Conclusion

The social and economic trends predicate the need for reforming the TVET Systems with a view to have a new development pattern which holds a culture of economically, environmentally and socially sustainable development; TVET is expected to play two crucial roles in the national sustainable development (social, economic & environmental development). The first role is to provide training opportunities and career advancement avenues for the increased school leavers. The second role is to provide skilled manpower that is needed at all levels of the economy. The skills so developed should be able to lead to self-reliance in the absence of salaried employment and enhance the industrialization process. TVET has been used as an instrument of sustainable development, yet TVET was left to the periphery and its significance has not really been fully embraced. On the other hand, Nigeria has a relatively large percent of skilled yet unemployed people due to declining employment in the public and private sector; forcing a large cheap unskilled labor force, as a result of lack of education and training as the core role of TVET in

enhancing the informal sector and in offering skills and knowledge to the unskilled has not been keenly appreciated.

For a TVET System to be able to play its role effectively, it is important to ensure that there exists an enabling and TVET friendly environment nationwide. Such an enabling environment can be achieved by putting in place harmonized national TVET policies, provision of adequate funds, developing positive social attitudes towards training and enhanced management. The increased public funding will increase the subsidy among the poor households through loans and bursaries to needy trainees. The governments and the private sector should above all recognize that TVET is an investment not a cost, with significant returns including the wellbeing of workers, enhanced productivity, international competitiveness, and economic growth in the long run. There should be good governance for enhanced TVET management to ensure that TVET is well coordinated. This will reduce wastage of resources; improve relevance and retention of training personnel in the country. Bad management of TVET under various government departments has rendered TVET sector to stagnate, causing disparities in the training standards.

Traditionally TVET was regarded to be a provision reserved for the male gender. This belief has resulted in serious omissions in national development plans where women are given a raw deal. Consequently, most of the TVET facilities are planned without taking into consideration the female gender thereby women are discouraged from enrolling for vocational career training opportunities. Also, TVET institutions for long was regarded as education for able bodies only, not inclusive enough to cater for students with handicaps, this problem can be observed in the facilities provided in training centers as they scarcely take into consideration making allowances for the blind, crippled nor deaf/dumb candidates. TVET should be offered as inclusive education. TVET plays vital roles in nation building especially in the areas of socioeconomic development (employment and income generation, poverty alleviation), development of indigenous technological base, rural development, and mitigation of rural urban migration. Challenges identified include negative stereotyping, inadequate staffing and funding and poor infrastructure. Effective governance of TVET for sustainable economy requires the collective effort of all stakeholders in ensuring that there is adequate funding, staffing and infrastructure for TVET; synergy between stakeholders; and flexibility in curricula, which needs to be formulated to reflect

industry needs and the peculiar demands of the 21st century. The government should put in place a sound framework for TVET which seeks to remove the obvious bias against the sector and indeed introduce welfare packages aimed at boosting TVET in the country.

Recommendations

1. Tackle Stereotyping

There should be intensive campaign in the media and other fora to popularize TVET, highlighting its benefits to the citizenry and nation at large. There should be policy framework which actively supports TVET and removes the current discrimination being faced. The dichotomy in rewards system between products of conventional school system and those of TVET needs to be addressed right from the stage when students are admitted to schools. Choice of school should be based on aptitude and interest and not only academic grade as currently is the case. Similarly, remuneration for work done should be based on quantifiable output and contributions and not mere paper qualification, as is sometimes the case.

2. Improve the Status of TVET to make it more attractive

The government should enhance the value of TVET and make it more appealing to the public. This can be done by inviting notable resource persons, successful TVET graduates and other role models to motivate the trainees and create awareness on the benefits of TVET to the nation. Creating cultural and heritage linkages to TVET and promising support in the form of grants, further training and networking to graduates will also go a long way in making TVET more attractive.

3. Provide Sustainable Financing

The government needs to channel sufficient funds towards TVET. It is acknowledged that government alone may not be able to fund TVET. Thus there is need for collaboration with other stakeholders like private sector, donor agencies and non-governmental organizations in this direction. Notable among the private sector are all enterprises or businesses that benefit from the products of TVET.

4. Create Synergy between TVET Stakeholders

Although most of the TVET institutions are government owned, there exist a handful of institutions owned or supported by the private sector, non-governmental and community based organizations. It was observed that there is no harmony between the curricula and quality of products from these institutions. There is need to harmonize these in order to enhance the status of TVET (Wahba, no

date). In doing so however, the content of the curricula and pedagogic approach including methods of assessment should be flexible enough to accommodate the variations in the personal characteristics of trainees. This may include levels of literacy, physical, mental and other challenges. Flexible programs will attract a wide variety of people, bearing in mind that some individuals are more pragmatic in their thinking and reasoning and may therefore require different modes of instructor/trainee interactions to bring out their best. Effective synergy between stakeholders will also help in identifying the actual need of the industries or business environments where products are to function. This is important especially in view of the competitive business environment occasioned by globalization on one hand and the prospects for international outsourcing it offers on the other hand. To this end, there is need to introduce entrepreneurial development in the curricula of TVET considering that many of the products will be expected to not only be self-employed but creators of employment for others.

5. Provision of Adequate Training Facilities and Materials

For effective training to take place, three things must be available, namely: the trainees, instructors and training facilities and materials. The facilities and training materials will create conducive environment for teaching/learning by both the instructor and his trainee. They will include adequate size and number of laboratories (including computer/digital laboratories), workshops, classrooms and libraries, adequately furnished with appropriate furniture, machines, tools, gadgets and resource materials as the case may be. These must however be current and in tandem with prevailing best practices.

6. Staff Training and Welfare Programs

In order to improve the quality of teaching/training, the right caliber of staff must be in place. There should also be staff continuous development schemes that are aimed at improving the quality of delivery by TVET staff. Staff continuous development programs will include in house and external seminars, workshops or postgraduate training programs aimed at exposing staff to new skills, networking opportunities and international best practices. In addition, attractive welfare packages like bonuses and sponsorship to exhibitions and awards will go a long way in not only attracting staff but retaining them and attracting new ones.

References

- Ajayi, I.A. & Ayodele, I.B. (2002). *History and development of education*. Ado- Ekiti: PETOA.
- Alozie, J. O. & Izam, Y. D. (2015). Entrepreneurship and business opportunities for professional builders in FCT, Abuja. *Papers for technical proceedings, 45th conference/AGM*, Ibadan, Oyo state.
- Aslam, A. & Hasnu, S. A. F. (2016). Issues and constraints perceived by young entrepreneurs in Pakistan. *World Journal of Entrepreneurship, Management and Sustainable Development*, 12 (1); 50 -65 doi:10.1108/WJEMSD
- Aziz, S. A. (2023). Reframing governance for improving quality of technical vocational education and training (TVET) in Bangladesh. *The online Journal of TVET in Asia*, issue 20, 1 – 20 online:<https://tvvet-online.asia/wp-content/uploads/2023/01/saaziz.pdf> (retrieved 31/1/2023)
- Christopher, O. I., Raymond, E., Abutu, F. & Dantani, I. W. (2017). Entrepreneurship and sustainable economic development in Nigeria in the 21st century. In Uduk, K. K. O. and Onuorah, A. N. (Eds). *Entrepreneurship and Innovation*. Lagos: West and Solomon publishing company limited (Chapter 18), pages 291 - 313 ISBN: 978-978-55298-2-1
- Deekor, H. L. (2019). The role of agricultural entrepreneurship education in employment generation and community empowerment. *World Journal of Entrepreneurship Development Studies*, 3 (1); 6 – 10. ISSN 2579 – 0544 www.iiardpub.org
- Egunsola, A.O.E., Dazala, I.U & Daniel, J.D. (2012). Entrepreneurship education and attitude of undergraduate students to self-employment in Mubi Adamawa State; Nigeria. *Journal of education and practice*; 22 (8), 95-102
- Ekong, J. E. (2013). Re-engineering TVET towards capacity building for sustainable development. *Nigeria Vocational Association Journal*, 18 (2); 1 -9
- Emeya, S. & Udukeke, O.F. (2017) Promoting Entrepreneurship In Technical and Vocational Education And Training For Enhanced Post Oil Boom Economy In Nigeria. *Journal of Association of Vocational and Technical Education of Nigeria (AVTEN)*; 22 (2), 189-198
- Erhun, M. O. (2015). A sustainable approach to economic development in Nigeria: a legal perspective. *Journal of Economics and Sustainable Development*, 6 (14); 1 – 6. ISSN 2222 – 1700 paper, ISSN 2222 – 2855 (online)
- Fafunwa, A. B. (1974). *History of education in Nigeria*, Ibadan: UPL
- Federal Government of Nigeria (2013). *National Policy on Education*. Lagos: NERDC Press.
- Inusa, R.M., Aliyu, Z.T. & Ali, H. (2017) challenges of technical and vocational educational and entrepreneurship for job creation and national development. *Multidisciplinary Journal of Science, Technology and Vocational Educational*; 5 (1), 23-36.
- Keping, Y. (2018). Governance and good governance: a new frame work for political analysis.

- Fudan Journal of Humanities and Social Science*, 11; 1 – 8.
<http://doc.org/10.1007/s40647-017-0197-4>
- Nduka, K. N. & Okwa, A. A. (2015). Institutional linkages for skills development in the Nigerian building industry: the case study of NIOB/SURE-P partnership. *Papers for technical proceedings*, 45th conference/AGM, Ibadan, Oyo state.
- Njoku, C. A., Anaele, E. O., Owosho, J. O. & Ogbonna, K. P. (2017). Assessment of the post oil boom economy on the 21st century entrepreneurial skills among TVET graduates in Technical Colleges in Lagos state. *Journal of Association of Vocational & Technical Educators of Nigeria*, 22 (1); 67 – 79.
- Ofusia, J. N., Nwalado, E. N. & Dede, P. U. (2012). Entrepreneurship education for youth empowerment in Nigeria. *Global Academic Group*, 18 (1); 91 -96.
- Ojeifo, S. A. (2013). Entrepreneurship education in Nigeria: a panacea for youth unemployment. *Journal o Education and Practice*, 4 (6); 6- 67.
- Onu, F. M., Ezhim, I. A. & Ali, C. C. (2018). Entrepreneurial skills required by youth for ensuring food security in Nigeria. *Journal of Agricultural Education Teachers' Association of Nigeria*, 2(2); 150 - 160
- Opoko, A. P.; Badmus, F. O.; Abiola, I. T.; Odizia, C. I. ; Oluwole, O. O. ; Pamilerin, D. E. ; Rotimi, D. O.N.; Chima, O. ; Mabadeje, J. & Otusemade, T. O. (2018). The role of technical and vocational education and training (TVET) in nation building: a review of the Nigerian case. *International Journal of Mechanical Engineering and Technology (IJMET)*, Volume 9, Issue 13, 1564–1571.
- Osisioama, B. C. (2015). Entrepreneurship technical education and sustainable development in Nigeria: an overview. Presented at the *2015 National Conference of Imo State Polytechnic held at Entrepreneurship Development Centre, Imo State Polytechnic, Umuogwo. November 4, 2015 - 1*
- Transparency International Rwanda (2011). *Baseline studies: accountable governance and leadership in TVET schools in Rwanda*. Swiss Agency for Development and Cooperation (SDC) baseline-study-on-hools- in- rwan-pdf
- United Nations Educational, Scientific and Cultural Organization (UNESCO) (2009). *Regional contribution to statistical information systems development for TVET*,
<http://unesdoc.unesco.org/images/0021/002160/216065e.pdf>
- Wahba, M. M. M. (no date) *TVET challenges and priorities in developing countries*, Competency Assurance & TVET Consultant, Email: mmm_wahba@hotmail.com
- Yusuf, M.A & Soyemi, J. (2012) 'Achieving Sustainable Economic Development in Nigeria through Technical and Vocational Education and Training: The Missing Link, *International Journal of Academic Research in Business and Social Sciences*, 2 (2), 71-77